

NORFOLK STATE UNIVERSITY



GRADUATE  
**CATALOG**  
2014-2016

700 Park Avenue  
Norfolk, VA 23504  
(757) 823-8600  
(800) 274-1821

<http://www.nsu.edu/catalog/GraduateCatalog.html>

# TABLE OF CONTENTS

<b>ACADEMIC CALENDARS</b>	<b>VI</b>
<b>WELCOME FROM THE PRESIDENT</b>	<b>XII</b>
<b>BOARD OF VISITORS</b>	<b>XIII</b>
<b>WELCOME TO NORFOLK STATE UNIVERSITY</b>	<b>1</b>
<b>GRADUATE EDUCATION</b>	<b>4</b>
<b>TABLE 1: DEGREES GRANTED</b>	<b>4</b>
<b>SCHOOL OF GRADUATE STUDIES AND RESEARCH</b>	<b>5</b>
<b>ADMISSIONS</b>	<b>5</b>
<b>RE-ADMISSION</b>	<b>6</b>
<b>ACADEMIC POLICIES</b>	<b>9</b>
<b>ACADEMIC INFORMATION</b>	<b>11</b>
<b>THE CURRICULUM</b>	<b>11</b>
<b>CAMPUS LIBRARY</b>	<b>14</b>
<b>ADMINISTRATIVE OFFICES</b>	<b>15</b>
<b>OFFICE OF THE PROVOST</b>	<b>15</b>
<b>DIVISION OF FINANCE AND BUSINESS</b>	<b>16</b>
<b>DIVISION OF RESEARCH AND ECONOMIC DEVELOPMENT</b>	<b>18</b>
<b>DIVISION OF STUDENT AFFAIRS</b>	<b>19</b>
Recognized Student Organizations	23
<b>DIVISION OF UNIVERSITY ADVANCEMENT</b>	<b>26</b>
<b>SCHOOL OF EDUCATION</b>	<b>27</b>
<b>MASTER OF ARTS IN PRE-ELEMENTARY EDUCATION MA.PRE.EE.ONLINE</b>	<b>28</b>
<b>MASTER OF ARTS IN PRE-ELEMENTARY EDUCATION WITH LICENSURE IN EARLY CHILDHOOD SPECIAL EDUCATION MA.PRE.ECS. ONLINE</b>	<b>30</b>
<b>MASTER OF ARTS IN TEACHING – ELEMENTARY EDUCATION MAT.ECE.PREK-6.ONLINE</b>	<b>32</b>
<b>MASTER OF ARTS IN SPECIAL EDUCATION</b>	<b>33</b>
MASTER OF ARTS IN SPECIAL EDUCATION-GENERAL NON-TEACHING MA.SPE.SD.GN	34
MASTER OF ARTS IN SPECIAL EDUCATION ADAPTED CURRICULUM K-12 MA.SPE.SD.TL	35
MASTER OF ARTS IN SPECIAL EDUCATION REHABILITATION COUNSELING MA.SPE.SD.RC	37
MASTER OF ARTS IN SPECIAL EDUCATION GENERAL TEACHER LICENSURE K-12 MA.SPE.GEN.K-12	38

# Table of Contents

<b>MASTER OF ARTS IN TEACHING – SECONDARY EDUCATION</b>	<b>43</b>
M.A.T. -- Biology	44
M.A.T. -- Chemistry	45
M.A.T. -- English	46
M.A.T. -- Fine Arts	47
M.A.T. -- History	48
M.A.T. -- Mathematics	49
M.A.T. -- Mathematics Specialist	50
M.A.T. -- Music	51
M.A.T. -- Physics	52
<b>MASTER OF ARTS IN URBAN EDUCATION</b>	<b>61</b>
M.A. in Urban Education -- Administration and Supervision PreK-12	61
M.A. in Urban Education -- Community Counseling	62
M.A. in Urban Education -- Curriculum Development and Supervision	63
M.A. in Urban Education -- Professional School Counseling PreK-12	64
<b>COLLEGE OF LIBERAL ARTS</b>	<b>65</b>
<b>MASTER OF ARTS/ MASTER OF FINE ARTS IN VISUAL STUDIES</b>	<b>66</b>
Masters of Fine Arts (MFA)	68
M.A. in Visual Studies	68
<b>MASTER OF ARTS IN MEDIA AND COMMUNICATIONS</b>	<b>70</b>
M.A. in Media and Communications – Interpersonal Communications	72
M.A. in Media and Communications – Journalism	73
M.A. in Media and Communications – Mass Communications	74
<b>MASTER OF MUSIC</b>	<b>76</b>
M.M. - Music Education	80
M.M. - Theory/Composition	81
M.M. - Performance	82
<b>MASTER OF ARTS IN COMMUNITY/CLINICAL PSYCHOLOGY</b>	<b>84</b>
M.A. in Community/Clinical Psychology	86
<b>DOCTOR OF PHILOSOPHY IN CLINICAL PSYCHOLOGY</b>	<b>88</b>
Required Core Courses	91
Dissertation and Related Electives	93
<b>MASTER OF ARTS IN CRIMINAL JUSTICE</b>	<b>95</b>
M.A. in Criminal Justice - Management and Planning	96
M.A. in Criminal Justice - Juvenile Justice	97
<b>MASTER OF ARTS IN URBAN AFFAIRS</b>	<b>98</b>
Human Resources, Planning, Administration Concentration	100

## Table of Contents

Human Resources Planning and Administration	101
<b>COLLEGE OF SCIENCE, ENGINEERING, AND TECHNOLOGY</b>	<b>103</b>
<b>MASTER OF SCIENCE IN COMPUTER SCIENCE</b>	<b>106</b>
M.S in Computer Science	107
<b>MASTER OF SCIENCE IN CYBERSECURITY</b>	<b>109</b>
M.S. in Cybersecurity	110
<b>MASTER OF SCIENCE IN ENGINEERING</b>	<b>113</b>
M.S in Electronics Engineering	113
<b>MASTER OF SCIENCE IN MATERIALS SCIENCE</b>	<b>116</b>
M.S. in Materials Science	118
<b>DOCTOR OF PHILOSOPHY IN MATERIALS SCIENCE AND ENGINEERING</b>	<b>119</b>
Ph.D. in Materials Science	122
<b>SCHOOL OF SOCIAL WORK</b>	<b>124</b>
<b>MASTER OF SOCIAL WORK</b>	<b>124</b>
<b>DOCTOR OF PHILOSOPHY IN SOCIAL WORK</b>	<b>131</b>
Ph.D. in Social Work	135
<b>COURSE DESCRIPTIONS</b>	<b>137</b>
<b>ADMINISTRATORS</b>	<b>170</b>
<b>FACULTY</b>	<b>172</b>
<b>EMERITI FACULTY</b>	<b>182</b>
<b>INDEX</b>	<b>184</b>

# IMPORTANT INFORMATION REGARDING MATRICULATION

Policies regarding the enrollment of degree-seeking (matriculating) 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 specified 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 readmission.
- Any student under any degree program who has re-enrolled in the University after interruptions of more than two semesters will be required to apply for readmission and 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 to the new degree program.
- Students are held responsible for reading and complying with the University policies contained in the Catalog.
- 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.

*This document is subject to change. Current university policies are located on the university's web site at <http://www.nsu.edu/policies/>. Please refer to this website for policy updates and policies and procedures not addressed in the University Catalog.*

*This document is intended to adhere to all statutory regulations, State Council of Higher Education for Virginia (SCHEV) guidelines, and other official documents and pronouncements of the Commonwealth of Virginia and the Norfolk State University Board of Visitors.*

*The current version, as amended, is posted on the University's website.*

*Norfolk State University is committed to the policy that all persons will have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.*

# ACADEMIC CALENDARS

## FALL SEMESTER 2015

State of the University Address/Faculty/Staff/School/Department.....	Monday, August 17
Meetings, Faculty Information Workshops	
Departmental Advising and Registration .....	Thursday, August 20 – Saturday, August 22
<b>Classes Begin</b> .....	<b>Saturday, August 22</b>
<b>Late Registration Begins</b> .....	<b>Monday, August 24</b>
Deadline to Drop a Course and Receive 100% Refund.....	Wednesday, August 26
Mini Term 1A Deadline for Late Registration/Add/Drop Courses or Declaring Audit .....	Wednesday, August 26
Deadline for Late Registration/Adding Courses or Declaring Audit.....	Wednesday, August 26
Deadline to Drop a Course and Receive 50% Refund.....	Tuesday, September 1
<b>Labor Day Holiday (No Classes)</b> .....	<b>Monday, September 7</b>
<b>Mini Term 1A advisory grades due (7 week session)</b> .....	Monday, September 14 – Saturday, September 19
Deadline to Apply for December 2015 Graduation.....	Friday, September 18
<b>At the 5<sup>th</sup> week, 1st advisory grades due (15 week session)</b> .....	Monday, Sept. 21-Saturday, Sept. 26
<b>Fall Break (No Classes)</b> .....	<b>Monday, October 12 – Tuesday, October 13</b>
Deadline to Drop a Course.....	Friday, October 16
Mini-Term 1B (Classes Begin).....	Saturday, October 17
Mini-Term 1B Deadline for Late Registration/Add/Drop Courses or Declaring Audit .....	Wednesday, October 21
<b>At the 10<sup>th</sup> week, 2nd advisory grades due (15 week session)</b> .....	Monday, October 26- Saturday, October 31
Registration for Spring 2016 Semester Begins.....	Monday, October 26 – Saturday, January 9
<b>Mini Term 1B advisory grades due (7 week session)</b> .....	Monday, November 9 – Saturday, November 14
Reading Day (No Classes).....	Wednesday, November 25
Thanksgiving Break.....	Thursday, November 26 – Sunday, November 29
Classes Resume.....	Monday, November 30
<b>Classes End</b> .....	<b>Friday, December 4</b>
<b>(Last Day to Withdraw from the University without Academic Penalty)</b>	
Final Examination Period.....	Saturday, December 5 – Friday, December 11
<b>COMMENCEMENT</b> .....	<b>Saturday, December 12</b>
Deadline to Report Final Grades.....	Tuesday, December 15

Registration One-Stop Shop Advising and Registration Services will be located on the first floor of the Student Center beginning Thursday, August 20 through Wednesday, August 26 for registration. Hours of operation will be 8:00 a.m. until 6:00 p.m. Saturday August 22 hours of operation will be 9:00 a.m. until 1:00 p.m.

## SPRING SEMESTER 2016

Faculty/Staff/School/Department.....	Monday, January 4
Meetings, Faculty Information Workshops	
Departmental Advising and Registration.....	Thursday, January 7 – Saturday, January 9
<b>Classes Begin.....</b>	<b>Saturday, January 9</b>
<b>Late Registration Begins.....</b>	<b>Monday, January 11</b>
Deadline to Drop a Course and Receive 100% Refund.....	Wednesday, January 13
Mini-Term 1A Deadline for Late Registration/Add/Drop Courses or Declaring Audit...	Wednesday, January 13
Deadline for Late Registration/Adding Courses or Declaring Audit.....	Wednesday, January 13
<b>Martin Luther King Jr. Holiday (No Classes).....</b>	<b>Monday, January 18</b>
Deadline to Drop a Course and Receive 50% Refund.....	Tuesday, January 19
Deadline to Apply for May 2016 Graduation.....	Friday, January 22
<b>Mini Term 1A advisory grades due ( 7 week session) .....</b>	<b>Monday, February 1 – Saturday, February 6</b>
<b>At the 5<sup>th</sup> week, 1st advisory grades due (15 week session)...</b>	<b>Monday, February 8-Saturday, February 13</b>
Registration for Summer and Fall 2016 Semester.....	Monday, February 29 – Friday, June 24
Mini-Term 1B (Classes Begin).....	Saturday, March 5
SPRING BREAK FOR STUDENTS.....	Monday, March 7 – Sunday, March 13
Mini-Term 1B Deadline for Late Registration/Add/Drop Courses or Declaring Audit.....	Wednesday, March 9
Deadline to Drop a Course.....	Friday, March 18
<b>At the 10<sup>th</sup> week, 2nd advisory grades due (15 week session).....</b>	<b>Monday, March 14 – Saturday, March 19</b>
<b>Mini Term 1B advisory grades due (7 week session) .....</b>	<b>Monday, March 28 – Saturday, April 2</b>
<b>Classes End.....</b>	<b>Friday, April 29</b>
<b>(Last Day to Withdraw from the University without Academic Penalty)</b>	
Final Examination Period.....	Saturday, April 30 – Friday, May 6
<b>COMMENCEMENT.....</b>	<b>Saturday, May 7</b>
Deadline to Report Final Grades.....	Tuesday, May 10
Faculty Development Workshop.....	Wednesday, May 11 - Thursday, May 12

Registration One-Stop Shop Advising and Registration Services will be located on the first floor of the Student Center beginning Thursday, January 7 through Wednesday, January 13. Hours of operation will be 8:00 a.m. until 6:00 p.m. Saturday, January 9 hours of operation will be 9:00 a.m. until 1:00 p.m.

# SUMMER SESSIONS 2016

---

## MAY 16 – JUNE 24, 2016 6 WEEK TERM (TERM A)

---

Registration.....	Monday, February 29 – Saturday, May 14
<b>Classes Begin/Late Registration.....</b>	<b>Monday, May 16</b>
<b>Deadline to Drop a Course and Receive 100% Refund.....</b>	<b>Thursday, May 19</b>
Deadline for Late Registration/Adding Courses or Declaring Audit.....	Thursday, May 19
Memorial Day Holiday (No Classes) .....	Monday, May 23
Deadline to Drop a Course and Receive 50% Refund.....	Tuesday, May 24
<b>Deadline to Drop a Course.....</b>	<b>Tuesday, June 7</b>
<b>Classes End.....</b>	<b>Thursday, June 23</b>
<b>(Last Day to Withdraw from the University without Academic Penalty)</b>	
Final Examination Period.....	Friday, June 24
<b>Deadline to Report Final Grades.....</b>	<b>Tuesday, June 28</b>

---

## JUNE 25 – JULY 22, 2016 4 WEEK TERM (TERM B)

---

Registration.....	Monday, February 29 – Friday, June 24
<b>Classes Begin/Late Registration.....</b>	<b>Saturday, June 25</b>
Deadline to Drop a Course and Receive 100% Refund.....	Wednesday, June 29
Deadline for Late Registration/Adding Courses or Declaring Audit.....	Wednesday, June 29
Deadline to Drop a Course and Receive 50% Refund.....	Monday, July 4
Deadline to Drop a Course.....	Monday, July 11
<b>Classes End.....</b>	<b>Thursday, July 21</b>
<b>(Last Day to Withdraw from the University without Academic Penalty)</b>	
Final Examination Period.....	Friday, July 22
<b>Deadline to Report Final Grades.....</b>	<b>Tuesday, July 26</b>

Note: Academic Calendar dates are subject to change. Visit the NSU Website at [www.nsu.edu/registrar/calendars](http://www.nsu.edu/registrar/calendars) for the most recent updates.



## Fall Semester 2016

State of the University Address/Faculty/Staff/School/Department.....	Monday, August 15
Meetings, Faculty Information Workshops	
Departmental Advising and Registration .....	Thursday, August 18 – Saturday, August 20
<b>Classes Begin</b> .....	<b>Saturday, August 20</b>
<b>Late Registration Begins</b> .....	<b>Monday, August 22</b>
Deadline to Drop a Course and Receive 100% Refund.....	Wednesday, August 24
Mini-Term 1A Deadline for Late Registration/Add/Drop Courses or Declaring Audit .....	Wednesday, August 24
Deadline for Late Registration/Adding Courses or Declaring Audit.....	Wednesday, August 24
Deadline to Drop a Course and Receive 50% Refund.....	Tuesday, August 30
<b>Labor Day Holiday (No Classes)</b> .....	<b>Monday, September 5</b>
<b>Mini Term 1A advisory grades due (7 week session)</b> .....	Monday, September 12 – Saturday, September 17
Deadline to Apply for December 2016 Graduation.....	Friday, September 16
<b>At 5<sup>th</sup> week, 1st advisory grades due (15 week session)</b> .....	Monday, September 19-Saturday, September 24
Fall Break (No Classes) .....	Monday, October 10 – Tuesday, October 11
Deadline to Drop a Course.....	Friday, October 14
Mini-Term 1B (Classes Begin).....	Saturday, October 15
Mini-Term 1B Deadline for Late Registration/Add/Drop Courses or Declaring Audit .....	Wednesday, October 19
Registration for Spring 2017 Semester Begins.....	Monday, October 24 – Saturday, January 7
<b>At 10<sup>th</sup> week, 2<sup>nd</sup> advisory grades due (15 week session)</b> .....	Monday, October 24 – Saturday, October 29
<b>Mini Term 1B advisory grades due (7 week session)</b> .....	Monday, November 7 – Saturday, November 12
Reading Day (No Classes).....	Wednesday, November 23
Thanksgiving Break.....	Thursday, November 24 – Sunday, November 27
Classes Resume.....	Monday, November 28
<b>Classes End</b> .....	<b>Friday, December 2</b>
<b>(Last Day to Withdraw from the University without Academic Penalty)</b>	
Final Examination Period.....	Saturday, December 3 – Friday, December 9
<b>COMMENCEMENT</b> .....	<b>Saturday, December 10</b>
Deadline to Report Final Grades.....	Tuesday, December 13

Registration One-Stop Shop Advising and Registration Services will be located on the first floor of the Student Center beginning Thursday, August 18 through Wednesday, August 24 for registration. Hours of operation will be 8:00 a.m. until 6:00 p.m. Saturday August 20 hours of operation will be 9:00 a.m. until 1:00 p.m.

**Note: Academic Calendar dates are subject to change. Visit the NSU Website at [www.nsu.edu/registrar/calendars](http://www.nsu.edu/registrar/calendars) for the most recent updates.**

## SPRING SEMESTER 2017

Faculty/Staff/School/Department.....	Monday, January 2
Meetings, Faculty Information Workshops	
Departmental Advising and Registration.....	Thursday, January 5 – Saturday, January 7
<b>Classes Begin</b> .....	<b>Saturday, January 7</b>
<b>Late Registration Begins</b> .....	<b>Monday, January 9</b>
Deadline to Drop a Course and Receive 100% Refund.....	Wednesday, January 11
Mini-Term 1A Deadline for Late Registration/Add/Drop Courses or Declaring Audit...	Wednesday, January 11
Deadline for Late Registration/Adding Courses or Declaring Audit.....	Wednesday, January 11
<b>Martin Luther King Jr. Holiday (No Classes)</b> .....	<b>Monday, January 16</b>
Deadline to Drop a Course and Receive 50% Refund.....	Tuesday, January 17
Deadline to Apply for May 2017 Graduation.....	Friday, January 20
<b>Mini Term 1A advisory grades due (7 week session)</b> .....	Monday, January 30 – Saturday, February 1
<b>At 5<sup>th</sup> week, First advisory grades due (15 week session)</b> .....	Monday, February 2- Saturday, February 11
Registration for Summer and Fall 2017 Semester.....	Monday, February 27 – Friday, June 23
Mini-Term 1B (Classes Begin).....	Saturday, March 4
SPRING BREAK FOR STUDENTS.....	Monday, March 6 – Sunday, March 12
Mini-Term 1B Deadline for Late Registration/Add/Drop Courses or Declaring Audit.....	Wednesday, March 8
<b>At 10<sup>th</sup> week, Second advisory grades due (15 week session)</b> .....	Monday, March 13-Saturday, March 18
Deadline to Drop a Course.....	Friday, March 17
<b>Mini Term 1B advisory grades due (7 week session)</b> .....	Monday, March 27 – Saturday, April 1
<b>Classes End</b> .....	<b>Friday, April 28</b>
<b>(Last Day to Withdraw from the University)</b>	
Final Examination Period.....	Saturday, April 29 – Friday, May 5
<b>COMMENCEMENT</b> .....	<b>Saturday, May 6</b>
Deadline to Report Final Grades.....	Tuesday, May 9
Faculty Development Workshop.....	Wednesday, May 10 - Thursday, May 11

Registration One-Stop Shop Advising and Registration Services will be located on the first floor of the Student Center beginning Thursday, January 5 through Wednesday, January 11 for registration. Hours of operation will be 8:00 a.m. until 6:00 p.m. Saturday January 7 hours of operation will be 9:00 a.m. until 1:00 p.m.

**Note: Academic Calendar dates are subject to change. Visit the NSU Website at [www.nsu.edu/registrar/calendars](http://www.nsu.edu/registrar/calendars) for the most recent updates.**

# SUMMER SESSIONS 2017

---

## MAY 15 – JUNE 23, 2017 6 WEEK TERM (TERM A)

---

Registration.....	Monday, February 27 – Saturday, May 13
<b>Classes Begin/Late Registration.....</b>	<b>Monday, May 15</b>
<b>Deadline to Drop a Course and Receive 100% Refund.....</b>	<b>Thursday, May 18</b>
Deadline for Late Registration/Adding Courses or Declaring Audit.....	Thursday, May 18
Memorial Day Holiday (No Classes) .....	Monday, May 22
Deadline to Drop a Course and Receive 50% Refund.....	Tuesday, May 23
<b>Deadline to Drop a Course.....</b>	<b>Tuesday, June 6</b>
<b>Classes End.....</b>	<b>Thursday, June 22</b>
<b>Last Day to Withdraw from the University without Academic Penalty)</b>	
Final Examination Period.....	Friday, June 23
<b>Deadline to Report Final Grades.....</b>	<b>Tuesday, June 27</b>

---

## JUNE 24 – JULY 21, 2017 4 WEEK TERM (TERM B)

---

Registration.....	Monday, February 27 – Friday, June 23
<b>Classes Begin/Late Registration.....</b>	<b>Saturday, June 24</b>
Deadline to Drop a Course and Receive 100% Refund.....	Wednesday, June 28
Deadline for Late Registration/Adding Courses or Declaring Audit.....	Wednesday, June 28
Deadline to Drop a Course and Receive 50% Refund.....	Monday, July 3
Deadline to Drop a Course.....	Monday, July 10
<b>Classes End.....</b>	<b>Thursday, July 20</b>
<b>(Last Day to Withdraw from the University without Academic Penalty)</b>	
Final Examination Period.....	Friday, July 21
<b>Deadline to Report Final Grades.....</b>	<b>Tuesday, July 25</b>

Note: Academic Calendar dates are subject to change. Visit the NSU Website at [www.nsu.edu/registrar/calendars](http://www.nsu.edu/registrar/calendars) for the most recent updates.

# WELCOME FROM THE PRESIDENT



*Office of the President*  
700 Park Avenue, Suite 520, Norfolk, Virginia 23504  
Tel: (757) 823-8670 Fax: (757) 823-2342  
Web: [www.nsu.edu](http://www.nsu.edu)

Dear Student:

Welcome to your home-away-from-home at Norfolk State University! As your Interim President and CEO, I value the opportunity to serve at this distinguished institution and work with you as an active member of the Spartan family.

Norfolk State University provides a unique learning and living environment that supports your academic and personal development and success. While your educational journey may be challenging at times, having a supportive, nurturing structure in place dedicated to your personal and academic needs can make a difference.



Our mission at Norfolk State University is to transform lives and communities by empowering individuals to maximize their potential and become lifelong learners. Through exemplary teaching, scholarship and community engagement, the faculty and staff of the University are dedicated to helping our students develop into leaders and productive global citizens.

This catalog will assist you with planning and monitoring your academic progress. It outlines the many degree programs, academic support and professional development programs, and policies and procedures you will need to become a fully informed student citizen at Norfolk State University. Take some time to become familiar with its contents.

I also encourage you to strive to reach your academic goal of receiving your degree in four (4) years and to take advantage of the valuable resources available to you as a student. Be assured that you will obtain a quality education at Norfolk State University. Remember to always give back to your school and also to *Behold the Green and Gold!*

Forging onward,

A handwritten signature in black ink, appearing to read 'E. Moore, Jr.', written over a white background.

Eddie N. Moore, Jr.  
Interim President and CEO

*Norfolk State University - Equal Opportunity Employer*

# BOARD OF VISITORS

## Norfolk State University BOARD OF VISITORS 2014-15



Thomas N. Chewning  
*Rector*



The Honorable Lloyd Banks, Jr.  
*Vice Rector*



Lula B. Holland,  
COL (Ret) - *Secretary*



The Honorable  
Lamont Bagby



Elwood B. Boone, III



Dr. Byron L. Cherry, Sr.,  
COL (Ret)



Bryan D. Cuffee



Dr. Deborah M. DiCroce



Larry A. Griffith



Peter J. Kao



Beth Murphy



Michael D. Rochelle,  
LTG (Ret)



Dr. Melvin T. Stith

# WELCOME TO NORFOLK STATE 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.

---

## OUR MISSION

---

Through exemplary teaching, scholarship, and outreach Norfolk State University transforms lives and communities by empowering individuals to maximize their potential, creating life-long learners equipped to be engaged leaders and productive citizens.

**Vision Statement:** Norfolk State University will be recognized nationally for its outstanding academic programs, innovative research, scholarship, and global outreach, advancing the transformative power of education to change lives and communities.

**Core Values:** Norfolk State University's strength lies in its value system. These core values, academic excellence, student-centered focus, diversity, integrity and collegiality, and engagement, embody the principles, ideals, and beliefs of our students, faculty, staff, and Board of Visitors. They form the foundation for our actions and reflect what is important to us as members of the Norfolk State University community.

---

## 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.

---

## ACCREDITATIONS AND AFFILIATIONS

---

### Regional Accreditation

Norfolk State University is accredited by the Commission on Colleges (COC) of the Southern Association of Colleges and Schools (SACS) to award the associate, baccalaureate, master's and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Norfolk State University.

## SPECIALIZED ACCREDITATIONS

### ACCREDITING AGENCY AND DISCIPLINE

#### Engineering Accreditation Commission (EAC) of ABET

- Electrical and Electronics Engineering (BS)
- Optical Engineering (BS)

#### Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)

- Journalism (BA)
- Mass Communications (BS)

#### American Chemical Society (ACS)

- Chemistry (BS)

#### Academy of Nutrition and Dietetics, Accreditation Council for Education in Nutrition and Dietetics

- Food Science and Nutrition (BS)

#### American Psychological Association

- Clinical Psychology (Ph.D.)

#### Association to Advance Collegiate Schools of Business (AACSB)

- Accounting (BS)
- 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 ABET

- Computer Science (BS)
- Information Technology (BS)

#### Council on Social Work Education (CSWE)

- Social Work (B.S.W.)
- Social Work (M.S.W.)

#### National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)

- Medical Technology (BS)

#### The Association of Technology, Management and Applied Engineering (ATMAE)

- Building Construction Technology (BS)
- Computer Technology (BS)
- Electronic Technology (BS)

#### National Association of Schools of Art and Design (NASAD)

- Visual Studies (MA/MFA)

#### National Association of Schools of Music (NASM)

- Music Education (B.Mus.)
- Music (M.Mus.)

#### National Council for Accreditation of Teacher Education (NCATE)

- Art Education (BS Art)
- Art Education (MAT)
- Biology Education (BS Biology)
- Biology Education (MAT)
- Chemistry Education (BS Chemistry)
- Chemistry Education (MAT)
- Early Childhood/Elementary Education (BS Interdisciplinary Studies or Psychology)
- Early Childhood/Elementary Education (MAT)
- English Education (BS English)
- English Education (MAT)
- Health and Physical Education (BS)
- History Education (BS History)
- History Education (MAT)
- Mathematics Education (BS Mathematics)
- Mathematics Education (MAT)
- Pre-Elementary Education/Early Childhood Special Education (MA)
- Special Education (BS Interdisciplinary Studies or Psychology)
- Special Education (MA)
- Urban Education (MA): School Counseling, Principal Preparation, and Curriculum Development and Supervision

#### Accreditation Commission for Education in Nursing, Inc. (ACEN)

- Nursing (BS)

## AFFILIATIONS

### MEMBERSHIP AFFILIATION

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 and Council of Graduate Schools
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
Cluster Program
College Placement Council
Conference of Southern Graduate Schools
Council for Advancement and Support of Education

Council of Historically Black Graduate Schools
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
National Alliance of Business College/Industry Relations
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 Region II, ALAW
Southern Regional Education Board
Virginia Association of Allied Health
Virginia Association of College Nursing
<b>Virginia Association of Teacher Educators</b>
Virginia Council of Graduate Schools
Virginia Public Health Association



## GRADUATE EDUCATION

The goal of graduate education at Norfolk State University is to provide advanced, discipline-specific knowledge, skills, and perspectives which prepare graduates to assume leadership roles and contribute to a profession, discipline or field. Master's degree programs build upon the foundation of undergraduate education and provide advanced knowledge, specialized skills, methodologies, and opportunities for independent learning. Doctoral degree programs provide the highest level of preparation for leadership roles and careers in teaching, research, and professional practice.

The University offers several master's degree programs as shown in Table 1. Each master's degree program consists of a coherent program of study which includes core and concentration coursework, electives, seminars, and other educational experiences, such as practicums, theses and creative scholarly projects.

The minimum requirements for the master's degree include the successful completion of a minimum of 30 credit hours and maintain a grade point average of 3.0 or better on a 4.0 scale. Degree programs may require a thesis option, or other culminating scholarly and creative projects. The requirements for each master's program are included in the program description published in the Graduate Catalog.

The University offers three doctoral degree programs. Doctoral programs include core and concentration coursework, comprehensive and/or qualifying examinations, advanced research coursework, and preparation and defense of a dissertation. The aim of doctoral education is to prepare leaders who are grounded in the knowledge, theories and best practices of their disciplines and professions. Graduates are expected to demonstrate competence and expertise in their fields, a global perspective, and the ability to engage in both independent scholarship and interdisciplinary collaboration in knowledge development. The minimum requirements for the doctoral degree include successful completion of all program requirements and a cumulative grade point average of 3.0 or better on a 4.0 point scale. Specific requirements for the doctorate varies by discipline and is specified in each program description published in the Graduate Catalog.

## TABLE 1: DEGREES GRANTED

Norfolk State University offers advanced degrees in the following areas:

SCHOOL OF EDUCATION
Master of Arts in Pre-Elementary Education
Master of Arts in Special Education
Master of Arts in Teaching
Master of Arts in Urban Education
COLLEGE OF LIBERAL ARTS
Master of Arts in Community/Clinical Psychology
Master of Arts in Criminal Justice
Master of Arts in Media and Communications
Master of Arts/ Master of Fine Arts in Visual Studies <i>(Joint program with Old Dominion University. Norfolk State University serves as the Institution of Record.)</i>
Master of Music
Master of Arts in Urban Affairs
Doctor of Philosophy in Clinical Psychology
COLLEGE OF SCIENCE, ENGINEERING AND TECHNOLOGY
Master of Science in Computer Science
Master of Science in Cybersecurity
Master of Science in Electronics Engineering
Master of Science in Materials Science
Doctor of Philosophy in Materials Science and Engineering
SCHOOL OF SOCIAL WORK
Master of Social Work
Doctor of Philosophy in Social Work

## SCHOOL OF GRADUATE STUDIES AND RESEARCH

**Dr. George E. Miller, Dean**

**(757) 823-8015**

**Dr. Desideria Hacker, Assistant Dean**

**(757) 823-2228**

The School of Graduate School and Research administers the University's graduate programs in the School of Education, College of Liberal Arts, School of Social Work, and College of Science, Engineering and Technology. The Graduate Dean is responsible to the Provost for developing and maintaining high quality graduate programs. The Graduate Dean serves as Chair of the Graduate Council and initiates activities and policies designed to maintain the quality of graduate programs and promote the general welfare of graduate students.

---

### 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; the admission of undergraduate students to graduate courses; the number of transferable graduate credits; and other matters regarding graduate policies, regulations and procedures that 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 the Provost; the Library; the Graduate Student Association (GSA), and the Virginia Beach Higher Education Center.

## ADMISSIONS

Norfolk State University practices its mission to provide higher education opportunities for all people regardless of their socio-economic status, race, sex, age, religion, or national origin by identifying and admitting students with academic promise.

Norfolk State University seeks to admit in-state and out-of-state applicants whose combination of academic preparation, aptitude, achievements, and motivation predict a reasonable probability of success in one or more of the University's schools.

The University makes an effort to maintain a diverse student population, which enriches the educational process and benefits the entire campus community. Further, the University reserves the right to base individual admission in any given year upon a number of factors, including the number of applicants to space availability. In some instances, the academic standards/criteria of some programs exceed the minimum University requirements, due to space limitations, resources, and/or program design.

Qualified graduates of accredited colleges and universities are eligible to seek admission to Norfolk State University for graduate study. Applicants are accepted for admission on the basis of qualifications, without regard to sex, age, race, religion, or national origin.

1. Applicants must hold a bachelor's degree from a regionally accredited college or university.
2. Applicants must request that all graduate and undergraduate institutions attended send copies of their official transcripts to the Graduate School.
3. Each transcript must show the complete scholastic record, bear the official seal of the institution, and be signed by the issuing officers.
4. 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, TOEFL, ELTS, etc.) or may require grade point averages greater than 2.5. Applicants should refer to the appropriate graduate program description or inquire at the Program Office for additional requirements.

To ensure adequate time for processing prior to enrollment, the Graduate School must receive application forms, transcripts, letters of recommendation and other credentials by October 1 for enrollment for the spring semester; and by January 15 for enrollment for the summer or fall semesters. Students who submit applications by these deadlines will be considered for all available assistantships and other forms of financial aid available. Transcripts and other credentials become the property of the University and must remain on file in the Graduate School.

---

## ADMISSION PROCEDURES

---

Admission to pursue graduate study at Norfolk State University is accomplished by completion of an online application (<http://www.nsu.edu/applyonline>) and payment of the application fee. All application materials may be submitted electronically except transcripts which should be mailed to the Graduate School, Norfolk State University, 700 Park Avenue, Norfolk, Virginia 23504.

When the applicant's file is complete, a decision will be made on admission, and the Graduate School will convey the decision, in writing, to the applicant with a copy to the appropriate graduate program office.

---

## 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.

Admission is granted for a specified semester and program. A student may not transfer his or her admission status to another graduate degree program. If a student wishes to enroll in a different degree program, the student must submit a new application for admission and be formally admitted to a new program in a subsequent semester.

### Non-Degree Status

Non-degree status is available for applicants who (a) meet all requirements for regular admission but do

not wish to take courses leading to a particular degree; (b) hold a baccalaureate degree from an accredited institution but whose academic record reflects less than the required minimum grade point average for regular admission; or (c) are seeking certification or endorsement in a teacher preparation program.

Applicants, whose formal degree application is pending final action for admission in a subsequent semester, may submit an application for non-degree status.

A maximum of nine (9) credit hours may be taken as a non-degree student. Non-degree students are not eligible for financial aid, graduate assistantships and housing.

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. A student's admission status will not be changed from non-degree seeking to degree-seeking during the same semester in which the student is enrolled in non-degree courses.

---

## 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 and terminal degree students must complete degree requirements within a seven calendar year period.

A reasonable exception to the time limit may be granted to a student by written petition to the Graduate Program Coordinator prior to the expiration of the time limit.

## 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. To be readmitted, a student must submit a completed readmission form (see <http://www.nsu.edu/applyonline>). Re-admission is granted upon recommendation of the Graduate Program Admissions Committee. The re-admitted student must consult with his/her academic advisor regarding the conditions of readmission and to determine if any of the courses previously taken will count toward the fulfillment of degree requirements.

---

### RE-ADMISSION AFTER TIME LIMITATION HAS PASSED

---

A new application is required for readmission to a graduate program after the time limitation has lapsed for completing degree requirements. The student's application and academic record will be reviewed by the Graduate Program Admissions Committee under the current University, School of Graduate Studies, and program policies. If admission is granted, the student will be informed of the provisions of readmission and whether any of the courses taken previously will be applied toward the degree.

---

### INTERNATIONAL STUDENTS

---

In addition to the admissions requirements stated above, all international applicants, whose native language is not English, are required to demonstrate the required level of proficiency in the English language. A minimum Test of English as a Foreign Language (TOEFL) score of 550 (or the IELTS equivalent score) is required. 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 undergraduate 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.

## TUITION, FEES, AND FINANCIAL INFORMATION

The following guidelines outline eligibility information for obtaining in-state tuition rates in the Commonwealth of Virginia. The information is not comprehensive and should only be used as a general reference.

---

### DOMICILE

---

To be eligible for in-state tuition rates, students must be domiciled in Virginia for a minimum of one year preceding the first official day of classes. Domicile is defined as the student's "present, fixed home to where the student returns following temporary absences and to where he or she intends to stay indefinitely." In order to qualify for Virginia in-state tuition, therefore, the student must meet two criteria: he or she must currently reside in Virginia and intend to reside in Virginia indefinitely.

As a minor, a student carries his or her parents' domiciliary status. Once the student reaches the age of 24, he or she is eligible to establish his or her own domicile. However, if a student is over 24 years of age and is financially dependent on his or her parents, normally the parents must be domiciled in Virginia before the student becomes eligible for in-state tuition benefits.

#### Factors Used to Determine Domicile

The University reviews several factors when determining domicile, including:

1. Residence during the past year prior to the first official day of classes
2. State to which income taxes are filed or paid
3. Driver's license
4. Motor vehicle registration
5. Voter registration
6. Employment
7. Property ownership
8. Sources of financial support
9. Location of checking or passbook savings account
10. Other social or economic ties with Virginia and other states

The presence of any or all of these factors does not unquestionably determine Virginia domicile. These factors, used to support a case for in-state tuition benefits, must have been present for one year prior to the first official day of classes.

Residence or physical presence in Virginia attained primarily to attend a college or university does not entitle a student to in-state tuition rates. If a student is classified as an out-of-state student, that student will be required to provide clear and convincing evidence to refute the presumption that he or she is residing in the state primarily to attend an institution and does not intend to stay indefinitely. Applications for change of domicile are available through the Office of Admissions.

All applications and supporting documents must be received in the Office of Admissions prior to the start of the semester for which a change of domicile is sought. Domicile review and appeal procedures may take up to six weeks. If a student's application is pending a decision, the student will be expected to pay out-of-state charges until written approval has been granted by the Domicile Committee.

Copies of pertinent Virginia statute and guidelines issued by the State Council of Higher Education for Virginia are on reserve in the University Library. For additional information, contact the Office of Admissions at (757) 823-8396 or 1-800-274-1821.

---

### TUITION AND FEES

---

Tuition and fees are established annually by the University's governing board, the Board of Visitors. Considerable effort is made to keep increases at a minimum. For fee information, students should obtain a current "Schedule of Tuition and Fees" and "Registration Information and Schedule of Classes" booklet from the Registrar's or Admissions Office located in H. B. Wilson Administration Building. These documents will include the current tuition, mandatory fees, room, board, and any special instructional fees.

Students who register during late registration will be assessed a late registration fee.

Books, uniforms, supplies, professional dues, and examination expenses are paid separately from University charges. Students should consult their academic department for an estimate of these costs.

The current listing of tuition and fees is located at: <http://www.nsu.edu/studentaccounts/pdfs/2010tuitionfees.pdf>.

## FINANCIAL AID FOR STUDENTS

Financial aid programs provide monetary assistance to students who would not otherwise be able to pursue or continue their educational objectives. Aid may be awarded on the basis of merit or need. The Free Application for Federal Student Aid (FAFSA), which is used to determine financial need, is required to be considered for need-based federal and state-funded assistance. Students may obtain a FAFSA from the Norfolk State University Office of Financial Aid, high schools, community colleges, or from any Financial Aid Office. The FAFSA may also be accessed and completed on the World Wide Web at ([www.fafsa.ed.gov](http://www.fafsa.ed.gov)). To submit a FAFSA online, a student must obtain a Personal Identification Number (PIN) at [www.pin.ed.gov](http://www.pin.ed.gov). For additional information on FAFSA, students may call 1-800-433-3243.

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. Applications and required documentation are accepted after this date; however, 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.

To receive and to continue to be eligible for financial aid, a student must be admitted to a graduate program as a degree-seeking student, in good academic standing, making satisfactory academic progress toward his/her degree. In addition, the following information is required:

#### Free Application for Federal Student Aid (FAFSA)

The FAFSA information helps the University and other awarding agencies to determine eligibility for need-based aid. 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 FAFSA form in its entirety may delay the processing of financial aid applications.

#### Verification of Taxable and Non-taxable Income

Upon request, students may be required to submit a copy of their 1040 and/or their parents' 1040, 1040A or 1040EZ. They also may be required to submit a copy of their non-taxable income such as social security, veteran's benefits, TANF, etc.

---

### GRADUATE FELLOWSHIPS

---

Graduate Fellowships may be awarded on the basis of need or merit. To be considered for an award, a student must be enrolled full-time (twelve semester credit hours or more) as a degree-seeking student.

The number of graduate fellowships is limited and subject to the availability of funds. Application forms are available on the Graduate School' website at: <http://www.nsu.edu/graduate/forms> and should be submitted to the Graduate School.

---

### GRADUATE UNFUNDED SCHOLARSHIPS

---

Norfolk State University is authorized in the Code of Virginia to offer Unfunded Scholarships to Virginia and non-Virginia graduate students. To be eligible for an Unfunded Scholarship, a student must be enrolled full-time (twelve credit hours), in good academic standing and making satisfactory progress toward a graduate degree. 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 cumulative grade point average of 3.0 or better to receive this scholarship. Applications should be submitted to the Graduate School.

---

### FEDERAL FORD DIRECT LOANS

---

The University participates in the William D. Ford Federal Direct Loan Program. This loan program consists of the Federal Ford Subsidized Loan, the Federal Ford Unsubsidized Loan and the Graduate PLUS Loan. Students borrowing from either of these loan programs borrow directly from the U.S. Department of Education.

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

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

The Graduate PLUS Loan is a non-need-based loan, implemented on July 1, 2006. A student may borrow up to his/her cost of attendance. When certifying this loan, the financial aid officer will take into consideration all financial aid awarded to determine the applicant's eligibility. Interested students should contact the Financial Aid Office.

## ACADEMIC POLICIES

### 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. Academic honesty includes adherence to guidelines established by the University for the use of its libraries, computers, and other facilities.

"Academic or academically related misconduct" includes, but is not limited to, unauthorized collaboration or use of external information during examinations, plagiarizing or representing another's ideas as one's own, furnishing false academic information to the University, falsely obtaining, distributing, using, or receiving test materials, obtaining or gaining unauthorized access to examinations or academic research materials, soliciting or offering unauthorized academic information or materials, improperly altering or inducing another to alter improperly any academic record, or engaging in any conduct which is intended or reasonably likely to confer upon one's self or another an unfair advantage or unfair benefit respecting an academic matter.

Additional information regarding academic or academically related misconduct, and disciplinary procedures and sanctions regarding such misconduct, may be obtained by consulting the current edition of the Norfolk State University Student Handbook.

Graduate students are expected to exhibit personal and academic integrity as they pursue their educational goals and engage in research and other scholarly activities. Students must adhere to University policies and procedures regarding scholarly responsibility, intellectual property, responsible conduct of research and all policies and protocols related to research involving human subjects and/or animals. Contact the Office of Sponsored Programs for regulations and protocols regarding the protection of human and animal subjects in research.

### COMMENCEMENT POLICY

Commencement exercises are held two times each year, in May and December. Candidates must complete all requirements no later than the desired graduation date.

The Office of the Registrar processes all applications for graduation. Any student expecting to complete academic requirements at the end of a semester must complete and file an application for graduation through the academic department head's office by the designated due date for the applicable semester. It is the responsibility of the department head to submit the necessary forms and documentation to the Registrar's Office in compliance with established deadlines. A graduation application fee will be assessed in accordance with the University Fee Schedule.

Students must resolve deficiencies and/or discrepancies in the academic record with the department heads within prescribed guidelines. Failure to do so may result in deferring graduation.

### COMMENCEMENT PARTICIPATION

Candidates for graduation must complete all degree requirements or be currently enrolled in all remaining credits that will complete degree requirements and satisfy all financial obligations in order to participate in commencement ceremonies. Academic and financial clearances must be obtained before academic attire is issued to the student. Participation in the commencement ceremonies does not mean the student has been awarded a degree. The degree is awarded in the semester when all degree requirements and conditions have been met, including the completion of all required paperwork.

The roster of candidates listed in the Commencement Program is a compilation of those eligible to participate. It should not be construed either as a complete or official list of those who will

receive a university degree. Due to printing deadlines, names of some degree candidates may not appear.

Diplomas will be mailed approximately ten weeks after Commencement to students who have completed requirements, completed an Application for Graduation, and have no University encumbrances.

---

### CONTINUOUS ENROLLMENT

---

Students who withdraw from all courses after the second week of the semester are considered to have been enrolled for the semester. Degree-seeking students who drop out for one semester, excluding summer sessions, may enroll in the subsequent semester provided they have not attended another college or university since last attending NSU, have not been suspended from NSU, and otherwise are eligible to return. A student

who does not attend Norfolk State University for two or more consecutive semesters, excluding summer sessions, must submit an application for readmission. Readmission applications are available at <http://www.nsu.edu/applyonline>.

---

### COURSE SUBSTITUTIONS

---

Course substitutions allow a department to use an NSU course or transfer course (B or better grade) to meet a degree requirement when the required course is not being taught within a particular semester or is no longer offered. A request for a course substitution requires approval by the student's advisor, the department head, and the school dean.

Substitution is not to be confused with waiver. Substitution is an option to meet a requirement, while waiver implies exemption. Waivers for requirements in the major are not granted.

---

### REGULATIONS

---

The requirements which are listed below apply to all graduate students at Norfolk State University. It is the

student's responsibility to be knowledgeable of and comply with all policies, procedures and regulations. Special departmental and program requirements are available in departmental offices, web sites, program handbooks and bulletins.

---

### COMPLAINTS TO EXTERNAL ENTITIES

---

Norfolk State University provides contact information for students (and other persons) who wishes to address unresolved complaints with the following entities:

- The Southern Association of Colleges and Schools Commission on Colleges, for unresolved complaints concerning University compliance with accrediting standards; <http://sacscoc.org>; 1866 Southern Lane, Decatur, Georgia 30033-4097; (404) 679-4500.
- The State Council of Higher Education for Virginia, for unresolved complaints concerning a condition or incident involving the University; <http://www.schev.edu>; 101 N. 14TH St., 10TH FL, James Monroe Bldg., Richmond, VA 23219 Tel: (804) 225-2600 Fax: (804) 225-2604.
- The Office of the State Inspector General, for complaints alleging fraud, waste, abuse, or corruption; <http://oig.state.gov/hotline/index.htm>; [oighotline@state.gov](mailto:oighotline@state.gov); (800) 647-8733.
- The Office of Civil Rights of the U.S. Department of Education for complaints concerning federal laws prohibiting discrimination. <http://www.ed.gov/about/contacts/gen/index.html>; Call 1-800-872-5327.

# ACADEMIC INFORMATION

## THE CURRICULUM

The curriculum is the vehicle through which the University seeks to make its most significant impact upon the lives of students. Developing, implementing, and updating curricula is the responsibility of the faculty and academic administrators. Curricular offerings are described in this catalog for each academic program.

### UNIT OF INSTRUCTION

The semester hour is the unit of instruction used for computing the amount of work required for graduation. One semester hour is equivalent to one 50 - 70 minute period of instruction or lecture per week for 15 weeks. Two or three 50-minute periods of laboratory sessions are equal to one period of instruction or lecture.

### 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 fifteen weeks. No less than two weeks of laboratory work are regarded as the equivalent of one hour of recitation.

Course level is defined by a three-digit numbering system. Course numbers above 499 are reserved for graduate courses. Senior level undergraduate students may enroll in 500-599 level courses only if the conditions specified above are met. Graduate course numbers are listed below:

500-599	First Year Graduate
600-799	Advanced Level Graduate
800-999	Doctoral Level

### COURSE LOAD

A full-time graduate student must be enrolled in twelve credit hours per semester during the academic year.

#### MINIMUM GRADE REQUIREMENTS

A cumulative 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

GPA will be automatically placed in probationary status and must, within the following semester, elevate his/her GPA to 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") cumulative grade point average requirement to remain in good academic standing.

### THE GRADING SYSTEM

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	QUALITY POINTS	GRADE	QUALITY POINTS
A	4.0000	C+	2.3000
A-	3.7000	C	2.0000
B+	3.3000	C-	1.7000
B	3.0000	F	0.0000
B-	2.7000		
I	None	Incomplete	
W	None	Official Withdrawal	

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.



### ACADEMIC STANDARDS

The student is responsible for knowing the academic standards of his/her academic unit and of the Graduate School. Graduate students must maintain a cumulative grade point average of 3.0 on a 4 point scale and make satisfactory progress toward degree completion to remain in good academic standing. No more than two (2) grades of C or below are permitted in a student's academic program. This minimum standard of scholarship is applied to all graduate programs.

Graduate degree programs vary on minimum grade requirements for successful completion of a graduate course. 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.

---

#### REPEATING COURSES

---

A student who has received a final grade of "B- through "F" in a course may repeat the course. Students must consult with their academic advisors regarding minimum course grade requirements and policies for repeating courses. The course to be repeated must be taken at Norfolk State University and taken prior to completion of the degree at Norfolk State University. The normal registration procedure must be followed when registering for repeat courses, and the grade earned will be posted to the student's record. The credit and quality points for the highest grade earned (one grade only) will be used to calculate the student's GPA. All courses attempted (the original course attempted and the grade for that course) will remain on the student's permanent record and will appear on the transcript.

---

#### GRADE APPEAL

---

The instructor has the responsibility for evaluating coursework and determining grades; however, the student has the right to appeal a grade believed to be in error. The appeal process may involve the following steps and may be resolved at any level:

1. The student confers with the instructor involved.
2. The student and instructor (preferably together) confer with the chairperson of the department offering the course.
3. The student and instructor (preferably together) confer with the dean of the school in which the department is housed.

When the above steps do not resolve the issue, the student may initiate a formal written appeal through the Faculty/Student Grievance Committee to the Provost for its review and recommendation. Appeals should not be taken lightly by either the student or the instructor. The student is responsible for verifying the accuracy of his or her academic records. Grade

appeals should be made immediately after the grade in question is received. No appeals will be considered after one year has elapsed or after graduation, whichever is earlier.

---

#### 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 that is available in the academic unit or the Graduate School. 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 Graduate Catalog. Financial aid eligibility may be affected by reducing the course load after financial aid has been awarded.

---

#### WITHDRAWAL FROM THE UNIVERSITY

---

A student who wishes to withdraw officially from the University should obtain all required approval signatures in the order listed on the official Application for Withdrawal form. 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 Graduate School, the Office of the Registrar, and the Office of Fiscal Affairs. Non-attendance does not constitute official withdrawal from the University and may jeopardize a student's academic record and affect his/her eligibility for readmission.

---

#### AUDITING COURSES

---

Students who desire to attend courses but do not wish to receive course credit may audit such courses, with 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

---

The minimum residency requirement for the graduate degree is one academic year. This residency requirement reflects the graduate faculty's concern that students experience sustained academic concentration directly related to the degree sought. Therefore, it is required that graduate students pursue their studies as fully participating members of their respective programs for a minimum of one academic year.

---

### CONTINUOUS REGISTRATION

---

Continuous registration is required for all degree-seeking graduate students, including students completing terminal projects, theses, practicums; working to remove "I" grades; or preparing to take a comprehensive/qualifying examination.

Students must enroll in a continuous registration course and pay a continuous registration fee each semester until degree requirements are met. Students are expected to meet regularly with their advisors 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 demonstrate 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 academic department concerning specific requirements such as timelines, format, fees, binding and copies to be filed. Final copies of theses and dissertations are submitted to the Graduate School and the University Library.

---

### INCOMPLETE GRADES

---

A grade of "I" is assigned when a student has maintained a passing average but for 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 participate in commencement with an "I" on his/her record.

---

### COURSE SUBSTITUTIONS

---

Course substitutions involve Norfolk State University courses and should not be confused with the awarding of transfer credits. Students may request that a course taken at Norfolk State University be substituted for a prescribed courses to meet a degree requirement in the student's academic program. Course substitutions must be approved by the Program Coordinator, Academic Dean, and Te Dean of Graduate School.

---

### CHANGE OF CURRICULUM WITHIN A PROGRAM

---

Students wishing to make a curriculum change 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. 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. The Change of Curriculum form is processed in the Graduate School.

---

### TRANSFER OF CREDIT

---

Generally, a maximum of twelve (12) credit hours of graduate work completed at another regionally 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. Graduate programs which require 60 semester credit hours may approve up to 24 credit hours of transfer credits, this policy also applies to courses taken at Norfolk State University.

Transfer credits are not included in the calculation of the cumulative grade point average. For clarification regarding transfer of credit for specific courses, applicants seeking transfer credit should consult the Graduate Program Coordinator.

---

### REGISTRATION

---

Registration for graduate students takes place at the departmental registration site. 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 2013-2014 Academic Year are as follows:

STATUS	VA RESIDENT	NON-VA RESIDENT
Per credit hour	\$459	\$11182
Full-Time (9 hours)	\$4,133	\$10,640

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

All payments of fees which are mailed should be paid 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 if a student's account is not paid in full.

---

### CANDIDACY FOR DEGREE

---

Each graduate student is assigned a faculty advisor. The student is expected to develop early, in consultation with his/her advisor, a program of study for completion of degree requirements. It is the responsibility of each student to work with the academic advisor toward completion of degree requirements and preparation for graduation.

---

### APPLICATION FOR DEGREE

---

Prospective graduates should consult the University Calendar for the deadline to file an application for graduation. Applications must be completed in the academic 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.

## CAMPUS LIBRARY

**Lyman Beecher Brooks Library**  
(757) 823-8873

The Lyman Beecher Brooks Library provides services and resources to meet the scholarly and informational needs of the Norfolk State University community. Students and faculty can access online resources, including the library catalog, electronic full-text journals, and e-books, either remotely or via any campus computer. The Reference Research area in the library not only provides research assistance, but also provides access to additional computer workstations, which students can use for research needs. 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. CAMPUS Archives

#### 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.

#### Herbert A. Marshall Collection

The Herbert A. Marshall Collection is a Special Collection of approximately ten thousand (10,000) items pertaining to African-American history, folklore, and culture.

#### Lois E. Woods Museum

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.

## ADMINISTRATIVE OFFICES

The administrative offices help the university carry out its mission efficiently and effectively. The University is organized into 5 divisions: Office of the Provost, Finance and Business, Research and Economic Development, Student Affairs, and University Advancement. Each division is led by a vice president who is responsible for implementing programs and services that are essential for the management of the University.

### OFFICE OF THE PROVOST

**Dr. Sandra J. DeLoatch, Provost and Vice President for Academic Affairs**  
(757) 823-8408

The Office of the Provost at Norfolk State University bears leadership responsibility for the academic focus of the institution. The Office plays a central role in the articulation, development, initiation and continuing support of the educational philosophy of Norfolk State University which is articulated in its mission: "To provide an affordable, high quality education for an ethnically and culturally diverse student population, equipping students with the capability to become productive citizens who continuously contribute to a global and rapidly changing society."

The Office is made up of two colleges, three professional schools, an off-campus center, and academic support programs. The colleges are the College of Liberal Arts and the College of Science, Engineering, and Technology. The schools are the School of Business, the School of Education, and the Ethelyn R. Strong School of Social Work. Thirty bachelor's degree programs, two associate degree programs, sixteen master's degree programs, and three doctoral degree programs are offered through these schools. Continuing Norfolk State University's tradition of service, the Office of the Provost promotes and encourages community involvement. The Office of the Provost provides a variety of programs and opportunities in which the students, faculty, and staff may demonstrate altruistic spirit.

The goal of student success guides all academic policies and processes. The Office of the Provost is committed to student mastery of subject matter, the acquisition of liberal knowledge, and the development of competence in students' career fields. The leadership of the Office of the Provost works in concert with the faculty to ensure that the curriculum supports the University's mission and strategic imperatives.

To that end, the Provost has developed the following goals:

1. Enhance the Collegial Environment – identify correct Rules of Engagement
2. Enrollment Growth in Quality and Quantity – increase student enrollment from 6,000 to 9,000 with improved quality during 2008-2013
3. Improve freshman to sophomore retention rate by at least 15% and Six-year; and increase Graduation Rate from 31% to 60%
4. Implement Teacher/Scholar Model for the faculty – improve sponsored research and NSU role in economic development
5. Implement Performance Based Management Model - ensure accountability at all levels

The implementation plan for these goals including targeted initiatives, action steps and resource needs, are available in the Office of the Provost, Suite 460, Harrison B. Wilson Hall (757) 823-8408. Programs under the Office of the Provost include, but not limited to, the programs/services which follow.

---

#### INTER-INSTITUTIONAL EXCHANGE PROGRAM WITH OLD DOMINION UNIVERSITY

---

Norfolk State University students have the opportunity to take courses at Old Dominion University through a student exchange program.

Graduate and undergraduate students are eligible to participate in the Exchange Program. For degree purposes, credits earned will be considered resident credit at the home institution. Courses taken at ODU under this program will be considered the same as Norfolk State University courses; all other courses taken at ODU are subject to Transfer Credit Policy limitations. Registration under this program is limited to students with a cumulative grade point average of 2.00 or better. The approval of the school dean is required.

The Registrar at each institution will register a student for courses at the other institution if the student presents a form properly signed by the appropriate university officials. The student exchange will be honored both in regular sessions and in the summer session.

Regular bus service between campuses is provided during the regular session but is not available for evening classes or the summer session.

---

### OFFICE OF INFORMATION TECHNOLOGY (OIT)

---

**(757) 823-8678 – Help Desk**

The Office of Information Technology (OIT) manages the administrative and academic information technology resources for Norfolk State University. OIT provides ubiquitous access to technology over a highly secured wired and wireless CISCO-based network, utilizing a gigabit fiber optic backbone for voice, video, data, and security. A port-per-pillow, computer labs, and wireless access are provided in all the residence halls.

The Enterprise Information Systems (EIS) administrative computing unit includes the Student Information System (Datatel/Colleague), the Financial Administration System (IFAS), and university web development. SpartanShield is a Datatel web-based tool for online registration, grades, unofficial transcripts, financial aid information, and online payments.

OIT also works closely with the Office of eLearning and the Division of Financial Services on Blackboard's course management and dining and vending systems.

NSU's state-of-the-art Data Center houses over 100 enterprise-wide servers and a supercomputing Internet2 environment managed through a high-end Networking Operations and Security Center. The new Virtualization and Collaboration Center provides an environment conducive for onsite and remote collaborations, visualization, and training in support of a wide variety of opportunities.

E-mail is provided through a Microsoft Exchange Enterprise Email System.

Television/video/multimedia technology specialists provide on-site event coverage and production support to meet both institutional and instructional needs of the University. The Telecommunications Unit is responsible for all telecommunication services on campus, including cellular and desk phones. The development of a Supercomputing environment using Internet2 in the new McDemmond Center provides NSU with the latest cutting edge technology for research.

Faculty and Staff receive IFAS, Colleague, technical, and applications software training through the OIT Training unit. Since flexibility is a key consideration, various types of training are offered including: general classroom, departmental, one-to-one, and online tutorials.

Faculty, students, and staff of Norfolk State University must comply with all University, Office of Information Technology (OIT), and school/department policies and procedures relating to the use of technological resources operated for administrative, academic/instructional, and research purposes. Current University and OIT policies are found at the following websites:

<http://www.nsu.edu/policies/> and  
<http://www.nsu.edu/oit/policies/>.

---

### OFF-CAMPUS CENTER

---

**Virginia Beach Higher Education Center  
(VBHEC)  
1881 University Drive  
Virginia Beach, Virginia 23453  
(757) 368-4150**

**Dennis Montgomery, J.D.  
Director  
dlmontgomery@nsu.edu**

The mission of NSU programs and services at the VBHEC is to provide educational opportunities and outreach services for traditional and non-traditional students with special emphasis placed upon the adult lifelong learner. Additionally, VBHEC strives to develop and disseminate educational programming, training programs, and selected technological information to its adult constituents outside the traditional credit delivery formats.

The Virginia Beach Higher Education Center, operated cooperatively by Norfolk State University and Old Dominion University, primarily offers graduate-level courses for Norfolk State University in criminal justice, secondary education, urban education (counseling), and social work. Junior and senior-level undergraduate courses and a number of continuing education offerings are also available. This Center offers administrative services, including academic counseling and course registration. Courses offered at the ODU/NSU Higher Education Center are listed with section number 85.

VBHEC is strengthening the skills of the adult learner through educational opportunities in workforce development, leadership, competitive education programs, continuing education, and business and community partnerships.

## DIVISION OF FINANCE AND BUSINESS

**Mr. Gerald Hunter  
Vice President for Finance and Administration  
(757) 823-8011**

The Division of Finance and Administration provides leadership for the administration of the institution's fiscal and business services and protects its financial and capital resources. These services include providing leadership for an array of initiatives and services that sustain and enhance the University's living, learning, and working environments for students, faculty, and staff. The Division's priorities and goals are service oriented attitude, operational

efficiency and effectiveness, and financial accountability. The institution's commitment to academic excellence and fiscal soundness is reflected in its stewardship of resources, integrity in activities and customer-friendly interactions with constituents.

The Division ensures that the University complies with applicable state and federal requirements and sustains credible fiscal and operational management. The Division's support services include Administration; Auxiliary Services; Bursar; Controller; Environmental Health, Safety and Risk Management; Facilities Management; Finance; Human Resources; Parking and Transportation Services; Procurement Services, and University Police. As the University maintains its credibility as a well-managed, fiscally sound institution of higher education, its goal is to promote greater efficiency and effectiveness in administration, while taking a proactive approach to emerging issues and new challenges.

---

### BOOKSTORE

---

The Bookstore is a service element owned by Norfolk State University and operated by Barnes and Noble Bookstore. It is located in the Mills E. Godwin, Jr. Student Center. The Bookstore provides the University community with the widest possible selection of goods and services at competitive prices, with particular attention being paid to academic requirements.

---

### FACILITIES MANAGEMENT DEPARTMENT

---

The Facilities Management Department has four major areas, namely Operations and Maintenance, Capital Planning and Improvements, Administrative Services and Environmental Health, Safety and Risk Management. The area of Operations and Maintenance provides services needed to operate and maintain all university facilities. These services are provided by carpenters, painters, mason plasterers, plumbers, electricians, HVAC mechanics, locksmiths, housekeeping workers, grounds persons, laborers, engineers, administrative, work management center, and supervisory personnel. The Department is also responsible for electrical and other utilities distribution. In addition to operating and maintaining the facility plant, the department provides labor services such as sound setups and moving and hauling for the entire university community.

The area of Capital Planning and Improvements provides services for space utilization, design, planning, bidding, and contracting services for capital outlay projects and minor renovations and alterations to existing facilities.

The area of Administrative Services provides financial, budgeting, and administrative services to

the operating units within facilities. Services provided include budget, finance, payroll, postal services, inventory control, property disposal, receiving, warehousing, billing, payment of all utility and vendor invoices, construction contract administration, and funding for all new planning and construction projects.

The area of Environmental Health, Safety and Risk Management provides oversight to mandated programs; provides safety consultations to faculty and staff, and conducts training, incident investigations; monitors and coordinates evaluations for fire safety systems; manages liability and property damage claims; appraises and issues certificates of insurance coverage; coordinates hazardous waste storage and disposal. This area also designs and assesses response procedures for emergency situations.

---

### DINING SERVICES

---

NSU Dining Services prepares home-style cooked meals for meal plan participants and customers. Meals are served at Scott Dozier Dining Hall and West Dining Hall, which are conveniently located for students. Traditional meals are also served in the Faculty Dining Hall located adjacent to Scott Dozier Hall. All facilities are operated by Thompson Hospitality/Compass Group.

NSU Dining Services offers branded retail outlets such as Pizza Hut, Freshens, Origins, Coyote Jacks Grill, and Chick-fil-A. These retail dining areas are conveniently located on campus. The Spartan Station Food Court located at the Student Service Center provides specialty fast food and beverages for staff and students. NSU Dining Services also sponsors two Campus C-Stores to meet the needs of staff and students. There is an Outtakes Kiosk located in Wilson Hall Administration Building.

Catering services also are provided by NSU Dining Services. It is committed to accommodating customers and students with quality products and to providing incomparable service.

---

### INCLEMENT WEATHER

---

Decisions to close the University due to inclement weather will be made by the Vice President for Finance and Business in consultation with the President and other vice presidents. The decision to close Norfolk State University will be communicated by the Acting Executive Director of Communications and Marketing via the area's media outlets.

During times of inclement weather (e.g., hurricanes, tornadoes, etc.) employees and students may obtain information regarding NSU closing and cancellation of classes from the following:

RADIO STATIONS	TELEVISION STATIONS
WNSB FM 91.1	WTKR TV 3
WOWI FM 102.9	WAVY TV 10
WJCD FM 105.3	WVEC TV 13
WHRV FM 89.5	WVBT TV 43

For more information on this policy, please call the office of Communications and Marketing at (757) 823-8373, the office of Finance and Business at (757) 823-8011, the office of Risk Management at (757) 823-9142, the switchboard at (757) 823-8600 or the SpartanLine at (757) 823-2600.

---

### POSTAL SERVICES

---

The Postal Service provides University faculty, staff, and students with quality services when processing official campus and off-campus mail, and provides postage meter service for the University community at the prevailing governmental rates for all classes of mail. Proper mail handling instructions and assistance to University faculty, staff and students are also provided.

---

### UNIVERSITY POLICE DEPARTMENT

---

Norfolk State University Police Department has primary responsibility for security on campus. The Norfolk State University Police Department's mission is "to promote and maintain personal safety and physical and environmental security." The department's efforts include preventive measures through education and enforcement and to promote awareness of individual responsibility in safety and crime prevention. Norfolk State University Police Officers are sworn officers empowered and mandated to enforce federal, state, and local laws.

Norfolk State University Police Department's security policies and procedures comply with law enforcement regulations as established by the Commonwealth of Virginia and the Department of Criminal Justice Services.

## DIVISION OF RESEARCH AND ECONOMIC DEVELOPMENT

**Office of the Provost and Vice President for Academic Affairs  
(757) 823-8408**

The mission of the Division of Research and Economic Development is to be a responsive and responsible customer-centric organization that enables and empowers its client (the Norfolk State University community and its stakeholders) to effectively accomplish its business unit goals.

---

### OVERVIEW

---

The Division of Research and Economic Development is primarily responsible for acquiring external funding support for sponsored program activities and for 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 Economic Development in that RISE Campus activity is underpinned by technology and research. Also, the Division provides a critical interface between Norfolk State University (NSU) and the Enterprise and Empowerment Foundation (E<sup>2</sup>F) that oversees the RISE project.

The Division of Research and Economic Development includes the Office of Sponsored Programs (OSP).

---

### OFFICE OF SPONSORED PROGRAMS (OSP)

---

This unit is responsible for administrative oversight for Norfolk State University grant, contract, and other sponsored program coordination and activities.

Sponsored Programs is the primary interface for all departments and units within the University for local, state, federal, and quasi-governmental agencies, for corporations, foundations and other entities that provide support for research projects and other sponsored program categories. 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 activities for all research and other sponsored programs, University-wide.

---

### PLANNED STUDENT SECURITY MESSAGE

---

Personal information posted on public newsgroups, public chat groups, community websites and even private or commercial on-line sites may be accessible by anyone on the Internet. Such personal information may be indexed and cached by search engines such as Google or Yahoo and may remain available on search engines even after the original website has removed the information. Please keep this in mind when posting personal information on public websites.

## DIVISION OF STUDENT AFFAIRS

**Mr. Edward Willis, Vice President for Student Affairs**  
**(757) 823-8141**

The Division of Student Affairs is the central administrative unit responsible for the coordination and direction of student programs, services, and activities outside the classroom. The departments within the Division are dedicated to recognizing and providing for the needs of each student while stimulating student development outside the classroom. Other goals are aimed at preserving the rights of each individual student; fostering respect and communication among different cultures; maintaining a continued process of self-assessment; and adapting objectives to meet the needs of the student body while supporting the educational mission of the University.

---

### CAREER SERVICES

---

**(757) 823-8462**

Career Services is responsible for the overall planning, development, and implementation of the University's career services program for students and alumni. The office is located in Suite 318, Students Services Center.

Functions include:

1. Identifying and developing full-time, internship and co-op opportunities;
2. Maintaining Spartanlink, a dynamic database of employment opportunities that allows students/alumni to upload resumes, apply for jobs and internships;
3. Providing career coaching and advising;
4. Planning and conducting professional seminars which includes Resume Writing, Interviewing Skills, Internship/Co-Op, How to Work a Career Fair, Job Search Strategies and Dress for Success;
5. Planning and coordinating the On-campus Interviewing Program;
6. Planning and conducting career fairs (fall/spring) and graduate professional school day (fall semester).

Students must register with Career Services to receive all available services. Seniors are strongly encouraged to register and with Career Services as they prepare to transition into the professional workforce upon graduation.

---

### COUNSELING CENTER

---

**(757) 823-8173**

The Counseling Center provides a range of counseling services for Norfolk State University students at no charge. Services include individual, group, and crisis counseling, as well as educational outreach programming.

Counseling Services are confidential. The Counseling Center does not release information about a student without the student's written permission, except in cases of imminent danger to self or others, child/dependent abuse, court order, or otherwise required by law. Counseling records are not part of academic records, and access to them is limited to authorized staff in the Counseling Center. As required by Virginia law, student counseling records are maintained for at least seven (7) years.

Counselors are available to consult with students, parents, and staff about issues that affect student life. Adjustment difficulties, depression, troubled relationships, and the inability to manage stress are a few reasons students seek counseling services. During a crisis, counselors are dispatched to provide emergency intervention and support for affected community members. Crisis counseling is available to students 24 hours per day, seven days per week.

The Counseling Center staff includes both male and female professional counselors as well as graduate student interns working under close supervision. All counselors are trained and experienced in addressing issues common among university students. Appointments can be made by phone or in person. For additional information, please visit the



Counseling Center in Room 309, Mills E. Godwin Student Center, or call (757) 823-8173.

### Substance Abuse Services

The Counseling Center offers substance abuse services in the form of assessment and individual and group counseling. The staff is trained to respond effectively to students who are personally affected by alcohol or drug use. Substance abuse education and prevention programs, including National Alcohol Screening Day, are also administered by the Counseling Center.

---

### DISABILITY SERVICES DEPARTMENT (DSD)

---

(757) 823-2014 or (757) 823-2409

The mission of the Disability Services Department is to promote the academic success of students with disabilities (SWD) through high-quality educational assistance; faculty and staff seminars; workshops and training, and assistive technology training for students, faculty, staff, and administrators. The department is committed to complying with both the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973.

### Supporting Students through Disability Services (SSDS)

The SSDS program assists currently enrolled students with documented disabilities including physical disabilities, psychological disabilities, traumatic head injuries, learning disabilities, and other health concerns. Services include counseling, rehabilitation, note-sharing, and priority seating.

All contacts with SSDS are held in strict confidence, and information is released only with the student's permission.

### Assistive Technology Laboratory (AT Lab)

The AT Lab exists to support the enhancement of student outcomes through the delivery of information, training, and support through the use of assistive technologies. Students with documented disabilities who are enrolled in the SSDS program are given access to the AT Lab where they are able to utilize specialized hardware, software, and other technologies that level the playing field in their endeavor to excel.

A complete list of services and accommodations provided through the SSDS program and within the AT Lab is available from Disability Services and the Norfolk State University Student Handbook.

---

### INTERNATIONAL STUDENT AND SCHOLAR SERVICES

---

(757) 823-8447

The Office of International Student and Scholar Services assists international students and scholars with matters related to immigration promoting international education and intercultural understanding. The office circulates immigration information and acts as a referral source for students, staff, faculty, and the community. Services include issuing visa documents; advising students, scholars, and faculty; processing immigration petitions; serving as a liaison between the international student/scholar and the university/government agencies; and providing support services and education to enhance student success.

More information is available from the Office of International Student and Scholar Services and the Norfolk State University Student Handbook. The office is located in Room 330, Harrison B. Wilson Hall.

---

### JUDICIAL AFFAIRS

---

(757) 823-8222

The NSU Judicial System serves to maintain order and discipline essential to student success. The Office of Judicial Affairs oversees proceedings in accordance with Student Disciplinary Policies and Procedures.

Students are expected to make themselves aware of and abide by the University community's standards of behavior as articulated in the NSU Student Disciplinary Policies and Procedures and in related policy statements. Students accept the rights and responsibilities of membership in the NSU community when they are admitted to the University. For more information, visit the Office of Student Services/Judicial Affairs in Room 325, Godwin Student Center.

---

### RESIDENCE LIFE AND HOUSING

---

(757) 823-8407

Living in the residence halls provides a great opportunity for students to interact with people from different backgrounds, get involved with campus life, enhance personal growth and development, and create friendships that will last a lifetime. Resident students share the responsibility for abiding by all University policies and respecting the rights of other residents.

## Administrative Offices

### Staff

Each residence hall is staffed with a residence hall director, a graduate assistant (GA), several administrative office specialists, and a student resident assistant (RA) assigned to each floor. The residence hall staff has the responsibility of administering and enforcing University policies and regulations, while acting as a listener, mediator, and resource person.

### Living on Campus

All students who live in residence halls are members of the Residence Hall Association (RHA). Freshmen On-Campus Achieving Success (FOCAS) is a program designed for freshman resident students to assist with the transition from high school to college life. This program focuses on four key areas of concentration: academics, socialization, multiculturalism, and mentorship. The program is voluntary and is administered by the Office of Residence Life and Housing. Students may sign up for the program by contacting [housing@nsu.edu](mailto:housing@nsu.edu) or (757) 823-8407.

### Payment of Fees

A non-refundable housing deposit of \$300.00 must be received from the student by the deadline date, (May 31<sup>st</sup> for fall entry, November 1<sup>st</sup> for spring entry) to reserve on-campus housing. Only applications accompanied by deposits will be considered. No bed spaces are guaranteed after the deadline dates.

Upon receipt of a bill from NSU, the entire room and board balance must be paid in full or payment arrangements made with the Office of Student Accounts by the respective May 31<sup>st</sup>/November 1<sup>st</sup> deadline date. To inquire about individual accounts, students should contact Student Financial Services at (757) 823-8381.

Cashier's checks or money orders should be made payable to Norfolk State University. The student's social security number and name must be included on the money order or cashier's check. Personal checks are accepted for first-time freshmen only.

Students are required to occupy the assigned room on or before the first day of classes. Failure to do so could result in the loss of on-campus housing.

### Roommate Request(s)

Requests for roommates will be honored, to the extent possible, provided the request is mutual and in writing, deadlines for fees are met, and each person making the request meets all requirements for living in the desired residence hall.

### Occupancy of Rooms

Students are required to occupy rooms on or before the first day of classes or forfeit the room reservation.

### Check-In

Prior to checking into the residence hall, each student should have completed all financial arrangements at the Business Office. All discrepancies in the room must be noted and reported to the residence staff prior to occupancy to avoid unwarranted charges.

The staff will issue keys/combination and telephone numbers to the respective residence hall.

### Housing during Breaks

All residence halls will be officially closed during the Thanksgiving, winter, spring and summer breaks (except Spartan Suites). Continuing residents and graduates will receive updated information with specific dates and times to vacate the respective residence hall.

### Withdrawal Procedures

Those who withdraw from an NSU residence hall must contact the assigned residence hall personnel. Residents are responsible for removing all personal possessions and for cleaning their rooms, which must be verified by the residence hall director. The student is responsible for completing all paperwork to finish the withdrawal process.

There will be a \$100 charge for all rooms/suites not cleaned and a \$75 per key charge for all keys not returned. Both offenses are subject to possible sanctioning that could prohibit future residency in the residence halls. In addition, students withdrawing from the residence halls will incur a \$50 charge for improper check-out if they fail to complete any part of the withdrawal process. Students should contact their respective graduate assistant or residence hall director if they have questions.

### Check-Out Procedures

Prior to student check-in and upon checkout, each residence hall will have staff assigned to check the condition of the room/suite. Damages and other discrepancies will be noted on the back of the resident's card. Normal wear is not penalized. Should the resident in violation not be known, all residents assigned to the room will be charged. Each resident assigned to a room/suite is responsible for cleaning his or her side of the room. Rooms and/or suites must be clean and free of all trash. Students housed in suites must ensure that the bathrooms are clean. Charges will be assessed for broken, damaged, misplaced, or out of area furniture. Failure to follow correct check-out procedures will result in a fine and possible sanctioning that prohibits future residency in the residence halls.

### Off-Campus Housing

The University has an off-campus housing referral listing to aid students in finding privately owned accommodations. Referrals are available in the Housing Office. Information is available about rooms, houses, and apartments that are available to students. Contracts or agreements are private matters between the student and the landlord and not Norfolk State University. Students are urged to make living arrangements well in advance of the beginning of the semester.

### Violation of Residence Hall Rules and Regulations

It is recognized that living in groups requires a certain level of tolerance and conformity by all concerned. In order to enhance the safety and comfort of everyone

living in the residence halls, rules controlling conduct within housing are controlled by the Office of Residence Life and Housing. These rules, along with procedures for their enforcement and applicable sanctions, are published in the Residence Hall Handbook available from the Office of Residence Life and Housing. The Norfolk State University Code of Student Conduct and disciplinary procedures apply to all students, including those who live in the residence halls. Alleged violations of the Code by residence hall students will be forwarded to the Vice President for Student Affairs or his/her designee.

---

### SPARTAN HEALTH CENTER

---

**(757) 623-3090**

Student health services are provided by InoMedic. Basic health services provided under the student health program include diagnosis and treatment of minor illnesses and injuries, provision of selected over-the-counter medication and medical supplies, supervised care in designated observation beds, general and emergency medical services, health education counseling, maintenance of immunization/health history records, provision of forms and materials on preventive health, mental health, and other health-related areas, and injections of allergy serum (at students' expense). Should a student require consultation with a specialist, the health care provider at the Center will refer the student to a local practitioner. Students insured under the Norfolk State health plan will be referred within the Beech Street Network when possible. The Center is staffed with highly skilled health care professionals including physicians, nurse practitioners, and nurses.

The costs for the health care services listed above are paid by the University for students who are enrolled full-time. Costs incurred for care that exceeds the services listed above must be paid by the student. Students are encouraged to purchase health insurance to cover the cost of specialty referrals or hospitalization.

It is recommended that any necessary dental and/or eye examinations be done prior to coming to the University, as the Health Center cannot provide these services.

The Spartan Health Center does not operate a pharmacy. Prescriptions may be filled at local pharmacies.

#### Emergency Care

When a serious or life-threatening illness or injury occurs on campus, the NSU Campus Police Department should be contacted immediately by calling 823-9000. If emergency medical transportation is needed, the University Police Department will make the necessary arrangements to ensure that the individual is taken to the nearest urgent health care facility. The expense of this care will be borne by the student.

#### Location and Office Hours

The Spartan Health Center is housed in the Spartan Station at the east end of the campus. It is open Monday through Friday from 8:00 a.m. to 5:00 p.m. Students who become ill after hours of operation should call 623-3090 for instructions. Sick-call hours will be from 8:00 a.m. to 10:00 a.m. for the acutely ill. Acutely ill is defined as new onset of sickness such as fever, diarrhea, urinary problems, and upper respiratory problems.

#### Appointments

Students should call for an appointment to ensure prompt treatment. However, students with new onset illnesses will be seen on a walk-in basis between scheduled appointments, whenever possible.

#### Confidentiality

The relationship between a clinician and the patient is strictly confidential. To ensure this, the Spartan Health Center will not release files or information to anyone, including university officials, relatives, or prospective employers, without the expressed written consent of the patient. Only upon issuance of a legal subpoena will records be provided without the patient's authorization.

#### Medical Excuses

Written statements verifying a student's visit to the Health Center will be issued, if necessary, at the discretion of the Health Care Provider. An official university excuse may be obtained from the Office of Student Services/Judicial Affairs.

#### Student Accident Insurance Plan

All full time undergraduate students (U.S. citizens and permanent residents) taking 12 or more credit hours and all international students (full and part time, graduate and undergraduate) will automatically be enrolled in the Accident Only Expense Benefit and the Outpatient Prescription Drug Benefit, insured by BCS Insurance Company. This plan is mandatory and no waivers will be allowed. The annual premium of \$100 will be assessed to each qualifying student in two equal installments of \$50 each semester.

Additional coverage for sickness benefit is also available. While enrollment in the Sickness Expense portion of the plan is not mandatory, it is highly recommended for students who do not have adequate insurance for sicknesses. Part-time and graduate students are also eligible to enroll in the Optional Sickness plan. Specific information regarding the student insurance plan can be obtained via the NSU website.

#### Health Insurance

Information about the NSU student insurance plan may be obtained at the Spartan Health Center or the Office of Student Services/Judicial Affairs. Health History/Record of Immunizations Virginia State Law (Sec. 23-7.7) and Norfolk State University require all full-time entering and returning students to provide documentation of immunizations and a completed

health record form. The information on this health record is needed to both protect the health of the university community and to assist the Spartan Health Center staff in providing comprehensive medical care for students.

---

### STUDENT ACTIVITIES

---

**(757) 823-8200**

The Office of Student Activities is responsible for the coordination and implementation of a creative, responsive, and diverse co-curricular program. Norfolk State University strives to cultivate individuals who have not only mastered academic coursework, but have also developed active interests and skills in interpersonal relations. To assist with this mission, the University promotes a wide range of student organizations and activities. Students are encouraged to participate in the following academic, social, athletic, literary, and religious activities:

#### Recognized Student Organizations

STUDENT ORGANIZATIONS
Accounting Association
Airway Science Club
Alpha Delta Mu National Social Work Honor Society
Alpha Epsilon Rho
Alpha Eta Rho Fraternity, Inc.
Alpha Kappa Alpha Sorority, Inc.
Alpha Kappa Delta
Alpha Kappa Mu Honor Society
Alpha Phi Alpha Fraternity, Inc.
Alpha Phi Sigma National Criminal Justice Honor Society
Alpha Sigma Lambda
American Chemical Society
American Marketing Club
American Physics Society
officially recognized student organizations (cont'd)
American Production and Inventory Control Society
Association for Computing Machinery
Association of Black Communicators
Association of Concerned Sociologists
Association of General Contractors of America
Association of Information Technology Professionals
Athletes in Action
Banking and Finance Club
Baptist Student Union
Beta Gamma Sigma Honor Society
Beta Kappa Chi National Scientific
Beta Psi Biology Society
Caribbean Student Association
Cheerleaders
Chemistry Club
Chess Club

STUDENT ORGANIZATIONS
Chi Eta Phi Sorority, Inc.
Circle K International
Collegiate Secretaries International Concert Choir
Consumer Services and Family Studies Club
Cooperative Education Club
Council of Independent Organizations (C.I.O.)
Data Processing Management Club
Delta Sigma Theta Sorority, Inc.
Diplomats' Circle, The
DNIMAS Student Association
Early Childhood Education Club
Eboni Rage Fashion Society
Economics Club
Elements of Style
English Club
English and Foreign Languages Major Club
Entrepreneurship Club
Epsilon Tau Sigma
Family and Consumer Sciences
Finance and Banking Association
Food Science and Nutrition Club
French Club
Freshman Class
Girls in Science, Engineering and Technology (GASET)
Golden Key National Honor Society
Gospel Choir
Graduate Student Association
Guild of Fine Arts
Habitat for Humanity
Health Information Management
Health Services Management Association
History Club
Hotel, Restaurant and Institutional Management Club
Industrial Education Technology Club
Institute of Electrical and Electronic Engineers
International Food Service Executive Association
International Student Organization
International Technology Education Collegiate Association
Iota Phi Theta Fraternity, Inc.
Junior Class
Kappa Alpha Psi Fraternity, Inc.
Kappa Delta Epsilon
Kappa Kappa Psi Fraternity, Inc.
Kappa Omicron Nu Kappa Omicron Tau Society
Leading the Education of Gay and Straight Individuals (LEGASI)
Lyman B. Brooks Debating Society
Mass Communications Student Association
Material Advantage (ACerS-ASM-TMS)
Mathematics Club
Medical Records Student Association
Medical Technology Society
Minority Association of Pre-Health Students

### STUDENT ORGANIZATIONS

Music Educators National Conference
National Association for the Advancement of Colored People (NAACP)
National Association of Black Accountants (NABA)
National Association of Blacks in Criminal Justice
National Broadcasting Society
National Council of Negro Women
National Pan-Hellenic Council
National Society of Black Student Engineers
National Society of Minorities in Hospitality
National Society of Pershing Angels Sorority, Inc.
National Society of Pershing Rifles Fraternity, Inc.
National Student Nurses Association
The Norfolk Review (formally The Rhetorician)
Omega Psi Phi Fraternity, Inc.
Optical Society of America (NSU Student Chapter)
Phi Alpha Theta
Phi Beta Lambda
Phi Beta Sigma Fraternity, Inc.
Phi Delta Psi Fraternity, Inc.
Phi Mu Alpha
Physical Education and Exercise Science Club
Physics and Engineering Club
Pi Gamma Psi Fraternity, Inc.
Pi Sigma Alpha Honor Society
Political Science Association
Pre-Alumni Club
Pre-Medical Society
Psi Chi (Psychology)
Psychology Club
Public Relations Student Society of America
Resident Hall Association
SDX
Senior Class
Sigma Gamma Rho Sorority, Inc.
Sigma Tau Delta Honor Society
Society for the Advancement of Management
Society of Manufacturing Engineers
Sociology Club
Sophomore Class
Spanish Club
Spartan Alpha Tau
Spartan Cavalry/Student Government Association
Spartan Legion Marching Band
Speech Pathology and Audiology Club
Student Affiliate of the American Chemical Society
Student Ambassadors
Student Government Association
Student National Technical Association
Student Virginia Education Association
Students in Free Enterprise
Students Standing 4 Sickle-Cell
Taekwondo Club

### STUDENT ORGANIZATIONS

Tau Beta Sigma National Honor Band Sorority, Inc.
Technology Education Collegiate Association
Thurgood Marshall Pre-Law Club
University Dance Theater
University Players
Veterans Club
Virginia Family and Consumer Sciences
Vocational Industrial Clubs of America
Wesley Westminster Club
Whitney Young Social Work Club
World Changers
Young Democrats
Young Republicans
Zeta Phi Beta Sorority, Inc.

### STUDENT PUBLICATIONS

1. Spartan Echo Newspaper
2. Spartan Reflections
3. The Intramural Program Yearbook

### THE INTRAMURAL PROGRAM

The Intramural Program at Norfolk State University provides opportunities for students, both male and female, to participate in individual and team sports activities on a regular basis. More specifically, the program promotes:

1. Better health through exercise,
2. Social interaction and the development of friendships,
3. Sportsmanship of the highest order, and
4. Important values developed through team spirit and cooperation.

The list of competitive intramural activities includes tennis, coeducational volleyball, men's and women's basketball, flag football, softball, billiards, recreational swimming, bowling, roller skating, and ice skating. Students who do not ordinarily take part in sports are encouraged to participate in and enjoy some type of physical activity. The skills acquired in the intramural program will encourage future sports participation and healthy habits that will last a lifetime.

#### Student Governemnt Association

Students are invited to help guide the direction of the University through membership in the Students Government Association (SGA). The purpose of the SGA is to develop a cooperative spirit among students; to promote self-development through personal expression, communication, and leadership; to encourage student initiative; and to act as an intermediary between the administration and students in matters of general welfare. Decisions

rendered by the Students Government Association are subject to the approval of the Executive Council.

### Campus Program Disclaimer

University organizations frequently invite speakers and performers to campus. The views and opinions of these guests do not necessarily represent those of the University or the sponsoring organization.

---

### STUDENT SUPPORT SERVICES

---

**(757) 823-8677**

Student Support Services is a federally-funded program that provides a variety of supportive services for eligible program participants enrolled at Norfolk State University. Program participants are selected according to one or more of the following criteria: (a) family income (b) first-generation college student (c) academic characteristics, or (d) physical disability.

The program provides tutorial services, skill development, counseling, cultural and educational enrichment activities, and a number of other support services to help increase student retention and graduation from Norfolk State University.

---

### VETERANS AFFAIRS

---

**(757) 823-2586**

The Office of Veterans Affairs (OVA) provides specialized customer service to members of the various branches of military service, for veterans and eligible family member's registration for Veterans Administration (VA) benefits, and counseling and general assistance in admission to the University. The VA Certifying Official for Norfolk State University also assists students with the required VA Educational Plan and serves as a liaison between the University and the regional VA office to provide information on university procedures and to resolve problems regarding eligibility and payment of VA benefits. The OVA also provides basic information about Virginia State Veterans benefits, including the Virginia War Orphans Program.

Each semester, veterans using VA educational benefits must report to the campus OVA after completing the enrollment process. New veterans who are planning to use VA benefits must report to

the OVA before enrolling. Veterans must immediately inform the campus OVA if they add, drop, audit, stop attending, have a class or enrollment cancelled, withdraw or are withdrawn from class(es) or the University, are unable to attend classes, or make any changes to their enrollment status.

Educational assistance is available for U.S. military veterans and members of the National Guard and Selected Reserve. In some cases, dependents of veterans in certain categories may be eligible for these benefits. In all instances, the Department of Veterans Affairs (VA) determines eligibility. The VA sends monthly benefit checks directly to the student following verification of enrollment each semester. Receipt of VA benefits may have an impact on levels of federal and state financial aid for which a student may be eligible; therefore inquiries regarding financial aid eligibility should be directed to the Norfolk State University Office of Financial Aid. Students who will attend school under the sponsorship of the VA Vocational Rehabilitation Program should make initial inquiry to the VA by calling the toll-free number 1-800-827-1000. Norfolk State University receives tuition payments for veterans under the Veterans Vocational Rehabilitation Program. However, all other students must make payments according to the schedule of fees or apply for advance pay 120 days prior to the start of the semester. The University accepts the College Fee Waiver for students authorized for the Virginia War Orphans Program.

---

### COMMUNITY AND OUTREACH SERVICES

---

**Brambleton Community Outreach Center**  
**909 Marshall Avenue**  
**Norfolk, VA 23504**  
**(757) 823-8743**

The Brambleton Outreach Center (Center) is Norfolk State University's primary connection with its surrounding neighborhoods. The Center is the point of contact for those neighbors seeking information related to community/public service activities conducted by the university. The Center is the hub for all university community and public service activities. The goal of the Center is to provide the place where neighbors seek and the university through its students and faculty provide the services that encourage communication, interaction, trust and a sense of community with each other.

## DIVISION OF UNIVERSITY ADVANCEMENT

Vice President for University Advancement and Executive Director, NSU Foundation, Inc.  
(757) 823-8323

The purpose of the Division of University Advancement is to advance the University's mission by:

- involving constituents and stakeholders in the life of the University;
- informing constituents of University achievements, priorities, opportunities and challenges;
- researching, identifying, cultivating, and securing support and financial investments in the University;
- being good stewards of the institution's relationships and resources; and
- promoting and enhancing the University's stature and image.

The above mission is accomplished through the planning and execution of various programs that promote voluntary support for the University and ongoing liaisons with governmental agencies, foundations, business and industry, alumni and others that provide funds and resources to the University. Specific initiatives to actualize the division's goals are coordinated through the functional areas of alumni relations, development, event planning, and the L. Douglas Wilder Performing Arts Center. The NSU Foundation, Inc. is a separate entity that also advances and supports the University's mission by soliciting, receiving, investing, and administering gift resources for the University. Many need-based scholarships are administered through the NSU Foundation.



# SCHOOL OF EDUCATION

Dr. Denise Littleton, Dean  
(757) 823-8701

Dr. Joan Johnson, Associate Dean  
(757) 823-8886

*“Preparing competent, compassionate, collaborative, and committed leaders.”*

The School of Education is responsible for providing leadership, coordination, and evaluation of all teacher education programs at the University. Its central purpose is to provide pre-service and in-service educational programs to prospective teachers, in-service teachers, administrators, and others engaged in educational activities in schools and other agencies. Corollary purposes are as follows:

1. To contribute to the knowledge base in the field of educational theory and practice in a multi-cultural, multi-lingual, multi-racial world.
2. To provide leadership in involving public schools, universities and communities in collaborative educational efforts.
3. To provide service to other agencies engaged in education in such a manner to promote the realization of equal educational opportunity and equal educational results for all children.

---

## CONCEPTUAL FRAMEWORK

---

The conceptual framework adopted by Norfolk State University's professional education programs describes the vision and purpose of the School of Education to prepare educators to work in PreK-12 schools. Consistent with the institution's mission, its focus is to prepare competent, compassionate, collaborative, and committed leaders capable of meeting the diverse needs of all learners. Supported by a strong knowledge base, the conceptual framework provides a system for ensuring coherence and a well-articulated professional commitment to knowledge, teaching competence, leadership, and student learning. This is reflected in the curriculum, instruction and clinical experiences provided to develop the knowledge, skills and dispositions that are valued in teachers and other professional school personnel.

---

## ACCREDITATION

---

All of the teacher education programs sponsored by the School of Education have been approved by the Virginia Department of Education and have been accredited by the National Council for Accreditation of Teacher Education (NCATE). Each program is designed to prepare teachers, counselors, and administrators to meet the certification and licensure requirements for the Commonwealth of Virginia.

---

## ORGANIZATION OF SCHOOL

---

The courses of instruction offered by the School of Education are organized into departments which sponsor a wide array of specialization possibilities for students. The departments, centers, and laboratories are as follows:

- Department of Early Childhood/Elementary and Special Education
- Department of Health, Physical Education and Exercise Science
- Department of Secondary Education and School Leadership
- The H.H. Bozeman Integrated Media/Resource Center
- The Center for Professional Development
- The Student Volunteer Center
- The Praxis I Instructional Laboratory
- The Child Development Laboratory

The licensure and degree requirements for all programs offered by the School of Education may be revised due to the Virginia Department of Education's regulations, Norfolk State University requirements or regional and national accreditation standards. Department heads and faculty advisors will inform students of the most current information due to changes from any of the agencies which may be different than the information in this catalog.



## DEPARTMENT OF EARLY CHILDHOOD/ELEMENTARY AND SPECIAL EDUCATION

**Dr. Margaret Knight, Department Head**  
(757) 823-2700

The Elementary Education Department provides undergraduate and graduate programs for students seeking preparation to work with young children in the community, agencies, and preK-12 school settings.

### MASTER OF ARTS IN PRE-ELEMENTARY EDUCATION MA.PRE.EE.ONLINE

---

#### PROGRAM 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 prior certification in early childhood education (PreK-4), elementary education (PreK-6) or special education. This program does not lead toward licensure. It is an interdisciplinary program, which focuses on assessment and intervention for high risk children and family involvement in programs for young children. This program is offered completely on-line

---

#### PROGRAM OBJECTIVES

---

To prepare graduates to provide enhanced instruction to young children (infants to age nine) in the home, community and educational settings.

To prepare graduates to conduct research on minority children and on topics of interest in early childhood education.

---

#### 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.

A complete application file will include the following:

1. Application to Norfolk State University and the Pre-Elementary Education Program.
2. Non-refundable application fee (certified check or money order made payable to Norfolk State University).
3. 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.
4. An official copy of the complete transcript(s) 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.

All application materials should be received by March 1 for consideration in the fall, and May 1 for the 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) credit 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.

Generally, a maximum of six (6) credit 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 Graduate School and the Office of The Provost.

**Transfer Credits**

**CURRICULUM**

**CORE COURSES**

COURSE	COURSE TITLE	HOURS
EDU 605	Human Growth and Development	3
SPE 512	Foundations of Special Education: Legal and Ethical Aspects of Educating Exceptional Learners	3
ECS 626	Parent Participation in Educational Systems	3
EED 500G	Language and Developmental Reading in Elementary Education	3
SPE 613	Assessment and Evaluation	3
ECS 683	Intervention Strategies for High Risk Children	3
EED 691	Research and Writing	3
EED 695	Thesis and one Elective or Two (2) Electives plus Comprehensive Exam	6
<b>TOTAL HOURS REQUIRED</b>		<b>27</b>

**SPECIALIZATION (SELECT 12 HOURS FROM THIS GROUP)**

COURSE	COURSE TITLE	HOURS
EED 501	Diagnostic Reading	3
EDU 636	Instruction and Classroom Management	3
UED 637	Curriculum Development and Technology	3
EED 503	Teaching and Learning in the Elementary Schools (PK-3)	3
ECS 580	Developmental Delays in Early Childhood	3
<b>TOTAL HOURS REQUIRED</b>		<b>15</b>

**FIELD EXPERIENCE (COMPLETE 100 CLOCK HOURS.)**

COURSE	COURSE TITLE	HOURS
EED 696A	Practicum	3
<b>TOTAL HOURS REQUIRED</b>		<b>3</b>

**SUMMARY OF GRADUATION REQUIREMENTS**

All students must complete a field experience that totals 100 clock hours.

SUBJECT AREA	HOURS
Major Requirements	30
Electives	0
Other Requirements	12
<b>TOTAL DEGREE HOURS REQUIRED</b>	<b>42</b>

# MASTER OF ARTS IN PRE-ELEMENTARY EDUCATION WITH LICENSURE IN EARLY CHILDHOOD SPECIAL EDUCATION MA.PRE.ECS. ONLINE

## DESCRIPTION

The graduate program for the Master of Arts in Pre-Elementary Education with 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 Elementary Education PreK-6 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. This program is offered completely on-line.

## PROGRAM OBJECTIVES

1. To prepare graduates to provide specialized services to young children (infants to age nine) who have special needs in the home, community and educational settings.
2. To prepare graduates to conduct research on minority children and topics of interest in early childhood special education.
3. To prepare graduates to receive licensure in Early Childhood Special Education.

## ADMISSION REQUIREMENTS

- Student must have completed an undergraduate degree from a regionally accredited college or university.
- Student must have completed 40 semester hours in general education (liberal arts and sciences).
- Students must have a grade point average of 2.7 in their major field.
- Student must meet Virginia's Criteria on the Praxis Core Skills for Educators (or equivalent) before enrolling in methods courses\*.
- Students must be admitted to a Master of Arts degree program in the education department.

## CURRICULUM

### CORE COURSES

COURSE	COURSE TITLE	HOURS
EDU 605	Human Growth and Development	3
ECS 626	Parent Participation in Education Systems	3
EED 500G	Language and Developmental Reading in Elementary Education	3
ECS 684	Assessment and Evaluation Early Childhood Special Education	3
ECS 683	Intervention Strategies for High Risk Children	3

UED 691	Research and Writing	3
EED 695	Thesis OR *Comprehensive Examination	3
<b>TOTAL HOURS REQUIRED</b>		<b>21</b>

\*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.

Candidates selecting the comprehensive examination option must pass the comprehensive examination to obtain degree.

**EARLY CHILDHOOD SPECIAL EDUCATION  
LICENSURE REQUIREMENTS**

COURSE	COURSE TITLE	HOURS
ECS 580	Developmental Delays in Early Childhood	3
ECS 685	Attributes and Medical Conditions Associated with Severe Disabilities	3
ECS 686	Communication Disorders for Early Childhood Special Education	3
ECS 687	Instruction and Classroom Management for Early Childhood Special Education	3
SPE 545	Collaboration, Inclusion, Transition and other Curriculum Adjustments	3
EED 503	Teaching and Learning in the Primary Schools (PK-3)	3
<b>TOTAL HOURS REQUIRED</b>		<b>18</b>

**FIELD EXPERIENCE** (ALL STUDENTS MUST DO A FIELD EXPERIENCE THAT TOTALS 300 CLOCK HOURS.)

COURSE	COURSE TITLE	HOURS
EED 696D	Practicum	3
<b>TOTAL HOURS REQUIRED</b>		<b>3</b>

**SUMMARY OF GRADUATION REQUIREMENTS**

SUBJECT AREA	HOURS
Major Requirements	30
Electives	0
Other Requirements	12
<b>TOTAL DEGREE HOURS REQUIRED</b>	<b>42</b>

Students must have passing scores on Praxis Core Skills for Educators (or equivalent/SAT/ACT before enrolling in more than nine (9) credit hours. Students must pass the RVE and VCLA before enrollment in the practicum if they do not possess a Post Graduate Professional License. Please note that passing Praxis II in ECSE will be required when mandated by the Commonwealth of Virginia.

# MASTER OF ARTS IN TEACHING – ELEMENTARY EDUCATION MAT.ECE.PREK-6.ONLINE

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.

## CURRICULUM

### SEMESTER ONE

COURSE	COURSE TITLE	HOURS
EED 605	Human Growth and Development	3
EED 500G	Diagnostic Reading	3
EED 501	Diagnostic Reading	3
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

### SEMESTER TWO

COURSE	COURSE TITLE	HOURS
EDU 501	Foundations of Education	3
EED 503	Teaching and Learning in The Primary School (PreK-3)	3
EED 603	Teaching and Learning in the Elementary School (4-6)	3
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

### SEMESTER THREE

COURSE	COURSE TITLE	HOURS
EED 601	Methods and Materials for Teaching Science, Mathematics and Technology	3
EDU 636	Instruction and Classroom Management	3
UED 691	Research and Writing	3
EED 500	Teaching Social Studies in Elementary Schools	3
<b>TOTAL HOURS REQUIRED</b>		<b>12</b>

### SEMESTER FOUR

COURSE	COURSE TITLE	HOURS
EED 696C	Practicum (Student Teaching)	9
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

Students are allowed to enroll in only nine hours, (no methods of teaching courses) before submitting passing scores on PRAXIS Core Skills for Educators (or equivalent). Before full admission into the Master of Arts in Teaching Program, all students must present passing scores on the PRAXIS Core Skills for Educators (or equivalent) assessments.

Students must pass the PRAXIS II, RVE, and VCLA to be approved for Internship (student teaching).

### SUMMARY OF GRADUATION REQUIREMENTS

SUBJECT AREA	HOURS
Major Requirements	30
Electives	0
Other Requirements	9
<b>TOTAL DEGREE HOURS REQUIRED</b>	<b>39</b>

## MASTER OF ARTS IN SPECIAL EDUCATION

The graduate program in Special Education 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 a minimum of thirty-nine (39) credit 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 disabilities.

The Special Education program offers three course sequences: (1) teacher licensure (adapted curriculum K-12, general curriculum K-12, and vision impairment), (2) rehabilitation counseling and (3) generalist. Completion of the teacher licensure results in credentialing to teach individuals with mild to severe disabilities in grades K-12. The rehabilitation counseling sequence prepares persons to work as rehabilitation counselors. The generalist sequence is open to persons from any disciplines who wish to increase their competence in serving persons with disabilities in community agencies or organizations developed to meet their needs. 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 for disabled persons. After completing this program, graduates will assume specific positions such as instructional leaders, programmers, diagnosticians, data collectors/evaluators, hospital teachers, special /collaborative classroom teachers, case managers/service coordinators, and rehabilitation counselors.

MASTER OF ARTS IN SPECIAL EDUCATION-GENERAL NON-TEACHING MA.SPE.SD.GN

CURRICULUM

MAJOR COURSES

COURSE	COURSE TITLE	HOURS
SPE 512	Foundations of Special Education: Legal & Ethical Aspects of Educating Exceptional Learners	3
<b>TOTAL HOURS REQUIRED</b>		<b>3</b>

CORE COURSES

COURSE	COURSE TITLE	HOURS
SPE 501	Foundations of Education	3
SPE 613	Assessment and Evaluation	3
SPE 692	Research Methods in Special Education	3
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

SPECIALTY COURSES

COURSE	COURSE TITLE	HOURS
SPE 516	Managing Human Behaviors	3
SPE 523	Attributes and Medical Conditions Associated with Disabilities	3
SPE 641	Physical and Occupational Therapy Procedures	3
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

CONCENTRATION COURSES

COURSE	COURSE TITLE	HOURS
SPE 538	Nature of and Strategies for Teaching Individuals with Severe Disabilities	3
SPE 643	Communication Development for Individuals with Severe Disabilities	3
UED 637	Curriculum Development and Technology	3
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

OTHER COURSES

COURSE	COURSE TITLE	HOURS
	Electives	9
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

SUMMARY OF GRADUATION REQUIREMENTS

SUBJECT AREA	HOURS
Major Requirements	21
Electives	9
Other Requirements	9
<b>TOTAL DEGREE HOURS REQUIRED</b>	<b>39</b>

**MASTER OF ARTS IN SPECIAL EDUCATION ADAPTED CURRICULUM K-12 MA.SPE.SD.TL**

**THIS MASTER OF ARTS DEGREE OFFERS THE REQUIRED COURSEWORK FOR K-12 TEACHER LICENSURE IN TEACHING STUDENTS WITH SEVERE DISABILITIES. COURSES ARE OFFERED THROUGH THE VIRGINIA SEVERE DISABILITIES CONSORTIUM PROGRAM WHICH MAY PROVIDE TUITION ASSISTANCE.**

**ADMISSION REQUIREMENTS**

- Student must have completed an undergraduate degree from an accredited college or university.
- Student must have completed 40 semester hours in general education (liberal arts and sciences).
- Student must have a grade point average of 2.5 in the major field.

STUDENT MUST BE ADMITTED TO A MASTER OF ARTS DEGREE PROGRAM IN THE SPECIAL EDUCATION DEPARTMENT

DEGREE PREREQUISITES (COURSE OR EQUIVALENTS MAY BE TAKEN AT THE UNDERGRADUATE LEVEL)

SPE 512	Foundations of Education: Legal and Ethical Aspects of Educating Exceptional Learners	3
EDU 605	Human Growth and Development	3

**CURRICULUM**

**CORE COURSES**

COURSE	COURSE TITLE	HOURS
SPE 542A	Reading and Literacy Instruction ADAPTED	3
SPE 613A	Assessment and Evaluation ADAPTED	3
SPE 692	Research Methods in Special Education	3
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

**SPECIALTY COURSES**

COURSE	COURSE TITLE	HOURS
SPE 516A	Managing Human Behavior ADAPTED	3
SPE 523A	Attributes and Medical Conditions Associated with Disabilities ADAPTED	3
SPE 641A	Physical and Occupational Therapy Procedures ADAPTED	3
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

**CONCENTRATION COURSES**

COURSE	COURSE TITLE	HOURS
SPE 538A	Nature of and Strategies for Teaching Individuals with Severe Disabilities	3
SPE 540A	Collaboration Procedures ADAPTED	3
SPE 545A	Transition Procedures ADAPTED	3
SPE 643A	Communication Development For Individuals with Severe Disabilities	3
UED 637	Curriculum Development and Technology	3
<b>TOTAL HOURS REQUIRED</b>		<b>15</b>

NOTE: STUDENTS MUST PASS PRAXIS CORE SKILLS FOR EDUCATORS (OR EQUIVALENT) PRIOR TO ENROLLING IN SPE 538 AND SPE 699.



COURSE	COURSE TITLE	HOURS
SPE 699	Internship in Special Education	6
<b>TOTAL HOURS REQUIRED</b>		<b>6</b>

**SUMMARY OF GRADUATION REQUIREMENTS**

SUBJECT AREA	HOURS
Major Requirements	33
Electives	0
Other Requirements	6
<b>TOTAL DEGREE HOURS REQUIRED</b>	<b>39</b>

**MASTER OF ARTS IN SPECIAL EDUCATION REHABILITATION COUNSELING MA.SPE.SD.RC**

**CURRICULUM**

**MAJOR COURSES**

COURSE	COURSE TITLE	HOURS
SPE 512	Foundations of Special Education: Legal & Ethical Aspects of Educating Exceptional Learners	3
<b>TOTAL HOURS REQUIRED</b>		<b>3</b>

**CORE COURSES**

COURSE	COURSE TITLE	HOURS
EDU 501	Foundations of Education	3
SPE 613	Assessment and Evaluation	3
SPE 692	Research Methods in Special Education	3
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

**SPECIALTY COURSES**

COURSE	COURSE TITLE	HOURS
SPE 516	Managing Human Behaviors	3
SPE 523	Attributes and Medical Conditions Associated with Disabilities	3
SPE 641	Physical and Occupational Therapy Procedures	3
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

**INTERNSHIP**

COURSE	COURSE TITLE	HOURS
SPE 699E	Internship in Rehabilitation Counseling	6
<b>TOTAL HOURS REQUIRED</b>		<b>6</b>

**CONCENTRATION COURSES**

COURSE	COURSE TITLE	HOURS
UED 622	Urban Counseling and Psychotherapy	3
SPE 662	Guidance and Counseling in Rehabilitation	3
SPE 663	Case Work and Rehabilitation Counseling	3
SPE 665	Rehabilitation Counseling: Occupational Information and Placement	3
<b>TOTAL HOURS REQUIRED</b>		<b>12</b>

**SUMMARY OF GRADUATION REQUIREMENTS**

SUBJECT AREA	HOURS
Major Requirements	24
Electives	6
Other Requirements	9
<b>TOTAL DEGREE HOURS REQUIRED</b>	<b>39</b>

MASTER OF ARTS IN SPECIAL EDUCATION GENERAL TEACHER LICENSURE K-12 MA.SPE.GEN.K-12

CURRICULUM

FIRST

COURSE	COURSE TITLE	HOURS
EDU 605	Human Growth And Development	3
EDU 501	Foundations of Education	3
EED 500G*	Language and Developmental Reading in Elementary Education	3
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

SECOND

COURSE	COURSE TITLE	HOURS
SPE 512	Foundations of Special Education: Characteristics, Legal, and Ethical Aspects of Educating Exceptional Learners	3
SPE 542	Reading and Literacy Instruction for Exceptional Learners	3
SPE 516*	* Managing Human Behavior	3
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

- Student must have completed an undergraduate degree from a regionally accredited college or university.
- Student must have completed 40 semester hours in general education (liberal arts and sciences).
- Students must have a grade point average of 2.7 in their major field.
- Student must meet Virginia's criteria on the Praxis Core Skills for Educators (or equivalent) before enrolling in methods courses.\*
- Students must be admitted to a Master of Arts degree program in the education department.

THIRD

COURSE	COURSE TITLE	HOURS
SPE 523	Attributes and Medical Conditions Associated with Disabilities	3
SPE 532*	Curriculum & Instructional Procedures for Teaching Students with Mild Disabilities	3
SPE 534	Individualized Education Program Implementation: Alternative Strategies for Teaching Students with Mild Disabilities	3
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

FOURTH

COURSE	COURSE TITLE	HOURS
SPE545*	* Collaboration, Inclusion, Transition, and Other Curricular Adjustments for Exceptional Learners	3
SPE 692	Research and Methods in Special Education	3
SPE 613*	Assessment and Evaluation	3
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

FIFTH

COURSE	COURSE TITLE	HOURS
SPE 699	Internship (Student Teaching) 3	3
<b>TOTAL HOURS REQUIRED</b>		<b>3</b>

Students must pass the Reading for Virginia Educators (RVE) Assessment and VCLA to be approved for student teaching.

SUMMARY OF GRADUATION REQUIREMENTS

SUBJECT AREA	HOURS
Major Requirements	24
Electives	6
Other Requirements	9
<b>TOTAL DEGREE HOURS REQUIRED</b>	<b>39</b>

**Special Education Post Baccalaureate Endorsement Program: VISUAL IMPAIRMENTS-PreK-12**

This endorsement offers the required coursework for PreK-12 teacher licensure in Teaching Students with Visual Impairments through the Virginia Visual Impairment Consortium Program which may provide tuition assistance. 15-31 credits — Students who have completed graduate or undergraduate coursework in a special education university program prior to admission to the program may request that courses in the endorsement program be waived based on completion of the content in prior coursework. Students waiving coursework must complete a minimum of 15 credits to be eligible for the certification endorsement.

Co/Pre-requisite to entry into the program: SPE 321/512 Intro to Special Education.

Pre-requisite to internship (prior to completion of the program): Language Development and Literacy course (SPE 344/542), passing VCLA and RVE or VRA score, or current collegiate professional license.

**ADMISSION REQUIREMENTS:**

Students must have completed an undergraduate degree from an accredited college or university. Students must have completed 40 semester hours in general education (liberal arts and sciences). Students must have a grade point average of 2.75 in the major field. Students must meet Virginia’s criteria on the PRAXIS I or Praxis Core Academic Skills for Educators Test or hold a collegiate professional license.

STUDENTS MUST APPLY AND BE ADMITTED TO THE NORFOLK STATE UNIVERSITY GRADUATE SCHOOL.

**PREREQUISITE COURSE**

COURSE	COURSE TITLE	HOURS
SPE 321/512	Foundations of Special Education: Characteristics , Legal, and Ethical Aspects	3
<b>TOTAL HOURS REQUIRED</b>		<b>3</b>

**CERTIFICATION COURSES**

COURSE	COURSE TITLE	HOURS
SPE 523V	Characteristics of Students with Visual Impairments (pre/corequisite course)	2
SPE 526V	Orientation and Mobility for Students with Visual Impairments	2
SPE 524V	Braille Code	3
SPE 525V	Medical and Educaitional Implications of Visual Impairments	3
SPE 532V	Curriculum and Assessment for Students with Visual Impairments	3
SPE 533V	Assistive Technology for Individuals with Sensory Impairments	3
SPE 613V	Teaching Methods for Students with Visual Impairments	3
SPE 616V	Braille Reading and Writing	3
SPE 545	Consultation and Collaboration	3
<b>TOTAL HOURS REQUIRED</b>		<b>25</b>

**INTERNSHIP**

COURSE	COURSE TITLE	HOURS
SPE 699V	Internship in Visual Impairment	6
<b>TOTAL HOURS REQUIRED</b>		<b>6</b>

**PROFESSIONAL STUDIES REQUIREMENTS: UNDERGRADUATE OR GRADUATE COURSES**

COURSE	COURSE TITLE	HOURS
EDU 486/605	Human Growth and Development	3
EDU 201/501	Foundations of Education	3
SPE 344/542	Language Development and Reading	3
SPE 312/516	Managing Human Behavior	3
SPE 332/532	Curriculum and Instructional Procedures	3
<b>TOTAL HOURS REQUIRED</b>		<b>15</b>

**SUMMARY OF REQUIREMENTS**

SUBJECT AREA	HOURS
Prerequisites	3
Certification Requirements (including internship)	31
Professional Studies Requirements	15
<b>TOTAL DEGREE HOURS REQUIRED</b>	<b>39</b>

## DEPARTMENT OF SECONDARY EDUCATION AND SCHOOL LEADERSHIP

**Dr. Norma Brumage, Department Head**  
(757) 823-2325

The Department of Secondary Education and School Leadership (SESL) offers multi-dimensional programs in urban and teacher education to assist in-service and pre-service school practitioners interested in acquiring state-endorsements as well as enhancing their professional development. The programs offered in the SESL Department include: Master of Arts (MA) in Urban Education with concentrations in Professional School Counseling, Principal Preparation, and Curriculum Development and Supervision; Master of Arts in Teaching (MAT) with concentrations in Fine Arts, Biology, Chemistry, English, History, Mathematics, Music, and Physics; and a Master of Arts in Subject Area Concentrations (MASAC) for those who hold a prior license or certification in a content area.

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, the department of 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. The goal is to prepare competent, compassionate, collaborative and committed leaders capable of meeting the diverse needs of all learners.

All programs are approved by the Virginia Department of Education and/or the National Association for the Accreditation of Teacher Education.

---

### 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 the School of Graduate Studies and Research (757) 823-8015:

1. Graduate application
2. An official transcript for each accredited college or university attended
3. Three letters of recommendation (see SESL Entrance Packet)
4. Evaluation Forms (Principal Preparation and Curriculum Development Program candidates only, See SESL Entrance Packet)
5. An active teaching license and 3 years of teaching experience (only for Principal Preparation and Curriculum Development and Supervision Program candidates)
6. Passing PRAXIS1/SAT/ACT- test scores (only for MAT initial teacher certification seekers)
7. A personal statement
8. Current criminal background check
9. Certificate of Preliminary Endorsement (for MAT, MASAC and teacher certification candidates)
10. Interview (for advanced licensure candidates)
11. All candidates must have a baccalaureate degree from an accredited college or university.
12. 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
13. A non-refundable application processing fee of \$35.00

#### 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 matriculating student, provided the committee (or the department head) sanctions it. Non-degree matriculating students are not eligible for financial aid. A non-degree seeking student may apply for admission to a graduate degree program. However, non-degree status does not guarantee future admission.

## Transfer Credit

Students who are admitted with prior graduate study may transfer a maximum of six credit hours or the equivalent in quarter credit hours. Those courses submitted for transfer must have a grade of "B" (3.0) or better, must have similar course descriptions as those offered in the curriculum, and must be no more than four years old.. 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 the Applied Research options UED 791 and UED 792.

## Background Verification

Please understand that you may have difficulty receiving an education license in the Commonwealth of Virginia if you have been convicted of any felony. If anytime during the duration of your graduate program you receive a criminal charge or proceedings pending against you, please understand that you must notify your advisor and the department chair immediately.

---

## MINIMUM GRADE REQUIREMENTS

---

A cumulative 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 GPA will be automatically placed in probationary status and must, within two succeeding semesters, elevate his/her GPA to 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) cumulative grade point average requirements to remain in good academic standing.

---

## ACADEMIC STANDARDS

---

The student is responsible for knowing the academic standards of his/her academic unit and of the School of Graduate Studies and Research . Graduate students must maintain a cumulative grade point average of 3.0 on a 4 point scale and make satisfactory progress towards degree completion to remain in good academic standing. No more than two (2) grades of "B-" are permitted in a student's academic program. This minimum standard of scholarship is applied to all graduate programs.

Graduate degree programs vary minimum grade requirements for successful completion of a graduate course. 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 minimum courses grade requirements and policies for repeating courses.

## SESL Proposed Continuance

1. Students must:
  - a) Maintain a cumulative 3.0 GPA;
  - b) Earn no more than two grades below "B-";
  - c) Repeat any core course that they receive a "B-".
2. Students obtaining three (3) grades below a "B-" may lead to expulsion from the program.
3. Students obtaining two (2) or more incomplete grades ("I"s) will be prohibited from enrolling in courses until the incomplete grades have been removed.
4. Students must complete all prerequisite courses with a grade of "B" before internship.

## SESL Exit Requirements

1. Students must:
  - a) Successfully complete course of study;
  - b) Have a minimum 3.0 GPA.

## MASTER OF ARTS IN TEACHING – SECONDARY EDUCATION

The M.A.T. is a (39) thirty-nine credit hour initial teacher certification program, which enables its candidates to receive a Master's degree and certification in a content area and be qualified to teach in the Commonwealth of Virginia. Candidates must pass the Praxis II exam (content area) and the VCLA (Virginia Communication and Literacy Assessment) or the RVE, if applicable, before the program is completed. Candidates must have a baccalaureate degree in a liberal arts and sciences discipline or one of the nine certified teaching areas: Fine Arts, Biology, Chemistry, Physics, English, History, Music, and Mathematics.

Before an applicant's admission to the program, each candidate will be interviewed and the 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:

COURSE	COURSE TITLE	HOURS
UED 505	Reading in the Content Areas	3
EDU 501	Foundations of Education	3
UED 599	Teaching Internship	9
EDU 605	Human growth and Development	3
EDU 636	Classroom and Behavior Management	3
UED 684/685/686/687/690	Curriculum and Instructional Procedures	3
UED 691	Research and Writing	3

*(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.

---

### M.A. IN A SUBJECT CONCENTRATION AREA (MASAC)

---

The MASAC is a (39) thirty-nine 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, 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.



M.A.T. -- Biology

CURRICULUM

SEMESTER ONE

COURSE	COURSE TITLE	HOURS
EDU 605	Human Growth and Development	3
UED 505	Reading in the Content Areas	3
EDU 501	Foundations of Education	3
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

SEMESTER TWO

COURSE	COURSE TITLE	HOURS
BIO 501	History of Biological Concepts	3
UED 685	Curriculum and Instructional Procedures	3
UED 691	Research and Writing	3
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

SEMESTER THREE

COURSE	COURSE TITLE	HOURS
BIO 502	Modern Biology	3
BIO 510	Experiences in Biology	3
EDU 636	Classroom and Behavior Management	3
BIO 520	Special Problems in Biology	3
<b>TOTAL HOURS REQUIRED</b>		<b>12</b>

SEMESTER FOUR

COURSE	COURSE TITLE	HOURS
UED 599	Teaching Internship	9
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

SUMMARY OF GRADUATION REQUIREMENTS

SUBJECT AREA	HOURS
Major Requirements	30
Electives	0
Other Requirements	9
<b>TOTAL DEGREE HOURS REQUIRED</b>	<b>39</b>

M.A.T. -- Chemistry

CURRICULUM

SEMESTER ONE

COURSE	COURSE TITLE	HOURS
EDU 605	Human Growth and Development	3
UED 505	Reading in the Content Areas	3
EDU 501	Foundations of Education	3
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

SEMESTER TWO

COURSE	COURSE TITLE	HOURS
CHM 521	Computations in Chemistry	3
UED 685	Curriculum and Instructional Procedures	3
UED 691	Research and Writing	3
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

SEMESTER THREE

COURSE	COURSE TITLE	HOURS
CHM 581	Special Topics	3
CHM 531	Biochemistry	3
EDU 636	Classroom and Behavior Management	3
CHM 502	Biochemistry	3
<b>TOTAL HOURS REQUIRED</b>		<b>12</b>

SEMESTER FOUR

COURSE	COURSE TITLE	HOURS
UED 599	Teaching Internship	9
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

SUMMARY OF GRADUATION REQUIREMENTS

SUBJECT AREA	HOURS
Major Requirements	30
Electives	0
Other Requirements	9
<b>TOTAL DEGREE HOURS REQUIRED</b>	<b>39</b>

M.A.T. -- English

CURRICULUM

SEMESTER ONE

COURSE	COURSE TITLE	HOURS
EDU 605	Human Growth and Development	3
UED 505	Reading in the Content Areas	3
EDU 501	Foundations of Education	3
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

SEMESTER TWO

COURSE	COURSE TITLE	HOURS
COM 519	Contemporary American English Grammar	3
UED 691	Research and Writing	3
UED 687	Curriculum and Instructional Procedures	3
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

SEMESTER THREE

COURSE	COURSE TITLE	HOURS
COM 550	Assessment and Evaluation of Writing	3
COM 648	Language and Culture	3
EDU 636	Classroom and Behavior Management	3
COM 654	Professional Writing	3
<b>TOTAL HOURS REQUIRED</b>		<b>12</b>

SEMESTER FOUR

COURSE	COURSE TITLE	HOURS
UED 599	Teaching Internship	9
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

SUMMARY OF GRADUATION REQUIREMENTS

SUBJECT AREA	HOURS
Major Requirements	30
Electives	0
Other Requirements	9
<b>TOTAL DEGREE HOURS REQUIRED</b>	<b>39</b>

M.A.T. -- Fine Arts

CURRICULUM

SEMESTER ONE

COURSE	COURSE TITLE	HOURS
EDU 605	Human Growth and Development	3
UED 505	Reading in the Content Areas	3
EDU 501	Foundations of Education	3
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

SEMESTER TWO

COURSE	COURSE TITLE	HOURS
FIA 513	Computer Graphics	3
UED 691	Research and Writing	3
UED 686	Curriculum and Instructional Procedures	3
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

SEMESTER THREE

COURSE	COURSE TITLE	HOURS
FIA 514	Fine Arts Methods	3
FIA 515	Fine Arts Units	3
EDU 636	Classroom and Behavior Management	3
FIA 599	Seminar in Art Education	3
<b>TOTAL HOURS REQUIRED</b>		<b>12</b>

SEMESTER FOUR

COURSE	COURSE TITLE	HOURS
UED 599	Teaching Internship	9
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

SUMMARY OF GRADUATION REQUIREMENTS

SUBJECT AREA	HOURS
Major Requirements	30
Electives	0
Other Requirements	9
<b>TOTAL DEGREE HOURS REQUIRED</b>	<b>39</b>

M.A.T. -- History

CURRICULUM

SEMESTER ONE

COURSE	COURSE TITLE	HOURS
EDU 605	Human Growth and Development	3
UED 505	Reading in the Content Areas	3
EDU 501	Foundations of Education	3
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

SEMESTER TWO

COURSE	COURSE TITLE	HOURS
HIS 501	Topics in American History	3
UED 690	Curriculum and Instructional Procedures in Secondary Social Studies	3
UED 691	Research and Writing	3
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

SEMESTER THREE

COURSE	COURSE TITLE	HOURS
HIS 502	Topics in European History	3
HIS 503	Topics in Non-Western History	3
HIS 516	America and the Rise of the City 1865 to Present	3
EDU 636	Classroom and Behavior Management	3
<b>TOTAL HOURS REQUIRED</b>		<b>12</b>

SEMESTER FOUR

COURSE	COURSE TITLE	HOURS
UED 599	Teaching Internship	9
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

SUMMARY OF GRADUATION REQUIREMENTS

SUBJECT AREA	HOURS
Major Requirements	30
Electives	0
Other Requirements	9
<b>TOTAL DEGREE HOURS REQUIRED</b>	<b>39</b>

M.A.T. -- Mathematics

CURRICULUM

SEMESTER ONE

COURSE	COURSE TITLE	HOURS
EDU 605	Human Growth and Development	3
UED 505	Reading in the Content Areas	3
EDU 501	Foundations of Education	3
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

SEMESTER TWO

COURSE	COURSE TITLE	HOURS
MTH 511	Topics in American History	3
UED 684	Curriculum and Instructional Procedures	3
UED 691	Research and Writing	3
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

SEMESTER THREE

COURSE	COURSE TITLE	HOURS
MTH 520	Mathematical Logical and Set Theory	3
MTH 531	Topics in Algebra and Analysis	3
MTH 540	Mathematical Models and Applications	3
EDU 636	Classroom and Behavior Management	3
<b>TOTAL HOURS REQUIRED</b>		<b>12</b>

SEMESTER FOUR

COURSE	COURSE TITLE	HOURS
UED 599	Teaching Internship	9
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

SUMMARY OF GRADUATION REQUIREMENTS

SUBJECT AREA	HOURS
Major Requirements	30
Electives	0
Other Requirements	9
<b>TOTAL DEGREE HOURS REQUIRED</b>	<b>39</b>

M.A.T. -- Mathematics Specialist

CURRICULUM

MATHEMATICS CORE

COURSE	COURSE TITLE	HOURS
MTH 500L	Geometry and Measurement	3
MTH 500S	Probability and Statistics	3
MTH 501J	Number Systems and Operations	3
MTH 501K	Algebra and Functions	3
MTH 501L	Rational Numbers and Proportional Reasoning	3
<b>TOTAL HOURS REQUIRED</b>		<b>15</b>

PROFESSIONAL EDUCATION CORE

COURSE	COURSE TITLE	HOURS
UED 610	Advanced Educational Psychology and Learning Theory	3
UED 690	Curriculum and Instructional Procedures in Mathematics	3
UED 691	Topics in Research and Writing	3
UED 791	Applied Research I	3
UED 792	Applied Research II	3
EED 551	Education Leadership I	3
EED 552	Education Leadership II	3
EED 553	Education Leadership III	3
<b>TOTAL HOURS REQUIRED</b>		<b>24</b>

SUMMARY OF GRADUATION REQUIREMENTS

SUBJECT AREA	HOURS
Major Requirements	30
Electives	0
Other Requirements	9
<b>TOTAL DEGREE HOURS REQUIRED</b>	<b>39</b>

M.A.T. -- Music

CURRICULUM

SEMESTER ONE

COURSE	COURSE TITLE	HOURS
EDU 605	Human Growth and Development	3
UED 505	Reading in the Content Areas	3
EDU 501	Foundations of Education	3
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

SEMESTER TWO

COURSE	COURSE TITLE	HOURS
MUS 650	Vocal Education or MUS 561 Instrumental Education	3
UED 632	Curriculum and Instructional Procedures (I) Instrumental or (V) Vocal or UED 683I or UED 683V	3
UED 691	Research and Writing	3
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

SEMESTER THREE

COURSE	COURSE TITLE	HOURS
MUS 680	History and Philosophy of Music Education	3
MUS 681	Current Trends in Music Education	3
MUS 682	Administration and Supervision in Music Education	3
EDU 636	Classroom and Behavior Management	3
<b>TOTAL HOURS REQUIRED</b>		<b>12</b>

SEMESTER FOUR

COURSE	COURSE TITLE	HOURS
UED 599	Teaching Internship	9
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

SUMMARY OF GRADUATION REQUIREMENTS

SUBJECT AREA	HOURS
Major Requirements	30
Electives	0
Other Requirements	9
<b>TOTAL DEGREE HOURS REQUIRED</b>	<b>39</b>



M.A.T. -- Physics

CURRICULUM

SEMESTER ONE

COURSE	COURSE TITLE	HOURS
EDU 605	Human Growth and Development	3
UED 505	Reading in the Content Areas	3
EDU 501	Foundations of Education	3
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

SEMESTER TWO

COURSE	COURSE TITLE	HOURS
PHY 590	Physics Demonstration	3
UED 685	Curriculum and Instructional Procedures	3
UED 691	Research and Writing	3
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

SEMESTER THREE

COURSE	COURSE TITLE	HOURS
PHY 565	Physical Mechanics	3
PHY 591	Experimental Concepts in Physics	3
EDU 636	Classroom and Behavior Management	3
PHY 566	Electricity and Magnetism	3
<b>TOTAL HOURS REQUIRED</b>		<b>12</b>

SEMESTER FOUR

COURSE	COURSE TITLE	HOURS
UED 599	Teaching Internship	9
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

SUMMARY OF GRADUATION REQUIREMENTS

SUBJECT AREA	HOURS
Major Requirements	30
Electives	0
Other Requirements	9
<b>TOTAL DEGREE HOURS REQUIRED</b>	<b>39</b>

## Master of Arts in a Subject Area Concentration (MASAC)

---

### MASTER OF ARTS IN URBAN EDUCATION (MASAC) FINE ARTS

COURSE	COURSE TITLE	HOURS
SPE 510	Introduction to Exceptional Children	3
UED 617	Organizational Behavior in Classroom Society	3
FIA 513	Computer Graphics	3
UED 637	Curriculum Development and Technology	3
FIA 54	Fine Arts Methods	3
FIA 515	Fine Arts Units	3
UED 670	School Law	3
UED 691	Research & Writing	3
FIA 599	Seminar in Art Education	3
UED 791	Applied Research I	3
UED 792	Applied Research II	3
FIA	Restricted Elective	3
<b>TOTAL HOURS REQUIRED</b>		<b>36</b>

**Master of Arts in a Subject Area Concentration (MASAC)**

**CURRICULUM**

**MASTER OF ARTS IN URBAN EDUCATION (MASAC) BIOLOGY**

<b>COURSE</b>	<b>COURSE TITLE</b>	<b>HOURS</b>
<b>SPE 510</b>	Introduction to Exceptional Children	3
<b>UED 617</b>	Organizational Behavior in Classroom Society	3
<b>BIO 501</b>	History of Biological Concepts	3
<b>UED 637</b>	Curriculum Development and Technology	3
<b>BIO 502</b>	Modern Biology	3
<b>BIO 510</b>	Experiences in Biology	3
<b>UED 670</b>	School Law	3
<b>UED 691</b>	Research & Writing	3
<b>BIO 520</b>	Special Problems in Biology	3
<b>UED 791</b>	Applied Research I	3
<b>UED 792</b>	Applied Research II	3
<b>BIO</b>	Restricted Elective	3
<b>TOTAL HOURS REQUIRED</b>		<b>36</b>

## Master of Arts in a Subject Area Concentration (MASAC)

### CURRICULUM

#### MASTER OF ARTS IN URBAN EDUCATION (MASAC) CHEMISTRY

COURSE	COURSE TITLE	HOURS
SPE 510	Introduction to Exceptional Children	3
UED 617	Organizational Behavior in Classroom Society	3
CHM 521	Chemical Demonstration	3
UED 637	Curriculum Development and Technology	3
CHM 581	Special Topics in Chemistry	3
CHM 531	Biochemistry	3
UED 670	School Law	3
UED 691	Research & Writing	3
CHM 532	Biochemistry	3
UED 791	Applied Research I	3
UED 792	Applied Research II	3
CHM	Restricted Elective	3
<b>TOTAL HOURS REQUIRED</b>		<b>36</b>

**Master of Arts in a Subject Area Concentration (MASAC)**

**CURRICULUM**

**MASTER OF ARTS IN URBAN EDUCATION (MASAC) ENGLISH**

<b>COURSE</b>	<b>COURSE TITLE</b>	<b>HOURS</b>
<b>SPE 510</b>	Introduction to Exceptional Children	3
<b>UED 617</b>	Organizational Behavior in Classroom Society	3
<b>COM 519</b>	Contemporary American English Grammar	3
<b>UED 637</b>	Curriculum Development and Technology	3
<b>COM 632</b>	Design, Teaching, and Evaluating Writing	3
<b>COM 648</b>	Language and Culture	3
<b>UED 670</b>	School Law	3
<b>UED 691</b>	Research & Writing	3
<b>COM 654</b>	Professional Writing	3
<b>UED 791</b>	Applied Research I	3
<b>UED 792</b>	Applied Research II	3
<b>COM</b>	Restricted Elective	3
<b>TOTAL HOURS REQUIRED</b>		<b>36</b>

**Master of Arts in a Subject Area Concentration (MASAC)**

**CURRICULUM**

**MASTER OF ARTS IN URBAN EDUCATION (MASAC) HISTORY**

<b>COURSE</b>	<b>COURSE TITLE</b>	<b>HOURS</b>
<b>SPE 510</b>	Introduction to Exceptional Children	3
<b>UED 617</b>	Organizational Behavior in Classroom Society	3
<b>GEO 510</b>	Urban Geography	3
<b>UED 637</b>	Curriculum Development and Technology	3
<b>HIS 610</b>	Selected Topics in Urban History	3
<b>UAF 611</b>	Urban Probl. Contemporary America	3
<b>UED 670</b>	School Law	3
<b>UED 691</b>	Research & Writing	3
<b>HIS 516</b>	America & The Rise of the City: 1865 to	3
<b>UED 791</b>	Applied Research I	3
<b>UED 792</b>	Applied Research II	3
<b>HIS</b>	Restricted Elective	3
<b>TOTAL HOURS REQUIRED</b>		<b>36</b>

## Master of Arts in a Subject Area Concentration (MASAC)

### CURRICULUM

#### MASTER OF ARTS IN URBAN EDUCATION (MASAC) MATHEMATICS

COURSE	COURSE TITLE	HOURS
<b>SPE 510</b>	Introduction to Exceptional Children	3
<b>UED 617</b>	Organizational Behavior in Classroom Society	3
<b>MTH 500</b>	Advanced Topics in Geometry	3
<b>UED 637</b>	Curriculum Development and Technology	3
<b>MTH 510</b>	Mathematical Logic and Set Theory	3
<b>MTH 520</b>	Topics in Algebra and Analysis	3
<b>UED 670</b>	School Law	3
<b>UED 691</b>	Research & Writing	3
<b>MTH 530</b>	Mathematical Models and Applications	3
<b>UED 791</b>	Applied Research I	3
<b>UED 792</b>	Applied Research II	3
<b>MTH</b>	Restricted Elective	3
<b>TOTAL HOURS REQUIRED</b>		<b>36</b>

**Master of Arts in a Subject Area Concentration (MASAC)**

**CURRICULUM**

**MASTER OF ARTS IN URBAN EDUCATION (MASAC) MUSIC**

<b>COURSE</b>	<b>COURSE TITLE</b>	<b>HOURS</b>
<b>SPE 510</b>	Introduction to Exceptional Children	3
<b>UED 617</b>	Organizational Behavior in Classroom Society	3
<b>MUS 650 OR 651</b>	Vocal or Instrumental	3
<b>UED 637</b>	Curriculum Development and Technology	3
<b>MUS 682</b>	Admin. & Supervision Music Education	3
<b>MUS 681</b>	Current Trends in Music Education	3
<b>UED 670</b>	School Law	3
<b>UED 691</b>	Research & Writing	3
<b>MUS 680</b>	History & Philosophy of Music Education	3
<b>UED 791</b>	Applied Research I	3
<b>UED 792</b>	Applied Research II	3
<b>MUS</b>	Restricted Elective	3
	<b>TOTAL HOURS REQUIRED</b>	<b>36</b>





# MASTER OF ARTS IN URBAN EDUCATION

## M.A. in Urban Education -- Administration and Supervision PreK-12

### PRINCIPAL PREPARATION

The principal preparation segment of the Administrative and Supervision PreK-12 program is designed to prepare the candidate to be an effective assistant principal or principal. 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 Principal. 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 xam. The program is divided into three parts: theory, practice, and research with a primary goal to prepare our students to becoming competent, compassionate, collaborative 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. The sequence of courses is as follows:

#### PREREQUISITES

Certification as a teacher and 3 years of teaching experience.

#### PART ONE

COURSE	COURSE TITLE	HOURS
UED 617	Organization Behavior in a Multicultural Society	3
UED 630	School and Community Relations	3
UED 637	Curriculum Development	3
UED 600	Introduction to Administration and Leadership	3
UED 670	School Law	3
<b>TOTAL HOURS REQUIRED</b>		<b>15</b>

#### PART TWO

COURSE	COURSE TITLE	HOURS
EDU 641	Supervision and Evaluation of Instruction	3
UED 681	Personnel Management and Staff Development	3
UED 601	Data Driven Leadership and Technology	3
UED 671	School Finance	3
<b>TOTAL HOURS REQUIRED</b>		<b>12</b>

#### RESEARCH COMPONENT

COURSE	COURSE TITLE	HOURS
UED 691	Research and Writing	3
UED 791	Applied Research I	3
UED 792	Applied Research II	3
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

#### COMPREHENSIVE EXAM AND SLLA EXAM

SLLA exam must be passed prior to internship.

COURSE	COURSE TITLE	HOURS
UED 793	Internship I	3
UED 794	Internship II	3
<b>TOTAL HOURS REQUIRED</b>		<b>6</b>

#### SUMMARY OF GRADUATION REQUIREMENTS

SUBJECT AREA	HOURS
Major Requirements	27
Electives	0
Other Requirements	15
<b>TOTAL DEGREE HOURS REQUIRED</b>	<b>42</b>

**M.A. in Urban Education -- Community Counseling**  
**Naval Base**  
**Dr. Curtis Blakely**  
**Program Coordinator**  
**(757) 823-9260 or (757) 489-8516**

The Community Counseling Program is designed for candidates who plan to pursue careers in community agencies or non-school settings (i.e. community services boards, social service boards, penal institutions, rehabilitation facilities, court services, public/private community agencies). 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. In order to be eligible to be a Licensed Professional Counselor (LPC) you will need additional coursework beyond this degree. The sequence of courses is as follows:

COURSE	COURSE TITLE	HOURS
UED 621C	Principles of Counseling	3
UED 630C	Community and Agency Counseling	3
UED 610C	Counseling for Human Growth and Lifespan	3
UED 623C	Counseling Skills and Techniques	3
UED 632C	Human Relations Development and Group Counseling	3
UED 645C	Testing and Client Assessment	3
UED 606C	Multicultural Counseling	3
UED 622C	Urban Counseling and Psychotherapy	3
UED 677C	Foundations of Career Development	3
UED 691C	Research and Writing	3
UED 620C	Legal and Ethical Issues in Counseling I	3
UED 640C	Family Systems	3
UED 644C	Addiction Counseling	3
UED 650C	Diagnosis and Treatment	3
UED 793C	Internship (300 hours)	3
UED 794C	Internship (300 hours)	3
<b>TOTAL HOURS REQUIRED</b>		<b>48</b>

**M.A. in Urban Education -- Curriculum Development and Supervision**

**CURRICULUM**

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:

**PART ONE**

COURSE	COURSE TITLE	HOURS
UED 617	Organization Behavior in a Multicultural Society	3
UED 630	School and Community Relations	3
UED 637	Curriculum Development	3
UED 641	Supervision and Evaluation of Instruction	3
<b>TOTAL HOURS REQUIRED</b>		<b>12</b>

**PART TWO**

COURSE	COURSE TITLE	HOURS
EDU 605	Human Growth and Development	3
UED 670	School Law	3
UED 671	School Finance	3
UED 681	Personnel Management and Staff Development	3
<b>TOTAL HOURS REQUIRED</b>		<b>12</b>

**RESEARCH COMPONENT**

COURSE	COURSE TITLE	HOURS
UED 691	Research and Writing	3
UED 791	Applied Research I	3
UED 792	Applied Research II	3
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

**COMPREHENSIVE EXAM AND SLLA EXAM**

SLLA exam must be passed prior to internship.

COURSE	COURSE TITLE	HOURS
UED 793	Internship I	3
UED 794	Internship II	3
<b>TOTAL HOURS REQUIRED</b>		<b>6</b>

**SUMMARY OF GRADUATION REQUIREMENTS**

SUBJECT AREA	HOURS
Major Requirements	30
Electives	0
Other Requirements	9
<b>TOTAL DEGREE HOURS REQUIRED</b>	<b>39</b>

**M.A. in Urban Education -- Professional School Counseling PreK-12**

Norfolk State University's School Counseling Program is designed to train and prepare candidates in the specialty of school counseling. The school counseling courses are designed to prepare candidates for careers in school counseling at grade levels Prek-12 in elementary, middle, and high school settings. The Master of Arts degree program requires 48 semester hours of academic credit (no more than 6 credit hours may be transferred from another university) that includes a 600 hour internship experience.

**CURRICULUM**

**PART ONE**

COURSE	COURSE TITLE	HOURS
UED 621	Principles of Counseling	3
UED 677	Principles of Career Development	3
SPE 512	Legal and Ethical Aspects in Special Education	3
UED 605	Human Growth and Development	3
UED 691	Research and Writing Theories, Techniques and Practices	3
UED 622		3
<b>TOTAL HOURS REQUIRED</b>		<b>18</b>

**PART TWO**

COURSE	COURSE TITLE	HOURS
EDU 620	Legal and Ethical Issues in Counseling	3
UED 645	Testing and Individual Appraisal in Counseling	3
UED 623	Counseling Skills and Techniques	3
UED 606	Multicultural Counseling	3
<b>TOTAL HOURS REQUIRED</b>		<b>12</b>

**PART THREE**

COURSE	COURSE TITLE	HOURS
UED 632	Human Relations Development and Group Counseling	3
UED 626	Organization and Administration of School Counseling	3
EDU	Electives I	6
<b>TOTAL HOURS REQUIRED</b>		<b>12</b>

**PART FOUR**

COURSE	COURSE TITLE	HOURS
UED 793	Internship (PreK-6 or 7-12) 300 clock hours	3
UED 794	Internship (PreK-6 or 7-12) 300 clock hours	3
<b>TOTAL HOURS REQUIRED</b>		<b>6</b>

SUBJECT AREA	HOURS
Major Requirements	36
Electives	6
Other Requirements	6
<b>TOTAL DEGREE HOURS REQUIRED</b>	<b>48</b>

**SUMMARY OF GRADUATION REQUIREMENTS**

## COLLEGE OF LIBERAL ARTS

**Dr. Belinda Anderson, Dean**  
**Dr. Danny Adams, Associate Dean**  
**Dr. Josephine Reid, Assistant Dean**  
**(757) 823-8118**

The College of Liberal Arts embraces ten academic departments in the fine and performing arts, humanities, and social sciences. The departments are English and Foreign Languages, Fine Arts, General Studies, History, Interdisciplinary Studies, Mass Communications and Journalism, Music, Political Science, Psychology, and Sociology. The Army ROTC program is located in the College of Liberal Arts as well.

Students in the College of Liberal Arts have access to a wealth of learning experiences. The School offers students an opportunity to understand and appreciate world cultures as reflected in languages and the arts; enhance communication and interpersonal skills; and prepare for careers supported by studies in the liberal, creative, performing, and media arts.

The social sciences deal with the relationships of mankind. Whether from an economic, political, sociological, psychological or historical perspective, the focus as well as the interest of the social sciences, is on the human condition.

The goals of the College of Liberal Arts are as follows:

1. To provide an intellectually liberating education for students that is conducive to life-long learning.
2. To impart knowledge, strengthen communicative and quantitative abilities, and enhance research and inquiry skills in the various subject matter areas.
3. To develop habits of independent thought and critical thinking.
4. To promote attitudes of understanding, respect, and tolerance for one's own culture and the cultures of other peoples.
5. To engender in students an appreciation of the moral and ethical components of life.
6. To define educational standards that address, the changing paradigms and diverse needs of students in a changing global society.
7. To provide a highly qualified pool of graduates for the global workforce.
8. To contribute to the social consciousness and cultural enrichment of the community through the provision of programs, exhibits, and workshops in the arts, humanities, and social sciences.

---

### TECHNOLOGICAL PROFICIENCY

---

The College of Liberal Arts realizes that technological proficiency is an integral component of career preparation and life-long learning. Accordingly, all curricula in the College of Liberal Arts incorporate basic and discipline-appropriate technological instruction.

## DEPARTMENT OF VISUAL AND PERFORMING ARTS

**Mr. Solomon Isekeije, Program Coordinator  
(757) 823-8855**

The Program in Visual Arts takes its title and general direction from the traditional roles of drawing, painting, and sculpture. However, the goal of recent years has been to eliminate constricting departmental barriers, to increase interrelationship of all creative activities, and to broaden the educational potential, while continuing the infusion of relevant technologies in hardware and software. This has placed greater emphasis on a wider spectrum of courses and programs, more varied technology, and a neoteric pedagogy. The role of the creative enterprise in society is explored in special projects.

---

### ASSESSMENT REQUIREMENTS

---

All students majoring in the Visual Arts are required to maintain a professional portfolio that demonstrates their creative development. The portfolio is reviewed at scheduled intervals for advisement purposes. Participation in the "Seniors Gallery Exhibition" and other co-curricular activities scheduled by the Department is required of all graduates. Continuous verifiable engagement with the local art community is required by the Department.



## MASTER OF ARTS/ MASTER OF FINE ARTS IN VISUAL STUDIES

**Ms. Linda Brady**  
Program Coordinator  
(757) 823-8417

---

### PROGRAM DESCRIPTION

---

The Master of Arts/ Master of Fine Arts Program in Visual Studies, offered at Norfolk State University, is a unique program which provides highly motivated and mature students with an intensive, multifaceted educational experience in the visual arts. The Master of Arts program is a one and one half year degree program; while 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 documentation, and an 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 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 Master of Arts or the Master of Fine Arts 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 coordinator.

---

### ADMISSION

---

The student must meet general university requirements, such as a minimum 3.0 GPD in the undergraduate degree and must have completed 36 credit hours (or its equivalent) in studio art and 12 hours in art history at the undergraduate level. Additionally, applicants must present a portfolio which indicates creative ability, evidence of a 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 three letters of reference and a statement assessing background and professional goals. There is no GRE test required in the Visual Studies Program.

#### 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 by the Graduate School only once a year, in March. ALL application materials MUST be

complete and received at Norfolk State University on or before March 1st. Enrollment in the program begins the fall semester following admission. Applications should only be sent to Norfolk State University and can be completed on line at a reduced fee.

#### Application Review

The admission committee, composed of graduate faculty and the graduate coordinator, will review the portfolios of all applicants, and the decision of the committee will be communicated in writing to the Graduate Program Dean of the Graduate School and then to the applicant.

A completed application file includes the following:

1. Completed admissions application forms. <https://www.applyweb.com/apply/nsug/menu.html>
2. A 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, CD, DVD or video portfolio of 10-20 representative examples of the applicant's work—three dimensional work should have two views each. 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 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 expected from this program.

---

### DEGREE REQUIREMENTS

---

The Master of Arts degree requires a minimum of 33 credit 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 credit 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).



**Masters of Fine Arts (MFA)**

The credit hours will be divided in the following manner:

COURSE TITLE	HOURS
Graduate Studio	27
Courses in Related Academics	12
Directed Field Experience	6
Graduate Seminars	9
Documentation ( <i>including Solo Exhibition</i> )	6
<b>TOTAL DEGREE HOURS REQUIRED</b>	<b>60</b>

**M.A. in Visual Studies**

Candidates for the Master of Arts degree in Visual Studies will complete 33 credit hours divided in the following manner:

COURSE TITLE	HOURS
Graduate Studio	18
Courses in Related Academics	6
Graduate Seminars	6
Graduate Exhibition	3
<b>TOTAL HOURS REQUIRED</b>	<b>33</b>

Students must earn at least a B (3.00) in all courses used to fulfill the graduate classes requirements.

**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****Documentation/Thesis**

A student enrolling for FIA-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****Exhibition**

A student enrolling for FIA-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 for exhibitions sometimes makes the 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 which is a course with changing art criticism topics. The remainder of the graduate seminar requirement may be fulfilled by FIA 695 (another series of changing contemporary topics) and FIA 610A .

Upon completion of 12-18 hours of graduate work, each student will present a selection of work to the 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.

The resulting advisory committee will then invite additional faculty members to complete a committee to assess the Continuance and Candidacy Review. The three member committee may be accepted for the student's final review committee or a committee of five may be chosen by the candidate aided by the major advisor's advice. The committee will include appropriate explanations of its decision. In the case of continuance, the committee will indicate candidacy for the Master of Arts or M.F.A. degree.

Only M.F.A. candidates must register for FIA 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 coordinator.

Each student is required to enroll in FIA 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 major advisor and two faculty of the advisory committee will be responsible for evaluating all preparation and work done for FIA 701-702. The committee will submit its recommendations and grade assignments for each course to the student and the program coordinator.

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. Applicants desiring graduate transfer credit must submit a written request along with transcripts from the courses for which transfer credit is desired and the request must accompany the initial entry application. A maximum of 12 credit 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 Department of Visual Studies and Music at NSU concerning deadlines, procedures for applying, fees, etc. Persons seeking additional information may contact the NSU Graduate Program Coordinator: Linda Brady

Graduate Program Coordinator  
Department of Visual Studies and Music  
Norfolk State University  
700 Park Avenue  
Norfolk, Virginia 23504

Phone: (757) 823-8417  
FAX: (757) 823-2186  
[lbrady@nsu.edu](mailto:lbrady@nsu.edu)

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.

## MASTER OF ARTS IN 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 admitted on a degree or non-degree basis. To be admitted as a possible 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 and should be sent to the Program Coordinator.

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 credit hours in the program, as a

non-degree student. Upon completing the first nine hours of approved graduate work with a 3.0 or above average, the student may petition the Master of Arts in Media and Communications Graduate Admissions Committee for regular admission to the program as a degree seeking student.

### Re-admission

Re-admission to the program is not automatic. After an absence of one semester, a former student must apply to the Graduate School 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 enrolling in a continuous registration course 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 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 statement of goals relative to the graduate field of study.
5. A minimum score on the TOEFL Exam as required by the Graduate School at Norfolk State University (international students only).

Only fully completed applications will be reviewed by the Master of Arts in Media and Communications Graduate Admissions Committee. The deadline for all fully completed applications is March 1 for fall and summer and October 1 for spring.

**DEGREE REQUIREMENTS**

To meet the requirements for the Master of Arts degree in Media and Communications, a student may select one of two options:

1. Complete 30 credit hours of course work for a total of 30 credit hours
2. Complete 24 credit hours of course work and 6 credit hours for a thesis or project for a total of 30 credit hours

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**

The residency requirement is one academic year. 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 residency 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.

**CORE COURSES**

COURSE	course title	hours
COM 620	Communication Theory	3
COM 651	Communication Research Methods	3
COM 653	Law, Ethics and Responsibility (Public Policy) in Communication	3

## M.A. in Media and Communications – Interpersonal Communications

## COMPOSITION AND LANGUAGE STUDIES 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:

## CORE COURSES

COURSE	COURSE TITLE	HOURS
COM 620	Communication Theory	3
COM 651	Communication Research Methods	3
COM 653	Law, Ethics and Responsibility (Public Policy) in Communication	3
COM 519	Contemporary English Grammar	3
COM 630	Writing Across The Curriculum	3
COM 643	General Semantics	3
COM 550	Assessment/Evaluation of Composition	3
COM 699	Thesis or Internship	6
<b>TOTAL HOURS REQUIRED</b>		<b>27</b>

## ELECTIVES

COURSE	COURSE TITLE	HOURS
XXX XXX	Electives	3-6
<b>TOTAL HOURS REQUIRED</b>		<b>3-6</b>

## SUMMARY OF GRADUATION REQUIREMENTS

SUBJECT AREA	HOURS
Major Requirements	21
Electives	3
Other Requirements	6
<b>TOTAL DEGREE HOURS REQUIRED</b>	<b>30</b>

## SPEECH COMMUNICATION CURRICULUM

## CORE COURSES

COURSE	COURSE TITLE	HOURS
COM 620	Communication Theory	3
COM 651	Communication Research Methods	3
COM 653	Law, Ethics and Responsibility (Public Policy) in Communication	3
COM 511	Interpersonal Communication	3
COM 641	Group Communication Process	3
COM 643	General Semantics	3
COM 699	Thesis or Internship	6
<b>TOTAL HOURS REQUIRED</b>		<b>24</b>

## ELECTIVES

COURSE	COURSE TITLE	HOURS
XXX XXX	Electives	3-6
<b>TOTAL HOURS REQUIRED</b>		<b>3-6</b>

## SUMMARY OF GRADUATION REQUIREMENTS

SUBJECT AREA	HOURS
Major Requirements	18
Electives	6
Other Requirements	6
<b>TOTAL DEGREE HOURS REQUIRED</b>	<b>30</b>

M.A. in Media and Communications – Journalism

NEWS EDITORIAL AND MANAGEMENT CURRICULUM

CORE COURSES

COURSE	COURSE TITLE	HOURS
COM 620	Communication Theory Issues	3
COM 651	Communication Research Methods	3
COM 653	Law, Ethics and Responsibility (Public Policy) in Communication	3
MCM 510	Introduction to Mass Communications	3
MCM 545	Media Management Administration	3
COM 513	Specialized Writing	3
MCM 693/ MCM694	Internship or Thesis or MCM 699	6
<b>TOTAL HOURS REQUIRED</b>		<b>24</b>

ELECTIVES

COURSE	COURSE TITLE	HOURS
XXX XXX	Electives	3-6
<b>TOTAL HOURS REQUIRED</b>		<b>3-6</b>

SUMMARY OF GRADUATION REQUIREMENTS

SUBJECT AREA	HOURS
Major Requirements	18
Electives	6
Other Requirements	6
<b>TOTAL DEGREE HOURS REQUIRED</b>	<b>30</b>

PUBLIC RELATIONS CURRICULUM

CORE COURSES

COURSE	COURSE TITLE	HOURS
COM 620	Communication Theory	3
COM 651	Communication Research Methods	3
COM 653	Law, Ethics and Responsibility (Public Policy) in Communication	3
COM 652	Public Relations	3
COM 512	Editing Publications	3
COM 513	Specialized Writing	3
MCM 693/ MCM694	Internship or Thesis or MCM 699	6
<b>TOTAL HOURS REQUIRED</b>		<b>24</b>

ELECTIVES

COURSE	COURSE TITLE	HOURS
XXX XXX	Electives	3-6
<b>TOTAL HOURS REQUIRED</b>		<b>3-6</b>

SUMMARY OF GRADUATION REQUIREMENTS

SUBJECT AREA	HOURS
Major Requirements	18
Electives	6
Other Requirements	6
<b>TOTAL DEGREE HOURS REQUIRED</b>	<b>30</b>

M.A. in Media and Communications – Mass Communications

**MEDIA MANAGEMENT CURRICULUM**

**CORE COURSES**

COURSE	COURSE TITLE	HOURS
COM 620	Communication Theory Issues	3
COM 651	Communication Research Methods	3
COM 653	Law, Ethics and Responsibility (Public Policy) in Communication	3
MCM 545	Media Management & Administration Methods	3
MCM 660	Seminar in Radio-TV-Film	3
MCM 680	Comparative Mass Media Systems	3
MCM 693/ MCM694	Internship or Thesis or MCM 699	6
<b>TOTAL HOURS REQUIRED</b>		<b>24</b>

**ELECTIVES**

COURSE	COURSE TITLE	HOURS
XXX XXX	Electives	3-6
<b>TOTAL HOURS REQUIRED</b>		<b>3-6</b>

**SUMMARY OF GRADUATION REQUIREMENTS**

SUBJECT AREA	HOURS
Major Requirements	18
Electives	6
Other Requirements	6
<b>TOTAL DEGREE HOURS REQUIRED</b>	<b>30</b>

**MEDIA PRODUCTION CURRICULUM**

**CORE COURSES**

COURSE	COURSE TITLE	HOURS
COM 620	Communication Theory	3
COM 651	Communication Research Methods	3
COM 653	Law, Ethics and Responsibility (Public Policy) in Communication	3
MCM 550	Introduction to Television Production	3
MCM 650	Television Production II	3
MCM 660	Seminar in Radio-TV-Film	3
MCM 693/ MCM694	Internship or Thesis or MCM 699	6
<b>TOTAL HOURS REQUIRED</b>		<b>24</b>

**ELECTIVES**

COURSE	COURSE TITLE	HOURS
XXX XXX	Electives	3-6
<b>TOTAL HOURS REQUIRED</b>		<b>3-6</b>

**SUMMARY OF GRADUATION REQUIREMENTS**

SUBJECT AREA	HOURS
Major Requirements	18
Electives	6
Other Requirements	6
<b>TOTAL DEGREE HOURS REQUIRED</b>	<b>30</b>

## DEPARTMENT OF VISUAL AND PERFORMING ARTS

**Dr. Carl Haywood, Department Head**  
**(757) 823-8565**

The Division of Music offers one undergraduate degree with two emphases and one graduate degree with three concentrations. 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.

Eligibility to major in music is determined by the Music faculty on the basis of musical background and experience, results of auditions and tests, and general qualifications to pursue Music as a major field. The Music Program is a member of the National Association of Schools of Music.





**Dr. Sam Dorsey**  
Program Coordinator  
(757) 823-8359

---

## PURPOSE AND OBJECTIVES

---

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.

Specific objectives for each sequence are as follows:

**Music Education** - to explore, through research and practice, pedagogical and performance techniques applicable to leadership roles in a variety of instructional settings.

**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.

**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:

1. Encompass related areas of study,
2. Provide for the attainment of proficiencies requisite to career advancement, and to
3. Further professional study.

---

## THE STUDENT

---

A student in the Master of Music degree program must consult with the Music Division 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 credit hours of prescribed core courses.
3. Establish candidacy according to program criteria.
4. Complete other required and elective coursework

as specified by the selected sequence.

5. Select a terminal option involving related examinations.

---

## THE MUSIC FACULTY

---

The music faculty is 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 competent music majors for many years.

Further, to ensure that the specific needs of graduate students are met, the Music Faculty and Division Chair select a Graduate Program Coordinator to be responsible for all matters pertaining to the Graduate School in the Music Division. The coordinator works closely with the Division Chair, the Dean of the College of Liberal Arts as well as with the Dean of the School of Graduate Studies and Research 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 for the provision of the necessary leadership for the graduate program in the music division.

Specifically, the coordinator does the following:

1. Meets regularly with the Dean of the School of Graduate Studies and Research to discuss matters relating to the Music Program.
2. Ensures an efficient registration process for graduate students within the Division.
3. Ensures that student applications are reviewed and the recommendations forwarded to the Graduate School according to schedule.
4. Ensures that students with incomplete applications are notified.
5. Assumes the responsibility for maintaining accurate records within the Division of Music.
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 REQUIREMENTS

---

### 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 Division. 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 are 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

Admission Committee Chair  
Master of Music Program  
Norfolk State University  
700 Park Avenue  
Norfolk, Virginia 23504  
Phone: (757) 823-9112

### Transfer of 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.

---

## 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/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 "Solia 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 from 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.

---

## 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 grade point average or above. The decision of the Committee will be forwarded to the student and to the Graduate School.

### 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.

---

**GRADING SYSTEM**

---

The grade will indicate a student's level of achievement as follows:

Grade	Interpretation
A	Excellent
A-	Excellent
B+	Good
B	Satisfactory
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.



M.M. – Music Education

CURRICULUM

CORE COURSES

COURSE	COURSE TITLE	HOURS
MUS 590	Introduction to Music Research	3
MUS 540-541	Analytical Techniques I, II (Pre-requisite, placement test or MUS 512)	4
MUS 510-511	Ensemble	2
MUS 535	Contemporary Music	2
<b>TOTAL HOURS REQUIRED</b>		<b>11</b>

PROGRAM HOURS

COURSE TITLE	HOURS
Core Program	11
Music Education	9
Music History Electives	4
Emphasis Area	6
Terminal Option	3

KEYBOARD EMPHASIS

MUS 521-522 Applied Keyboard 4 credit hours

Plus choice of (one):

COURSE	COURSE TITLE	HOURS
MUS 628	Piano Literature	2
MUS 623	Organ Literature	2
MUS 527	Piano Pedagogy	2
MUS 624	Organ Improvisation and Service Playing	2

INSTRUMENTAL EMPHASIS

MUS 521-522 Applied Instrument 4 credit hours

Plus choice of (one):

COURSE	COURSE TITLE	HOURS
MUS 651	Band Management	2
MUS 551	Advanced Instrumental Conducting	2
MUS 685	Teaching Practicum in Brasswinds	2
MUS 686	Teaching Practicum in Woodwinds	2
MUS 687	Teaching Practicum in Strings	2
MUS 686	Teaching Practicum in Percussion	2

VOCAL EMPHASIS

MUS 521-522 Applied Voice 4 credit hours

Plus choice of (one):

COURSE	COURSE TITLE	HOURS
MUS 650	Choral Technique	3
MUS 550	Advanced Choral Conducting	2
MUS 629	Vocal Literature	2
MUS 520	Vocal Pedagogy	2

COURSE OF STUDY AREA

COURSE	COURSE TITLE	HOURS
MUS 680	History and Philosophy of Music Education	3
MUS 681	Current Trends in Music Education	3
MUS 682	Administration and Supervision in Music Education	3

MUSIC HISTORY ELECTIVES

Choose two:

COURSE TITLE	HOURS
MUS 531 Music in the Renaissance	2
MUS 532 Music of the Baroque Era	2
MUS 533 Music of the Classical Period	2
MUS 534 Music of the Nineteenth Century	2

TERMINAL OPTIONS

**Thesis** – extended research on a theoretical subject. Enrollment in MUS 690A required in the initial semester. Later enrollment in MUS 750 is required if no other coursework is taken.

**Lecture/Recital** – a public performance eighty minutes in length with lecture commentary during the course of the program. Enrollment in MUS 690C required.

**Non – Thesis** – specialized field research reporting accomplishment of innovative school program of definite merit. Enrollment in MUS 683-684 required.

TERMINAL EXAMINATIONS

**Thesis Option** - Oral Examination (including defense of thesis)

**Lecture/Recital** – Written Examination

**Non-Thesis Option** - Written and Oral Examinations.

M.M. – Theory-Composition

CURRICULUM

CORE COURSES

COURSE	COURSE TITLE	HOURS
MUS 590	Introduction to Music Research	3
MUS 540-541	Analytical Techniques I, II <i>(Pre-requisite, placement test or MUS 512)</i>	4
MUS 510-511	Ensemble	2
MUS 535	Contemporary Music	2
<b>TOTAL HOURS REQUIRED</b>		<b>11</b>

PROGRAM HOURS

COURSE TITLE	HOURS
Core Program	11
Theory/Composition	11
Emphasis Area	6
Music History Elective	2
Terminal Option	3

EMPHASIS AREA (KEYBOARD, INSTRUMENTAL, OR VOICE)

MUS 521-522 Applied Keyboard/instrumental/Voice hours 4 credit hours

Plus choice of one course from keyboard, instrumental, or voice performance contraction emphasis area:

COURSE	COURSE TITLE	HOURS
MUS 651	Band Management	2
MUS 551	Advanced Instrumental Conducting	2
MUS 685	Teaching Practicum in Brasswinds	2
MUS 686	Teaching Practicum in Woodwinds	2
MUS 687	Teaching Practicum in Strings	2
MUS 686	Teaching Practicum in Percussion	2
MUS 620	Seminar in Performance and Repertory	2

COURSE OF STUDY AREA

COURSE	COURSE TITLE	HOURS
MUS 642	Theory Pedagogy	2
MUS 643 MUS 644	Composition Seminar I and II	4
MUS 654	Invertible Counterpoint and Fugue	3
MUS 546	Advanced Orchestration	2

TERMINAL OPTIONS

**Thesis** – extended research on a theoretical subject. Enrollment in MUS 690A required in the initial semester. Later enrollment in MUS 750 is required if no other work is taken.

**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 the advisor. A lecture on the composition/s is given. Enrollment in MUS 690A.

TERMINAL EXAMINATIONS

**Thesis Option** – Oral Examination (including defense of thesis)

**Composition Option** - Written Examination

CURRICULUM

CORE COURSES

COURSE	COURSE TITLE	HOURS
MUS 590	Introduction to Music Research	3
MUS 540-541	Analytical Techniques I, II (Pre-requisite, placement test or MUS 512)	4
MUS 510-511	Ensemble	2
MUS 535	Contemporary Music	2
<b>TOTAL HOURS REQUIRED</b>		<b>11</b>

PROGRAM HOURS

COURSE TITLE	HOURS
Core Program	11
Emphasis Area	14
Music History Electives	4
Terminal Option	3

INSTRUMENTAL EMPHASIS

MUS 525-526 Applied Music– Instrumental 8 credit hours

Choose three:

COURSE	COURSE TITLE	HOURS
MUS 651	Band Management	2
MUS 620	Seminar in Performance and Repertory	2
MUS 551	Advanced Instrumental Conducting	2
MUS 685	Teaching Practicum in Brasswinds	2
MUS 686	Teaching Practicum in Woodwinds	2
MUS 687	Teaching Practicum in Strings	2
MUS 686	Teaching Practicum in Percussion	2

TERMINAL OPTION

**Recital** – a public performance sixty minutes in length. Enrollment in MUS 690B required.

**Lecture/Recital** – a public performance eighty minutes in length with lecture commentary during the course of the program. Enrollment in MUS 690C required.

TERMINAL EXAMINATION

Written Examination

VOICE EMPHASIS

MUS 525-526 Applied Music – Voice 8 credit hours

Choose three:

COURSE	COURSE TITLE	HOURS
MUS 520	*Voice Pedagogy	2
MUS 629	Vocal Literature	2
MUS 650	Choral Techniques	3
MUS 550	Advanced Choral Conducting	2
MUS 620	Seminar in Performance and Repertory	2

\*Required

KEYBOARD EMPHASIS

MUS 525-526 Applied Music – Keyboard 8 credit hours

Choose three:

COURSE	COURSE TITLE	HOURS
MUS 628	Piano Literature or MUS 623 Organ Literature	2
MUS 527	Piano Pedagogy or MUS 624 Organ Improvisation and Service Playing	2
MUS 650	Choral Techniques	3
MUS 550	Advanced Choral Conducting or MUS 620 Seminar in Performance and Repertory	2

MUSIC HISTORY ELECTIVES - Choose 2

COURSE TITLE	HOURS
MUS 531 Music in the Renaissance	2
MUS 532 Music of the Baroque Era	2
MUS 533 Music of the Classical Period	2
MUS 534 Music of the Nineteenth Century	2

## DEPARTMENT OF PSYCHOLOGY

**Dr. Ernestine Duncan, Department Head**  
**(757) 823-8310**

The Department of Psychology offers the Doctor of Philosophy Degree (Ph.D.) in Clinical Psychology through the Virginia Consortium which is jointly sponsored by Norfolk State University, Old Dominion University, and Eastern Virginia Medical School. The Psychology Department also awards several undergraduate degrees which include the Bachelor of Arts Degree with concentrations in General Psychology, Teacher Certification in Early Childhood Education, and Teacher Certification in Special Education. The Psychology Department plays a significant role in the overall mission of the University by contributing to the development of students in the behavioral sciences.. The major aims of the Department are as follows:

1. To provide a flexible, relevant, and fundamentally sound curriculum for students majoring in psychology.
2. To prepare students thoroughly to render services initially as entry-level professionals, teachers and behavioral scientists.
3. To provide a thorough behavioral science background for students whose expertise can be utilized in related human service fields of employment.
4. To prepare students to work as professional psychologists.





## MASTER OF ARTS IN COMMUNITY/CLINICAL PSYCHOLOGY

**Dr. Ernestine Duncan**  
**Program Coordinator**  
**(757) 823-8310**

---

### PROGRAM 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 in basic topics in psychology as well as to develop 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 credit 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 full-time basis. Almost all of the courses in this program are offered in the late afternoon or early 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.

The Master of Arts Program in Community/Clinical Psychology (CCPP) requires the successful completion of 40 credit hours. The Virginia Board of Counseling requires 60 credit hours in counseling as part of the requirements for the LPC, Licensed Professional Counselor. While it has never been the goal or claim of our Program to prepare students for licensure as a Licensed Professional Counselor, some graduates of the CCPP have been successful in using CCPP coursework toward licensure requirements. However, it is our understanding that the Virginia Board of Counseling has recently become stricter in its interpretation of what constitutes coursework in counseling. Therefore, CCPP coursework may not count toward the LPC. If you are interested in licensure, you must seek clarification from the Board of Counseling.

---

### ADMISSION REQUIREMENTS

---

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

#### Regular Status

A baccalaureate degree from an accredited college or university. A foreign student should possess equivalent credentials.

1. A minimum overall undergraduate grade point average (GPA) of 2.7 on a 4.0 scale.

#### Prerequisites

A strong undergraduate background in psychology is desirable. Students must have completed the following courses for regular admission:

- Abnormal Psychology
- Experimental Psychology
- Psychological Testing
- Statistics in Psychology

Students may be considered for conditional admission if they have not completed all of the above courses.

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.

2. 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.

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 by October 1 for degree-seeking status in the spring. A minimum grade of **B** is required in all core courses. Completing courses in non-degree status does not insure future admission.

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. Personal statement of professional interest and goals which does not exceed 300 words.

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

Graduate School  
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) 823-9439 or 823-8573

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

---

### 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 core courses taken and maintain a 3.0 GPA. A student can only repeat a core course once.
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. The decision 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 within two attempts.

#### Time Limit

A student matriculating at Norfolk State University in a master's degree program must complete all requirements for his/her degree within a four-calendar year period.

#### 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 CAPP. 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.

**M.A. in Community/Clinical Psychology**

**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.

**FIRST YEAR – FALL SEMESTER**

COURSE	COURSE TITLE	HOURS
CPS 601	Psychology Proseminar	3
CPS 604	Personality Theories	3
CPS 607	Psychological Disorders	3
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

**SECOND YEAR – FALL SEMESTER**

COURSE	COURSE TITLE	HOURS
CPS 775	Community Psychology II	3
CPS 713	Psychotherapy Techniques	3
CPS 794	Community/Clinical Practicum I	3
XXX XXX	Thesis or Elective	3
<b>TOTAL HOURS REQUIRED</b>		<b>12</b>

**FIRST YEAR – SPRING SEMESTER**

COURSE	COURSE TITLE	HOURS
CPS 630	Research Methods	3
CPS 675	Community Psychology I	3
CPS 611	Strategies of Assessment	3
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

**SECOND YEAR – SPRING SEMESTER**

COURSE	COURSE TITLE	HOURS
CPS 795	Community/Clinical Practicum II	4
XXX XXX	Thesis or Elective	3
XXX XXX	Elective	3
<b>TOTAL HOURS REQUIRED</b>		<b>10</b>

**SUMMARY OF GRADUATION REQUIREMENTS**

SUBJECT AREA	HOURS
Major Requirements	24
Electives	9
Other Requirements	7
<b>TOTAL DEGREE HOURS REQUIRED</b>	<b>40</b>

- A student must earn a grade of B or better in all core courses.
- A student must earn a grade of B or better in all graduate courses which serve as prerequisites.
- A student must earn a grade of C or better in all undergraduate prerequisite courses
- A student is not allowed to have more than two grades of C in their academic program.
- A student can only repeat a core course once.

### **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. If a student is currently matriculating in the program and has a topic of interest at another university, a formal request may be made to the academic advisor to enroll in the course.

### **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 credit hours of credit, with a minimum grade of B in all courses taken, the applicant may apply for degree-seeking status. Completing courses in non-degree status does not insure admission to the program.

### **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 PHILOSOPHY IN CLINICAL PSYCHOLOGY

**Dr. Desideria Hacker**  
**Associate Director of Clinical Training**  
**(757) 823-2228**

---

### PROGRAM DESCRIPTION

---

The Program is jointly sponsored by Norfolk State University, 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](http://www.sci.odu.edu/vcpcp) for current information and application materials.

The mission of the Virginia Consortium is to graduate practicing clinical psychologists who are prepared to pursue research and clinical careers. The Program aims to provide balanced training in both science and practice. We strive to graduate clinical psychologists who are competent in individual and cultural diversity, educated in the basic subjects and methods of psychological science, capable of generating and critically assimilating new knowledge, proficient in the delivery and evaluation of psychological services, and able to assume leadership positions in academic or health service delivery systems.

The Program is currently under review for accreditation by the American Psychological Association.

Please see the Consortium website at [www.sci.odu.edu/vcpcp](http://www.sci.odu.edu/vcpcp) for the most up-to-date program and catalog information.

---

### 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 6-10 students per year.

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

1. Hold a baccalaureate degree from an accredited institution of higher education;
2. Have an acceptable academic background in psychology - approximately 20-30 credit hours;
3. Submit official transcripts indicating all coursework completed, grades achieved, and degrees received;
4. Submit recent (past five years) official test scores on General Aptitude (Verbal/Quantitative/Analytical) of the Graduate Record Examination;
5. Submit a statement indicating professional goals and academic objectives (refer to application blank for specific detail) - and include a vita or resume;
6. Submit three letters of recommendation;
7. 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 three Consortium universities' graduate school policies.

## How to Obtain an Application

Application materials are available from August - December. They may be downloaded from the Program's web site at [www.sci.odu.edu/vcpcp/](http://www.sci.odu.edu/vcpcp/).

## Application Deadline

Complete application by going to Admissions page at [www.sci.odu.edu/vcpcp/](http://www.sci.odu.edu/vcpcp/). Application materials and fee must be received by December 1. There is no fee waiver policy.

## Application Review

Applications are reviewed by members of the Program's Admissions Committee and potential research mentors. Selected applicants will be invited to an interview. Interviews are required for admission. Interviews are typically conducted in January and February. Applicants are notified of the Committee's decisions by April.

## DEGREE REQUIREMENTS

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

- The successful completion of four 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. See [www.sci.odu.edu/vcpcp/](http://www.sci.odu.edu/vcpcp/) at Our program for curriculum information.
- Each doctoral student must pass the comprehensive written and oral qualifying examination before being admitted to candidacy.
- Students must complete a second year research project. Students entering with a master's degree may be exempt from the second year project but are expected to be actively engaged in research with their research mentor beginning in the first year.
- Each student must propose, conduct, and successfully defend a clinical dissertation.. The defense is not limited to the topic of the dissertation..
- Students are required to have a GPA of 3.00 or better to be awarded the Ph.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.
- All requirements for the doctoral degree must be completed within seven calendar years from the time the student begins the doctoral program.

## 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 Directors..

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 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, psychiatric hospitals, public school systems, university counseling centers, social services clinics, private practices, and neuropsychology - rehabilitation. Some practicum sites require criminal background checks and drug testing.

## CURRICULUM

COURSE	SITE	COURSE TITLE	HOURS
PSYD 632	NSU	Intellectual Assessment	3
PSYD 635	NSU	Multicultural & lifestyle Issues	3
PSYC 651	ODU	Developmental Psychology	3
PSYC 661	ODU	Psychopathology	3
PSYD 700	NSU	Clinical and Ethical Practice	3
PSYD 705	NSU	History & Systems	3
PSYC 801	ODU	Empirically-supported Therapies	3
PSYC 813	ODU	Research Fundamentals	2
PSYD 814	NSU	Research in Clinical Psychology	2
PSYC 824	ODU	Analysis of Variance	4
PSYC 825	ODU	Regression/Correlational Design	4
PSYC 831	ODU	Human Cognition	3
PSYC 839	ODU	Social Psychology	3
PSYC 860	ODU	Practicum in Clinical Psychology	3
PSYC 890	ODU	Internship in Clinical Psychology	4
PSYD 895	NSU	Clinical Practicum	3
PSYD 925	EVMS	Child Psychopathology	3
PSYD 936	EVMS	Personality Assessment	3
PSYD 940	EVMS	Cognitive Behavior Therapy	3
PSYD 961	EVMS	Biological Aspects of Behavior	3
PSYD 971	EVMS	Consultation/Supervision	3
XXX	ANY	Research in Clinical Psychology	2
XXX	ANY	Advanced Clinical Practicum	3-6
XXX	ANY	Clinical Dissertation	1-6
XXX	ANY	Therapy Elective	3
XXX	ANY	Free Elective	3

---

**DESCRIPTION OF COURSES**


---

**Required Core Courses****PSYD 632                      Three Credits****NSU-Intellectual Assessment**

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, RIAS, 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 635                      Three Credits****NSU-Multicultural and Lifestyle Issues**

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.

**PSYC 651                      Three Credits****ODU-Developmental Psychology**

This course covers topics related to the physical, cognitive, social and emotional aspects of growth, from conception to death. It focuses on human growth and development, but other organisms are also considered.

**PSYC 661                      Three Credits****ODU-Psychopathology**

This course provides a conceptual basis for the study of abnormal behavior. Students conduct an in-depth review of the literature related to neuroses, personality disorders, and psychophysiological disorders.

**PSYD 700                      Three Credits****NSU-Clinical and Ethical Practice**

This course introduces basic therapy skills to clinical psychology students and explores the ethical framework that guides the profession of psychology.

**PSYD 705                      Three Credits****NSU-History & Systems**

This course explores the history and systems of psychology related to contemporary applied psychology.

**PSYC 801                      Three Credits****ODU-Empirically-Supported Therapies**

This course is designed to foster the integration of clinical science and the practice of psychotherapy. Course objectives include learning to identify, evaluate, and implement empirically-supported interventions for various psychological disorders.

**PSYC 824                      Four Credits: lecture 3 hours; lab 2 hours.****ODU-Analysis of Variance and Experimental Design w/Lab**

Review of basic descriptive and inferential statistical procedures with a heavy emphasis on fundamental and advanced analysis of variance techniques. Topics include contrasts, factorial designs, within-subject and mixed designs and analysis of covariance. Course materials are covered in the context of classical experimental and quasi-experimental design.



**PSYC 825**                      **Four Credits: lecture 3 hours; lab 2 hours.**

**ODU- Regression/Correlational Design w/Lab**

Covers correlation with heavy emphasis on regression analysis in the context of the general linear model. Topics include partial correlations, categorical and continuous interactions, non-linear regression, and multivariate statistics. Course materials are covered in the context of correlational designs and survey research.

**PSYC 831**                      **Three Credits**

**ODU-Human Cognition**

This course investigates the way in which people process and retain information, make decisions, and solve problems. Current models of structures and processes of human memory and cognition are discussed with particular emphasis on neurocognitive evidence of the brain mechanisms involved in cognition.

**PSYC 849**                      **Three Credits**

**ODU-Advanced Social Psychology**

This course discusses the behavior of the human as a member of a group. Topics include attitude theory and change, interpersonal attraction, group dynamics, and related theory and applied research techniques.

**PSYC 860**                      **Three Credits**

**ODU-Practicum in Clinical Psychology**

This course assigns a student to a practice setting where he or 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.

**PSYC 890**                      **Four Credits**

**ODU-Internship in Clinical/ Psychology**

This course is taken each of three semesters in the fifth 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 Directors will approve the nature of the training and the facilities in which the training is provided. . Evaluations of the internship performance will be made by the Internship Training Director and sent to the Associate Director of Training, who will assign a pass/fail grade for the course.

**PSYD 925**                      **Three Credits**

**EVMS-Child Psychopathology**

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 descriptive and pathological approaches to diagnosis, and an introduction to the provision of treatment approaches for the individual child within the family context.

**PSYD 936**                      **Three Credits**

**EVMS-Personality Assessment**

This course provides an introduction to standards for construction of tests, personality assessment methodology, issues of prediction from test data, and report writing.. The development, content, and interpretation of the Minnesota Multiphasic Personality Inventory 2 will be covered in detail.

**PSYD 940**                      **Three Credits**

**EVMS-Cognitive Behavioral Therapy**

This course covers theory and techniques of cognitive and behavioral approaches. A number of approaches (e.g., relaxation, operant, cognitive, multimodal) to a variety of clinical problems are considered. Applications for the assessment and treatment of adults, children, couples and families are discussed. Students gain practical experience in these techniques and in case conceptualization skills.

**PSYD 961**                      **Three Credits**

**EVMS-Biological Aspects of Behavior**

Examines the development, neuroanatomy and physiology of brain functioning and disorders, including cognition, emotion and behavior.

**PSYD 971                      Three Credits**

**EVMS- Consultation/Supervision**

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 of how the principles of management and organizational behavior influence mental health service delivery, 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 managerial and supervisory tasks.

**ADVANCED COURSES**

**Dissertation and Related Electives**

**PSYD 791                      Three Credits**

**NSU-Independent Study**

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

**PSYD 861                      Three – Six Credits**

**ODU-Advanced Clinical Practicum**

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

**PSYD 894                      One – Six Credits**

**ODU-Clinical Dissertation**

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                      Three – Six Credits**

**NSU-Advanced Clinical Practicum**

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

**PSYD 897                      One – Four Credits**

**ODU-Individual Study/Readings**

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

**PSYD 899                      One – Six Credits**

**NSU-Clinical Dissertation**

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                      One – Four Credits**

**EVMS-Directed Study**

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

**PSYD 985                      Two Credits**

**EVMS-Adult/Geriatric Neuropsychology**

This course will build upon foundation material obtained in 961 to refine and expand knowledge of adult clinical neuropsychology and to supplement learning of clinical skills in concurrent advanced practica in clinical neuropsychology.

**PSYD 986                      Two Credits**

**EVMS-Child Neuropsychology**

This course reviews specific neurodevelopment 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.

**PSYD 990 One – Six Credits**

**EVMS-Clinical Dissertation**

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 Three – Six Credits**

**EVMS-Advanced Clinical Practicum**

This course is part of a focused study. 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 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 Directors approve or deny 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 Directors. A student returning from an approved absence commences study in the first semester following reinstatement. However, the Program 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 Directors to the Graduate Officer Designate for the following reasons:

1. Failure to increase the cumulative GPA to 3.00 within two semesters after having been placed on academic probation;
2. Failure to pass any failed section of the Comprehensive Examination during the re-take of the Examination;
3. 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;
4. Extended, unauthorized absence from the Program, or
5. Failure to complete all degree requirements within the allotted time-frame.

## DEPARTMENT OF SOCIOLOGY

**Dr. Robert Perkins, Department Head**  
(757) 823-8164

The Sociology Department focuses on providing understanding of social issues such as crime, poverty, injustice, urban and family problems based on scientific principles of society. The Department is committed to student excellence, preparing students to address these issues in society by working closely with them to encourage and develop their skills. Through research and scholarly activities, faculty contribute to the further understanding of human behavior and involve students in these activities. Simultaneously, the Department seeks to serve as an interface between the theoretically-oriented university and the pragmatically-oriented community and to be involved in community service. As a channel of scientific knowledge, the Sociology Department is prepared to introduce innovative programs to meet the needs of a dynamic, diverse society. The Department offers a Bachelor of Arts degree in Sociology and Masters of Arts degrees in Criminal Justice, and Urban Affairs.



## MASTER OF ARTS IN CRIMINAL JUSTICE

**Dr. David Spinner, Program Coordinator**  
Virginia Beach Higher Education Center  
Norfolk State University  
1881 University Drive, RM 268  
Virginia Beach, Virginia 23453

**Phone:** (757) 368-6369  
**Fax:** (757) 368-4381  
**Email:** [criminaljustice@nsu.edu](mailto:criminaljustice@nsu.edu)

---

### ADMISSION REQUIREMENTS

---

#### Regular Admission

1. Bachelor's degree from an accredited university
2. Minimum GPA of 3.0 on a 4.00 scale
3. Successful completion of at least 15 semester credit hours of undergraduate criminal justice courses, including Theory, Research Methods, and Statistics or related degree

#### Conditional Admission

Applicants who do not qualify for regular admission will be evaluated on a case by case basis.

#### Program Structure

The Master of Arts in Criminal Justice consists of a core of five courses (15 credit hours) that set the foundation and parameters for specialization in two concentrations: (1) Management and Planning or (2) Juvenile Justice. The specialized concentrations consist of an additional three required courses (9 semester credit hours). The remaining twelve (12) semester credit hours consist of electives. Students may select the thesis or comprehensive examination option. Students must successfully complete a total of 36 semester credit hours to be awarded the Master of Arts degree.



M.A. in Criminal Justice - Management and Planning

CURRICULUM

CORE COURSES

COURSE	COURSE TITLE	HOURS
CJS 610	Theories of Crime and Delinquency	3
CJS 644	Research Methods in Criminal Justice	3
CJS 645	Quantitative Analysis in Criminal Justice	3
CJS 650	Criminal Justice Policy Analysis	3
CJS 651	Criminal Justice Ethics	3
<b>TOTAL HOURS REQUIRED</b>		<b>15</b>

ELECTIVES

COURSE	COURSE TITLE	HOURS
CJS 510	Crime Prevention	3
CJS 571	Youth Crime and the School	3
CJS 575	Legal Aspects of Juvenile Justice	3
CJS 590	Criminal Justice Readings	3
CJS 592	Criminal Justice Special Topics	3
CJS 601	Systems of Criminal Justice	3
CJS 607	Minorities in Criminal Justice	3
CJS 613	Community Policing	3
CJS 614	Jails and Prisons	3
CJS 615	Community Corrections	3
CJS 616	Restorative Justice	3
CJS 617	Offender Reentry Programs	3
CJS 646	Computer Applications in Criminal Justice	3
CJS 660	Crime Victims and Victim Services	3
CJS 665	Criminal Justice Internship	3
CJS 670	History/Philosophy of Juvenile Justice	3
CJS 678	Juvenile Offenders and Youth Gangs	3
CJS 680	Status Offenders and the Community	3
CJS 681	Youth and Society	3
CJS 688	Family Based Intervention	3
CJS 689	Gender, Crime, and Justice	3
CJS 690	Independent Study in Criminal Justice	3
CJS 699	Thesis	6
CJS 750	Continuing Registration	0
<b>TOTAL HOURS REQUIRED</b>		<b>12</b>

REQUIRED CONCENTRATION COURSES

COURSE	COURSE TITLE	HOURS
CJS 611	Administration of Criminal Justice Organizations	3
CJS 612	Strategic Planning for Criminal Justice	3
CJS 618	Legal Issues in Criminal Justice Management	3
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

SUMMARY OF GRADUATION REQUIREMENTS

SUBJECT AREA	HOURS
Major Requirements	15
Concentration Requirements	9
Electives	12
<b>TOTAL DEGREE HOURS REQUIRED</b>	<b>36</b>

M.A. in Criminal Justice - Juvenile Justice

CURRICULUM

CORE COURSES

COURSE	COURSE TITLE	HOURS
CJS 610	Theories of Crime and Delinquency	3
CJS 644	Research Methods in Criminal Justice	3
CJS 645	Quantitative Analysis in Criminal Justice	3
CJS 650	Criminal Justice Policy Analysis	3
CJS 651	Criminal Justice Ethics	3
	<b>TOTAL HOURS REQUIRED</b>	<b>15</b>

ELECTIVES

COURSE	COURSE TITLE	HOURS
CJS 510	Crime Prevention	3
CJS 571	Youth Crime and the School	3
CJS 575	Legal Aspects of Juvenile Justice	3
CJS 590	Criminal Justice Readings	3
CJS 592	Criminal Justice Special Topics	3
CJS 601	Systems of Criminal Justice	3
CJS 607	Minorities in Criminal Justice	3
CJS 613	Community Policing	3
CJS 614	Jails and Prisons	3
CJS 615	Community Corrections	3
CJS 616	Restorative Justice	3
CJS 617	Offender Reentry Programs	3
CJS 646	Computer Applications in Criminal Justice	3
CJS 660	Crime Victims and Victim Services	3
CJS 665	Criminal Justice Internship	3
CJS 670	History/Philosophy of Juvenile Justice	3
CJS 678	Juvenile Offenders and Youth Gangs	3
CJS 680	Status Offenders and the Community	3
CJS 681	Youth and Society	3
CJS 688	Family Based Intervention	3
CJS 689	Gender, Crime, and Justice	3
CJS 690	Independent Study in Criminal Justice	3
CJS 699	Thesis	6
CJS 750	Continuing Registration	0
	<b>TOTAL HOURS REQUIRED</b>	<b>12</b>

REQUIRED CONCENTRATION COURSES

COURSE	COURSE TITLE	HOURS
CJS 672	Policing and Adjudicating Juveniles	3
CJS 674	Juvenile Corrections and Treatment	3
CJS 676	Juvenile Delinquency and the Justice System	3
	<b>TOTAL HOURS REQUIRED</b>	<b>9</b>

SUMMARY OF GRADUATION REQUIREMENTS

SUBJECT AREA	HOURS
Major Requirements	15
Concentration Requirements	9
Electives	12
<b>TOTAL DEGREE HOURS REQUIRED</b>	<b>36</b>

## MASTER OF ARTS IN URBAN AFFAIRS

**Dr. David Spinner, Program Coordinator**  
**(757) 368-6369 or (757) 823-8436**

---

### DESCRIPTION

---

The Graduate Program in Urban Affairs, which offers the Master of Arts degree, is located on NSU's main campus in the Department of Sociology. It is a multidisciplinary program, utilizing the resources of the Social Science disciplines. As over half the world's population lives in or near urban areas, the study of urban affairs represents an important discipline.

The program is structured to meet the career development needs of adults desiring to work in urban administration or professional positions that address urban issues.

Persons who have an interest in the following areas will find the study of Urban Affairs to be of particular interest: Urban/city planning and administration and other areas of government, including local, state and federal, urban revitalization, human resources development, community organizations, public health, urban problems (housing, criminal justice, education, transportation), civics, urban studies or other urban environments. In addition, urban affairs students are increasingly being recruited for private and non-profit career opportunities.

---

### ADMISSION REQUIREMENTS

---

For admission to the graduate program in Urban Affairs, applicants 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 2.8 on a 4.0 scale.
3. 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.
4. One official transcript from each college and/or university attended (unless one transcript reproduces all others).
5. Statement of professional interest and goals.

All application materials should be sent to the following address:

Norfolk State University  
 School of Graduate Studies and Research  
 McDemmond Center for Applied Research  
 Suite 602  
 700 Park Avenue  
 Norfolk, VA 23504  
 (757) 823-8015

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 2.8 on four-point scale.

## Non-Degree Status

Non-degree status is reserved for students who meet all requirements for regular admission but who do not seek to take courses leading to a particular degree, or for 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) credit 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

A program committee reviews applications. A decision on admission status is sent to the Graduate School.

Persons seeking additional information may write, call or email:

Dr. David Spinner  
Urban Affairs Program, Department of Sociology  
Norfolk State University  
700 Park Avenue  
Norfolk, Virginia 23504  
Phone: (757) 823-8436  
Email: [dlspinner@nsu.edu](mailto:dlspinner@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 academic calendar-year period.

### Thesis or Comprehensive Exam

Each student is expected to write a thesis or take a comprehensive exam for the completion of the Master’s of Urban Affairs. The thesis must involve a significant problem and be demonstrative of the student’s competency in research methods. The comprehensive examinations are used to test students’ knowledge of the subject area in two or more related areas. It is necessary that the student (candidate) be enrolled in the Graduate Program of Urban Affairs during the thesis defense presentation or to take the comprehensive examination.

### Credit Hours

The thirty-six (36) credit hour curriculum consists of two parts: core courses (24 hours) and electives, (12 hours).



Human Resources, Planning, Administration Concentration

CURRICULUM

CORE COURSES

COURSE	COURSE TITLE	HOURS
UAF 570	Introduction to Urban Studies	3
UAF 611	Urban Problems in Contemporary America	3
UAF 690	Advanced Seminar: Urban Policy Analysis and Program Evaluation	3
UAF 693	Urban Community Placement	3
UAF 697	Urban Research Methods I	3
UAF 698	Urban Research Methods II	3
UAF 699	Thesis	6

SELECT 4 COURSES (12 CREDIT HOURS) FROM BELOW:

COURSE	COURSE TITLE	HOURS
UAF 575	Information Systems and Urban Administration Research and Evaluation	3
UAF 614	Structured Models for Urban Action	3
UAF 616	Executive Management and Leadership	3
UAF 620	Housing and Redevelopment Policy in Urban Change	3
UAF 660	Urban Administration	3
UAD 661	Urban Finance Administration	3

NOTE: 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 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 12 or more credit hours each semester during the academic year. The Departmental Graduate Coordinator must approve any departure from these regulations.

TRANSFER CREDIT

A maximum of six (6) credit 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. The Coordinator of the Graduate Program in Urban Affairs will make decisions regarding transfer of credit.

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 Master of Arts 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 coordinator 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

COURSE	COURSE TITLE	HOURS
UAF 570	Introduction to Urban Studies	3
UAF 611	Contemporary Problems in Urban America	3
UAF 697	Urban Research Methods I	3
UAF 698	Urban Research Methods II	3
UAF 690	Advanced Seminar: Policy Analysis and Program Development	3
UAF 693	Urban Community Field Placement	3
UAF 699	Thesis	6
<b>TOTAL HOURS REQUIRED</b>		<b>22</b>

FIRST SEMESTER

COURSE	COURSE TITLE	HOURS
UAF 570	Introduction to Urban Studies	3
UAF 611	Contemporary Problems	3
UAF 697	Urban Research Methods I	3
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

SECOND SEMESTER

COURSE	COURSE TITLE	HOURS
UAF 698	Research Methods II	3
UAF 614	Structural Models for Urban Action	3
POS 660	Urban Administration	3
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

THIRD SEMESTER

COURSE	COURSE TITLE	HOURS
UAF 616	Executive Mgt. and Leadership	3
POS 661	Urban Finance Administration	3
<b>TOTAL HOURS REQUIRED</b>		<b>6</b>

FOURTH SEMESTER

COURSE	COURSE TITLE	HOURS
UAF 620	Housing and Redevelopment Policy	3
UAF 575	Information Systems and Urban Administration Research and Evaluation	3
<b>TOTAL HOURS REQUIRED</b>		<b>6</b>

**FIFTH SEMESTER**

COURSE	COURSE TITLE	HOURS
UAF 690	Advanced Seminar: Policy Analysis	3
<b>TOTAL HOURS REQUIRED</b>		<b>3</b>

**SIXTH SEMESTER**

COURSE	COURSE TITLE	HOURS
UAF 693	Urban Community Field Placement	3
UAF 699	Thesis	6
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

The following courses constitute the curricula of the Graduate Program in Urban Affairs. Both senior level undergraduate and graduate students are allowed to take 500-level courses.

COURSE	COURSE TITLE	HOURS
UAF 570	Introduction to Urban Studies	3
UAF 575	Information Systems and Urban Administration, Research and Evaluation	3
UAF 611	Contemporary Problems	3
UAF 614	Structural Models for Urban Action	3
UAF 616	Executive Management and Leadership	3
UAF 620	Housing and Redevelopment Policy in Urban Change	3
UAF 697	Urban Research Methods I	3
UAF 698	Urban Research Methods II	3
UAF 690	Advanced Seminar: Urban Policy Analysis and Program Development	3
UAF 693	Urban Community Field Placement	3
UAF 699	Thesis (Required)	6
POS 660	Urban Administration	3
<b>TOTAL HOURS REQUIRED</b>		<b>39</b>

**SUMMARY OF GRADUATION REQUIREMENTS**

SUBJECT AREA	HOURS
Major Requirements	30
Electives	0
Other Requirements	9
<b>TOTAL DEGREE HOURS REQUIRED</b>	<b>39</b>

## COLLEGE OF SCIENCE, ENGINEERING, AND TECHNOLOGY

**Dr. Larry Mattix, Acting Dean**  
**Dr. Michael Keeve, Associate Dean**  
**(757) 823-8180**

The College of Science, Engineering and Technology is a dynamic school. It has been, and remains, a major force for change within the University as an innovator and initiator of most of the high demand and high technological programs on campus. It is represented by a wide array of course selections in eight (8) major areas: Computer Science, Engineering, Health Sciences, Mathematics, Natural and Applied Sciences, Nursing, Naval Science, and Technology. Through the initiative of Norfolk State University's president, the College has also embarked upon a program for excellence in science called the Dozoretz National Institute for Mathematics and Applied Sciences (DNIMAS). The Institute accepts only exceptionally prepared students. Entrance into the Institute is through special application. The school commits to accountability in providing excellence in instruction through departmental programs which integrate communication, mathematics, science, technology, and professional concerns, while addressing a wide spectrum of individual needs and abilities. The overall mission of the College of Science, Engineering and Technology is as follows:

1. To develop humanistic and competent professionals who can serve as science and technology specialists and health-care providers.
2. To apply state-of-the-art scientific research and technological know-how to the problems and needs of the region and the nation.
3. To foster scholarship and leadership in the sciences, in technology, in engineering, and in health professions in the community.

---

### ACCREDITATION/APPROVALS

---

The following programs, sponsored by the College of Science, Engineering, and Technology, have been approved by the State Council of Higher Education for Virginia (SCHEV). They have also been accredited and/or approved by appropriate national accrediting agencies.

#### 1. **Computer Science**

Computing Accreditation Commission of ABET  
 415 N. Charles Street, Baltimore, Maryland  
 21201, (410) 347-7700, <http://www.abet.org>.

#### 2. **Chemistry-American Chemical Society (ACS)**

1155 Sixteenth Street, N.W., Washington, DC 20036, (202) 872-4589

#### 3. **Medical Technology**

National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), 5600 N. River Road, Suite 720, Rosemont, Illinois 60018-5119, (847) 939-3597, [www.naacls.org](http://www.naacls.org)

#### 4. **Nursing B.S.**

Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road, NE, Suite 850 Atlanta, GA 30326 (404) 975-5000; Fax: (404) 975-5020 and the Virginia Board of Nursing, Perimeter Center, 9960 Maryland Drive, Suite 300, Henrico, VA 23233-1463 (804) 367-4515, [www.acenursing.org](http://www.acenursing.org)

#### 5. **Technology**

The Association of Technology, Management, and Applied Engineering (ATMAE), 275 N. York Street, Suite 401, Elmhurst, Illinois 60126, (630) 433-4514, <http://www.atmae.org>

---

### ORGANIZATION OF THE SCHOOL

---

The courses offered by the College of Science, Engineering, and Technology are organized into departments, which sponsor a wide array of possibilities for students. The following departments are included:

Department of Biology  
 Department of Chemistry  
 Department of Computer Science  
 Department of Engineering  
 Department of Mathematics  
 Department of Nursing and Allied Health  
 Department of Physics  
 Department of Technology

---

# College of Science, Engineering and Technology

---

## DEGREES OFFERED

---

The College of Science, Engineering, and Technology offer programs terminating at the associate, baccalaureate and master degree levels. Students admitted to the College of Science, Engineering, and Technology may choose from fields of study in programs terminating at the associate, baccalaureate, and master's degree levels.

---

## ADMISSION REQUIREMENTS

---

Admission to Norfolk State University does not imply automatic admission to the following programs:

1. DNIMAS
2. Engineering
3. Medical Technology
4. Nursing

## DEPARTMENT OF COMPUTER SCIENCE

**Dr. Aurelia T. Williams, Department Head**  
**(757) 823-9454**

Formed in 1990, the Norfolk State University Department of Computer Science was designed to provide students with fundamental training in the theoretical and practical aspects of computer science and information technology. In 2003, the program was expanded to include a Master of Science degree in Computer Science. The department offers a general computer science degree and options in Information Assurance, Information Systems and Computer Engineering. This wide range of options gives students the opportunity to pursue studies in Cybersecurity, Robotics, Software Engineering, Computer Networking, Web Design and Development.

The B.S. degree in Computer Science at Norfolk State University is accredited by the Computing Accreditation Commission of ABET, 415 N. Charles Street, Baltimore, Maryland 21201, (410) 347-7700, <http://www.abet.org>.

The Department of Computer Science offers the B.S. Degree in Computer Science, which includes the following specialty areas:

- Computer Science (General Program)
- Computer Engineering
- Information Systems
- Information Assurance

The program addresses a number of career opportunities within the curriculum. The Computer Engineering option is suitable for students who are interested in the design and implementation of hardware. The Information Systems option qualifies students for employment in business environments. The Information Assurance option is suitable for students who have an interest in securing the nation's critical infrastructure from terrorists, hackers, criminals and other individuals intending harm against the nation and its people.

The Department of Computer Science also offers the B.S. degree in Information Technology. The BS.ITE program aims to provide graduates with the skills and knowledge to take on appropriate professional positions in information technology upon graduation and grow into leadership positions or pursue research or graduate studies in the field. This option is suitable for students who are interested in information technology applications especially networking, web design and management.

The Department of Computer Science offers a Master of Science (M.S.) degree program in Cybersecurity. The purpose of this program is to produce professionals who will manage, maintain, and integrate cybersecurity in organizational settings. The M.S. in Cybersecurity is designed to focus on computer security and to increase the pool of well-educated security professionals. Theory and practical training will be combined with critical thinking and communication skills that are required by professionals in the cybersecurity field. Students will be prepared to apply their knowledge to defend against cyber threats directed toward the USA. In addition, students will be prepared to provide needed cybersecurity services to US agencies and organizations. Students will not only be trained to defend against cybersecurity attacks but also to use digital forensics to identify attackers.

## MASTER OF SCIENCE IN COMPUTER SCIENCE

**Dr. Thorna Humphries, Program Coordinator**  
**(757) 823-8318**

The Master of Science in Computer Science program at Norfolk State University provides a quality graduate education to students, especially those from the underrepresented sector of the population, by strengthening analytic skills, offering valuable research experiences, and promoting professional development in computer science.

There are four choices of study:

1. General Study in Computer Science
2. Emphasis in Information Assurance
3. Emphasis in Computational Science and Engineering
4. Emphasis in Communication Networks

The Master of Science (Master of Science) 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 Master of Science degree.

---

### ADMISSIONS

---

Apply online or download application forms from Norfolk State University's School of Graduate Studies and Research webpage (<http://www.nsu.edu/graduate/forms.html>). Mail your completed applications and supporting documents to:

Norfolk State University  
School of Graduate Studies and Research  
Suite 602/McDemmond Center for Applied  
Research  
700 Park Avenue  
Norfolk, VA 23504  
Phone: (757) 823-8015

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

#### 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 scholarships. GRE scores should be sent to the School of Graduate Studies and Research. Generally, the minimum GRE score required is 530 (155) on Verbal, and 700 (155) 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 no longer than two academic years.

Some Facts: The Computer Science Department now serves approximately 270 undergraduate majors, and 70 graduate students. The B.S. degree in Computer Science at Norfolk State University is accredited by the Computing Accreditation Commission of ABET, 415 N. Charles Street, Baltimore, Maryland 21201, (410) 347-7700, <http://www.abet.org>. The Computer Science Master of Science 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.

## M.S. IN COMPUTER SCIENCE

### CURRICULUM

#### CORE COURSES

COURSE	COURSE TITLE
CSC 521	Database Principles and Design
CSC 526**	Structured Programming
CSC 530*	Data Communications
CSC 535	Computer Security I
CSC 555	Management of Information Security
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	Advanced Topics in Networking
CSC 745	Network Defense
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

\*Required Core Courses

\*\*Does not count toward degree

#### FIRST YEAR

COURSE	COURSE TITLE	HOURS
CSC 530	Data Communications (CORE)	3
CSC 564	Operating Systems (CORE)	3
CSC 668	Advanced Computer Architecture (CORE)	3
CSC 625	Analysis of Algorithms (CORE)	3
CSC XXX	Graduate Elective or Emphasis Course	3
CSC XXX	Graduate Elective or Emphasis Course	3
<b>TOTAL HOURS REQUIRED</b>		<b>18</b>

#### SECOND YEAR

COURSE	COURSE TITLE	HOURS
CSC 798	Master's Thesis I	3
CSC XXX	Graduate Elective or Emphasis Course	3
CSC XXX	Graduate Elective or Emphasis Course	3
CSC 799	Master's Thesis II	3
<b>TOTAL HOURS REQUIRED</b>		<b>12</b>

#### SUMMARY OF GRADUATION REQUIREMENTS

SUBJECT AREA	HOURS
Major Requirements	18
Electives	12
<b>TOTAL DEGREE HOURS REQUIRED</b>	<b>30</b>

#### SECOND YEAR WITH PROJECT OPTION

COURSE	COURSE TITLE	HOURS
CSC 795	Master's Project	3
CSC XXX	Graduate Elective or Emphasis Course	3
CSC XXX	Graduate Elective or Emphasis Course	3
CSC XXX	Graduate Elective or Emphasis Course	3
CSC XXX	Graduate Elective or Emphasis Course	3
<b>TOTAL HOURS REQUIRED</b>		<b>15</b>

#### SUMMARY OF GRADUATION REQUIREMENTS

SUBJECT AREA	HOURS
Major Requirements	18
Electives	12
Other Requirements	15
<b>TOTAL DEGREE HOURS REQUIRED</b>	<b>45</b>



# College of Science, Engineering and Technology

## CURRICULUM REQUIREMENTS

The standard curriculum for the M.S. 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 15 credits of 500-level courses may be used to satisfy the M.S.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 EMPHASES

COURSE	COURSE TITLE
<b>Information Assurance</b>	
CSC 535	Computer Security I
CSC 555	Management of Information Security
CSC 635	Computer Security II
CSC 650	Cryptography
CSC 745	Network Defense
CSC 760	Secure Software Development
CSC 765	Advanced Topics in Information Assurance
<b>Communications Networks</b>	
CSC 530	Data Communications
CSC 630	Computer Networks
CSC 720	Wireless Sensor Networks
CSC 730	Advanced Topics in Networking
CSC 745	Network Defense
CSC 782	Advanced Computer Topics-Wireless Data Networking

<b>Computational Science</b>	
CSC 611	Computational Science I
CSC 612	Computational Science II
CSC 660	Parallel Computing
CSC 678	Scientific Visualization

## COMPUTER SCIENCE GRADUATE FACULTY

### Dr. Felicia Doswell, Associate Professor

Networks, security, privacy, internet technology, web performance evaluation, and game design.

### Dr. Cyntrica Eaton, Associate Professor

Software testing, web quality assurance, and configuration fault analysis.

### Dr. Jonathan Graham Jr., Professor

Computational intelligence, digital forensics, smart intrusion detection systems, cybersecurity research, education and development.

### Dr. George Harrison, Professor

Scientific and algorithmic visualization and evolutionary programming.

### Dr. Cheryl Hinds, Assistant Professor

Wireless Sensor Network Security, Usability Security.

### Dr. George Hsieh, Professor

Networking, network security, information assurance, communication systems and applications.

### Dr. Yen-Hung Hu, Associate Professor

Network Security, Secure Programming, IT Compliance and Trustworthy Computing

### Dr. Thorna Humphries, Associate Professor and Graduate Program Director

Software engineering, data management, computer science education, and security.

### Dr. Mona Rizvi, Associate Professor

Modeling and simulation, software engineering, multimedia networking, and wireless networking.

### Dr. Claude Turner, Associate Professor

Security and privacy in wireless and data networks, Digital Forensics, Resource impact of security, Computer Science and Cyber Security Education.

### Dr. Luay Wahsheh, Associate Professor

Computer security, information assurance, wireless network security, software security, and database security.

### Dr. Aurelia T. Williams, Associate Professor and Chair

Information assurance, computer forensics, network security, data communications, and computer science education.

For more information contact the Graduate Program Coordinator:

### Dr. Thorna Humphries

Computer Science Department  
Norfolk State University  
(757) 823-8318 voice | (757) 823-9229 fax  
[thumphries@nsu.edu](mailto:thumphries@nsu.edu) | <http://www.cs.nsu.edu>

## MASTER OF SCIENCE IN CYBERSECURITY

**Dr. Jonathan Graham, Program Coordinator**  
(757) 823-9945

The Master of Science in Cybersecurity program at Norfolk State University provides a quality graduate education to students, especially those from the underrepresented sector of the population, by strengthening analytic skills, offering valuable research experiences, and promoting professional development in cybersecurity.

The Master of Science (M.S.) in Cybersecurity is a non-thesis degree that consists of 36 graduate credit hours of course work including a capstone project (6 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 or related field should expect to take 1-1/2 to 2 years to complete the Master of Science degree.

---

### ADMISSIONS

---

Apply online or download application forms from Norfolk State University's School of Graduate Studies Forms webpage (<http://www.nsu.edu/graduate/forms.html>). Mail your completed applications and supporting documents to

Norfolk State University  
School of Graduate Studies and Research  
Suite 602 McDemmond Center for Applied  
Research  
700 Park Avenue  
Norfolk, VA 23504  
Phone: (757) 823-8015 (office)  
(757) 823-2849 (fax)

The School of Graduate Studies and Research will review your file and forward information to the Computer Science Graduate Program. The Departmental Graduate Admissions Committee makes the final selection for admission and assistantship and scholarship awards.

#### 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 scholarships. GRE scores should be sent to the School of Graduate Studies and Research. Generally, the minimum GRE score required is 530 (155) on Verbal, 700 (155) on Quantitative. 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 no longer than two academic years.

The B.S. degree in Computer Science at Norfolk State University is accredited by the Computing Accreditation Commission of ABET, 415 N. Charles Street, Baltimore, Maryland 21201, (410) 347-7700, <http://www.abet.org>.

---

### EXPECTED LEARNING OUTCOMES

---

- Mastery of fundamental concepts in operating systems and computer networks and the security challenges involved.
- Knowledge of basic security terminology, challenges and solutions
- Understand the importance of security policies as a complement to security technology.
- Understand the fundamentals of digital forensics for both computers and mobile devices and the use of popular digital forensic software and tools.
- Knowledge of the major privacy and security challenges in the Health Management industry.
- Use of ethical hacking techniques to assess the security of enterprise systems.

## College of Science, Engineering and Technology

- Understand the human aspects of cybersecurity including ethical behavior, legal issues and the psychology of computer users and computer criminals.
- Knowledge of the cybersecurity challenges involved in managing an information systems enterprise.
- Understand the security challenges of operating an e-commerce venture; specifically, the securing of the data and ensuring safe transactions.

Ability to conduct in-depth research into a specific cybersecurity topic, including finding and integrating relevant research results of others.

- Knowledge of recent advances in cybersecurity that is likely to be of great concern in the near future.

## M.S. IN CYBERSECURITY

### CURRICULUM

#### CORE COURSES

COURSE	COURSE TITLE
CSC 521	Database Principles and Design
CSC 535	Computer Security I
CYS 573	Network Fundamentals
CYS 564	Secure Operating Systems
CSC 555	Management of Information Security
CYS 672	Computer and network Forensics
CYS 688	Human Aspects of Cybersecurity
CYS 697	Ethical Hacking and Penetration Testing
CYS 721	Database Security
CYS 755	Healthcare Information Security
CYS 765	Advanced Topics in Cybersecurity
CYS 795	Cybersecurity Capstone

#### FIRST YEAR

COURSE	COURSE TITLE	HOURS
CYS 564	Secure Operating Systems	3
CYS 573	Network Fundamentals	3
CYS 535	Computer Security I	3
CYS 555	Management of Information Security)	3
CYS 688	Human Aspects of Cybersecurity	3
CYS 697	Ethical Hacking and Penetration Testing	3
CYS 721	Database Security	3
CYS 755	Healthcare Information Security	3
<b>TOTAL HOURS REQUIRED</b>		<b>24</b>

#### SECOND YEAR

COURSE	COURSE TITLE	HOURS
CYS 672	Computer and network Forensics	3
CYS 765	Advanced Topics in Cybersecurity	3
CYS 795	Cybersecurity Capstone	6
<b>TOTAL HOURS REQUIRED</b>		<b>12</b>

#### SUMMARY OF GRADUATION REQUIREMENTS

SUBJECT AREA	HOURS
Major Requirements	36
<b>TOTAL DEGREE HOURS REQUIRED</b>	<b>36</b>

# College of Science, Engineering and Technology

---

## CURRICULUM REQUIREMENTS

---

The curriculum for the M.S. in Cybersecurity degree requires 36 hours of course work including six hours of a Capstone course CYS 795. All courses are required.

---

## CYBERSECURITY GRADUATE FACULTY

---

**Dr. Felicia Doswell, Associate Professor**

Networks, security, privacy, internet technology, web performance evaluation, and game design.

**Dr. Cyntrica Eaton, Assistant Professor**

Software testing, web quality assurance, and configuration fault analysis.

**Dr. Cheryl Hinds, Assistant Professor**

Wireless Sensor Network Security, Usability Security.

**Dr. Jonathan Graham Jr., Professor**

Computational intelligence, digital forensics, smart intrusion detection systems, cybersecurity research, education and development.

**Dr. George Hsieh, Professor**

Networking, network security, information assurance, communication systems and applications.

**Dr. Thorna Humphries, Associate Professor and Graduate Program Coordinator**

Software engineering, data management, computer science education, and security.

**Dr. Yen-Hung Hu, Associate Professor**

Network Security, Secure Programming, IT Compliance and Trustworthy Computing.

**Dr. Mona Rizvi, Associate Professor**

Modeling and simulation, software engineering, multimedia networking, and wireless networking.

**Dr. Claude Turner, Associate Professor**

Security and privacy in wireless and data networks, Digital Forensics, Resource impact of security, Computer Science and Cyber Security Education.

**Dr. Luay Wahsheh, Assistant Professor**

Computer security, information assurance, wireless network security, software security, and database security.

**Dr. Aurelia T. Williams, Associate Professor and Chair**

Information assurance, computer forensics, network security, data communications, and computer science education.

**For more information contact the Cybersecurity Program Coordinator:**

**Dr. Jonathan Graham**

Computer Science Department

Norfolk State University

(757) 823-9454 voice | (757) 823-9229 fax

[jmgramham@nsu.edu](mailto:jmgramham@nsu.edu) | <http://www/cs.nsu.edu>

## DEPARTMENT OF ENGINEERING

**Dr. Kyo D. Song, Department Head**  
(757) 823-8105

The Department of Engineering at Norfolk State University offers B.S. degrees in Electrical and Electronics Engineering and Optical Engineering and an M.S. in Electronics Engineering. The Department's Engineering Advisory Board is composed of national leaders from government, universities, and industry. The Advisory Board provides vision and insight for all departmental initiatives conducted by the faculty.

The Department of Engineering offers its students curricula that focus on key concepts and developments in the Electronics and Optical engineering fields.

The B.S. and M.S. degree programs allow students exciting opportunities to conduct research at major research facilities, both nationally and internationally. Areas of research include gaming, image processing, microelectronics, modeling and simulation, nanotechnology, optoelectronics, quantum optics, biomedical, and Neural engineering.

The mission of the Department of Engineering is to empower students with the knowledge, skills, and abilities needed for successful professional careers in engineering; to encourage innovation, creativity and an entrepreneurial spirit; to instill a sense of community responsibility; and to develop leaders for a technology-driven global society.

In order to provide the best possible undergraduate education, the Department embraces the standards established by ABET, the sole accrediting agency for engineering programs in the United States. The B.S. programs in Electrical and Electronics Engineering and Optical Engineering are accredited by the Engineering Accreditation Commission (EAC) of ABET, 415 N. Charles Street, Baltimore, Maryland 21201; [www.abet.org](http://www.abet.org).

---

### GENERAL DEPARTMENT REQUIREMENTS

---

All students must complete the University's general education requirements to qualify for the Master of Science degree. Additionally, the department requires that all majors:

- meet prerequisites or their equivalents before enrolling in engineering courses;

- earn a grade of "B" or better in all science and engineering courses; and,
- Toefl score of 80 or above (international students only)
- hold a Bachelor of Science Degree in Electrical and/or Computer Engineering. Science and Technology majors are required to complete qualifying courses (or their equivalent) with a grade of "B" or above as follows: Differential Eqns (3 cr. hr), Electronics II (3 cr. hr), and Digital Logic Design (3 cr. hr).

The program's educational objectives are that the Norfolk State University Electronics Engineering faculty will provide a state-of-the-art engineering education capable of producing engineers who are capable of being effective leaders in diverse engineering environments. The program's Student Learning Outcomes are as follows:

- **Outcome 1:** Program graduate will be able to analyze and solve advanced engineering problems.
- **Outcome 2:** Program graduate will be able to apply knowledge to design and/or produce effective and comprehensive solutions to complex engineering problems and applications.
- **Outcome 3:** For thesis students only: Program graduate will be able to conduct original and independent research.
- **Outcome 4:** Program graduate will be able to explore new and advanced technologies in engineering.
- **Outcome 5:** Program graduate will be able to demonstrate good oral and written communication skills and be able to present their ideas and designs in a professional setting to both technical and non-technical audiences.
- **Outcome 6:** Program graduate will be able to demonstrate knowledge of and display commitment to professionalism.

## M.S. IN ELECTRONICS ENGINEERING

Dr. Rasha Morsi, Program Coordinator  
757-823-0047

### CURRICULUM

The Electronics Engineering program requires the completion of 31 credits and can be completed as a thesis or non-thesis degree. Students pursuing this degree must successfully complete a required Mathematics course (Advanced Engineering Mathematics – EEN 510) to satisfy the Math requirement. The student may then select one of two tracks: Communications and Networks Track or Microelectronics and Photonics Track. **The student should select a track at the time of completing his/her application to the graduate program.** Each track includes 7 core credits and a list of possible technical electives. A student pursuing the thesis degree is expected to complete 15 credits (max. 6 credits at 500 level) of track electives and 6 credits of thesis courses. Non-thesis students are expected to complete 21 credits (max. 9 credits at 500 level). All students can take up to 2 courses from another approved track. All departmentally funded students are expected to complete the thesis program.

#### FIRST SEMESTER

COURSE	COURSE TITLE
EEN 510	Advanced Engineering Mathematics
EEN XXX	Track Core #1
EEN XXX	Track Core #2
EEN XXX	Technical Elective #1
<b>TOTAL HOURS REQUIRED</b>	

#### SECOND SEMESTER

COURSE	COURSE TITLE
EEN XXX	Track Core #3
EEN XXX	Technical Elective #2
EEN XXX	Technical Elective #3
EEN 698	Thesis I
<b>TOTAL HOURS REQUIRED</b>	

#### SUMMARY OF GRADUATION REQUIREMENTS

SUBJECT AREA	HOURS
Major Requirements	10
Electives	15
Other Requirements	6
<b>TOTAL DEGREE HOURS REQUIRED</b>	<b>31</b>

## TECHNICAL ELECTIVE TRACKS

### COMMUNICATIONS AND NETWORKS TRACK

#### CORE

COURSE	COURSE TITLE	HOURS
EEN 531	Microcontrollers	3
EEN 551	Communication Systems	3
EEN 590	Research Methods	1

#### ELECTIVES

COURSE	COURSE TITLE	HOURS
EEN 581	Analog Integrated Circuits	3
EEN 603	PC Based Instrumentation	3
EEN 612	Digital Image Processing	3
EEN 640	Embedded Systems	3
EEN 643	Microcomputer for Real-Time Applications	3
EEN 645	Communications Networks	3
EEN 646	Wireless Communications	3
EEN 651	Digital Signal Processing	3
EEN 690	Advanced Topics I	3
EEN 691	Advanced Topics II	3
EEN 698	Thesis I	3
EEN 699	Thesis II	3
CSC 530	Data Communications	3
CSC 630	Computer Networks	3
CSC 720	Wireless Sensor Networks	3

# College of Science, Engineering and Technology

## MICROELECTRONICS AND PHOTONICS CURRICULUM

### CORE

COURSE	COURSE TITLE	HOURS
EEN 650	Microelectromechanical Systems	3
OEN 551	Opto-electronic Devices	3
EEN 690	Advanced Topics I	3
EEN 691	Advanced Topics II	3

### ELECTIVES

COURSE	COURSE TITLE	HOURS
EEN 562	Semiconductor Processing Technology	3
EEN 581	Analog Integrated Circuits	3
EEN 583	VLSI Systems Design	3
EEN 621	Electromagnetic Field Theory	3
EEN 651	Digital Signal Processing	3
EEN 663	Solid State Devices	3
EEN 690	Advanced Topics I	3
EEN 691	Advanced Topics II	3
EEN 698	Thesis Research I	3
EEN 699	Thesis Research II	3
OEN 520	Optical Design and Instrumentation	3
OEN 530	Optical Materials	3
OEN 540	Lasers and Photonics	3
OEN 560	Optical Communications I	3
OEN 580	Quantum Mechanics	3
OEN 660	Advanced Optical Communications	3
MSE 533	Chemistry of Modern Materials and Polymers	3
MSE 535	Electronic and Photonic Materials Engineering	3
PHY 653	Solid State Physics	3



## MASTER OF SCIENCE IN MATERIALS SCIENCE

**Dr. Carl E. Bonner, Program Coordinator**  
(757) 823-2097

The Master of Science in Materials Science is an interdisciplinary program administered cooperatively by the physics, chemistry, and engineering 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 Master of Science in Materials Science program, students will demonstrate the following competencies:

- general knowledge of current research problems in materials science as evidenced through seminar presentations and written reports;
- 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
- 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 School are in effect, except those that are superseded by the following specific policies of the Master of Science 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.

---

### ADMISSION

---

The application requirements for the Master of Science Program in Materials Science are as follows:

1. A bachelor's degree in Chemistry, Physics, Materials Science, Engineering or a related field from a regionally accredited institution and have a 3.0 grade point average on a 4.0 scale.
2. Submission of a complete application including the following:
  - a) Completed Application Forms
  - b) Application Fee
  - c) Statement of purpose of at least 500 words explaining how the program will advance your career goals
  - d) Updated Resume
  - e) At least three Letters of Recommendation from persons who are qualified to evaluate your academic and research experience
  - f) Official Transcripts
  - g) TOEFL scores for international applicants

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

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

# College of Science, Engineering and Technology

the Master of Science 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 School 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 Master of Science 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 School, 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 credit hours of core courses:

COURSE	COURSE TITLE
CHM 545	Mathematical Methods
MSE 530	Materials Science
MSE 533	Polymers and Polymer-Based Composite Materials
MSE 535	Electronic and Photonic Materials
MSE 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:

GRADE	GRADE POINTS	INTERPRETATION
A	4.00	Excellent
A-	3.70	Excellent
B+	3.30	Good
B	3.00	Satisfactory
B-	2.70	Fair
C+	below 2.70*	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 EARNED	PROBATION GPA	SUSPENSION GPA
0-9	2.00 – 2.99	1.99 and below
10-19	2.30 – 2.99	2.29 and below
20-29	2.50 – 2.99	2.49 and below
30 or more	2.80 – 2.99	2.79 and below

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.

## M.S. IN MATERIALS SCIENCE

### CURRICULUM

#### SEMESTER I CORE COURSES

COURSE	COURSE TITLE	HOURS
MSE 530	Materials Science	3
CHM 545	Mathematical Methods	3
MSE 533	Polymers and Polymer-Based Composite Materials	3
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

#### SEMESTER II CORE COURSES

COURSE	COURSE TITLE	HOURS
MSE 535	Electronic and Photonic Materials	3
MSE 575	Instrumentation for Materials Science	3
PHY 580	Quantum Mechanics for Materials Scientists	3
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

#### SEMESTER III CORE COURSES

COURSE	COURSE TITLE	HOURS
XXX XXX	Technical Elective	3
XXX XXX	Technical Elective	3
MSE 697	Research I	1-9
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

#### SEMESTER IV CORE COURSES

COURSE	COURSE TITLE	HOURS
XXX XXX	Technical Elective	3
MATS 799	Thesis Research	1-9
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

#### TECHNICAL ELECTIVES

COURSE	COURSE TITLE	HOURS
CHM 573	Advanced Inorganic Chemistry	3
CHM 633	Molecular Dynamics	3
CHM 663	Atomic and Molecular Spectroscopy	3
PHY 653	Solid State Physics	3
PHY 675	Electricity and Magnetism	3
MATS 610	Special Topics I	3
MATS 710	Special Topics II	3

#### SUMMARY OF GRADUATION REQUIREMENTS

SUBJECT AREA	HOURS
Major Requirements	18
Electives	9
Other Requirements	6
<b>TOTAL DEGREE HOURS REQUIRED</b>	<b>33</b>

## DOCTOR OF PHILOSOPHY IN MATERIALS SCIENCE AND ENGINEERING

**Dr. Carl E. Bonner, Program Coordinator**  
**(757) 823-2097**

The Ph.D. in Materials Science and Engineering (MSE) is an interdisciplinary program housed in the Department of Physics. Persons holding baccalaureate or Master of Science degrees in chemistry, physics, materials science, electrical, chemical, or optical engineering, or related disciplines are eligible for admission.

The Ph.D. program addresses the critical technical needs of industry, academia, and government laboratories in the Commonwealth and the nation for scientific and engineering leadership in the area of advanced nanostructured materials and engineering. The program will prepare highly trained technical professionals in the area of nanostructured materials science and engineering for the next generation photonic, electronic, magnetic materials and devices, and for producing renewable clean energy generation.

The Materials Science and Engineering program at Norfolk State University prepares students for careers in industry, federal or private research laboratories, and academia. The program transitions students from physical sciences, engineering and related fields into the discipline of materials with special nanostructures and properties, broadening their professional opportunities. 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.

The MSE program is designed to provide students with fundamental 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 MSE and its current research areas, and offers an in-depth study of advanced materials synthesis, characterization of macroscopic and microscopic physical properties, theoretical and computational modeling, and device engineering.

The curriculum of the proposed program features technical core courses, professional development courses, core elective courses, additional elective courses, research, and a dissertation. The technical core courses establish baseline knowledge that brings students with diverse undergraduate background to a fundamental understanding of their new discipline. These courses impart a set of

fundamental knowledge and skills to students with baccalaureate degrees in chemistry, physics, electrical engineering and related disciplines; and consequently, provide a new intellectual identity to those involved in the study and preparation of advanced materials.

Students may also enroll in a range of advanced Materials Science electives to prepare for the interdisciplinary needs of their thesis research. This additional coursework is selected in consultation with the student's advisor. The professional development courses grant unique preparation to strengthen communication skills, and involve post-graduation planning and career-oriented training.

The program for students entering with a B.S. degree consists of 9 credit hours of technical core courses, 3 hours of professional development courses, 12 hours of core electives selected from a group of core electives, 9 credit hours of research, a minimum of 6 (or more) hours of additional elective courses, 27 credit hours of Ph.D. research, and 9 credit hours for preparation and oral defense of the dissertation. A minimum of 75 credit hours must be taken at NSU.

The program for students who enter the program after completion of a M.S. in Materials Science, from NSU or any other accredited physical science or engineering program, consists of a minimum of 3 hours of professional development courses, 6 hours of research and 9 hours in additional elective courses, 27 credit hours of Ph.D. research, and 9 credit hours for preparation and oral defense of the dissertation. A minimum of 54 credit hours must be taken at NSU.

The dissertation research component of the program will be coordinated through the Center for Materials Research. However, research may also be conducted on-campus through the Department of Computer Science or the Department of Engineering and off-campus through special programs at federal research facilities such as NASA Langley Research Center, NASA Glenn Research Center, the Thomas Jefferson Laboratory, or at other research partner organizations with prior approval of the thesis advisor and mentoring committee. All research conducted by doctoral students will be supervised by faculty teaching in the doctoral program and serving on dissertation committees.

All general policies and procedures of the Norfolk State University Graduate School 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,

# College of Science, Engineering and Technology

which meets at least three times annually. Between meetings, the program is administered by the CMR Education Hub Director. The Hub Director also provides academic advising for graduate students.

---

## ADMISSION

---

The requirements for admission to the Ph.D. Program in Materials Science and Engineering are as follows:

1. a bachelor's degree in chemistry, physics, materials science, engineering or a related field from a regionally accredited institution and have a 3.0 grade point average on a 4.0 scale.
2. Submission of a complete application including the following:
  - a) Completed Application Forms
  - b) Application Fee
  - c) Statement of Purpose of at least 500 words explaining how the program will advance your career goals
  - d) Updated Resume
  - e) GRE Scores
  - f) At least three Letters of Recommendation from persons who are qualified to evaluate your academic and research experience
  - g) Official Transcripts
  - h) TOEFL scores for international applicants.

Admission to the graduate program in Materials Science and Engineering may be regular or conditional. For regular admission, applicants must have a bachelor's degree in chemistry, physics, materials science, engineering 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. Waiver of TOEFL scores may be granted if applicant fulfills special requirements.

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

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 Ph.D. in Materials Science and Engineering program. Non-degree students are ineligible for fellowships or assistantships administered by the Graduate Committee.

The program for students entering with a B.S. degree consists of 9 credit hours of technical core courses, 3 hours of professional development courses, 12 hours of core electives selected from a group of core electives, 9 credit hours of research, a minimum of 6 (or more) hours of additional elective courses, 27 credit hours of Ph.D. research, and 9 credit hours for preparation and oral defense of the dissertation.

### Transfer Credits

The program for students who enter the program after completion of a M.S. in Materials Science or related disciplines, from NSU or any other accredited physical science or engineering program, consists of a minimum of 3 hours of professional development courses, 6 hours of research and 9 hours in additional elective courses, 27 credit hours of Ph.D. research, and 9 credit hours for preparation and oral defense of the dissertation. A minimum of 54 credit hours must be taken at NSU. Transfer students should consult the Program Coordinator for further information regarding transfer credits.

### Residence Requirements

Candidates for the Ph.D. in Materials Science and Engineering must be enrolled at Norfolk State University for a minimum of six 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 and Engineering 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 School, 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.

# College of Science, Engineering and Technology

## MINIMUM DEGREE REQUIREMENTS

All students are required to complete a total of 75 credit hours, including research and thesis preparation credits.

This requirement includes the following 12 semester hours of core courses:

### PROFESSIONAL DEVELOPMENT

COURSE	COURSE TITLE
MSE 600	Materials Science Seminar I
MSE 601	Materials Science Seminar II
MSE 605	Ethics of Scientific Research and Professional Preparation and Conduct Technical
MSE 530	Introduction to Materials Science
MSE 533	Chemistry of Modern Materials and Polymers
MSE 535	Electronic and Photonic Materials Engineering (3 hrs)

In addition to the 12 credit hours of required core courses, students must complete nine (9) credit hours of approved technical core electives out of the following:

### TECHNICAL ELECTIVES

COURSE	COURSE TITLE
CHM 545	Mathematical Methods for Materials Science
PHY 580	Quantum Mechanics for Materials Science
MSE 575	Basic Instrumentation for Materials Science
MSE 635	Optical Materials
MSE 607	Materials for Nanotechnology
MSE 609	Introduction to Computational Materials Science
MSE 580	Advanced Organic Synthesis and Characterization

Students also must select nine (9) credit hours of technical electives, depending on their research interest among the following:

### RESEARCH INTEREST

COURSE	COURSE TITLE
CHM 573	Advanced Inorganic Chemistry
CHM 633	Molecular Dynamics
CHM 663	Atomic and Molecular Spectroscopy
PHY 653	Solid State Physics
PHY 675	Electricity and Magnetism
MSE 660	Organic Optoelectronic Materials and Devices
MSE 704	Thin Film Phenomena
OEN 630	Opto-electronic Devices
OEN 650	Microelectromechanical Systems
OEN 661	Optics and Lasers
MSE 703	Materials and Devices for Solar Energy Conversion

Finally, all students are required to complete 45 credits of research and dissertation course work. A dissertation committee, composed of the student's advisor, three other Materials Science and Engineering faculty members and a fifth committee member outside of Materials Science Engineering advises the students through his/her research work. The dissertation is defended in an open forum as the Final Dissertation Defense. After the delivery and approval of a finalized dissertation manuscript the Ph.D. degree will be awarded.

## 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 Education Hub Director.

The system of grading is as follows:

GRADE	GRADE POINTS	INTERPRETATION
A	4.00	Excellent
A-	3.70	Excellent
B+	3.30	Good
B	3.00	Satisfactory

*\*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, 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.

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.

## PH.D. IN MATERIALS SCIENCE

### CURRICULUM

#### SEMESTER I (FALL)

COURSE	COURSE TITLE	HOURS
MSE 530	Introduction to Materials Science	3
MSE 533	Chemistry of Modern Materials and Polymers	3
MSE 545	Mathematical Methods for Materials Science	3
MSE 500	Materials Science Seminar I	1
	<b>TOTAL HOURS REQUIRED</b>	<b>10</b>

#### Other Tasks

1. Meet with faculty and students to identify set of research interests
2. Select research advisor
3. Complete attainment exams in chemistry, Physics, and Math Methods

#### SEMESTER II (SPRING)

COURSE	COURSE TITLE	HOURS
MSE 580	Advanced Organic Synthesis and Characterization	3
MSE 535	Electronic and Photonic Materials Engineering	3
MSE 501	Materials Science Seminar II	1
MSE 697	Research I	1-9
	<b>TOTAL HOURS REQUIRED</b>	<b>-1</b>

#### Other Tasks

Submit program of study for thesis project (listing of courses needed)

#### SEMESTER III (FALL)

COURSE	COURSE TITLE	HOURS
MSE 505	Ethics of Scientific Research & Professional Conduct	3
MSE 575	Instrumentation for Materials Science	3
MSE 635	Optical Materials	3
MSE 698	Research II	1-9
	<b>TOTAL HOURS REQUIRED</b>	<b>1</b>

#### OTHER TASKS

Initiate qualifying examination process – three exams based on the core

#### SEMESTER IV (SPRING)

COURSE	COURSE TITLE	HOURS
CHM 633	Molecular Dynamics	3
OEN 630	Opto-electronic Devices	3
MSE 699	Research III	1-9
	<b>TOTAL HOURS REQUIRED</b>	<b>-2</b>

#### Other Tasks

Prepare and defend thesis proposal

#### SEMESTER V (FALL)

COURSE	COURSE TITLE	HOURS
MSE 897	Doctoral Research I	
	<b>TOTAL HOURS REQUIRED</b>	

#### Other Tasks

1. Submit thesis proposal
  2. Organize Thesis Advisory Committee (TAC)
  3. Complete Oral examination of thesis proposal
- Attain Full admission to Ph.D. candidacy; M.S. degree awarded

#### SEMESTER VI (SPRING)

COURSE	COURSE TITLE	HOURS
MSE 898	Doctoral Research II	9
	<b>TOTAL HOURS REQUIRED</b>	<b>9</b>

#### SEMESTER VII (FALL)

COURSE	COURSE TITLE	HOURS
MSE 898	Doctoral Research III	9
	<b>TOTAL HOURS REQUIRED</b>	<b>9</b>

#### Other Tasks

4th year review of progress with TAC

#### SEMESTER VIII (SPRING)

COURSE	COURSE TITLE	HOURS
MSE 900	Doctoral Thesis	9
	<b>TOTAL HOURS REQUIRED</b>	<b>9</b>

#### Other Tasks

1. Prepare Ph.D. thesis
2. Submit Ph.D. thesis to TAC
3. Schedule and hold public defense of thesis defense
4. Submit corrected Ph.D. Thesis

---

### CENTER FOR MATERIALS RESEARCH

---

Facilities for Research in the M.S. in Materials Science and Ph.D. in Materials Science and Engineering.

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. 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, the Roy A. Woods Science Building and the McDemmond Applied Research Center. 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 participates in materials research activities using Jefferson Lab's Free Electron Laser. CMR is currently operating two laboratories in the Applied Research Center.



# SCHOOL OF SOCIAL WORK

**Dr. Rowena Wilson, Dean**

**(757) 823-8668**

**Mrs. Carrie Waites, Associate Dean**

**(757) 823- 8270**

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 Philosophy in Social Work (Ph.D.) 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 Baccalaureate of Social Work and Master of Social Work Programs are accredited by the Council on Social Work Education (CSWE).



## MASTER OF SOCIAL WORK

**Dr. Martha B. Sawyer, Program Coordinator**  
(757) 823-8464

**Mrs. Roslyn Durham MSW**  
**Director of MSW Admissions**  
(757) 823-2463

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. The MSW Program subscribes to an ecological/social system, diversity, empowerment and strengths orientation which enables the practitioner to provide services based on the client system needs using differentiated models of practice.

The MSW Program strives to produce capable, well-informed graduates who will:

- Achieve a level of analytical, interactional, and technological competence necessary for responsible and effective professional practice.
- Demonstrate mastery of the Council on Social Work Education (CSWE) core competencies to initiate social work practice in clinical social work with individuals, families, and groups.
- Meet the needs, responsibilities, and manpower requirements of agencies and programs
- Engage in life-long learning and pursue advance training in a doctoral program in social work in an ever evolving global and technological community.

Students in the Master's Program focus in the Clinical Concentration.

### 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.

---

### 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 materials must be submitted directly to Norfolk State University's Graduate School:

Norfolk State University  
Graduate School  
L. Douglas Wilder Performing Arts Center, Suite 203  
700 Park Avenue  
Norfolk, Virginia, 23504  
(757) 823-8015

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

All prospective students are required to have a baccalaureate degree. A baccalaureate degree, in Social Work, from an accredited college or university is preferred. 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.

- The applicant's undergraduate transcript must reflect a GPA of at least 2.7 on a four (4) point scale.
- A minimum of twenty-one (21) credit 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).
- A minimum of fifteen credit hours in the Liberal Arts in three content areas (e.g., art, cultural literature, cultural history, humanities, languages, music, philosophy, religion, and speech).
- A three credit hour prerequisite course in Human Biology. (Lab not required)
- A prerequisite course in Social Science Statistics (three (3) credit hours with a minimum grade of 2.0).
- Evidence of computer literacy, which is a prerequisite for research courses.
- 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 and is 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.

Norfolk State University's Graduate School, is the portal through which **all** applications for graduate study enter.

The following documents must be submitted directly to Norfolk State University's Graduate School by the deadline date of March 1.

1. Three references are required on form provided. (One academic, one professional, and one volunteer).
2. Two copies of official transcripts from all universities attended.
3. The Personal Statement, following the supplemental guidelines that are provided.
4. The Academic Summary Form detailing the completion of all prerequisite requirements.
5. Tuition Rate Determination Form
6. A current resume that details work, volunteer, and academic experiences. (Include information about special recognitions).

An applicant may be requested by the MSW Admissions Committee to come for an interview. An applicant may also request an interview. The Ethelyn R. Strong School of Social Work Admissions Office is located in Brown Hall, School of Social Work, 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 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,

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:

- Planning with an assigned academic advisor is required to ensure that all requirements are met according to the defined sequence.
- 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.
- Selection of elective courses should be made in collaboration with an academic advisor.
- 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.
- Neither semester of the final year can be reduced to fewer than nine (9) credit hours.

Students should discuss needs for extension with their academic advisor, the Director of MSW Program, and receive approval from the Associate 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

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 Associate 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 Method, Human Behavior in 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.

---

## DEGREE REQUIREMENTS

---

- Completion of a minimum of sixty (60) credit hours which are prescribed from courses offered by the School and other graduate programs.
- Maintenance of a minimum average of 3.0 on a 4.0 scale for all academic courses taken.
- Maintenance of a grade of at least 3.0 (B) on a 4.0 scale for each field practicum and all practice courses.
- Two consecutive semesters of full-time residency status. Generally, the final year of study is used to meet this requirement.
- Completion of all degree requirements within four (4) years of matriculation.
- Adherence to the National Association of Social Workers (NASW) Code of Ethics.

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.

## M.S.W. IN CLINICAL CONCENTRATION

### FULL-TIME CURRICULUM

#### SEMESTER I - FALL

COURSE	COURSE TITLE	HOURS
SWK 626	Foundations of Human Behavior and the Social Environment	3
SWK 651	Social Welfare Policy and Services	3
SWK 675	Social Work Profession	3
SWK 697	Research Methods I	3
SWK 690A	Field Practicum I	3
SWK 693A	Orientation to Field Practicum I	0
	<b>TOTAL HOURS REQUIRED</b>	<b>15</b>

#### SEMESTER III - FALL

COURSE	COURSE TITLE	HOURS
SWK 772	Social Work with Groups	3
SWK 775	Social Work with Families	3
XXX XXX	Graduate Elective	3
SWK 790A	Field Practicum II	6
SWK 793A	Orientation to Field Practicum I	0
	<b>TOTAL HOURS REQUIRED</b>	<b>15</b>

#### SEMESTER II – SPRING

COURSE	COURSE TITLE	HOURS
SWK 639	Ethnicity	3
SWK 698	Research Methods II	3
SWK 730	Differential Assessment	3
SWK 771	Social Work with Individuals	3
SWK 690A	Field Practicum i	3
SWK 693B	Orientation to Field Practicum I	0
	<b>TOTAL HOURS REQUIRED</b>	<b>15</b>

#### SEMESTER IV - SPRING

COURSE	COURSE TITLE	HOURS
SWK XXX	Restricted Practice Elective	3
SWK XXX	Social Work Elective	3
SWK XX	Policy Elective	3
SWK 790B	Field Practicum II	6
SWK 793B	Orientation to Field Practicum II	0
	<b>TOTAL HOURS REQUIRED</b>	<b>15</b>

Continue to next page →

#### SUMMARY OF GRADUATION REQUIREMENTS

SUBJECT AREA	HOURS
Major Requirements	48
Social Work Electives	9
Graduate Elective	3
<b>TOTAL DEGREE HOURS REQUIRED</b>	<b>60</b>

## M.S.W. IN CLINICAL CONCENTRATION

### EXTENDED CURRICULUM

#### SEMESTER I (FALL)

COURSE	COURSE TITLE	HOURS
SWK 626	Human Behavior and the Social Environment	3
SWK 651	Social Welfare Policy and Services	3
SWK 697	Research Methods I	3
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

#### SEMESTER II (SPRING)

COURSE	COURSE TITLE	HOURS
SWK 639	Ethnicity	3
SWK XXX	Social Work Elective	3
SWK 698	Research Methods II	3
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

#### SEMESTER III (FALL)

COURSE	COURSE TITLE	HOURS
SWK 675	Social Work Profession	3
XXX XXX	Graduate Elective	3
SWK 690A	Field Practicum I	3
SWK 693A	Orientation Field Practicum I	0
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

#### SEMESTER IV (SPRING)

COURSE	COURSE TITLE	HOURS
SWK 730	Differential Assessment	3
SWK 771	Social Work with Individuals	3
SWK 690B	Field Practicum I	3
SWK 693A	Orientation Field Practicum I	0
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

#### SEMESTER V (FALL)

COURSE	COURSE TITLE	HOURS
SWK 772	Social Work with Groups	3
SWK 775	Social Work with Families	3
SWK 790A	Field Practicum II	6
SWK 793A	Field Practicum Orientation II	0
<b>TOTAL HOURS REQUIRED</b>		<b>12</b>

#### SEMESTER VI (SPRING)

COURSE	COURSE TITLE	HOURS
SWK XXX	Policy Elective	3
SWK XXX	Practice Elective (Restricted)	3
SWK 790B	Field Practicum II	6
SWK 793B	Field Practicum Orientation II	0
<b>TOTAL HOURS REQUIRED</b>		<b>12</b>

#### SUMMARY OF GRADUATION REQUIREMENTS

*NOTE: Other courses may be required upon examination of transcripts.*

SUBJECT AREA	HOURS
Major Requirements	48
Social Work Electives	9
Graduate Elective	3
<b>TOTAL DEGREE HOURS REQUIRED</b>	<b>60</b>

## M.S.W. IN CLINICAL CONCENTRATION

### ADVANCED STANDING CURRICULUM

#### SEMESTER I (SPRING)

COURSE	COURSE TITLE	HOURS
SWK 639	Ethnicity	3
SWK 730	Differential Assessment in Social Work	3
SWK 771	Social Work with Individuals	3
SWK 698	Research Methods II	3
	<b>TOTAL HOURS REQUIRED</b>	<b>12</b>

#### SEMESTER II (FALL)

COURSE	COURSE TITLE	HOURS
SWK XXX	Graduate Elective	3
SWK 772	Social Work with Groups	3
SWK 775	Social Work with Families	3
SWK 790A	Field Practicum II	6
SWK 793A	Orientation to Field Practicum II	0
	<b>TOTAL HOURS REQUIRED</b>	<b>15</b>

#### SEMESTER III (SPRING)

COURSE	COURSE TITLE	HOURS
SWK XXX	Policy Elective	3
SWK XXX	Practice Elective (Restricted)	3
SWK XXX	Social Work Elective	3
SWK 790B	Field Practicum II	6
SWK 793A	Orientation to Field Practicum II	0
	<b>TOTAL HOURS REQUIRED</b>	<b>15</b>

#### SUMMARY OF GRADUATION REQUIREMENTS

NOTE: Other courses may be required upon examination of transcripts.

SUBJECT AREA	HOURS
Major Requirements	30
Electives	12
Other Requirements	0
<b>TOTAL DEGREE HOURS REQUIRED</b>	<b>42</b>

## DOCTOR OF PHILOSOPHY IN SOCIAL WORK

**Dr. Viola Vaughan-Eden, Program Coordinator**  
(757) 823-8773

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 119-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 curriculums, 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:

- Completed in a doctoral program at an accredited institution;
- Completed with a minimum grade of "B";
- Compatible with the student's study program;
- Not completed through correspondence or an examination;
- Completed within three years of the initiation of the request for the transfer credit, and
- Credits have not been applied toward another degree.

---

### INTERNATIONAL STUDENTS

---

International students are required to apply for admission to the MSW 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  
(609) 771-7100  
Email: [toefl@ets.org](mailto:toefl@ets.org)  
Web: <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 MSW Program in Social Work. If a student receives a non-acceptable grade, an immediate assessment of the student's over-all performance will be made by the student's academic advisor. After review, students who receive unacceptable grades may be given the opportunity to repeat the course during the next semester in which the course is offered. Courses may be repeated only one time. If the student is unsuccessful in the repeat effort, the student will be dismissed from the program. A student may have a maximum of two courses in the entire program for which they are given the opportunity to repeat only the one time. If more than two courses have unacceptable grades or are repeated, the student will be dismissed 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 student appeals is discussed in the Social Work Program policy manual. The appeal process is consistent with the procedures of the University and School of Social Work.

#### 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.

---

### COSTS AND FINANCIAL OBLIGATIONS

---

#### Tuition and Fees

Tuition and fees for students are the same as those for other graduate students. Direct payment may be made by cash, certified check, cashier's check, 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 graduate students with a valid Norfolk State University Identification Card.

### 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 Philosophy Degree in Social Work.

## 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	COURSE TITLE	HOURS
SWK 811	Social Work Practice Theory	3
SWK 813	Research in Social Work I	3
SWK 814	Social Welfare Policy I	3

## FAMILY-CENTERED PRACTICE CONCENTRATION

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	COURSE TITLE	HOURS
SWK 816	Research in Social Work II	3
SWK 817	Social Welfare Policy II	3
SWK 818	Seminar: The Family in Context	3
SWK 819	Advanced Research Methods	3
SWK 820	Seminar: Ethnic Minority Families	3
SWK 821	Multivariate Analysis and Statistical Modeling	3
SWK 910	Dissertation Seminar	3
SWK XXX	Social Work Elective	6
XXX XXX	Free Elective	6

# PH.D. IN SOCIAL WORK

## FULL-TIME CURRICULUM

### SEMESTER I

COURSE	COURSE TITLE	HOURS
SWK 811	Social Work	3
SWK 813	Research in Social Work I	3
SWK 814	Social Welfare Policy	3
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

### SEMESTER II

COURSE	COURSE TITLE	HOURS
SWK 816	Research in Social Work II	3
SWK 817	Family Policy	3
SWK 818	Seminar: The Family in Context	3
<b>TOTAL HOURS REQUIRED</b>		<b>9</b>

### SEMESTER III

COURSE	COURSE TITLE	HOURS
SWK 819	Advanced Research Methods	3
SWK 820	Seminar: Ethnic Minority Families	3
SWK XXX	Social Work Elective	3
XXX XXX	Free Elective	3
<b>TOTAL HOURS REQUIRED</b>		<b>12</b>

### SEMESTER IV

COURSE	COURSE TITLE	HOURS
SWK 821	Mult. Analysis and Stat. Modeling	3
SWK XXX	Social Work Elective	3
XXX XXX	Free Elective	3
SWK 910	Dissertation Seminar	3
<b>TOTAL HOURS REQUIRED</b>		<b>12</b>

### SEMESTER V

COURSE	COURSE TITLE	HOURS
SWK 999A	Doctoral Dissertation	6
<b>TOTAL HOURS REQUIRED</b>		<b>6</b>

### SEMESTER VI

COURSE	COURSE TITLE	HOURS
SWK 999B	Doctoral Dissertation	6
<b>TOTAL HOURS REQUIRED</b>		<b>6</b>

Continue to next page →

### SUMMARY OF GRADUATION REQUIREMENTS

SUBJECT AREA	HOURS
Major Requirements	30
Electives	12
Other Requirements	12
<b>TOTAL DEGREE HOURS REQUIRED</b>	<b>54</b>

# PH.D. IN SOCIAL WORK

## PART-TIME CURRICULUM

### SEMESTER I

COURSE	COURSE TITLE	HOURS
SWK 814	Social Welfare Policy I	3
SWK 813	Research in Social Work I	3
	<b>TOTAL HOURS REQUIRED</b>	<b>6</b>

### SEMESTER II

COURSE	COURSE TITLE	HOURS
SWK 816	Research in Social Work II	3
SWK 817	Social Welfare Policy II	3
	<b>TOTAL HOURS REQUIRED</b>	<b>6</b>

### SEMESTER III

COURSE	COURSE TITLE	HOURS
SWK 811	Social Work Practice Theory	3
SWK 819	Advanced Research Methods	3
	<b>TOTAL HOURS REQUIRED</b>	<b>6</b>

### SEMESTER IV

COURSE	COURSE TITLE	HOURS
SWK 818	Seminar: The Family in Context	3
SWK 821	Multi. Analysis and Stat. Modeling	3
	<b>TOTAL HOURS REQUIRED</b>	<b>6</b>

### SEMESTER V

COURSE	COURSE TITLE	HOURS
SWK 820	Seminar: Ethnic Minority Families	3
XXX XXX	Free Elective	3
SWK XXX	Social Work Elective	3
	<b>TOTAL HOURS REQUIRED</b>	<b>9</b>

### SEMESTER VI

COURSE	COURSE TITLE	HOURS
SWK XXX	Social Work Elective	3
SWK 910	Dissertation Seminar	3
XXX XXX	Free Elective	3
	<b>TOTAL HOURS REQUIRED</b>	<b>9</b>

### SEMESTER VII

COURSE	COURSE TITLE	HOURS
SWK 999A	Doctoral Dissertation	6
	<b>TOTAL HOURS REQUIRED</b>	<b>6</b>

### SEMESTER VIII

COURSE	COURSE TITLE	HOURS
SWK 999A	Doctoral Dissertation	6
	<b>TOTAL HOURS REQUIRED</b>	<b>6</b>

### SUMMARY OF GRADUATION REQUIREMENTS

SUBJECT AREA	HOURS
Major Requirements	30
Electives	12
Other Requirements	12
<b>TOTAL DEGREE HOURS REQUIRED</b>	<b>54</b>

# COURSE DESCRIPTIONS

Course descriptions are notated with the following abbreviations and are listed on the following pages in alphabetical order.

## DEGREE PROGRAMS

SUBJECT (CODES)
Community/Clinical Psychology (CPS)
Computer Science (CSC)
Criminal Justice (CJS)
Early Childhood Education (ECS)
Education (EDU)
Elementary Education (EED)
Electronics Engineering (EEN)
Fine Arts (ART/ARTH/ARTS/FIA)
Intelligence Studies (INS)
Materials Science (MSE)
Media and Communications (COM/MCM)
Music (MUS)
Optical Engineering (OEN)
Physics (PHY)
Political Science (POS)
Psychology (PSYD)
Secondary Education and Leadership (SED)
Social Work (SWK)
Special Education (SPE)
Urban Affairs (UAF)
Urban Education (UED)

## VARIATION CODE

code	title
SS	Summer School Only
FO	Fall Semester Only
SO	Spring Semester Only
E	Each Semester including Summer
EE	Each Semester excluding Summer
FS	Fall and Summer Semesters Only
SI	Sufficient Student Interest
SU	Spring and Summer Semesters Only
O	Offered Every Other Year

---

### COMMUNITY/CLINICAL PSYCHOLOGY - CPS

---

**CPS 601** **Three Credits**

**Psychology Proseminar**

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** **Three Credits**

**Personality Theories**

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

**CPS 607** **Three Credits**

**Psychological Disorders**

*Prerequisite: 3 credit 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** **Three Credits**

**Strategies of Assessment**

*Prerequisites: 3 credit hours of psychological testing, CPS 607, and matriculating status in CCPP*  
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** **Three Credits**

**Research Methods**

*Prerequisites: 3 credit hours of statistics, 3 credit 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** **Three Credits**

**Community Psychology I**

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** **Three Credits**

**Psychotherapy Techniques**

*Prerequisites: CPS 604, CPS 607, CPS 611 and matriculating status in CCPP*  
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** **Three Credits**

**Community Psychology II**

*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** **Three Credits**

**Community/Clinical Practicum I**

*Prerequisite: Completion of first year, all core courses (18 credit hours), with a grade of B or better in all classes and matriculating status in CCPP*  
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** **Four Credits**

**Community/Clinical Practicum II**

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, with an increased emphasis on intervention. The student will be eligible to enroll in this course only after he/she has successfully passed parts I and II of the Comprehensive Examination and completed all core courses with a grade of **B** or better with 30 credit hours in a degree-seeking status.

---

### COMPUTER SCIENCE - CSC

---

**CSC 521** **Three Credits**

**Database Principles And Design**

*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** **Three Credits**

**Structured Programming**

*(Does not count towards M.S.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** **Three Credits**

**Data Communications**

*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** **Three Credits**

**Computer Security I**

*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 555** **Three Credits**

**Management of Information Security**

*Prerequisites: CSC 535 Computer Security I*

For security system administrators and managers who are responsible for the design, planning and management of security installations in business and government institutions.

**CSC 564** **Three Credits**

**Operating Systems**

*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** **Three Credits**

**Advanced Computer Topics I**

*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** **Three Credits**

**Advanced Computer Topics II**

*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** **Three Credits**

**Artificial Intelligence**

*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** **Three Credits**

**Advanced Computer Topics III**

*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** **Three Credits**

**Advanced Computer Topics IV**

*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** **Three Credits**

**Computer Graphics**

*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** **Three Credits**

**Systems Programming**

*Prerequisites: CSC 564/Operating Systems*

Fundamentals of system and network programming methodology, techniques, system calls and library calls.

**CSC 596** **Three Credits**

**Compiler Construction**

*Prerequisites: CSC 372/Data Structures*

An introduction to the fundamentals of compiler construction and language translation. Topics include lexical analysis, specifications of syntax, and algorithms for syntactic analysis, code generation, and optimization techniques.

**CSC 611** **Three Credits**

**Computational Science I**

*Prerequisites: Permission of Instructor*

Computational Science is an emerging field of study focusing on collaborative research converging 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** **Three Credits**

**Computational Science II**

*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** **Three Credits**

**Analysis of Algorithms**

*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** **Three Credits**

**Computer Networks**

*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** **Three Credits**

**Computer Security II**

*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** **Three Credits**

**Cryptography**

*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** **Three Credits**

**Parallel Computing**

*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** **Three Credits**

**Advanced Computer Architecture**

*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** **Three Credits**

**Scientific Visualization**

*Prerequisites: Permission of Instructor*

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

**CSC 691** **Three Credits**

**Graduate Independent Study I**

*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** **One Credit**

**Continuing Registration**

*(Does not count towards M.S.CSC degree credits)*

*Prerequisites: Permission of Instructor*

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

**CSC 702** **One Credit**

**Practicum**

*(Does not count towards M.S.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 M.S.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** **Three Credits**

**Wireless Sensor Networks**

*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** **Three Credits**

**Advanced Topics in Networking**

*Prerequisites: Permission of Instructor*

Advanced topics in networking including optical networks, dynamic spectrum access in wireless networks, cognitive radio networks, network coding, and other emerging network technologies.

**CSC 745** **Three Credits**

**Network Defense**

*Prerequisites: CSC 530 Data Communications*

Focuses on network defense and countermeasures, including firewalls, intrusion detection and prevention systems, virtual private networks.

**CSC 750** **Three Credits**

**Evolutionary Computing**

*Prerequisites: Permission of Instructor*

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

**CSC 760** **Three Credits**

**Secure Software Development**

*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** **Three Credits**

**Advanced Topics In Information Assurance**

*Prerequisites: Cryptography & Computer Security II, or Permission of Instructor*

Survey of current topics in Information Assurance.

**CSC 781** **Three Credits**

**Advanced Graduate Computer Topics I**

*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** **Three Credits**

**Advanced Graduate Computer Topics II**

*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** **Three Credits**

**Graduate Independent Study II**

*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** **Three Credits**

**Master's Project**

*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 45 minute public presentation of the project's work. Projects must be approved by the Computer Science Graduate Committee.

**CSC 798** **Three Credits**

**Master's Thesis I**

*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.

**CSC 799** **Three Credits**

**Master's Thesis II**

*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.

---

## CRIMINAL JUSTICE - CJS

---

**CJS 510** **Three Credits**

**Crime Prevention**

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 571** **Three Credits**

**Youth Crime and School**

The role of school experiences in 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 575** **Three Credits**

**Legal Aspects of Juvenile Justice**

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 norm. 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 590** **Three Credits**

**Readings in Criminal Justice**

This is an intensive directed reading course in criminal justice.

**CJS 592** **Three Credits**

**Criminal Justice Topics**

Selected topics in the field of criminal justice are examined. This course may be registered for more than once if a different topic is studied each semester.

**CJS 601** **Three Credits**

**Systems of Criminal Justice**

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 607** **Three Credits**

**Minorities in Criminal Justice**

Although minorities are disproportionately over-represented in arrests, conviction and incarcerations, they are disproportionately under-represented among criminal justice practitioners. This course examines theories advanced to account for and methods offered to alter these figures.

**CJS 610** **Three Credits**

**Theories of Crime and Delinquency**

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 611** **Three Credits**

**Administration of Criminal Justice Organizations**

This course rests upon 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** **Three Credits**

**Strategic Planning For Criminal Justice**

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 613** **Three Credits**

**Community Policing**

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

## Description of Courses

### **CJS 614** **Three Credits**

#### **Jails and Prisons**

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.

### **CJS 615** **Three Credits**

#### **Community Corrections**

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

### **CJS 616** **Three Credits**

#### **Restorative Justice**

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** **Three Credits**

#### **Offender Reentry Program**

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 freedom but a number of restrictions. Reentry to a free society poses problem for the offender, families, and

### **CJS 618** **Three Credits**

#### **Legal Issues in Criminal Justice Management**

This course focuses on the examination and analysis of legal implications and challenges of criminal justice management decisions, policies, programs, and the roles of the criminal justice manager.

### **CJS 644** **Three Credits**

#### **Research Methods in Criminal Justice**

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

### **CJS 645** **Three Credits**

#### **Quantitative Analysis in Criminal Justice**

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

### **CJS 646** **Three Credits**

#### **Computer Applications in Criminal Justice**

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 cyber crime.

### **CJS 650** **Three Credits**

#### **Criminal Justice Policy Analysis**

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

### **CJS 651** **Three Credits**

#### **CRIMINAL JUSTICE ETHICS**

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 all citizens, not just criminal justice professionals, must address ethical principles.

### **CJS 660** **Three Credits**

#### **Crime Victims and Victim Services**

This course introduces students to some of the important issues and controversies concerning victims of crime. Students will develop an appreciation for the victimization experience 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 other countries

### **CJS 665** **Three Credits**

#### **Criminal Justice Internship**

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

### **CJS 670** **Three Credits**

#### **History/Philosophy of Juvenile Justice**

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** **Three Credits**

#### **Policing and Adjudicating Juveniles**

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 justice.

### **CJS 674** **Three Credits**

#### **Juvenile Corrections and Treatment**

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

## Description of Courses

**CJS 676** **Three Credits**

### **Juvenile Delinquency and the Justice System**

This course examines the meaning of the concept of juvenile delinquency as a separate entity in the criminal justice system. The course also surveys youth victimization and offending patterns and analyzes the diverse theoretical explanations of delinquency.

**CJS 678** **Three Credits**

### **Juvenile Offenders and Youth Gangs**

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 using research-based facts explicating the importance of youth gangs in society.

**CJS 680** **Three Credits**

### **Status Offenders and the Community**

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. The community model will be explored.

**CJS 681** **Three Credits**

### **Youth and Society**

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 other countries. The basic point of view is that youth is a social construct reflecting both social structural and cultural influences. 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 688** **Three Credits**

### **Family Based Intervention**

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 689** **Three Credits**

### **Gender, Crime, and Justice**

This course examines gender issues in the criminal justice system. It focuses on women as offenders, prisoners, victims, and survivors of crime, and professionals.

**CJS 690** **Three Credits**

### **Independent Study in Criminal Justice**

Students, under faculty guidance, will research and analyze specific areas of interest in criminal justice.

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

### **Thesis**

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. An approved thesis proposal is required as a prerequisite to this course. Permission of instructor is required.

**CJS 750** **Zero Credits**

### **Continuing Registration**

To allow Criminal Justice graduate students who have completed course work to remain in good standing while working on the thesis or comprehensive examination.

---

## **CYBERSECURITY – CYS**

---

**CYS 564** **Three Credits**

### **Secure Operating Systems**

This course introduces students to Operating Systems with the special emphasis on the security of these systems. Students will be introduced to the foundations of Operating Systems, the vulnerabilities of Operating Systems, the threats from attackers and the potential harm that can be caused by these attackers. Defense of these systems as well as the risk mitigation will be covered. The notion of a trusted Operating System will be introduced and will be a pivotal standard used to compare various Operating Systems.

**CYS 573** **Three Credits**

### **Network Fundamentals**

This is an introductory course that covers the basics of how networks work, including the topics of OSI model, Internet model, network components, LANs, WANs, routers, switches, wireless communication, network security, TCP/IP Internet protocols, and network applications such as web and email. It also covers the fundamental aspects of configuring and troubleshooting network features on a Windows or UNIX workstation.

**CYS 672** **Three Credits**

### **Computer and Network Forensics**

The topics covered in this course include fundamentals of digital forensics, forensic duplication and analysis, network surveillance, intrusion detection and response, incident response, anti-forensics techniques, anonymity and pseudonymity, cyber law, computer security policies and guidelines, court report writing and presentation, and case studies. The course will include lecture and demonstrations, but is designed around a virtual lab environment and scenario that provides for robust and realistic hands-on experiences in dealing with a range of information assurance topic areas. Students will be provided numerous practical opportunities to apply information security practices and technologies to solve real-world cybersecurity problems.

**CYS 688** **Three Credits**

### **Human Aspects of Cybersecurity**

This course focuses on the theory and practice of implementing secure database systems. Emphasis will be placed on database security principles, database application security models, database auditing models, security implementation and database reliability.

**CYS 697** **Three Credits**

### **Thesis**

This course is designed for students pursuing a graduate degree in cyber security with particular interest in working as a white hat hacker. The students will be trained theoretically and practically in understanding

vulnerabilities in network architectures, operating systems, database management systems and web servers. They will learn how exploits are designed by an adversary attacker to penetrate into vulnerable systems. The students will also learn how the hacker can move into a hacked system and remove her/his footprints. The course will expose students to a host of tools used for network scanning, finger printing and password cracking. These tools include Nmap, Nessus and Backtrack among others. There will be a thorough discussion on the emerging hack technology for wireless LANs and defenses against them.

**CYS 721** **Three Credits**

### **Database Security**

This course focuses on the theory and practice of implementing secure database systems. Emphasis will be placed on database security principles, database application security models, database auditing models, security implementation and database reliability.

**CYS 755** **Three Credits**

### **Healthcare Information Security**

This course is designed for students seeking to learn more about the field of healthcare information security. It covers the fundamentals of computer and network security theories and practices that can be used to significantly reduce the security vulnerability of healthcare information on internal networks or the Internet. An in-depth view of healthcare information is provided by examining healthcare regulatory requirements and the functions of a healthcare organization, including its medical business operations, hardware, software, networking, and security. Topics include electronic health records, security policy, web security, database security, security administration, and healthcare ethics, privacy, and law.

**CYS 765** **Three Credits**

### **Advanced Topics in Cybersecurity**

This course covers state-of-the art advances, emerging trends, and threats in cybersecurity. Topics to be covered include current topics in Information Assurance, advanced digital forensics, new approaches to management of cybersecurity and new threats, vulnerabilities and controls.

**CYS 795** **Three Credits**

### **Cybersecurity Capstone**

This project course is the capstone experience for graduate students in the Master's degree in Cybersecurity. This course provides students with the opportunity to carry out in depth research on a specified topic in cybersecurity. The student's project will reflect the integration and application of the cybersecurity knowledge gained over the course of the program.

---

## **EARLY CHILDHOOD EDUCATION – ECS**

---

**ECS 580** **Three Credits**

### **Developmental Delays in the Early Years**

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. Observation hours (15 hours) will be required for this class.

**ECS 683** **Three Credits**

### **Intervention Strategies for High Risk Children**

The aim of this course is to enhance teachers' skills in identifying high risk children and the causative factors which may lead to early intervention. Through research and case studies, students will develop competencies in planning and utilizing effective intervention programs and strategies to maximize the learning and adjustment of children labeled as high risk educationally, sociologically, psychologically and physically. Development of IEPs and IFSPs will be discussed. Twenty hours of observation/participation at this level is required.

**ECS 626** **Three Credits**

### **Parent Participation in Education Systems**

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 IFSPs and IEPs.

---

## **EDUCATION - EDU**

---

**EDU 501** **Three Credits**

### **Foundations of Education**

This course concentrates on issues facing American education today. It is an interdisciplinary attempt (incorporating the historical, political, economic, legal, social, philosophical, and curricular foundations) to provide pre-service teachers with a deep understanding of the profession and the issues and controversies confronting American education today. Attention is also given to, 1) the legal status of teachers and students, including federal and state laws and regulations, school as an organization/culture, and contemporary issues in education. 2) the ability of students to construct and interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment, and 3) the ability of students to analyze assessment data to make decisions about how to improve instruction and student performance. The primary focus is to prepare reflective teachers who will be able to make informed decisions to improve and enhance the learning environment for children. Focus is also placed on class discussion, outside readings, research, and problem-solving strategies. The course is designed for any student who is interested in teaching.

**EDU 605** **Three Credits**

### **Human Growth and Development**

In this course students will be able to contribute and gain an understanding of the physical, social, emotional, speech and language, and intellectual development of children and the ability to use this understanding in guiding learning experiences. The interaction of children with individual difference - economic, social, racial, ethnic, religious, physical, and mental - should be incorporated to include

skills contributing to an understanding of developmental disabilities and developmental issues related to but not limited to attention deficit disorders, gifted education including the use of multiple criteria to identify gifted students, substance abuse, child abuse and family disruptions.

**EDU 610 C** **Three Credits**

### **Human Growth and Lifespan**

In this course students will be able to understand the phase and stages of lifespan development with application to counseling. Current research findings on major developmental issues including physical, social, emotional, speech and language, and cognitive processes of individuals will be emphasized.

**EDU 636** **Three Credits**

### **Classroom and Behavior Management**

*Prerequisites: PRAXIS I/ SAT/ ACT*

Skills in this course shall contribute to an understanding and application of classroom and behavior management techniques and individual interventions, individual techniques that promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and miles of the educational environment. This area shall address diverse approaches based upon behavioral, cognitive, affective, personal and ecological theory and practice.

---

## **ELEMENTARY EDUCATION – EED**

---

**EED 500** **Three Credits**

### **Teaching Social Studies in Elementary Schools**

The objective of this course is to provide you, the novice teacher, the knowledge for social studies teaching and learning in the elementary school. Through not exclusive, topics covered will include the what and why of social studies; assessing student learning; planning units, lessons, and activities; effective instructional strategies; and knowledge of social studies content. The course will include a focus on technology integration, the Virginia Standards of Learning, the Virginia teaching standards and the standards proposed by the Association of Childhood Education International, the National Council for the Accreditation of Teacher Education, and the National Council for Social Studies.

**EED 500G** **Three Credits**

### **Language and Developmental Reading in Elementary Education**

This course is designed to provide elementary education teaching candidates with the knowledge, skills, and dispositions that are necessary for the diagnosis and correction of mild to moderately severe reading difficulties. The physical, physiological, cognitive, language, emotional, and socio-cultural correlates of reading disabilities are examined to help candidates understand the nature and causes of students' reading problems in grades PreK-6.

**EED 501** **Three Credits**

### **Diagnostic Reading**

This course is designed to provide in-service and pre-service teachers opportunities to acquire a comprehensive

understanding of the theoretical, historical, and research base of diagnosis. It is also designed to provide opportunities for in-service and pre-service teachers to apply appropriate procedures in the assessment and correction of reading difficulties. Emphasis will be placed on the use of appropriate tools for analyzing individual student's specific strengths and weaknesses in reading; proficiency in the administration and interpretation of diagnostic instruments; and the importance of selecting appropriate instructional strategies to meet the literacy needs of individual students.

**EED 503** **Three Credits**

### **Teaching and Learning in the Primary School (Pre K-3)**

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 601** **Three Credits**

### **Methods and Materials for Teaching Mathematics, Science and Technology**

This course will enable the pre-service teacher to integrate mathematics and science in the K-6 classroom through interdisciplinary thematic unites. Higher order thinking skills, cooperative learning, and technology will be explored throughout the course. Hands-on activities and experiments will be employed to help the pre-service teacher feel confident about integrating mathematics, science, and technology. The course is a collection of investigation modules in which students will be presented real world problems and will be assisted in developing model solutions to the problems using state of the art technological means. The primary vehicles for the methods portion of the course are the textbooks. Content is delivered through classroom laboratory activities, reference materials, and technology.

**EED 603** **Three Credits**

### **Teaching and Learning in the Primary School (PreK-3)**

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.

**EED 603** **Three Credits**

### **Teaching and Learning in the Elementary School (4-6)**

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 624** **Three Credits**

**Foundations of Education**

This is a comprehensive overview of the foundations of education in the United States. It is an interdisciplinary attempt (incorporating the historical, political, economic, legal, social philosophical and curricular foundations) to provide teachers with a clear understanding of the teaching profession and the issues and controversies confronting American education today. The topics covered in this course will provide students with a broad picture of education and schooling in the United States and the basis for informed decision-making about the complicated educational environment they are about to enter. The primary focus is to prepare reflective teachers who will be able to make informed decisions to improve and enhance the learning environment for children. This course also addresses how the Internet, the World Wide Web and advanced telecommunications technology are transforming teaching and learning.

**EED 696D** **Three Credits**

**Practicum**

This is a supervised practicum experience for graduate students seeking certification in Early Childhood Special Education. Students will demonstrate the necessary knowledge, skills and dispositions for providing specialized services to young children who have special needs. The practicum experience is a hands-on approach. The practicum site provides students with the opportunity to make observations, implement activities, and to conduct a case study on a child with special needs. Observation hours totaling 100 hours are required for this class.

---

## ELECTRONICS ENGINEERING - EEN

---

**EEN 502** **Three Credits**

**Linear Control Systems**

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 531** **Three Credits**

**Microcontrollers**

*Prerequisite: EEN 231 Digital Logical Design or equivalent*

A hands-on approach to microprocessor and peripheral system programming, I/O interfacing, and interrupt management. A sequence of mini-projects requiring the programming (in assembly language) of a microcontroller are conducted. A midterm and final project provide a venue for complex project design and implementation. Projects require a Motorola microcontroller evaluation board and accessories supplied by the department/student.

**EEN 551** **Three Credits**

**Communications Systems Engineering**

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 562** **Three Credits**

**Semiconductor Processing Technology**

This course presents the fundamentals of semiconductor processing technology, including semiconductor substrates, micro fabrication techniques, and process integration. Lithography, oxidation, diffusion, ion implantation, methods of film deposition and etching, metal interconnections, measurement techniques and packaging will be discussed. Future trends and challenges in semiconductor manufacturing will also be discussed. Modeling of the fabrication of semi-conductor devices will be performed using a process simulation program. A design project is required in this course.

**EEN 581** **Three Credits**

**Analog Integrated Circuits**

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** **Three Credits**

**VLSI Systems Design**

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** **One Credit**

**Research Methods**

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 603** **Three Credits**

**PC Based Instrumentation**

*Prerequisites: Approval of Instructor*

This course gives graduate students hands-on knowledge in designing instrumentation systems for computer-based data acquisition and control. Sampling and data collection analysis are reviewed in the context of real world scenarios. Memory and ports in Microcomputer Systems are also covered. Programmable parallel ports and handshake Input/Output are presented as well as data structures in a graphical programming language. Computer interfacing using a graphical programming language with applications involving Digital to Analog Conversion (DAC), Analog to Digital Conversion (ADC), Digital Input Output (DIO), Serial Ports, and the general purpose instrument bus (GPIB) will be introduced.

## Description of Courses

**EEN 612** **Three Credits**

### Digital Image Processing

*Prerequisite: EEN 651 Digital Signal Processing*

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

**EEN 614** **Three Credits**

### Neural Networks

*Prerequisite: OEN 510 Advanced Engineering Mathematics*

Provides a working knowledge of the fundamental theory, design and applications of Artificial Neural Networks (ANN). Topics include the major general architectures: back propagation, competitive learning, counter propagation, 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** **Three Credits**

### Electromagnetic Field Theory

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 632** **Three Credits**

### Advanced Digital Design

*Prerequisite: EEN 231 Digital Logical Design, or equivalent; formal programming background*

Analysis of digital hardware and design; digital system organization; digital technologies; and testing. Use a hardware description language to introduce design methodology that encompasses the range from structural and behavioral models to design simulation. A hardware design project is included.

**EEN 640** **Three Credits**

### Embedded Systems

*Prerequisite: EEN 531 Microcontrollers*

This course will cover advanced topics in the interfacing of microcomputers (Motorola 6811 or equivalent) and their use as real time embedded systems. Topics covered include Serial I/O devices, serial communications interfaces and their applications, synchronous communication using SPI, memory interfacing, and embedded systems applications.

**EEN 641** **Three Credits**

### Computer Architecture

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 643** **Three Credits**

### Microcomputers for Real-Time Applications

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 645** **Three Credits**

### Communications Networks

This course will introduce communication networks technologies. Topics covered include: OSI-RM; Network architectures and protocols (LAN< MAN< WAN); reliable transmission protocols at the data control layer; congestion and flow control; routing algorithms; Mobile IP and Wireless Access Protocols.

**EEN 646** **Three Credits**

### Wireless Communications

*Prerequisite: EEN 645 Communication Networks*

This course will introduce wireless communication technologies. Topics covered include transmission fundamentals, cellular systems, digital cellular systems and protocols, coding and error control, handovers, switching and traffic and protocol verification techniques.

**EEN 650** **Three Credits**

### Microelectromechanical Systems (MEMS)

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.

**EEN 651** **Three Credits**

### Digital Signal Processing

*Prerequisite: OEN 510 Advanced Engineering Mathematics*

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 661** **Three Credits**

### Optics and Lasers

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 663** **Three Credits**

### Solid State Devices

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 674** **Three Credits**

### Optimal Control Systems

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 Ricatti equation; introduction to numerical optimization techniques.

**EEN 683** **Three Credits**

### Advanced Topics in VLSI

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 690** **Three Credits**

### Advance Topics I

*Prerequisite: Instructor Approval*

This course is designed to facilitate the faculty to offer courses on specialized topics that are relevant to student's research work or in a specific research area, that is of interest to a select individual or group, which are not in course catalog.

**EEN 691** **Three Credits**

### Advance Topics II

*Prerequisite: Instructor Approval*

This course is second course in a series designed to facilitate the faculty to offer courses on specialized topics that are relevant to student's research work or in a specific research area that is of interest to a select individual or group which are not in course catalog.

**EEN 698** **Three Credits**

### Master's Thesis I

*Prerequisite: Completion of at least 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 successfully defended thesis proposal will be used to satisfy completion of the course. The thesis committee should approve thesis topic.

**EEN 699** **Three Credits**

### Master's Thesis II

*Prerequisite: EEN 698*

This is the sequel to Master's Thesis I. This is marked by the completion of research work of the student culminating into a thesis that is defended in front of a committee and approved by the same.

---

## FINE ARTS – ART/ARTH/ARTS/FIA

---

An FIA prefix denotes a NSU course and an ARTS or ART prefix denotes an ODU course.

*Note: Some descriptive information on ODU courses is derived from its catalog.*

**ART 521** **Three Credits**

### Early Medieval Art

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** **Three Credits**

### Gothic Art

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** **Three Credits**

### Spanish Painting

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** **Three Credits**

### Art Since 1960

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** **Three Credits**

### Topics in Art

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** **Three Credits**

### Tutorial Work in Specified Art Topics

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)

**ARTH 521** **Three Credits**

### Early Medieval Art

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)

**ARTH 522** **Three Credits**

### Gothic Art

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)

**ARTH 534** **Three Credits**

### Spanish Painting

Spanish painting from medieval illuminated manuscripts to Goya is surveyed, with emphasis on El Greco, Zurbaran, Velázquez, and Goya. Attention is paid consistently to this historical background and, wherever possible, to relations between art and literature. (ODU)

**ARTH 560** **Three Credits**

### Art Since 1960

Lectures and critical discussion of the development and configuration of the various styles emergent in Art since 1960, both in America and Europe. (ODU)

**ARTH 595, 596** **Three Credits**

### Topics in Art

## Description of Courses

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)

**ARTH 597, 598** **Three Credits**

### Tutorial Work in Specified Art Topics

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)

**ARTS 511** **Three Credits**

### Photography Studio

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** **Three Credits**

### Studio Photography

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** **Three Credits**

### Photographic Printmaking

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** **Three Credits**

### Video Art

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** **Three Credits**

### Drawing Studio

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** **Three Credits**

### Figure Drawing Anatomy

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)

**ARTS 541** **Three Credits**

### Painting Studio

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** **Three Credits**

### Airbrush Painting

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** **Three Credits**

### Printmaking Studio

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** **Three Credits**

### Sculpture Studio

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 563** **Three Credits**

### Figure Sculpture

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** **Three Credits**

### Assemblage

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** **Three Credits**

### Typographic Design

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** **Three Credits**

### Crafts III: Fibers

Lecture 1 hour; studio 4 hours; 3 credits. Prerequisite: ARTS 381. Advanced work in patter drafting, loom techniques, off-loom weaving and fabric painting.

## Description of Courses

Permission of instructor required for non-matriculating students. (ODU)

**ARTS 591** **Three Credits**

### **Crafts III: Metalsmithing and Jewelry**

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 S** **Three Credits**

### **Topics in Studio Art**

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** **Three Credits**

### **Tutorial Work in Special Studio Topics**

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** **Three Credits**

### **Graduate Seminar: Art Criticism**

An examination of critical methodologies as they relate to art, with readings in the recent past and the contemporary scene. Required of all Master of Arts and M.F.A. students. (ODU)

**FIA 535** **Three Credits**

### **Painting: Group Studies**

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)

**FIA 561** **Three Credits**

### **Printmaking Studio**

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)

**FIA 610** **Three Credits**

### **Graduate Seminar**

An examination of the creative process and development of concepts as part of a visual language. Discussion, research, directed readings, and writing. An alternative for ARTS 600 (NSU)

**FIA 614** **Three Credits**

### **Graduate Problems in Design**

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** **Three Credits**

### **Non-Traditional Art Seminar**

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 695S OR ARTS 695S** **Three Credits**

### **Graduate Seminar: Special Topics in**

#### **Contemporary Art**

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** **Three-Six Credits**

### **Graduate Studio**

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** **Three Credits**

### **Documentation**

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** **Three Credits**

### **Graduate Exhibition**

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** **Three-Six Credits**

### **Graduate Studio**

Permission of graduate program director required. Supervised individual inquiry in specific projects relating to areas of major interest. (NSU-ODU)

---

## INTELLIGENCE STUDIES - INS

---

**500** **Three Credits**

### **FUNDAMENTALS OF INTELLIGENCE (EE)**

This course provides a basic overview of intelligence at the unclassified level. It includes a brief history of the development intelligence as a profession. It examines the structure of the national Intelligence Community and its sixteen agencies. Intelligence preparation of the battle space and the use of sensors as part of the collection process and analytical methodology are briefly explored.

**501** **Three Credits**

### **APPLIED INTELLIGENCE RESEARCH METHODS (EE)**

This course examines the application of intelligence research methods to practical intelligence problems. Using both qualitative and quantitative methods, the course will focus on the collection analysis and presentation of data in an environment in which researchers must be cognizant of the potentially classified nature of the information being processed. The course will provide an understanding of the basic concepts of research that will assist students in

completing their theses as well as provide skills they need for analysis and problem-solving in their professional careers. The class will consist of lectures as well as practice research problems to ensure students understand how to apply research methods and techniques.

### 502 Three Credits

#### **THEORY OF INTERNATIONAL RELATIONS (EE)**

This course is a critical survey of the forces and issues shaping contemporary global interdependencies. It addresses resources control and sharing, ethnological and ethical considerations, cultural, religious, and social peculiarities, labor, and armed conflict. The world is connected more today than at any point in history. The global discussion of how to integrate relatively new nation-states into world politics as well as enveloping African, South American, and West Asian economies into the international political economy is just the beginning. Although discussion is beginning, the practicality and movement to these positions has had momentum for the past half century. We will discuss theoretically, how to engage second and third world countries, and how they view that engagement from their perspective.

## MATERIALS SCIENCE - MSE

### MSE 530 Three Credits

#### **Materials Science**

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

### MSE 533 Three Credits

#### **Polymers and Polymer-Based Composite Materials**

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

### MSE 535 Three Credits

#### **Electronic and Photonic Materials**

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.

### MSE 575 Three Credits

#### **Instrumentation for Materials Science**

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

### MSE 580 Three Credits

*Prerequisites: CHM 100, PHY 100, and CHM 321/322*

This course will cover essential synthetic and characterization methodologies of complex organic molecules and polymers, particularly the conjugated semiconducting and conducting molecules and polymers relevant to supramolecular 'plastic' electronic and optoelectronic applications. The course will first provide a brief overview of important and relevant organic reactions and mechanisms, it will then present advanced lab techniques and instrumentations, product purification and

characterizations, including air-sensitive chemicals handling, vacuum distillation, sublimation, rotary evaporation, thin-layer chromatography, column chromatography, nuclear magnetic resonance spectroscopy (NMR), elemental analysis and mass spectrometry, thermal analysis (DSC/TGA), gel permeation chromatography (GPC) and HPLC, cyclic voltammetry (CV), UV-VIS spectrometry, luminescence spectrometry, FT-IR-Raman, etc.

### MSE 600 Three Credits

#### **Materials Science and Engineering Seminar I**

This course exposes students to the most recent research developments in the areas of materials science and engineering. Students attend weekly seminars, delivered by local and invited scientists and engineers, who present results of projects carried in their research groups.

### MSE 601 Three Credits

#### **Materials Science and Engineering Seminar II**

This course exposes students to the most recent research developments in the areas of materials science and engineering. Students attend weekly seminars, delivered by local and invited scientists and engineers, who present results of projects carried in their research groups

### MSE 605 One Credit

#### **Ethics of Scientific Research and Professional Preparation and Conduct**

This is a core professional development course, designed for science and engineering graduate students. Students will learn about ethics in the workplace, receive guidance in the selection of and application to job positions in materials science and engineering, as well as improve their skills such as in written and oral communication.

### MSE 607 Three Credits

#### **Materials for Nanotechnology**

This course provides a broad overview of the entire arena of nanotechnology including phenomena specific for nanoparticle or nanostructured systems, as well as their modern and future applications. The topics include characterization and fabrication methods in nanoscale, properties of materials as a function of size, review of nanocrystals, quantum dots, nanophotonic structures, nanomagnets, and brief introduction to the principles of quantum computing.

## Description of Courses

### **MSE 609** **Three Credits**

#### **Introduction to Computational Materials Science**

This course provides graduate students with basic skills in computational materials science. The course includes topics of quantum theory related to the microscopic structure of atoms, molecules, polymers, and solids, as well as overview of numerical modeling of materials properties, predictions, and analysis.

### **MSE 635** **Three Credits**

#### **Optical Materials**

*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.

### **MSE 680** **Three Credits**

#### **Advanced Organic Synthesis I**

This course will cover essential synthetic and characterization methodologies of complex organic molecules and polymers, particularly the conjugated semiconducting and conducting molecules and polymers relevant to supramolecular 'plastic' electronic and optoelectronic applications. The course will first provide a brief overview of important and relevant organic reactions and mechanisms, it will then present advanced lab techniques and instrumentations, product purification and characterizations, including air-sensitive chemicals handling, vacuum distillation, sublimation, rotary evaporation, thin-layer chromatography, column chromatography, nuclear magnetic resonance spectroscopy (NMR), elemental analysis and mass spectrometry, thermal analysis (DSC/TGA), gel permeation chromatography (GPC) and HPLC, cyclic voltammetry (CV), UV-VIS spectrometry, luminescence spectrometry, FT-IR-Raman, etc

### **MSE 697** **One to Nine Credits**

#### **Research I**

*Prerequisite: Permission of instructor*

The Research I course is the first of a 3 semester research course sequence. Students attend seminars and workshops on how to conduct, present and report research activities. Students are also expected to spend considerable time in their research laboratories or in research related activities – between 10 and 15 hours a week. The students must work closely with their research advisor to ensure progress in the course.

### **MSE 698** **One to Nine Credits**

#### **Research II**

*Prerequisite: Permission of instructor*

The Research II course is the second of a 3-semester research courses sequence. Students attend seminars and workshops on how to conduct, present and report research activities. Students are also expected to spend considerable time in their research laboratories or in research related activities – between 10 and 15 hours a week. The students must work closely with their research advisor to ensure progress in dissertation writing, and thesis oral defense preparation.

### **MSE 699** **One to Nine Credits**

#### **Research III**

*Prerequisite: Permission of instructor*

The Research III course is the third of a 3-semester research courses sequence. Students attend seminars and workshops on how to conduct, present and report research activities. Students are also expected to spend considerable time in their research laboratories or in research related activities - between 10 and 15 hours a week. The students must work closely with their research advisor to ensure progress in the course.

### **MSE 703** **Three Credits**

#### **Materials and Devices for Solar Energy Conversion**

This course provides second year graduate students the fundamental knowledge, concepts, and current state of the art of inorganic and organic photovoltaic materials, devices, and their applications. It also covers basic knowledge on sustained renewable energy and environmental conservations. This course will present the principles, materials structures, devices architectures, and the advantages and disadvantages of materials and devices.

### **MSE 704** **Three Credits**

#### **Thin Film Phenomena**

This is a core elective course, taken by materials science and engineering doctoral students during their first or second year. Students will learn about critical issues on thin film processing, characterizations and possible device applications.

### **MSE 750** **One Credit**

#### **Continuing Registration**

### **MSE 897** **Nine Credits**

#### **Ph.D. Research I**

*Prerequisite: Permission of instructor*

This course provides Ph.D. in the Materials Science and Engineering program academic credit for working solely in the development of their Ph.D. thesis research project. Students are expected to spend considerable time in their research laboratories or in research related activities - between 35 and 40 hours a week – and consult with their research advisor often to ensure progress in the course towards completion of their doctoral research project.

### **MSE 898** **Nine Credits**

#### **Ph.D. Research II**

*Prerequisite: Permission of instructor*

This course provides Ph.D. in the Materials Science and Engineering program academic credit for working solely in the development of their Ph.D. thesis research project. Students are expected to spend considerable time in their research laboratories or in research related activities - between 35 and 40 hours a week – and consult with their research advisor often to ensure progress in the course towards completion of their doctoral research project.

### **MSE 899** **Nine Credits**

#### **Ph.D. Research III**

*Prerequisite: Permission of instructor*

This course provides Ph.D. in the Materials Science and Engineering program academic credit for working solely in the development of their Ph.D. thesis research project. Students are expected to spend considerable time in their research laboratories or in research related activities - between 35 and 40 hours a week – and consult with their research advisor often to ensure progress in the course towards completion of their doctoral research project.

**MSE 900** **Nine Credits**

**Ph.D. Dissertation**

*Prerequisite: Permission of instructor*

This course provides guidance for students who are in the final phase of their doctoral studies. Students are expected to spend considerable time preparing their dissertation manuscript and oral defense. Students must work closely with their research advisors to ensure progress in the dissertation writing, and thesis oral defense preparation.

**MSE 999** **Zero Credits**

**Continuing Registration**

*Prerequisite: Permission of instructor*

---

### MEDIA AND COMMUNICATION - COM/MCM

---

**COM 510** **Three Credits**

**Contemporary Argumentation**

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 develop and test proof.

**COM 511** **Three Credits**

**Interpersonal Communication**

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** **Three Credits**

**Editing Publications**

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** **Three Credits**

**Specialized Writing**

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

**COM 514** **Three Credits**

**Publicity Media and Methods**

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** **Three Credits**

**Contemporary American English Grammar**

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

**COM 550** **Three Credits**

**Assessment and Evaluation of Writing (SO)**

Study of writing assessment practices with an emphasis on the variables of composition assessment, scalar measures of composition, large-scale assessment and classroom

assessment methods, and alternative assessment techniques.

**COM 580** **Three Credits**

**The Art of Film**

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

**COM 610** **Three Credits**

**Studies in English Structure, Style, and Usage**

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** **Three Credits**

**Communication Theory**

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** **Three Credits**

**Communicative Arts: Performance Theory and Practice**

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** **Three Credits**

**Writing Across the Curriculum: The Domains of Rhetoric**

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** **Three Credits**

**Persuasion: Theory and Practice**

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

**COM 641** **Three Credits**

**Communication Behavior I: Group Communication Process**

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

**COM 642** **Three Credits**

**Communication Behavior II: The Mass Mind**

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** **Three Credits**

**General Semantics**

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.

## Description of Courses

### **COM 644** **Three Credits**

#### **Reading and Critical Analysis**

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

### **COM 645** **Three Credits**

#### **Cognitive Processes in Reading**

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

### **COM 646** **Three Credits**

#### **Linguistics and Reading**

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

### **COM 647** **Three Credits**

#### **Journalistic Communication/Writing**

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** **Three Credits**

#### **Language and Culture**

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** **Three Credits**

#### **Organizational Communication**

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** **Three Credits**

#### **Communication and the Aesthetic Experience**

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** **Three Credits**

#### **Communication Research Methods**

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** **Three Credits**

#### **Public Relations**

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** **Three Credits**

#### **Law, Ethics and Responsibility in Communication**

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** **Three Credits**

#### **Professional Writing**

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** **Three Credits**

#### **Intercultural Communication**

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

### **COM 656** **Three Credits**

#### **Multi-Ethnic Non-Verbal Communication**

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** **Three Credits**

#### **Communication Behavior Iii: Human Relations**

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** **Three Credits**

#### **Journalistic Communication/Visual**

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

### **COM 699** **Six Credits**

#### **Graduate Thesis or Internship**

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** **Three Credits**

#### **Introduction t Mass Communications**

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** **Three Credits**

#### **Commercial Photography**

*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** **Three Credits**

#### **Film and Videotape For Television News**

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.

## Description of Courses

### **MCM 545** **Three Credits**

#### **Media Management and Administration**

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** **Three Credits**

#### **Television Production I**

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** **Three Credits**

#### **Audio Production**

*Prerequisites: Mom 250 or Mom 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** **Three Credits**

#### **Broadcast/Cable/Satellite Programming**

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** **Three Credits**

#### **Broadcast/Cable/Satellite Sales**

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** **Three Credits**

#### **The Art of Film**

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** **Three Credits**

#### **Film and Broadcast Criticism**

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** **Three Credits**

#### **Advanced Newswriting and Production for Broadcasting**

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** **Three Credits**

#### **Introduction to Research in Mass Communications**

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** **Three Credits**

#### **Media Law and Public Policy**

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** **Three Credits**

#### **Television Production II**

*Prerequisite: MCM 250 or MCM 550 OR Equivalent*

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** **Three Credits**

#### **Seminar in Radio, Television, and Film**

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** **Three Credits**

#### **Comparative Mass Media Systems**

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** **Three Credits**

#### **Independent study or Directed study**

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** **Three – Six Credits**

#### **Internship**

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** **Three Credits**

#### **Internship (WNSB-FM)**

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**

**Six Credits**

**Master's Thesis or Project**

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.

## MUSIC - MUS

**MUS 510-511**

**Ensembles (1, 1)**

Required of all graduate majors for two semesters. Chosen from the following:

- The "Spartan Legion" Marching Band, a high-stepping marching unit usually numbering more than 150 instrumentalists and dancers.
- The Symphonic Wind Ensemble, which performs important literature written for the idiom.
- The Jazz Ensemble, a group devoted to the serious study and performance of jazz forms.
- The Concert Choir is an ensemble of approximately 80 male and female voices specializing in the performance of concert literature of all periods.
- The Vocal Jazz Ensemble consists of 20 students and specializes in the performance of contemporary vocal genres with choreography.
- The Choral Ensemble is a laboratory chorus of graduate students.

**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.

*Non Degree Credit -- Comprehensive review course for (a) graduate students preparing for candidacy (b) non-degree students seeking a refresher course, re-certification, etc.*

**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 546**

**Two Credits**

**Advanced Orchestration**

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 521-522**

**Two, Two Credits**

**Applied Music**

*(One hour of instruction per week)*

Private instruction in 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**

*(One hour 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**

**Two Credits**

**Music of the Nineteenth Century**

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**

**Two Credits**

## Description of Courses

### Contemporary Music

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** **Two, Two Credits**

#### Analytical Techniques

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** **Two Credits**

#### Advanced Orchestration

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** **Two Credits**

#### Advanced Choral Conducting

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** **Three Credits**

#### Introduction to Research

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** **Two Credits**

#### Seminar in Performance and Repertory

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** **Two Credits**

#### Organ Literature

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** **Two Credits**

#### Organ Improvisation and Service Playing

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** **Two Credits**

#### Piano Literature

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** **Two Credits**

#### Vocal Literature

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** **Two Credits**

This is an independent study in selected areas of interest, encompassing a review of current literature and individual projects.

**MUS 642** **Two Credits**

#### Theory Pedagogy

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 Credits**

#### Composition Seminar I, II

*(Required of composition majors for two semesters.)*

This course facilitates classroom and individual instruction in composition.

**MUS 645** **Three Credits**

#### Invertible Counterpoint and Fugue

This course is designed to help students develop techniques in double, triple, quadruple, and invertible counterpoint. Original compositions including invention choral variation, canon, and fugue in the style of J. S. Bach are also emphasized.

**MUS 650** **Three Credits**

#### Choral Techniques

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** **Three Credits**

#### Band Management

This course familiarizes prospective and professionally employed band directors with management skills and

procedures necessary for an effective band (Instrumental Music) program.

**MUS 680** **Three Credits**

### History and Philosophy of Music Education

*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 public school music in the United States.

**MUS 681** **Three Credits**

### Current Trends in Music Education

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** **Three Credits**

### Administration and Supervision in Music Education

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 are required. Students must consult with their advisor.

**MUS 685-688** **Two Credits**

### Teaching Practicum (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*)  
An extended and scholarly research project on a significant topic.
- **MUS 690B - Recital**  
(*Performance Concentration*)  
The presentation of a public recital.
- **MUS 690C - Lecture/Recital**  
(*Theory/Composition Concentration*)  
The presentation of a public lecture/recital.

## OPTICAL ENGINEERING - OEN

**OEN 510** **Three Credits**

### Advanced Engineering Mathematics

This course covers advanced mathematical tools and techniques for optical and electronics engineering including linear algebra, advanced vector calculus, complex variable theory, ordinary and partial differential equations and integral transform. Emphasis will be on using software such

as MATLAB and Mathematical for solving engineering problems.

**OEN 520** **Three Credits**

### Optical Design and Instrumentation

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 530** **Three Credits**

### Optical Materials

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 540** **Three Credits**

### Lasers and Photonics

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.

**OEN 560** **Three Credits**

### Optical Communications I

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** **Three Credits**

### Optical Communications II

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** **Three Credits**

### Quantum Mechanics

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** **One Credit**

### Research Methods

This course will provide students with the tools to research technical topics using the various search engines and

## Description of Courses

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** **Three Credits**

### **Opto-Electronic Devices**

Materials for optoelectronics, optical processes in semiconductors, absorption and radiation, transition rates and carrier lifetimes are discussed. Principles of LEDs, lasers, photo detectors, modulators and solar cells and optoelectronic integrated circuits are discussed in detail.

**OEN 690** **Three Credits**

### **Applied Optics Research Seminar**

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

**OEN 698** **Six Credits**

### **Master's Thesis Research**

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

---

## PHYSICS - PHY

---

**PHY 580** **Three Credits**

### **Quantum Mechanics for Materials Scientists**

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** **Three Credits**

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

**PHY 675** **Three Credits**

### **Electricity and Magnetism**

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.

---

## POLITICAL SCIENCE - POS

---

**POS 660** **Three Credits**

### **Urban Administration**

This course focuses on relevant 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** **Three Credits**

### **Urban Finance Administration**

This course covers 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.

---

## PSYCHOLOGY - PSYD

---

**Note: Course Descriptions for the Doctor of Psychology in Clinical Psychology are listed on pp. 91-94.**

---

## SOCIAL WORK - SWK

---

**SWK 512** **Three Credits**

### **Case Management in Social Work**

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 529** **Three Credits**

### **Social Work with Military Families**

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 614** **Three Credits**

### **Fundraising and Grantsmanship**

This course provides students with concepts and tools that can help nonprofit human service organizations better achieve their mission and organizational goals by securing financial resources necessary to do so. The course explores the resource climate of nonprofit organizations to identify different ways of acquiring resources, and to develop knowledge of and skill in a variety of interrelated strategies and techniques. These include learning how to assess an organization's fundraising capabilities, conduct prospect research, conduct an annual fund drive, solicit gifts and grants from corporations and foundations and the governmental sector, cultivate and secure major gifts, design planned giving opportunities, carry out a capital campaign, conduct special event fund fundraising and set up information systems to tract fund raising efforts. The course is primarily oriented toward graduate level students interested in acquiring overall managerial skills associated with the modern nonprofit, human service organization in

## Description of Courses

an increasingly competitive society. The course does not require prerequisites and is equally suitable for students in clinical or community practice concentrations.

### **SWK 626** **Three Credits**

#### **Human Behavior in the Social Environment**

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 639** **Three Credits**

#### **Ethnicity**

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 651** **Three Credits**

#### **Social Welfare Policy and Services**

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 675** **Three Credits**

#### **Social Work Profession**

*Concurrent enrollment: SWK 690A & SWK 693A*

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.

### **SWK 690 A&B** **Three Credits Each**

#### **Field Practicum I**

*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 697** **Three Credits**

#### **Research Methods I**

*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** **Three Credits**

#### **Research Methods II**

*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 714** **Three Credits**

#### **Differential Approaches to Treatment**

*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 730** **Three Credits**

#### **Differential Assessment for Social Work Practice**

*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 will be explored. Traditional classification systems and newer approaches in use in clinical practice will be discussed. An exploration of comparative theories and therapeutic approaches will occur.

The MSW graduate program is based on a cooperative learning model. This requires the student to take an active role in their own learning and contribute to the educational classroom experience. The course is designed with opportunities that facilitate this model through discussion, student presentations, research assignments, class exercises and group projects.

### **SWK 736** **Three Credits**

#### **Substance Abuse**

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.

### **SWK 753** **Three Credits**

#### **Social Work in the School**

*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** **Three Credits**

#### **Policies and Services for Aging**

*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** **Three Credits**

#### **Community Mental Health Policy and Services**

*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** **Three Credits**

#### **Child Welfare Policies and Services**

*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** **Three Credits**

#### **Health Care Policies and Services**

*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.

### **SWK 762** **Three Credits**

#### **Community Practice**

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** **Three Credits**

#### **Advocacy and Social Planning**

*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** **Three Credits**

#### **Fiscal and Personnel Management**

*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 771** **Three Credits**

#### **Social Work with Individuals**

*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** **Three Credits**

#### **Social Work with Groups**

*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** **Three Credits**

### Application of Group Skills

*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** **Three Credits**

### Social Work with Families

*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** **Three Credits**

### Advanced Social Work with Families

*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.

**SWK 788** **Three Credits**

### Supervision

This course serves as a bridge for the clinician to transition from direct practice to tasks associated with supervision and mid-level management in human services organizations. The process to move from direct practice to tasks associated with effective supervision, consultation and the management of staff and resources is multifaceted and multidimensional. In order to obtain supervision knowledge, values and skills, the clinician will need a shift in knowledge base to reflect an introductory /exposure to the foundational levels of the components and techniques of supervision, differential leadership models, consultation, and organizational needs.

**SWK 789** **Three Credits**

### Research Practicum

*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** **Three Credits**

### Evaluative Research

*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** **Three Credits Each**

### Thesis I & II

*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 credit hours).

**SWK 790 A & B** **Six Credits Each**

### Field Practicum II

*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

**SWK 810** **Three Credits**

### Scholarly Writing

This course examines the history of ideas in the social work profession. It focuses on the intellectual base for social work practice and education from an historical perspective. Selected classics in social work scholarships are analyzed critically in relation to their contribution to the evolution of the profession. These works are further examined in reference to their sociohistorical contexts, their ideological and philosophical bases, and their contribution to theory and skill development for the social work profession. Special emphasis is placed on the contribution of these selected works in developing the various practice

paradigms that undergird and characterized the social work profession.

**SWK 811** **Three Credits**

### **Social Work Practice Theory**

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 812** **Three Credits**

### **Teaching Practicum in Social Work**

This course provides students with a supervised experience in major task functions in the role of social work educator. Curriculum development, teaching tasks, supervisory meetings, and assigned readings are integral components of the practicum experience.

**SWK 813** **Three Credits**

### **Research in Social Work I**

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** **Three Credits**

### **Social Welfare Policy I**

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.

**SWK 816** **Three Credits**

### **Research in Social Work II**

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** **Three Credits**

### **Social Welfare Policy II**

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** **Three Credits**

### **Seminar: Family in Context**

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** **Three Credits**

### **Advanced Research Methods**

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** **Three Credits**

### **Seminar: Ethnic Minority Families**

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** **Three Credits**

### **Multivariate Analysis and Statistical Modeling**

*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 822** **Three Credits**

### **Social Work Education**

This course addresses critical issues in social work education. Some of the areas covered are professionalism, curriculum designs and process, principles of adult learning, methods of instruction and ancillary educational roles. Special attention is given to the undergirding theories and research basis for policies and practices in social work education.

**SWK 829** **Three Credits**

### **Advanced Research Practice in Social Work**

This course is intended to acquaint the student with the rigors of grant application which incorporates a research design. The student is expected to select an area of interest and an appropriate grant application, such as a federal grant application and proceed to complete the package to the point where it is ready for submission. A second aspect of the course is for the students to give each other consultation regarding the development of their grant proposal. In this context, students are expected to help each other with the entire application including the research question, the research design and the statistical



## Description of Courses

procedures they each is likely to need. They are expected to learn how to advise colleagues, faculty, co-workers and students should they be asked for advice.

### **SWK 830** **Three Credits**

#### **Seminar in Social Work Research**

This course is intended to acquaint the student with reporting research, its dissemination, and publication procedures. The student is expected to use a study as a point of departure and decide how and where it is to be disseminated, and to prepare it for publication. A second aspect of the course is for the students to give each other consultation regarding their understanding of the dissemination and publication process. In this context, students are expected to help each other with understanding the extent to which research is practiced. They are expected to learn how to advise colleagues, faculty, co-workers and students should they be asked for advice in publishing one's work and/or prepare manuscripts for submission.

### **SWK 910** **Three Credits**

#### **Dissertation Seminar**

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.

### **SWK 999A** **Six Credits**

#### **Dissertation**

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** **Six Credits**

#### **Dissertation**

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.

---

## **SPECIAL EDUCATION - SPE**

---

### **SPE 510** **Three Credits**

#### **Introduction to Exceptional Individuals**

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** **Three Credits**

#### **Legal and Ethical Aspects of Educating Exceptional Learners**

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 pre-service 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** **Three Credits**

#### **Managing Human Behavior**

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** **Three Credits**

#### **Attributes and Medical Conditions Associated With Disabilities**

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 532** **Three Credits**

#### **Curriculum and Instructional Procedures for Teaching Students with Mild Disabilities**

This course is designed to focus on strategies for teaching learners with mild disabilities who are accessing the general education curriculum. Areas of study include terminology and etiological factors, historical perspectives, legal parameters, assessment techniques, influence of culture variables, current issues, and effective methods of instruction. A twenty-hour clinical experience is required.

### **SPE 538** **Three Credits**

#### **Nature of and Strategies for Teaching Individuals with Severe Disabilities**

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 540** **Three Credits**

#### **Collaboration Procedures**

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 540A** **Three Credits**

### **Collaboration Procedures Applied**

The purpose of this course is to teach strategies for building and working effectively within collaborative teams in schools. Course content addresses the following areas: Team organization; Stages of team development and team building strategies; Teamwork skills (e.g., communication, problem-solving, conflict resolution); Challenges to and supports for collaborative teams; Teams' roles in designing individualized education programs and other plans; Understanding and supporting team's relationship with family members, students and peers, related services personnel, and paraprofessionals.

**SPE 542** **Three Credits**

### **Reading and Literacy Instruction for Exceptional Learners**

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** **Three Credits**

### **Transition**

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** **Three Credits**

### **Education in Urban and Global Environments**

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** **Three Credits**

### **Assessment and Evaluation**

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.

**SPE 619** **Three Credits**

### **Educational Aspects of Abnormality**

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** **Three Credits**

### **Psychoeducational Diagnostic Measures**

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** **Three Credits**

### **Physical and Occupational Therapy Procedures**

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** **Three Credits**

### **Communication Development for Individuals with Severe Disabilities**

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** **Three Credits**

### **Special Education Seminar**

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** **Three Credits**

### **Guidance and Counseling and Rehabilitation Counseling**

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** **Three Credits**

### **Casework and Rehabilitation Counseling**

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** **Three Credits**

### **Rehabilitation Counseling: Occupational Information and Placement**

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** **Three Credits**  
**Ethical Rehabilitation Strategies for the Empowerment of Culturally Diverse Populations**

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** **Three Credits**  
**Research Methods in Special Education**

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 699** **Three Credits**  
**Internship in Teaching Students with Mild Disabilities**

*Prerequisite: Departmental Approval (400 clock hours)*

This course is designed to provide a period of supervised teaching during which the candidate takes responsibility for a given group of individuals with mild 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 699D** **Six Credits**  
**Internship in Teaching Students with Severe Disabilities**

*Prerequisite: Departmental Approval (400 clock hours)*

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** **Six Credits**  
**Internship in Rehabilitation Counseling**

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.

**SPE 613** **Three Credits**  
**Assessment and Evaluation**

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.

---

## URBAN AFFAIRS - UAF

---

**UAF 570** **Three Credits**  
**Introduction to Urban Studies**

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** **Three Credits**  
**Information Systems and Urban Administration, Research and Evaluation**

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** **Three Credits**  
**Urban Problems in Contemporary America**

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** **Three Credits**  
**Structural Models for Urban Action**

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** **Three Credits**  
**Executive Management and Leadership**

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** **Three Credits**

### **Housing and Redevelopment Policy in Urban Change**

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** **Three Credits**

#### **Urban Research Methods I**

This course focuses on the research design method of data collection and problems of measurement.

**UAF 698** **Three Credits**

#### **Urban Research Methods II**

This course focuses on data reduction, analysis, interpretation, application and utilization of data.

**UAF 690** **Three Credits**

#### **Advanced Seminar: Urban Policy Analysis and Program Development**

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** **Three Credits**

#### **Urban Community Field Placement**

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** **Six Credits**

#### **Thesis (Required)**

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.

---

## **URBAN EDUCATION - UED**

---

**UED 505** **Three Credits**

#### **Reading in the Content Areas**

Skills in this area shall be designed to impart an understanding of comprehension skills in all content areas, including a repertoire of questioning strategies, summarizing and retelling skills, and strategies in literal, interpretive, critical, and evaluative comprehension, as well

as the ability to foster appreciation of a variety of literature and independent reading.

**UED 512** **Three Credits**

#### **Cultural Pluralism: Educational Policy and Curricula**

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 610** **Three Credits**

#### **Counseling for Human Growth and Lifespan**

In this course students will be able to understand the phase and stages of lifespan development with application to counseling. Current research findings on major developmental issues including physical, social, emotional, speech and language, and cognitive processes of individuals will be emphasized.

**UED 617** **Three Credits**

#### **Organizational Behavior in a Multicultural Society**

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 620C** **Three Credits**

#### **Legal and Ethical Issues in Counseling**

This course provides an orientation to ethical issues in the counseling practice. Relevant issues in mental health are identified and explored. Focal areas include professional roles and functions, ethical standards including accountability, responsibility, client welfare, emotional health, laws and regulations, institutional policies, cross cultural, cross social class practices and their impact on mental health. Ethical practices are examined by the use of vignettes describing ethical dilemmas presented to the counselors. Professional identification, the discipline appropriate professional associations and organizations and publications regarding best practices and strategies in providing counseling services to students, individuals and families are identified and introduced to the student.

**UED 621** **Three Credits**

#### **Foundations of Counseling**

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** **Three Credits**

### **Theories, Techniques, and Practice of Urban Counseling Psychotherapy**

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 623C** **Three Credits**

#### **Counseling Techniques and Skills**

This course focuses on the major techniques used in counseling. Emphasis is placed not only on the techniques but also on the rationale underlying the practice of counseling, theoretical approaches, counseling techniques, and the ethics of counseling.

**UED 624** **Three Credits**

#### **Elements of Research**

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.

**UED 630** **Three Credits**

#### **School and Community Relations**

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 630C** **Three Credits**

#### **Community and Agency Counseling**

In this course students will study counseling in such settings as mental health, social service, religious, penal institutions, rehabilitation and employment agencies. Emphasis will be on the counseling and consulting skills that prepare counselors to provide effective client assistance and to work collaboratively in the community.

**UED 631** **Three Credits**

#### **School Administration and Technology**

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** **Three Credits**

#### **Human Relations Development and Group Counseling**

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 636E** **Three Credits**

### **Instruction and Classroom Management**

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 637E** **Three Credits**

#### **Curriculum Development and Technology**

*(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 641** **Three Credits**

#### **Supervision and Evaluation of Instruction**

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** **Three Credits**

#### **Instructional Assessment and Staff Development**

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 645C** **Three Credits**

#### **Testing and Client Assessment**

In this course students will examine individual and group approaches to formal and informal assessment techniques. To include an examination of the history of assessment; basic test statistics; assessment concepts (reliability, validity); selection; administration; interpretation; and ethical and legal relative to assessment.

**UED 670** **Three Credits**

#### **School Law**

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** **Three Credits**

#### **School Finance**

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

## Description of Courses

practices in accounting systems as applicable to public schools.

### **UED 677** **Three Credits**

#### **Foundations of Career Development**

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 are designed to assist prospective counselors in the combining of theory and application across career development areas.

### **UED 681** **Three Credits**

#### **Personnel Management and Staff Development**

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 684** **Three Credits**

#### **Curriculum and Instructional Procedures in Mathematics**

Study of theories, strategies for effective instruction, and contemporary assessment practices that support mathematics learning in grades 6-12. Special emphasis on research methods in mathematics education, Independent research project required.

### **UED 686** **Three Credits**

#### **Curriculum and Instructional Procedures in Fine Arts**

Study of theories, strategies for effective instruction, and contemporary assessment practices that support mathematics learning in grades 6-12. Special emphasis on research methods in mathematics education, Independent research project required.

### **UED 687** **Three Credits**

#### **Curriculum and Instructional Procedures**

Study of materials and methods for teaching, integrating, and assessing English language, literature, grammar, and composition with attention to current research and theories that inform best practices in language arts instruction.

### **UED 690** **Three Credits**

#### **Curriculum and Instructional Procedures in Secondary Social Studies**

*Prerequisites: UED 682 and completion of history deficiencies per the certificate of preliminary endorsement*

Emphasizes and reinforces the modeling and making of the best curriculum and instructional practices by future secondary social studies teachers. Reinforces the adherence of secondary social studies teachers to both the content standards of educational accrediting bodies and those put forth by the state of Virginia. Writing, speaking, and critical thinking competencies are reinforced and applied.

### **UED 691** **Three Credits**

#### **Research and Writing**

This course is designed to assist graduate students in education and the behavioral sciences to 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** **Three Credits**

#### **Externship/Issues Analysis**

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** **Six Credits**

#### **Applied Research I & II**

The Applied Research course 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 quantitative and/or 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. Students will be expected to develop a document describing and summarizing the results of the research done in the study.

### **UED 793** **Three Credits**

#### **Internship I**

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 student's 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.

### **UED 794** **Three Credits**

#### **Internship II**

Serves as the extension of UED 793 (see UED 793)

### **UED 799** **Six Credits**

#### **Thesis**

This course is designed to provide a comprehensive documented research problem related to urban school counselor, curriculum developer/supervisor, or principal/school leader.

# ADMINISTRATORS

## EXECUTIVE ADMINISTRATION

**MOORE JR., EDDIE N.** (2013) Interim President and CEO. MBA, University of Pittsburgh. B.S., Pennsylvania State University.

**BOSTON, PAMELA** (2006) Legal Counsel and Special Assistant Attorney General. J.D., Marshall Wythe School of Law, College of William and Mary. B.A., Bennett College. State Licensure and Admission to Practice in Virginia since 1977.

**DELOATCH, SANDRA** (1972) Provost and Vice President for Academic Affairs. Ph.D., Indiana University. M.S., University of Michigan. M.S., The College of William and Mary. B.S., Howard University.

**ELLIS, ERNEST** (1982) Internal Auditor. B.S., Norfolk State University. Further study: University of District of Columbia, University of Kentucky at Lexington. University of Nebraska at Omaha. C.I.A. (Certified Internal Auditor) and C.F.E. (Certified Fraud Examiner).

**FONTAINE, DEBORAH** (2010) Interim Vice President for University Advancement. Ph.D., Walden University. MBA, B.S., Hampton University.

**HUNTER, GERALD** (2013) Vice President for Finance and Administration. MBA, Murray State University. B.S., Knoxville College. Certificate – Management Development Program – Higher Education at Harvard University.

**WILLIS, EDWARD** (2011) Vice President for Student Affairs. B.A., Montclair State College. M.Ed., Rutgers University. Further study: University of Toledo.

## ASSOCIATE/ ASSISTANT VICE PRESIDENTS

**COLEMAN, CLARENCE** (1971) Vice Provost, Office of the Provost and Professor of Physics. D.Ed., Pennsylvania State University. M.S., B.S., Southern University. Further study: University of Notre Dame; Michigan State University. CFRM, Indiana University Center on Philanthropy.

**FULLER, MILDRED K.** (1987) Vice Provost, Office of the Provost and Professor of Nursing and Allied Health. Ph.D., Old Dominion University. M.Ed., Tuskegee University. B.S., North Carolina Central University. Certification in Medical Technology, Cambridge (Massachusetts) Hospital School of Medical Technology.

**GORDON, KARLA J. AMAYA** (2014) Assistant Vice President of Finance/University Controller. M.S.T., Bentley College. B.A., Radford University.

**KASHIRI, ANTON** (2012) Associate Vice President for Facilities Management. B.S.C., Morris Brown College. B.S., Tuskegee University.

**SASS, TERRICITA** (1988) Assistant Vice President for Enrollment Management. Ph.D., Capella University. M.A., Norfolk State University. B.B.A., Francis Marion University. Harvard University, Institute for Management and Leadership.

**WALKE, JAMES T.** (2012) Assistant Vice President, Institutional Research and Planning. Ph.D., William and Mary. B.A., University of Virginia.

**WINGARD, JULIA** (2012) Associate Vice President for Student Life. M.Ed., The University of Dayton. B.S., The University of Dayton.

## DEANS

**ANDERSON, BELINDA C.** (2011) Dean, College of Liberal Arts, and Professor of Interdisciplinary Studies. Ed.D., Virginia Tech. M.S., Radford University. B.S., Radford University.

**BOGGER, TOMMY** (1965) Interim Dean, Library Services, Director of Archives and Special Collections and Professor, Lyman Beecher Brooks Library. Ph.D., University of Virginia. M.A., Carnegie-Mellon University. B.A., Norfolk State University.

**JOHNSON, TRACCI** (2013) Dean of Students, M.B.A., Temple University. B.A., The University of Toledo.

**JONES, DOROTHY** (1993) Dean, School of Extended Learning and Professor of Business. Ph.D., M.A., The Ohio State University. B.S., Albany State College. Harvard University, Institute for Management and Leadership.

**LAWS, PAGE** (1987) Dean, Honors College and Professor of English and Foreign Languages. Ph.D., M.Phil., Yale University. B.A., Wellesley College.

**LITTLETON, DENISE** (1981) Dean, School of Education and Professor of Early Childhood/Elementary Education. Ed.D., The George Washington University. M.Ed., University of Pittsburgh. B.A., Carnegie Mellon University.

**MATTIX, LARRY** (1971) Acting Dean, College of Science, Engineering, and Technology and Professor of Physics. Ph.D., The College of William and Mary. M.S., University of Illinois. B.S., Clark College. Further study: American University.

**MILLER, GEORGE E.** (2013) Dean, School of Graduate Studies and Research and Professor of Chemistry. Ph.D., Howard University. M.S., Massachusetts Institute of Technology. B.S., Delaware State College.

**MOHANTY, BIDHU** (1992) Interim Dean, School of Business and Professor of Accountancy, Finance and Information Management. Ph.D., M.S., Case Western Reserve University. B.Tech., Indian Institute of Technology.

**WILSON, ROWENA** (1986) Dean, School of Social Work and Professor of Social Work. D.S.W., M.S.W., Howard University. B.A., West Virginia State College.

---

### ASSOCIATE AND ASSISTANT DEANS

---

**ADAMS, DANNY** (1993) Associate Dean of the College of Liberal Arts and Professor of Interdisciplinary Studies. Ed.D., M.S., Northern Illinois University. B.A., Marshall University.

**CHEN, JIM** (1984) Associate Dean of the School of Business and Professor of Accountancy, Finance and Information Management. Ph.D., North Texas State University. M.B.A., West Texas State. B.S., National Chungshing University.

**HACKER, DESIDERIA** (2000) Assistant Dean of School of Graduate Studies and Research; Associate Director of Clinical Training for the Doctor of Philosophy in Clinical Psychology; and Assistant Professor of Psychology. Ph.D., M.S., University of Georgia. B.A., Emory University.

**JOHNSON, JOAN B.** (2013) Associate Dean of the School of Education and Associate Professor of Secondary Education and School Leadership. Ph.D., Old Dominion University. M.Ed., University of Virginia. B.A., James Madison University.

**KEEVE, MICHAEL** (1987) Associate Dean of the College of Science, Engineering and Technology and Associate Professor of Mathematics. Ph.D., Georgia Institute of Technology. M.S., University of Virginia. B.A., Hampton University.

**REID, JOSEPHINE** (2013) Assistant Dean of the College of Liberal Arts and Assistant Professor of Interdisciplinary Studies. Ed.D., Walden University, M.S.A., Central Michigan University, B.S., Saint Paul's College.

**WAITES, CARRIE** (1975) Associate Dean of the School of Social Work and Assistant Professor of Social Work. M.S.W., Virginia Commonwealth University. A.B., Virginia State College. Further study: Harvard University, L.C.S.W., Virginia.

**WALKER, JONATHAN** (2013) Assistant Dean of Students and Director of Living-Learning Communities. M.S., Arkansas Tech University. B.S., Fayetteville State University.



# FACULTY

## PROGRAM DIRECTORS AND SPECIAL ASSISTANTS

**ADKINS-EASLEY, MONA** (2014) Assistant Vice President for Human Resources. MPA, Virginia Commonwealth University. B.S., Norfolk State University. Further study: Virginia Commonwealth University.

**ANDERSON, EUGENE** (2014) Director, Procurement Services. MBA Radford University, CPPO Certified Public Procurement Officer, CPPB Certified Public Professional Buyer. VCO Virginia Contracting Officer.

**BURNS, KEVIN** (2006) Director, Financial Aid. B.B.A., Grand Valley State University.

**BOGGER, TOMMY** (1965) Director of Archives and Special Collection for the Lyman Beecher Brooks Library, and Professor of History. Ph.D., University of Virginia. M.A., Carnegie-Mellon University. B.A., Norfolk State University.

**CARPENTER, MICHAEL** (1994) Registrar. B.B.A., Bryant and Stratton College.

**CONE, CLEMENTINE** (2013) Executive Assistant to the President for University Compliance. M.A., Regent University. B.S., Hampton Institute (now University).

**DABNEY, DONNA** (2003) Director, On-line Student Support, School of Extended Learning and Associate Professor of Secondary Education and School Leadership. Ph.D., Walden University. M.S., Prairie View A & M University. B.S., Texas Woman's University.

**DAVIS-TARIQ, ALISON** (1996) Director, Office of Information Technology, Enterprise Information Systems. M.B.A., Hampton University, B.S.B.A., Old Dominion University.

**DI FABIO, ANDREA** (2013) – Interim Chief Information Officer. M.S., C.S., Old Dominion University. B.S., C.E., Old Dominion University.

**DE LAFORCADE, GEOFFROY** (2008) Director, International Studies Program and Associate Professor of History. Ph.D., M.A., Yale University. B.A., Tufts University.

**FITZGERALD, FAITH** (1996) Director, Residence Life and Housing. M.S., Norfolk State University. B.S., Benedict College, Clemson University. Further study: ABD, Nova Southeastern University.

**GENTIUS, PAULA** (2011) Assistant to the President for Partnerships and University Outreach. J.D., University of Detroit. M.Ed., Ohio University. B.A., Hampton University.

**HARRIS, BEVERLY** (1992) Director, Disability Services. M.A., B.A., Norfolk State University. Further study: Regent University and College of William and Mary.

**HOLMES, VALERIE** (1973) Director, Student Support Services. M.S., Old Dominion University. B.S., Norfolk State University.

**HOY, ELEANOR L.** (2002) Retention Czar, Executive Director of the Spartan Success Center and Assistant Professor of Technology. Ph.D., Walden University, Ed. S., University of Virginia. M.S., Troy University, B. S., Old Dominion University. Further study: Norfolk State University

**JENKINS, VANESSA** (2002) Director, Counseling Center. M.S., Coppin State University. Further study: Nova Southeastern University.

**JONES, DENNIS** (2014) Executive Budget Director. B.S., Eastern Illinois University. Further study at Virginia State University and Eastern Illinois University.

**MILLER, MARTY** (1975) Athletic Director. M.A., and B.S., Norfolk State University.

**MONTGOMERY, DENNIS** (1999) Acting Director, Virginia Beach Higher Education Center. J.D., University of Virginia. B. A., Hampton University.

**MONTGOMERY, NASH** (2005) Director, Career Services. M.S., Troy State University. B.S., University of Maryland.

**MOORE, LAVERNE** (1987) Annual Giving Officer. B.S., Norfolk State University.

**RENCE, MARIS** (1997) Technical Director, Wilder Center. M.F.A., Tulane University. B.A., Cleveland State University.

**RICKS, VICTORIA** (2003) Development Officer. B.A., Hampton University.

**ROSS-HAMMOND, AMELIA** (1997) Director, Service-Learning and Civic Engagement and Professor of Music. Ph.D., University of Denver. M.M., College of New Jersey. B.S., Ithaca College.

**SHAW, PAULA** (1981) Director, Office of Sponsored Programs. M.A., B.S., Norfolk State University.

**SMITH, PATRICE** (1989) Special Assistant to the Dean, College of Science, Engineering and Technology and Instructor of Biology. M.S., University of Maryland. B.A., Hampton Institute.

**VENABLE, TARRYE** (1994) Director, Student Activities. B.A., M.A., Tuskegee University.

**WILLIAMS, DAVIDA** (1994) Director, Auxiliary Enterprises. M.B.A., Troy State University. B.S., Virginia State University.

## PROFESSORS

**ABBASI, SAMI** (1992) Professor of Management, Marketing and Entrepreneurship. D.B.A., Mississippi State University. M.B.A., B.S., Middle Tennessee State University.

**ADAMS, DANNY** (1993) Associate Dean of the College of Liberal Arts and Professor of Interdisciplinary Studies. Ed.D., M.S., Northern Illinois University. B.A., Marshall University.

**AGYEI, WILLIAM** (1995) Professor of Sociology. Ph.D., University of Maryland. M.A., Loma Linda University, Johns Hopkins University. B.A., California State University.

**AKOMOLAFE, OLUSOJI** (2003) Department Chair of Political Science and Professor of International Relations. Ph.D., University of Bordeaux, (France). DEA, University of Bordeaux (France). M.S., University of Ife (Nigeria). B.S., University of Lagos (Nigeria).

**ALBIN, SACHARIA** (2011) Professor of Engineering. Ph.D., University of Poona. M.Sc., University of Kerala.

**ALEXANDER, WILLIAM** (1987) Professor of History. Ph.D., M.A., Stanford University. B.A., Fisk University.

**ATWATER, TONY** (2011) Professor of Mass Communications and Journalism. Ph.D., Michigan State University. B.A., Hampton University. A.A.S., Virginia Western Community College. Postdoctoral Fellow, University of Michigan. Certificates in Higher Education Administration: Institute for Educational Management; Institute for Management and Leadership in Education; and Management Development Program, Harvard University. Certificate: College Management Program, Carnegie-Mellon University. Certificate: Administrative Management Institute, Cornell University.

**BANATTE, JEAN-MARIE** (1983) Professor of Accountancy, Finance and Information Management. Ph.D., University of Missouri. M.S., University of Miami. B.A., Biscayne. Certified Public Accountant.

**BARNES, ELSIE** (1973) Professor of Political Science. D.A., Lehigh University. M.A.T., Indiana University, Bloomington. B.S., North Carolina A&T State University. Further Study: University of North Carolina at Chapel Hill.

**BLACK, SUELY** (1996) Professor of Chemistry. Ph.D., Columbia University. M.Ph., Columbia University. M.Sc., Rio de Janeiro Federal University. B.S., Rio de Janeiro Federal University Brazil.

**BONNER, CARL** (1995) Professor of Chemistry. Ph.D., University of Rochester. M.S., B.S., Howard University.

**BOWMAN, ARTHUR** (2004) Professor of Biology. Ph.D., North Carolina State University. M.A., B.S., Hampton Institute.

**BRUMAGE, NORMA** (1997) Department Chair and Professor of Secondary Education and School Leadership. Ed.D., Ed.S., George Washington University. M.A., Virginia Polytechnic Institute and State University. B.A., Winston-Salem State University.

**CHEN, JIM** (1984) Associate Dean of the School of Business and Professor of Accountancy, Finance and Information Management. Ph.D., North Texas State University. M.B.A., West Texas State. B.S., National Chungsing University.

**COLEMAN, CLARENCE** (1971) Vice Provost, Office of the Provost. Professor of Physics. D.Ed., Pennsylvania State University. M.S., B.S., Southern University. Further study: University of Notre Dame; Michigan State University. CFRM, Indiana University Center on Philanthropy.

**COOLEY-DOLES, JOY** (1989) Professor of Psychology. Psy.D., The Virginia Consortium Program in Clinical Psychology. M.S., Virginia State University. B.A., University of Virginia.

**DELOATCH, SANDRA** (1972) Provost and Vice President for Academic Affairs. Professor of Computer Science. Ph.D., Indiana University. M.S., University of Michigan. M.S., The College of William and Mary. B.S., Howard University.

**DONDETI, VENKATESWARA R.** (1989) Professor of Accountancy, Finance and Information Management. Ph.D., M.S., Case Western University, B.S., Regional Eng College (India).

**DORSEY, SAM** (1984) Graduate Program Coordinator for Music and Professor of Music. Ph.D., Catholic University of America. M.M., Virginia Commonwealth University. B.M., University of North Carolina, Greensboro.

**DUNCAN, HOWARD** (1984) Professor of Biology. Ph.D., University of North Carolina at Chapel Hill. M.A., A.B., Hampton University.

**EULE, EDWARD** (1992) Professor of Sociology. Ph.D., M.A., B.A., Howard University.

**FEIT, MARVIN** (2000) Professor of Social Work. Ph.D., M.Sci.Hyg., University of Pittsburgh. M.S., Columbia University. B.S., Brooklyn College.

**FORD, CHARLES** (1992) Program Coordinator and Professor of History. Director of the University's Quality Enhancement Plan. Ph.D., M.A., Vanderbilt University. B.A., University of Pittsburgh.

**FULLER, MILDRED** (1987) Vice Provost, Office of the Provost. Professor of Nursing and Allied Health. Ph.D., Old Dominion University. M.Ed., Tuskegee University. B.S., North Carolina Central University; Certification in Medical Technology, Cambridge (Massachusetts) Hospital School of Medical Technology.

**GRAHAM, JONATHAN** (1984) Professor of Computer Science. Ph.D., University of Idaho. M.S., Jackson State University. B.Sc., University of the West Indies. Further study: The College of William and Mary.

**HALL, JOSEPH** (1997) Professor of Chemistry. Ph.D., Kent State University. M.S., Old Dominion University. B.S., Roanoke College.

**HAYWOOD, CARL** (1975) Department Chair of Visual and Performing Arts and Professor of Music. D.M.A., University of Southern California. M.M., M.S.M., Southern Methodist University. B.S., Norfolk State University.

**HARRISON, GEORGE** (1973) Professor of Computer Science. Ph.D., University of Virginia. M.S., Old Dominion University. B.A., Wilkes College.

**HOLMES, BERNADETTE J.** (2002) Professor of Sociology. Ph.D., M.A., The Ohio State University. B.A., Norfolk State University.

**HSIEH, CHUNG-CHU** (2002) Professor of Computer Science. Ph.D., M.S., Northwestern University. B.S., National Tsing Hua University.

**IBRAHIM, ADEM** (1997) Professor of Engineering. Ph.D., Old Dominion University. M.S., Royal Institute of Technology.

**JOHNSON, EMOGENE** (1973) Professor of Health, Physical Education and Exercise Science. Ph.D., University of Maryland. M.S., University of Tennessee. B.S., Norfolk State University.

**JONES, DOROTHY** (1993) Dean of the School of Extended Learning and Professor of Business. Ph.D., M.A., The Ohio State University. B.S., Albany State College. Further Study: Harvard University, Institute for Management and Leadership.

**JONES, RONALD** (1996) Professor of English and Foreign Languages, Ph.D., University of Cincinnati. M.A., B.S., Northern Illinois University.

- KHAN, MUSHTAQ** (1987) Professor of Mathematics. Ph.D., Old Dominion University. M.S., Quaid-I-Azam University, Pakistan. M.S., B.S., Punjab University, Pakistan.
- KIAH, ROSALIE** (1970) Professor of English and Foreign Languages. Ph.D., Michigan State University. M.Ed., Temple University. B.S., Virginia State University.
- KIMBLE, MARY** (1990) Professor of Secondary Education and School Leadership. Ed.D., University of Bridgeport. M.A., New York University. B.S., New York University.
- KNIGHT, MARGARET** (2002) Department Chair of Early Childhood/Elementary and Special Education, and Professor of Secondary Education and School Leadership. Ed.D., Ed.S., The George Washington University. B.S., M.Ed., Virginia State University.
- LAWS, PAGE** (1987) Dean of the Honors College and Professor of English and Foreign Languages. Ph.D., M. Phil., Yale University. B.A., Wellesley College.
- LITTLETON, DENISE** (1974) Dean of the School of Education and Professor of Early Childhood/Elementary Education. Ed.D., George Washington University. M.Ed., University of Pittsburgh. B.A., Carnegie Mellon University.
- MAJUMDAR, DEBABRATA** (1993) Professor of Biology. Ph.D., M.Sc., B.Sc. University of Calcutta, India.
- MCGOWAN, CARL** (2005) Professor of Accountancy, Finance and Information Management. Ph.D., Michigan State University. MBA, Eastern Michigan University. B.A., Syracuse University.
- MEAD, PATRICIA** (2003) Professor of Engineering. Ph.D., University of Maryland. M.S., Virginia Polytechnic Institute and State University. B.S., Old Dominion University. B.S., Virginia Commonwealth University.
- MESHESHA, ABERRA** (1994) Professor of Political Science. Ph.D., New York University. M.P.A., Howard University. B.S., Boston State College.
- MILLER, SHELIA** (1977) Professor of Social Work. D.S.W., Howard University. M.S.W., University of Pennsylvania. B.S.W., Norfolk State University.
- MOHANTY, BIDHU** (1992) Interim Dean of the School of Business and Professor of Accountancy, Finance and Information Management. Ph.D., M.S., Case Western Reserve University. B.Tech., Indian Institute of Technology.
- MOOSAVIZADEH, SHAHROOZ** (1992) Department Chair of Mathematics and Professor of Mathematics. Ph.D., M.S., B.S., Old Dominion University.
- NEWBY-ALEXANDER, CASSANDRA** (1992) Professor of History. Ph.D., The College of William and Mary. M.A., Old Dominion University. B.A., University of Virginia.
- MORSI, RASHA** (2003) Graduate Program Coordinator for Engineering and Professor of Engineering. Ph.D., M.E., Old Dominion University. B.Eng., King's College, London.
- NOGINOV, MIKHAIL** (1997) Professor of Physics. Ph.D., General Physics Institute of the USSR. M.S., Moscow Institute for Physics and Technology. Further Study: Old Dominion University.
- NWEKE, ANTHONY** (1988) Professor of Chemistry. Ph.D., University of Maryland, College Park. B.S., University of Benin, Nigeria.
- OKAFO, NONSO** (2003) Professor of Sociology. Ph. D. Indiana University of Pennsylvania. M.A., University of Detroit. LL.B., University of Nigeria. B. L., Nigerian Law School.
- OKALA, CHINEDU** (1992) Professor of Fine Arts. M. F. A., Howard University. D.I.M.T., H.N., Institute of Management and Technology, Enugu, Nigeria.
- OKPODU, CAMELLIA** (2003) Professor of Biology. Ph.D., B.S., North Carolina State University. Post Doctorate Fellow, Virginia Polytechnic Institute and State University.
- PANIGRAHI, BHAGABAN** (1986) Professor of Management, Marketing and Entrepreneurship. Ph.D., M.B.A., North Texas State University. B.Com., M.Com., LL.B., Utkal University.
- PAPAMARCOS, STEVEN** (2010) Edward L. Brown, Sr. Professor of Management. Ph.D., M.Phil., City University of New York. M.B.A., College of William and Mary. B.A., State University of New York at Stony Brook.
- PERKINS, ANNIE** (1972) Professor of English and Foreign Languages. Ph.D., Howard University. M.A., Old Dominion University. B.A., Norfolk State University.
- PRADHAN, ASWINI** (2007) Professor of Engineering. Ph.D., Indian Institute of Technology. M.S., B.S., Utkal University.
- PUNJABI, VINA** (1988) Professor of Physics. Ph.D., M.S., The College of William and Mary. B.S., University of Gujarat.
- RAKHIMOV, RAKHIM** (1996) Professor of Chemistry. Ph.D., Institute of Chemical Physics, Moscow. Institute of Chemical Physics, Moscow. M.S., Moscow Institute of Physics and Technology. B.S., Moscow Institute of Physics and Technology.
- RAMESH, GOVANDARAJAN** (2007) Professor of Biology, Ph.D. University of Madras. M.S., Maharaja Sayajirao University of Baroda. B.S., University of Bharathiar, India. Further study: University of Louisville.
- ROSS-HAMMOND, AMELIA** (1997) Professor of Music. Ph.D., University of Denver. M.M., College of New Jersey. B.S., Ithaca College.
- ROWE, H. ALAN** (1984) Professor of Chemistry. Ph.D., North Carolina State University. B.S., University of North Carolina. Further study: Bowman Gray School of Medicine.
- SALGADO, CARLOS** (1994) Professor of Physics. Ph.D., M.S., Michigan State University. Licenciante in Astronomy, B.S., Universidad de la Republica, Montevideo, Uruguay.
- SAWYER, MARTHA BRACEY** (1976) Professor and MSW Program Director, School of Social Work. D.S.W., Howard University. M.S.W., Catholic University. B.S., Norfolk State University. Further Study: Mt. Zion Hospital and Medical Center.
- SHAH, Y. T.** (2008) Professor of Engineering. Sc.D., Ch.E., M.S. Massachusetts Institute of Technology. B.S., University of Michigan.
- SIRJANI, MOJTABA** (1994) Professor of Mathematics. Ph.D., Old Dominion University. M.S., North Carolina State University. B.S., Old Dominion University.
- SISSOKO, MACKI** (1999) Professor of Accountancy, Finance and Information Management. Ph.D., M.S., Auburn University. B.S., University of Mali.
- SITES, ROBERT** (1976) Professor of Fine Arts. M. F. A., Cranbrook Academy of Art. B. F. A., University of Kansas. Further study: Syracuse University.

**SONG, KYO D.** (1993) Department Chair of Engineering and Professor of Engineering. Ph.D., University of Nebraska-Lincoln. M.S., Hampton University. B.S., Inha University, Korea.

**SPURLIN, JOHN** (2004) Professor of Technology. Ph.D., M.Ed., M.S., Wayne State University. B.S.E.E., Cooks Institute.

**SUN, SAM-SHAJING** (1998) Professor of Chemistry. Ph.D., University of Southern California. M.S., California State University at Northridge. B.S., Peking University.

**THOMAS, RONALD** (1981) Professor of Psychology. Ph.D., M.A., Boston University. B.A., Lake Forest College.

**TICKTON, STANLEY** (1974) Graduate Program Coordinator and Professor of Mass Communications and Journalism. Ph.D., University of Michigan. M.A., University of Wisconsin. B.A., Wayne State University.

**TUCKER, DELANO** (2000) Department Chair and Professor of Health, Physical Education and Exercise Science. Ed.D., M.A., George Washington University. B.S. Virginia State University.

**WARD, SHEILA A.** (1995) Professor of Health, Physical Education and Exercise Science. Ph.D., M.Ed., Temple University. MPH, Eastern Virginia Medical School. B.S., Indiana University, Bloomington.

**WHALEY, GARY** (1984) Professor of Management, Marketing and Entrepreneurship. Ph.D., State University of New York, Buffalo. M.B.A., B.S., Miami University, Ohio.

**WILLIAMS, FRANCES** (2004) Director of the Center for Materials Research and Professor of Engineering. Ph.D., Georgia Institute of Technology. M.S., B.S., North Carolina Agricultural and Technical State University.

**WILSON, ROWENA** (1986) Dean of the School of Social Work and Professor of Social Work. D.S.W., M.S.W., Howard University. B.A., West Virginia State College.

**WILSON, RUDOLPH** (1986) Professor of Political Science. Ph.D., Atlanta University. M.A., SUNY, Binghamton. B.A., Howard University.

**ZAPATERO, ENRIQUE** (1995) Professor of Accountancy, Finance and Information Management. Ph.D., Virginia Commonwealth University. M.B.A., B.S., Hampton University.

---

## ASSOCIATE PROFESSORS

---

**ABDULLAH-ISRAEL, MALIKAH** (2005) Interim Department Chair and Associate Professor of Biology. Ph.D., Auburn University. M.S., B.S., Tuskegee University.

**ANONYUO, EMEKA** (2009) Associate Professor of Fine Arts. Ph. D., M. A., The Ohio State University. B. A., University of Nigeria.

**BAHOURA, MESSAOUD J.** (2010) Associate Professor of Engineering. Ph.D., M.S., University of Paris XI.

**BANKS, CARRAY** (1991) Associate Professor of Technology. Ph.D., Pennsylvania State University. M.S., Ball State University. B.S., Elizabeth City State University.

**BASAPPA, PRATHAP** (1999) Associate Professor of Engineering. Ph.D., Indian Institute of Science. M.S., Indian Institute of Science. B.S., University of Mysore.

**BELHADJALI, MONCEF** (1989) Associate Professor of Accountancy, Finance, and Information Management.

Ph.D., M.A., Wharton School, University of Pennsylvania. B.S., University of Tunis.

**BLAKELY, CURTIS** (2005) Associate Professor of Secondary Education and School Leadership. Ed.D., St. Louis University. M.S., University of Southern California. B.A., Mount Saint Mary's College.

**BRIGGS, PAULA** (1986) Associate Professor of Mass Communication and Journalism. Ph.D., Howard University. M.A., University of Missouri-Columbia. B.A., Hampton University.

**BROCKINGTON, WANDA** (1979) Department Chair of Mass Communications and Journalism and Associate Professor of Mass Communications and Journalism. Ph.D., Howard University. M.A., B.A., North Carolina Central University. Further study: University of Arizona.

**BRYANT-SHANKLIN, MONA** (1997) Associate Professor of Elementary Education and Early Childhood. Ph.D., University of North Carolina at Chapel Hill. M.S., Kansas State University. B.S., North Carolina Central University.

**BURWELL, CYNTHIA** (2005) Associate Professor of Health, Physical Education and Exercise Science. Ed.D., George Washington University. M.S., Pennsylvania State University. B.S., Hampton University.

**BYRD, MELENDEZ** (2002) Associate Professor of Secondary Education and School Leadership. Ph.D., M.A., B.S., Virginia Polytechnic Institute and State University.

**COAN, BOYD** (1999) Associate Professor of Mathematics. Ph.D., University of North Carolina at Chapel Hill. M.S., Syracuse University. B.S., State University of New York at Brockport.

**COLAKOGLU, SIDIKA** (2004) Associate Professor of Management, Marketing and Entrepreneurship. Ph.D., M.B.A., Drexel University. B.A., Selcuk University, Turkey.

**COLSON, DARLENE** (1980) Associate Professor of Psychology. Ph.D., University of North Carolina at Chapel Hill. M.A., B.A., Case Western Reserve University.

**DE LAFORCADE, GEOFFROY** (2008) Ph.D., M.A., Yale University. B.A., Tufts University.

**DOSWELL, FELECIA** (2006) Associate Professor of Computer Science. Ph.D., Virginia Polytechnic Institute and State University. M.S., Georgia Institute of Technology. B.S., Norfolk State University.

**D'SILVA, JOSEPH** (2004) Associate Professor of Biology. Ph.D., University of London, England. M.S., University of British Columbia. M.Sc., University of Dhaka, Bangladesh. B.Sc., University of Dhaka, Bangladesh.

**DUNCAN, ERNESTINE** (2000) Department Chair and Associate Professor of Psychology. Ph.D., Georgia State University. M.A., Georgia State University. B.A., Oberlin College.

**EARL, ARCHIE** (1991) Associate Professor of Mathematics. Ed.D., The College of William and Mary. M.A., Hampton University. B.S., Norfolk State University.

**FAIRFAX, COLITA NICHOLS** (1999) Associate Professor of Social Work, Ph.D., M.A., Temple University; M.S.W., Rutgers, The State University of New Jersey, B.S.W., Howard University.

**FANG, MING** (2003) Associate Professor of Mathematics. Ph.D., M.S., University of Delaware. B.S., Hunan University.

**FERGUSON, LARRY** (2001) Associate Professor of Secondary Education and School Leadership. Ed. D., M.Ed., Pennsylvania State University. B.S., Embry-Riddle Aeronautical University.

**FERGUSON, MILTON** (1965) Department Chair of Physics and Associate Professor of Physics. M.S., Purdue University. B.S., Norfolk State University. Further study: Purdue University; University of Michigan.

**FISCHER, MICHAEL** (2004) Associate Professor of Sociology. Ph.D., M.A., M.S., M.S.W., State University of New York at Albany. B.A., Brooklyn College.

**GAINES, RODNEY** (2014) Associate Professor of Health, Physical Education, and Exercise Science. Ph.D., M.S., B.S., Virginia Polytechnic Institute and State University.

**GEDDIS, DEMETRIS** (2011) Associate Professor of Engineering. Ph.D., M.S., Georgia Institute of Technology. B.S., Hampton University.

**GOLEMBIEWSKI, WALTER** (1996) Associate Professor of Technology. Ed.D., University of Pittsburgh. M.S., Pennsylvania State University. B.S.E.E., Gannon University.

**HAMILTON, LEROY** (2000) Associate Professor of English and Foreign Languages. Ed.D., University of Phoenix. M.A., Old Dominion University. M.A., B.A., Norfolk State University.

**HAMPTON, TARIN T.** (2014) Associate Professor of Health, Physical Education and Exercise Science. Ed.D., Clark Atlanta University. M.A., Butler University, B.S., DePaul University.

**HARRISON, BARBARA** (2013) Associate Professor of Nursing and Allied Health. Ed. D., The College of William and Mary. M.S., B.S., Hampton University.

**HART, WILLIAM** (2009) Assistant Professor of Mass Communications and Journalism. Ph.D. University of New Mexico, M.A. American University, B.S., B.A. Marietta College.

**HINTON, WENDY** (2002) Associate Professor of Physics. Ph.D., M.S., Hampton University. B.S., Washington and Lee University.

**HOLMES, KAREN Y.** (2006) Associate Professor of Psychology. Ph.D., M.S., Wayne State University. B.A., Hampton University.

**HU, YEN-YUNG** (2014) Associate Professor of Computer Science. D.Sc. George Washington University. M.S., Southeastern University. B.S., National Sun Yat-Sen University.

**HUMPHRIES, THORNA** (2005) Associate Professor of Computer Science. Ph.D., University of Colorado. M.S., Massachusetts Institute of Technology. B.S., Bennett College.

**HUNT, CHARLES** (1970) Associate Professor of Technology. M.A., Ball State University. C.A.S., Northern Illinois University. B.S., Jackson State College. Further study: Virginia State University; Old Dominion University.

**ISEKEIJE, SOLOMON** (2013) Associate Professor of Fine Arts. M.F.A., Norfolk State University/Old Dominion University. B.S., Obafemi Awolowo University, Nigeria.

**JACKSON, CATHY** (1998) Associate Professor of Mass Communications and Journalism. Ph.D., University of Missouri. M.A., University of Michigan. B.S., Jackson State University.

**JOHNSON, JOAN** (2013) Associate Dean, School of Education and Associate Professor of Secondary Education and School Leadership. Ph.D., Old Dominion University, M.Ed., University of Virginia, B.A., University of Virginia.

**KAMATCHI, GANESAN** (2009) Associate Professor of Biology. Ph.D., M.S., University of Madras. B.S., Madurai Kamaraj University, India.

**KACHMARIK, LUCANNE M.** (2013) Associate Professor of Early Childhood/Elementary and Special Education. Ph.D., University of Tennessee. M.A., B.S., Slippery Rock University.

**KAMIRU, JOHN** (1996) Assistant Professor of Accountancy, Finance and Information Management. Ph.D., Howard University. M.B.A., Regent University. M.A., B.S.C., University of Alabama.

**KEEVE, MICHAEL** (1987) Associate Dean, College of Science, Engineering and Technology and Associate Professor of Mathematics. Ph.D., Georgia Institute of Technology. M.S., University of Virginia. B.A., Hampton University.

**KOZHNEVNIKOV, MICHAEL** (2008) Associate Professor of Engineering. Ph.D., Technion – Israeli Institute of Technology, Israel. M.S., B.S. Moscow Institute of Physics and Technology, Russia.

**LANZ, APRILLYA** (2011) Associate Professor of Mathematics. Ph.D., M.A.M., Auburn University. M.S., Virginia Polytechnic Institute and State University. B.S., Arizona State University.

**LEWIS, MARILYN W** (2011) Associate Professor, School of Social Work. Ph.D., Columbia University; M.A., and M.S. University of Chicago; B.A., University of Texas at Arlington.

**MARTIN, MATILDA** (1973) Associate Professor of Early Children/Elementary Education. Ph.D., University of Florida. M.S., Kansas University. M.S., Virginia State University. B.S., Fayetteville State University.

**MBAJEKWE, PATRICK U.** (2007) Associate Professor of History. Ph.D., Emory University. M.A., University of Lagos. B.A., University of Nigeria Nsukka.

**MCCLAIN, ALEICIA** (2004) Professor of Chemistry. Ph.D., University of California-Davis. M.S., Clark-Atlanta University. B.S., Benedict College.

**MILLER, KHADIJAH O.** (2002) Department Chair of History and Interdisciplinary Studies and Associate Professor of Interdisciplinary Studies. Ph.D., Temple University. M.A., Temple University, Graduate Certificate in Women's Studies, Temple University. B.A., New York University.

**MONES, GEOFFREY C.** Associate Professor of Naval Science. M.A., Naval War College. B.S., Old Dominion University.

**MORSI, RASHA** (2003) Graduate Program Coordinator for Engineering and Professor of Engineering. Ph.D., M.E., Old Dominion University. B.Eng., King's College, London.

**PACE, WILLIAM** (1973) Associate Professor of English and Foreign Languages. Ph.D., University of Arkansas. M.A., University of North Carolina at Chapel Hill. B.A., Rollins College. Further study: American University; Western Carolina University.

**PARROTT, JESSICA** (2010) Department Chair and Associate Professor of Nursing and Allied Health. Ph.D., M.S., B.S., Old Dominion University.

**PERKINS, ROBERT K.** (2006) Department Chair and Associate Professor of Sociology. Ph.D., M.S., Iowa State University. M.A., B.A., Norfolk State University.

**PRETLOW, CAROL** (1995) Associate Professor of Political Science. J.D., Washington College of Law at American University. M.A., Norfolk State University. LL.M., American University. B.A., Fisk University.

**RIZVI, MONA** (2005) Associate Professor of Computer Science. Ph.D., B.S., Old Dominion University.

**ROUSON, LEON** (2005) Associate Professor of Early Childhood/Elementary Education. Ph.D., Old Dominion University. M.A., B.A., North Carolina Central University.

**SAWYER-WATSON, BERNICE** (1979) Associate Professor of Nursing and Allied Health. M.B.A., University of Miami. B.A., Fisk University.

**SHEEN, JEENSON** (1997) Department Chair of Technology and Associate Professor of Technology. Ph.D., M.S., Old Dominion University. B.S., Tamkang University, Taiwan.

**SLEDGE, SALLY** (2009) Associate Professor of Management, Marketing and Entrepreneurship. Ph.D., M.A., Old Dominion University. M.B.A., College of William and Mary. B.S., University of Virginia.

**SPINNER, DAVID** (2014) Associate Professor of Sociology and Coordinator for Criminal Justice Program. Ph.D., University of Maryland at College Park. M.A., Alabama State University. B.A., Delaware State University.

**STOCKARD, ANTHONY** (2014) Associate Professor of Theater. M.F.A., Brandeis University. B.A., Alabama State University.

**ST. ROSE, MARIE** (2003) Associate Professor of Nursing and Allied Health. Ph.D., Walden University. M.S., Central Michigan University. B.S., University of Florida.

**TURNER, CARLENE M. B.** (2014) Associate Professor of Sociology. Ph.D., The Graduate Center of The City University of New York. M.A., B.S., University of The West Indies.

**TURNER, CLAUDE** (2014) Associate Professor of Computer Science. Ph.D., The Graduate Center of The City University of New York. M.E., B.E., The City College of the City University of New York.

**VAUGHAN-EDEN, VIOLA** (2014) Associate Professor and PhD Program Director, School of Social Work. Ph.D., Virginia Commonwealth University. M.S.W., Norfolk State University. M.J., Loyola University Chicago. B.S., Old Dominion University. L.C.S.W., Commonwealth of Virginia.

**VERMA, RENUKA** (2002) Associate Professor of Mathematics. Ph.D., Indian Institute of Technology. B.Ed., M.S., B.S., Utkai University.

**WAHSHHEH, LUAY** (2009) Associate Professor of Computer Science. Ph.D., University of Idaho. M.S., Steven F. Austin State University. B.S., Utah University.

**WALLACE, DENELLE** (2008) Associate Professor of Secondary Education and School Leadership. Ph.D., Old Dominion University. M.Ed., Georgia State University. B.S., Old Dominion University.

**WILLIAMS, AURELIA** (2001) Department Chair and Associate Professor of Computer Science. D.P.S., Pace University. M.S., John Hopkins University. B.S., Norfolk State University.

**WILLIAMS, FRANCES** (2004) Director of the Center for Materials Research and Associate Professor of Engineering. Ph.D., Georgia Institute of Technology. M.S., B.S., North Carolina Agricultural and Technical State University.

**WINBUSH, RAVELLE** (2007) Associate Professor of Mathematics. Ed.D., University of Virginia. M.S. Virginia State University. B.S. Albany State University

**YOON, HAGSOON** (2010) Associate Professor of Engineering. Ph.D., Pennsylvania State University. M.S., B.S., Yonsei University.

**YOUSSEF, LAMIAA** (2007) Associate Professor of English and Foreign Languages. Ed.D., M.Ed., University of Virginia. M. A., University of Rochester. B. A. A., Shams University, Cairo, Egypt.

---

## ASSISTANT PROFESSORS

---

**ADAMS, PAUL** (2000) Assistant Professor of Music. M.M.Ed., Louisiana State University. B.S., Southern University.

**ABREFA-GYAN, TINA** (2014) Assistant Professor of Social Work. Ph.D., University of Maryland, Baltimore. M.S.W., Washington University in St. Louis. B.A., University of Ghana, Legon.

**ALI, ABDINUR** (2011) Assistant Professor of Mathematics. Ph.D., M.S., North Carolina State University, M.S.EE., B.S.EE., University of North Carolina, Charlotte.

**ALLISON, RINYKA B.** (2012) Assistant Professor of Early Childhood/Elementary and Special Education. Ph.D., Walden University. M.A., University of Phoenix. B.S., Austin Peay State University.

**ANDERSON, WANELLE** (2000) Assistant Professor of English and Foreign Languages. Ph.D., Regent University. M.A., Norfolk State University. B.A., Virginia State University.

**ANDREWS-GRAHAM, D'NITA** (2006) Assistant Professor of Computer Science. M.S., Norfolk State University. B.S., Tuskegee University.

**ARASHO, WONDWOSSENS** (2009) Assistant Professor of Chemistry. Ph.D., Howard University. M.S., University of Bergen, Norway. B.S., Addis Ababa University Ethiopia.

**Armstrong, Lenora** (2000). Assistant Professor of Health, Physical Education and Exercise Science. Ed.D., George Washington University. M.Ed., Temple University. B.S., Hampton University.

**ARROYO, ANDREW T.** (2008) Assistant Professor of Interdisciplinary Studies. Ed.D., M.A., Regent University. Further Study: Old Dominion University and Regent University.

**BEATHEA, CAROL J.** (2013) Assistant Professor of Social Work. Ph.D., Loyola University Chicago. M.S.W., B.A., Western Michigan University.

**BEATHEA, WILLIAM** (2000) Acting Director of Bands and Assistant Professor of Music. M.A., Eastern Illinois University. B.A., Ball University.

**BIRORE, CHARLES M.S.** (2014) Assistant Professor of Social Work. Ph.D., Jackson State University. M.P.H., Jackson State University. M.S.W., Alabama A&M

University. M.Sc., University of Wales, UK. B.A., National Social Welfare Training College, Tanzania.

**BRADY, LINDA (2006)** Assistant Professor of Fine Arts. M. F. A., Norfolk State University/Old Dominion University. B. F. A., Old Dominion University, A. A., Tidewater Community College.

**BURKE, THEODORE (1993)** Assistant Professor of Social Work. Ph.D., Old Dominion University. M.S.W., Boston College. B.S., Villanova University.

**CURIEL, JAMES (2012)** Assistant Professor of Sociology. Ph.D., M.A., University of California, Davis. M.A., B.A., San Francisco State University.

**DEBB, SCOTT (2013)** Assistant Professor of Psychology. Ed.D., Argosy University. M.A., Adler School of Psychology. B.B.A., Pace University.

**DEO, MAKARAND (2012)** Assistant Professor of Electrical/Electronic Engineering. Ph.D. University of Calgary, M.Tech, Indian Institute of Technology, Bombay, India. B.S. University of Pune, India.

**DOUGLAS, RANSOM (1998)** Assistant Professor of Technology. Ed.D., George Washington University. M.B.A., Golden Gate University. B.B.A., University of Texas.

**DURHAM, ROSYLN L. (2002)** Assistant Professor and MSW Admissions Director, School of Social Work. M.S.W., B.A., Norfolk State University. Further study at NOVA Southeastern University.

**DURAK, TAHSIN (2013)** Assistant Professor of Technology, Ph.D. Syracuse University, MSc. Fairleigh Dickinson University.

**EDMONDS, DORIS (2006)** Assistant Professor of Sociology. J.D., The College of William and Mary. B.A., Old Dominion University.

**ELLIS, RHONDA (2009)** Assistant Professor of Mathematics. Ph.D., Virginia Commonwealth University. M.S., B.S., Hampton University.

**EMERY, DEREK I.** Assistant Professor of Naval Science. B.S., University of Utah.

**EPPLEIN, LAWRENCE (1993)** Assistant Professor of Tourism and Hospitality Management. M.B.A., George Washington University. B.S., University of Baltimore.

**EVERSOLE, BRIDGID (2014)** Assistant Professor of Music. D.M.A., Catholic University of America. M.M., University of Minnesota. B.M., University of North Carolina, Wilmington.

**ERICKSEN, KIRSTEN (2012)** Assistant Professor of Social Work. Ph.D., Old Dominion University. M.S.W., Southern Illinois University at Carbondale. B.A., Concordia University, Canada.

**EXUM, BRENDA (1993)** Assistant Professor of Social Work. M.S.W., B.A., Norfolk State University.

**FALLS, IRA (1987)** Assistant Professor of English and Foreign Languages. Ph.D., Old Dominion University. M.S., B.S., Norfolk State University.

**FERNANDO, ANNE (2009)** Assistant Professor of Mathematics. Ph.D., Old Dominion University. M.S., Georgia Institute of Technology. B.S., University of Virginia.

**FREDERICK, CHRISTY (1990)** Assistant Professor of Fine Arts. M.F.A., Norfolk State University. M. A., Norfolk State University. B.F.A., Virginia Commonwealth University.

**GAGEN, LINDA M. (2009)** Assistant Professor of Health, Physical Education and Exercise Science. Ph.D., University of Missouri-St. Louis. M.Ed., Kent State University. A.B., Washington University.

**GIBBONS, MARY (2008)** Assistant Professor of Nursing and Allied Health. Ph.D., Hampton University. M.S., University of Maryland. B.S., Boston College.

**GILMORE-HICKS, BRENDA (2005)** Assistant Professor and MSW Field Education Director, School of Social Work. M.S.W., B.S.W., Norfolk State University. M.DIV., Virginia Union University.

**GRAY, FRANCES (2014)** Assistant Professor and BSN Program Coordinator, Nursing and Allied Health. D.N.P., University of Southern Indiana.

**HA, SUSAN (2014)** Assistant Professor of Music. D.M.A., M.M., University of Cincinnati College-Conservatory of Music. B.M., James Madison University.

**HACKER, DESIDERIA (2000)** Assistant Dean of the School of Graduate Studies and Research and Assistant Professor of Psychology. Ph.D., M.S., University of Georgia. B.A., Emory University.

**HAINES, ASHLEY (2010)** Assistant Professor of Biology, Ph.D., Clemson University. B.S., Virginia Polytechnic Institute and State University.

**HINDS, CHERYL (2006)** Assistant Professor of Computer Science. Ph.D., University of Idaho. M.A., City University of New York at Brooklyn College. B.Sc., University of the West Indies.

**HOU, JIASHI (2002)** Assistant Professor of Mathematics. Ph.D., M.S., Rensselaer Polytechnic Institute. B.S., Shanghai University.

**HOY, ELEANOR L. (2002)** Retention Czar, Executive Director of the Spartan Success Center and Assistant Professor of Technology. Ph.D., Walden University, Ed. S., University of Virginia. M.S., Troy University, B. S., Old Dominion University. Further study: Norfolk State University.

**HUGHES, SAM (2013)** Assistant Professor of Fine Arts. M.F.A., Norfolk State University. B.S., University of Southern Mississippi, Hattiesburg.

**HUTSON, KIMBERLY (2004)** Assistant Professor of Political Science and Prelaw Advisor. J.D., Washington University in St. Louis. M.A., Norfolk State University. M.S., University of Cincinnati. B.A., Indiana University. Further study: Capella University.

**JOHNSON, LINDA (1972)** Assistant Professor of English and Foreign Languages. M.S., B.S., Norfolk State University. Further Study: Old Dominion University, Norfolk State University.

**JOHNSON, MAMIE L. (1994)** Department Chair of English and Foreign Languages and Assistant Professor of English and Foreign Languages. Ed.D., George Washington University. M.A., B.S., Norfolk State University. Further study: Old Dominion University.

**JOHNSON, SASHA (2009)** Assistant Professor of English and Foreign Languages. Ph.D. University of Georgia. M.A., University of Virginia, B.A. University of Richmond.

**JOYNER, DONALD (2011)** Assistant Professor of Accountancy, Finance and Information Management. Ph.D., Virginia Commonwealth University. M.B.A. College of William and Mary. B.S., Christopher Newport University.

CPA, CMA, CIA, CTP, CGFM, CISA, CITP, MCSE+I, MCDBA.

**KOZHNEVNIKOV, MICHAEL** (2008) Assistant Professor of Engineering. Ph.D., Technion-Israel Institute of Technology. M.S., B.S. Moscow Institute of Physics and Technology, Russia.

**LEWIS, KAY WRIGHT** (2014) Assistant Professor of History. Ph.D., Rutgers University. B.A., Sarah Lawrence College.

**LONERGAN, PAMELA** (1989) Assistant Professor of Nursing and Allied Health. M.S., B.S., Old Dominion University. Certification in Medical Technology, Norfolk General Hospital, Virginia. Further study: Old Dominion University.

**MALIA, JENNIFER** (2013) Assistant Professor of English and Foreign Languages. Ph.D. University of South California, M.A. University of Southern California, M.S. University of Southern California.

**MARTIN, CHAD A.** (2010) Assistant Professor of Naval Science. M.S., Old Dominion University. B.S., University of Houston.

**MANALANG, APRILFAYE** (2014) Assistant Professor of Interdisciplinary Studies. Ph.D., Bowling Green State University. M.A., University of Chicago. B.S., Old Dominion University.

**DARDEN-MELTON, BEATRICE.** (2012) Assistant Professor of Health, Physical Education, and Exercise Science. Ph.D., Texas Woman's University, M.S, B.S., North Carolina Central University.

**MONTGOMERY, JUNE M.** (2010) Director, Center for Professional Development, School of Education and Assistant Professor of Secondary Education and School Leadership. Ed.D., Virginia Polytechnic Institute and State University, M.A., Hampton University, B.A., Norfolk State University.

**MURRAY, BETTY** (2000) Assistant Professor of Biology. M.S., Bowling Green State University. B.S., South Carolina University. Further Study: Old Dominion University.

**NIXON, PATRICIA** (2002) Assistant Professor of Music. D.M.A Shenandoah University. M.M., B.S., Norfolk State University.

**OYESANYA, OLUFEMI** (2012) Assistant Professor of Chemistry. Ph.D., Virginia Commonwealth University. B.Sc., University of Agriculture, Abeokuta, Nigeria.

**OYESANYA, REGINA ADENIKE** (2012) Assistant Professor of Biology. Ph.D., Virginia Commonwealth University. B.S., University of Agriculture, Ogun State, Nigeria.

**PARKER, MICHAEL** (1987) Assistant Professor of Mathematics. M.S., B.S., Virginia State University.

**PEARLMAN, DANIEL** (1996) Assistant Professor of English and Foreign Languages. M.F.A., George Mason University. B.A., University of Maryland, College Park.

**PENN, WILLIAM** (1993) Assistant Professor of Health, Physical Education and Exercise Science. M.S., Old Dominion University. B.A., Shippensburg State College. Further study: University of Tennessee.

**PERNG, CHERNG-TIAO** (2006) Assistant Professor of Mathematics. Ph.D., University of Pennsylvania. M.A., B.A., National Taiwan University.

**REID, JOSEPHINE** (2013) Assistant Dean of the College of Liberal Arts and Assistant Professor of Interdisciplinary Studies. Ed.D., Walden University, M.S.A. Central Michigan University, B.S. Saint Paul's College.

**RICHMOND, STEPHANIE** (2012) Assistant Professor of History. Ph.D., M.A., Catholic University of America. BA, George Washington University.

**RIDDICK, LENDORA TAYLOR** (2007), Assistant Professor and BSW Field Education Director, School of Social Work. M.S.W., B.A., Norfolk State University. Certified Substance Abuse Counselor, Commonwealth of Virginia.

**RUNNELLS, CYNTHIA** (2014) Assistant Professor of Nursing and Allied Health. D.N.A.P., Virginia Commonwealth University. M.N.A.P., Virginia Commonwealth University. M.B.A., James Madison University, B.S.N., Marymount University. B.B.A., James Madison University.

**RUSSELL, ERICA** (2014) Assistant Professor of Psychology. Ph.D., Howard University. M.A., Howard University. B.S., Old Dominion University.

**RUSSELL, MATTHEW** (2014) Assistant Professor of Music. D.M.A., Ohio State University. M.M., Ohio State University. B.S., Pennsylvania State University.

**SALARY, LEROY** (2000) Assistant Professor of Physics. Ph.D., Alabama A&M University. M.S., B.S., Fisk University.

**SANDERS, STEPHANIE** (2000) Assistant Professor of Music. M.M., University of Houston. B.M.E., Jackson State University. Further study: Regent University and Shenandoah University.

**SAWYER, JASON** (2014) Assistant Professor of Social Work. Ph.D., M.S.W, B.F.A., Virginia Commonwealth University.

**SCOTT-SMITH, DEVAUGHN** (2012) Assistant Professor of Music. B.S, M.M. Norfolk State University.

**SHEN, YUYING** (2014) Assistant Professor of Sociology. Ph.D., University of North Texas. M.A., Xi'an International Studies University. B.A., Northwest Normal University, China.

**SHUTTLESWORTH, ANGELA M.** (2014) Assistant Professor of Social Work. Ph.D., Clark Atlanta University. M.S.W., Barry University. B.S.W., Alabama State University.

**SMITH, MICHAEL J.** (2008) Assistant Professor of Spanish and French. D.M.L., Middlebury College, M.A., Middlebury College, B.S., Georgetown University.

**TAYLOR, ERICA** (2011) Assistant Professor of Mass Communications and Journalism. Ph.D. Louisiana State University, M.A. Old Dominion University, B.A. Hampton University.

**THOMAS, KIANGA R.** (2014) Assistant Professor of Early Childhood/Elementary and Special Education. Ed. D., The College of William and Mary. Ed. S., Old Dominion University, M.A. Norfolk State University, B.A., Hampton University.

**THWEATT, VONDA J.** (2014) Assistant Professor of Secondary Education and School Leadership. Ph.D., Regent University, M.Ed., Jones International University, M.S., Longwood University, B.A., University of Virginia.

**VAUGHAN, DEREK** (2000) Assistant Professor of Secondary Education and School Leadership. M.Ed., SUNY at Buffalo. B.S., Saint Paul's College. A.A., Ferrum College.



**WAITES, CARRIE** (1975) Associate Dean, Assistant Professor and BSW Program Director, School of Social Work. M.S.W., Virginia Commonwealth University. A.B., Virginia State College. Further study: Harvard University, L.C.S.W., Commonwealth of Virginia.

**WALTON, STACI** (2009) Assistant Professor of Biology, Ph.D., M.S., University of Virginia.

**WHITE, KAREN** (2000) Assistant Professor of Psychology. Psy.D., The Virginia Consortium Program in Clinical Psychology. M.A., Norfolk State University. B.A., North Carolina Central University.

**WHITE, RONALD** (1999) Assistant Professor of Mathematics. M.A., B.S., Norfolk State University. Further Study: Regent University.

**WILKENS, GARY** (2012) Assistant Professor of English and Foreign Languages. Ph.D. University of Southern Mississippi, M.A. Sam Houston State University, B.A. Hendrix College.

**WILLIAMSON-ASHE, SANDRA** (2013) Assistant Professor of Social Work. Ed.D., George Washington University, M.S.W., Norfolk State University. B.S., University of North Carolina, Charlotte.

**WU, LIYUN** (2012) Assistant Professor of Social Work. Ph.D., M.S.W., M.A., University of Michigan. M.Sc., London School of Economics and Political Science. B.A., Renmin University, China.

---

## INSTRUCTORS

---

**ANDERSON, SHAUN** (2004) Instructor of Health, Physical Education and Exercise Science. M.B.A., California State University. B.S., Pennsylvania State University.

**ARMSTRONG, MELODY** (2011) Instructor of Nursing and Allied Health. M.S., Troy State University. B.S., Norfolk State University.

**BARNES, SANDRA** (2006). Instructor of Nursing and Allied Health. M.S., University of Maryland. B.S., Hampton University. Further study: George Washington University.

**BOONE, GERALDINE** (2003) Instructor of Music. M.A., Eastman School of Music. B.S., Virginia State University.

**BOONE, JACQUELINE C.** (2002) Instructor of Early Childhood/Elementary Education. M.A., B.S., Norfolk State University.

**BOOSE, KEELA** (2012) Instructor of English and Foreign Languages. M.A. Northern Illinois University, B.A. Alcorn State University.

**BROWN, LINDA** (2014) Instructor Nursing and Allied Health. M.S.N, University of Phoenix. B.S.N, University of South Alabama.

**BUTLER, TERRY** (1999) Instructor of Music. M.M., B.S., Norfolk State University.

**CHEN, DEBORAH** (1984) Instructor of Computer Science. M.S., Old Dominion University. B.S., University of Chinese Culture, Taiwan.

**COMESS, JILL** (2003) Instructor of Nursing and Allied Health. M.S., James Madison University. B.S., Norfolk State University.

**COTTER, MICHAEL** (1993) Instructor of English and Foreign Languages and Director, English and Foreign Languages Writing Center. M.S., Northwestern University. B.A., Chicago State University.

**DREW, DAMANI** (2007) Instructor of English and Technology Liaison, College of Liberal Arts. M. A., Virginia State University, B.A., Norfolk State University.

**ELLIOTT, FRANK** (2011) Instructor of Music. B.S, M.M. Norfolk State University.

**FREDERICK, CHRISTY** (1990) Instructor of Fine Arts. M.A., Norfolk State University. B.F.A., Virginia Commonwealth University.

**FRITZ, ALICIA** (2014) Instructor of Nursing and Allied Health. M.P.H., Walden University. M.S., Hampton University. B.S., Virginia State University. Further study: Walden University.

**GAINER, TWANDA** (2013) Instructor of Nursing and Allied Health. M.S., Hampton University. B.S.N., Hampton University.

**GARDNER, GREGORY** (2011) Instructor of Music. M.M., B.M., Howard University.

**GERSBACH, HILARY** (2010) Instructor of Nursing and Allied Health. M.S., Excelsior College. B.S.N. Excelsior College.

**GOULD-JOHNSON, BRENDA** (2010) Instructor of Nursing and Allied Health. MSN/ED, University of Phoenix; MPAH, Golden Gate University; B.S.N., Norfolk State University.

**HAYES, ANGELA** (2012) Lab Instructor of Nursing and Allied Health. M.S., Hampton University. B.S.N., Norfolk State University.

**HAYNES, MARGIE** (2001) Instructor of Music. B.S, M.M. Norfolk State University.

**HAYTHE, MONIQUE** (2007) Instructor of Physics. M.S., B.S., Norfolk State University.

**HINDS, CHERYL** (2006) Instructor of Computer Science. M.A., City University of New York at Brooklyn College. B.Sc., University of the West Indies.

**HOU, MAY** (1988) Instructor of Computer Science. M.S., University of Iowa. B.S., National Taiwan Normal University.

**JACKSON, PATRICIA** (1992) Instructor of English and Foreign Languages. M.A., Norfolk State University. B.A., Virginia State University. Further Study: Old Dominion University.

**JONES, TERENCE** (1995) Instructor of Mathematics. M.S., B.S., North Carolina A and T State University.

**KILLOUGH, ISABEL** (1999) Instructor of English and Foreign Languages. M.A., Old Dominion University. C.A.P., M.A., B.A., University of Seville.

**LINSEY, BRANDO** (2000) Instructor of English and Foreign Languages. B.A., M.A., Norfolk State University.

**MCCRAY, ANTOINETTE** (2007) Instructor of Nursing and Allied Health. M.S., Old Dominion University. B.S., Norfolk State University.

**MODLIN, E. ARNOLD, JR.** (2011) Instructor of Geography. Ph.D., Louisiana State University. M.A., B.A., East Carolina University.

**ODOM, CHARMAGNE** (2007) Instructor of Chemistry. M.S., B.S., Norfolk State University.

**OLANITORI, SANDRA** (2007) Instructor of Nursing and Allied Health. M.S., Old Dominion University. B.S., Norfolk State University.

**OPFER, STEVEN** (1993) Instructor of Mass Communications and Journalism, and Advisor of Student Publications. M.A., B.A., Lindenwood College. B.A., Summit School of Theology, Denver. Further study: Regent University.

**PARKER, WALTER** (2000) Instructor of Technology. M.S., B.S., Norfolk State University.

**PERRY, DOTTIE** (1980) Instructor of English and Foreign Languages and Assistant Director, English and Foreign Languages Writing Center. M.A., B.A., Norfolk State University. Further Study: The College of William and Mary.

**RICHARDSON, EVETTE** (1997) Instructor of Secondary Education and School Leadership. M.A., B.S., Norfolk State University.

**ROGERS, JULIE** (2013) Instructor of Nursing and Allied Health. M.S.N., Old Dominion University. B.S.N., Norfolk State University.

**SAULSBERRY, CRYSTAL** (2013) Instructor of Nursing and Allied Health. M.S.N., B.S.N., Oklahoma City University.

**SCOTT, LISA** (2014) Instructor of Nursing and Allied Health. M.S.N., B.S.N., Chamberlain College of Nursing. RN Riverside School of Professional Nursing. Further study: Chamberlain College of Nursing.

**SCOTT, MAUREEN** (2000) Instructor of Biology. M.S., Hampton University. B.S., Benedict College.

**SIEGEL, ELLIS** (2008) Instructor of Nursing and Allied Health. M.S., Old Dominion University. B.S., Virginia Commonwealth University.

**SMITH, FELISA** (2013) Instructor of Nursing and Allied Health. M.S.N./Ed Walden University. M.S.A., Central Michigan University. B.S.N., Old Dominion University.

**SMITH, MICHAEL J.** (2008) Professor of Spanish and French. D.M.L., M.A., Middlebury College. B.S., Georgetown University.

**SMITH, PATRICE** (1989) Instructor of Biology. M.A., University of Maryland. B.A., Hampton Institute.

**SNOWDEN-LANGLEY, DENISE** (1985) Instructor, Director of Student Academic Advising, Department of Interdisciplinary Studies, Ed.D., Argosy University, M.A., Norfolk State University, B.A., Delta State University. Further Study: Instructional Communications, Old Dominion University.

**STANLEY BROWN, JOSEPHINE** (1989) Instructor of Accountancy, Finance and Information Management. M.S., University of Wisconsin at Madison. M.B.A., Pennsylvania State University. B.S., Norfolk State University.

**SULAIMAN, MUNIR** (2000) Instructor of Technology. M.A., B.S., Norfolk State University. HND (S.B.), Kaduna Polytechnic Institute, Kaduna Nigeria.

**THOMPSON, GERALD** (2014) Instructor of Music. B.S, M.M., Norfolk State University.

**TOY, JAMES** (2000) Instructor of Physics. M.S., B.S., Norfolk State University. Further study: Oberlin Conservatory.

**TUCKER, VINCENT** (2005) Instructor of Mathematics. M.S., Hampton University. B.S., Norfolk State University.

**TUGGLE-RIDDICK, STEPHANIE** (2014) Instructor of Nursing and Allied Health. M.S.N., B.S.N, Hampton University.

**WALKER, STEPHANIE** (1995) Instructor of English and Foreign Languages. M.A., Old Dominion University. B.A., Norfolk State University.

**WORLEY, Nathaniel** (2013) Instructor; M.S.W., Bryn Mawr College. B.A., University of Dayton.

## EMERITI FACULTY

**\* DR. LYMAN BEECHER BROOKS**

President Emeritus

**DR. HARRISON B. WILSON**

President Emeritus

**DR. MARIE V. MCDEMMOND**

President Emerita

**DR. RAYMOND ALEXANDER**

Professor Emeritus of Biology

**DR. SAMUEL ANDERSON**

Professor Emeritus of Chemistry

**\* MR. JOHN JACKSON BALLOU**

Professor Emeritus of Music

**DR. ANNIE BARNES**

Professor Emerita of Sociology and Anthropology

**DR. WILLIE M. BEAMON**

Professor Emerita of Mathematics

**\* DR. HERMAN HOLLIS BOZEMAN**

Professor Emeritus of Education

**DR. JEAN P. BRAXTON**

Dean Emerita, School of Education

**\* MR. JOSEPH W. BROWN**

Registrar Emeritus

**\* MR. JAMES L. BRYANT, JR.**

Professor Emeritus of Sociology

**DR. HELEN BESSENT BYRD**

Professor Emeritus of Special Education

**\* DR. MARIAN PALMER CAPPS**

Professor Emerita of Testing and Psychology

**\* DR. WILLIAM CARROLL**

Professor Emeritus of English and Foreign Languages

**DR. PETER CHANG**

Professor Emeritus of Sociology

**\* DR. PEARL CHEN**

Professor Emeritus of History

**DR. SANTOSH CHOUDHURY**

Professor Emeritus of Business

**\* DR. HARVEY L. CLARK**

Professor Emeritus of Biology

**DR. BRINSTON B. COLLINS**

Professor Emeritus of History

**\* DR. WILLIAM L. CRAIG, JR.**

Vice President for Development Emeritus

**\* MR. C. HUGO CURL**

Professor Emeritus of English

**\* DR. THELMA D. CURL**

Dean Emerita, School of Arts and Letters

**\* DR. HENRIETTA T. DABNEY**

Professor Emerita of Sociology

**DR. JOSEPH DANCY, JR.**

Professor Emeritus of Social Work

**DR. KATIE C. DAVIS**

Professor Emerita of English

**\* DR. KERMIT DIGGS**

Professor Emeritus of Secondary Education

**DR. AUDREY DONLEY**

Professor Emerita of Business

**\* DR. EVERETTE L. DUKE**

Associate Vice President for Academic Affairs Emeritus

**\* MRS. CLARA HUMPHREY ECHOLS**

Professor Emerita of Mathematics

**DR. WILBERT EDGERTON**

Professor Emeritus of Mass Communication

**DR. BERTHA ESCOFFERY**

Professor Emerita of English and Foreign Languages

**DR. AUBREY ESCOFFERY**

Professor Emeritus of Psychology

**MR. EMERY L. FEARS**

Professor Emeritus of Music

**\* DR. RUDOLPH GORDON**

Dean Emeritus, School of Social Sciences

**\* MRS. JOCELYN P. GOSS**

Professor Emerita of English

**DR. BARBARA G. GRAHAM (SAMUEL)**

Professor Emerita of Early Childhood Education

**MS. THELMA HAYNES**

Professor Emerita of Business

**DR. GLADYS HEARD**

Professor Emerita of English

**\* MRS. MARY TYLER HENDERSON**

Professor Emerita of Home Economics

**MR. JAMES HESTER**

Professor Emeritus of Music

**\* MRS. THERESA G. HOLLOMAN**

Professor Emerita of English

**MS. INEZ HOWARD**

Professor Emerita of Health, Physical Education and Exercise Science

**DR. JAMES W. HOWELL**

Professor Emeritus of English and Foreign Languages

**DR. HAROLD D. HUBBARD**

Professor Emeritus of Political Science

**DR. GRADY H. JAMES**  
Professor Emeritus of Mass Communication and Journalism

**MR. JAMES HOWARD JOHNSON**  
Professor Emeritus of Fine Arts

**DR. ELEANOR D. JONES**  
Professor Emerita of Mathematics

**DR. M. BOYD JONES**  
Professor Emeritus of Mathematics

**DR. DONG SOO KIM**  
Professor Emeritus of Social Work

**DR. MOU-LIANG KUNG**  
Professor Emeritus of Computer Science

**DR. SARAH DILWORTH LANG**  
Professor Emerita of Special Education

**DR. CURTIS T. LANGLEY**  
Professor Emeritus of Sociology

**DR. ALVIN CLINTON LOMAX**  
Assistant Vice President for Student Affairs Emeritus

**MR. CURTIS G. MADDOX**  
Associate Vice President for Operations Emeritus

\* **DR. HERBERT ARCHIE MARSHALL**  
Professor Emeritus of Continuing Education

\* **MR. CLYDE MCDANIEL**  
Professor Emeritus of Mathematics

**DR. PHILLIP MCNEIL**  
Professor Emeritus of Mathematics

\* **MR. WILLIAM THURMAN MERCER**  
Professor Emeritus of Music

\* **DR. YVONNE B. MILLER**  
Professor Emerita of Early Childhood Education

**DR. ANN MCKINNEY MORRIS**  
Dean Emerita, Graduate Studies

**DR. CAROL V. MORRIS**  
Professor Emerita of Special Education

\* **DR. HARRY W. MORRIS**  
Professor Emeritus of History

**DR. JAMES NOLAN**  
Professor Emeritus of Sociology

**DR. AUGUSTINE I. OKONKWO**  
Professor Emeritus of Biology

**DR. JESSE L.S. PENDLETON**  
Professor Emeritus of History

\* **DR. NAOMI H. PHARR**  
Professor Emerita of Business

**DR. JAMES MATTHEW REEVES**  
Professor Emeritus of Music

\* **MS. SELENA BELLE ROBINSON**  
Professor Emerita of English

\* **DR. GEORGIA A. RYDER**  
Dean Emerita, School of Arts and Letters

**DR. OTTO SAMPSON**  
Professor Emeritus of Sociology

\* **MRS. LILLIAN H. SHEPARD**  
Professor Emerita of Nursing

\* **DR. CHARLES W. SIMMONS**  
Dean Emeritus, School of Social Sciences

**DR. THURMAN SPRIGGS**  
Professor Emeritus of Physics

**DR. LOUISE D. STOKES**  
Professor Emerita of English and Foreign Languages

**DR. SIDNEY SWARD**  
Professor Emeritus of Health, Physical Education and Recreation

\* **DR. ETHELYN RATCLIFF STRONG**  
Dean Emerita, School of Social Work

**DR. DONALD F. TAYLOR**  
Dean Emeritus, School of Health Related Professions and Natural Science

\* **MR. HOLLIS S. TILDON**  
Professor Emeritus of English and Foreign Languages

\* **MRS. LAURA WYATT TILDON**  
Professor Emerita of Home Economics

**DR. BARBARA U. WALKER**  
Professor Emerita of Mathematics

**DR. WILLIAM WARD**  
Professor Emeritus of History

**DR. WILLA F. WHITE-PARSON**  
Professor Emerita of Nursing

**DR. CARMELITA KIMBER WILLIAMS**  
Professor Emerita of Education

**MRS. VERA S. WILSON**  
Professor Emeritus of Education

**DR. SHIRLEY S. WINSTEAD**  
Professor Emerita of Education

**DR. ELAINE P. WITTY**  
Dean Emerita, School of Education

**DR. JACK WITTY**  
Professor Emeritus of Technology

\* **DR. ROY ALEXANDER WOODS**  
Associate Vice President for Academic Affairs Emeritus

\* **DR. WILLIAM H. WRIGHT**  
Professor Emeritus of Health, Physical Education and Recreation

\*Deceased

# INDEX

## A

ACADEMIC CALENDARS, VI  
ACADEMIC HONESTY, 9  
ACADEMIC POLICIES, 9  
ACADEMIC STANDARDS, 12  
ACCIDENT INSURANCE PLAN, 22  
ACCREDITATIONS AND AFFILIATIONS, 23  
ADMINISTRATIVE OFFICES, 15  
ADMINISTRATORS, 170  
ADMISSION, 5  
APPLICATION FOR DEGREE, 14  
ARCHIVES, 14  
ASSISTANT PROFESSORS, 177  
ASSOCIATE DEANS, 171  
ASSOCIATE PROFESSORS, 175  
ASSOCIATE/ ASSISTANT VICE PRESIDENTS, 170  
ATTENDANCE POLICIES, 8  
AUDITING COURSES, 12

## B

BOARD OF VISITORS, XIII  
BOOKSTORE, 17

## C

CANDIDACY FOR DEGREE, 14  
CAREER SERVICES, 19  
CLASS ATTENDANCE POLICY, 9  
COLLEGE OF LIBERAL ARTS, 64  
COLLEGE OF SCIENCE, ENGINEERING AND TECHNOLOGY, 102  
COMMENCEMENT, VI, VII, IX, X  
COMMENCEMENT PARTICIPATION, 10  
COMMENCEMENT POLICY, 9  
COMMUNITY AND OUTREACH SERVICES, 25  
COMMUNITY/CLINICAL PSYCHOLOGY - CPS, 138  
COMPUTER SCIENCE - CSC, 138  
CONTINUOUS ENROLLMENT, 10  
CONTINUOUS REGISTRATION, 13  
COUNSELING CENTER, 19  
COURSE DESCRIPTIONS, 171  
COURSE LOAD, 11  
COURSE NUMBERS AND CREDITS, 11  
COURSE SUBSTITUTIONS, 10, 13  
COURSES, 11  
CRIMINAL JUSTICE - CJS, 141  
CURRICULUM, 11, 13

## D

DEANS, 171  
DEPARTMENT OF COMPUTER SCIENCE, 104  
DEPARTMENT OF ELEMENTARY EDUCATION, 28  
DEPARTMENT OF ENGINEERING, 112  
DEPARTMENT OF FINE ARTS, 66  
DEPARTMENT OF VIPA - MUSIC, 74  
DEPARTMENT OF PSYCHOLOGY, 82

DEPARTMENT OF SECONDARY EDUCATION AND SCHOOL LEADERSHIP, 40  
DEPARTMENT OF SOCIOLOGY, 94  
DEPARTMENT OF SPECIAL EDUCATION, 28  
DINING SERVICES, 17  
DISABILITY SERVICES, 20  
DISSERTATION, 13  
DIVISION OF FINANCE AND BUSINESS, 16  
DIVISION OF RESEARCH AND ECONOMIC DEVELOPMENT, 18  
DOCTOR OF PHILOSOPHY IN MATERIALS SCIENCE AND ENGINEERING, 119  
DOCTOR OF PHILOSOPHY IN SOCIAL WORK, 131  
DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY, 87

## E

EARLY CHILDHOOD EDUCATION – ECS, 144  
EDUCATION - EDU, 144  
ELECTRONICS ENGINEERING - EEN, 146  
ELEMENTARY EDUCATION –EED, 145  
EMERGENCY CARE, 22  
EMERITI FACULTY, 182  
EXCHANGE PROGRAM, 15  
EXECUTIVE ADMINISTRATION, 170

## F

FACILITIES MANAGEMENT, 17  
FACULTY, 172  
FEDERAL FORD DIRECT LOANS, 9  
FINANCIAL AID, 8  
FINE ARTS – ART/ARTH/ARTS/FIA, 148

## G

GRADE APPEAL, 12  
GRADE REQUIREMENTS, 11  
GRADING SYSTEM, 11  
GRADUATE FELLOWSHIPS, 8  
GRADUATE NON-DEGREE CERTIFICATION/ ENDORSEMENT PROGRAMS, 42  
GRADUATE NON-DEGREE PRINCIPAL PREPARATION ENDORSEMENT PROGRAM, 42  
GRADUATE NON-DEGREE TEACHING CERTIFICATION PROGRAM, 42  
GRADUATE UNFUNDED SCHOLARSHIPS, 8

## H

HEALTH INSURANCE, 23  
HOUSING DURING BREAKS, 21

## I

INCLEMENT WEATHER, 17  
INCOMPLETE GRADES, 13  
INSTITUTIONAL GOALS, 1

INSTRUCTORS, 180  
INTELLIGENCE STUDIES - INS, 142  
INTERNATIONAL STUDENT, 20  
INTERNATIONAL STUDENTS, 7  
INTRAMURAL PROGRAM, 24

## J

JUDICIAL AFFAIRS, 20  
JUVENILE JUSTICE, 96

## L

LIBRARY, 14  
LIVING ON CAMPUS, 21

## M

M.A. IN A SUBJECT CONCENTRATION AREA  
(MASAC), 52-59  
M.A. IN COMMUNITY/CLINICAL PSYCHOLOGY, 85  
M.A. IN CRIMINAL JUSTICE - JUVENILE JUSTICE, 96  
M.A. IN CRIMINAL JUSTICE - MANAGEMENT AND  
PLANNING, 95  
M.A. IN MEDIA AND COMMUNICATIONS –  
INTERPERSONAL COMMUNICATIONS, 71  
M.A. IN MEDIA AND COMMUNICATIONS –  
JOURNALISM, 72  
M.A. IN MEDIA AND COMMUNICATIONS – MASS  
COMMUNICATIONS, 73  
M.A. IN SEVERE DISABILITIES, 35  
M.A. IN SEVERE DISABILITIES -- REHABILITATION  
COUNSELING, 36  
M.A. IN SEVERE DISABILITIES -- TEACHER  
LICENSURE, 37  
M.A. IN URBAN AFFAIRS - HUMAN RESOURCES  
PLANNING AND ADMINISTRATION, 100  
M.A. IN URBAN AFFAIRS - HUMAN RESOURCES,  
PLANNING, ADMINISTRATION, 86, 129  
M.A. IN URBAN EDUCATION - ADMINISTRATION AND  
SUPERVISION PREK-12, 42  
M.A. IN URBAN EDUCATION -- COMMUNITY  
COUNSELING, 61  
M.A. IN URBAN EDUCATION -- CURRICULUM  
DEVELOPMENT AND SUPERVISION, 62  
M.A. IN URBAN EDUCATION -- PROFESSIONAL  
SCHOOL COUNSELING PREK-12, 63  
M.A. IN VISUAL STUDIES, 66  
M.A.T. -- BIOLOGY, 43  
M.A.T. -- CHEMISTRY, 44  
M.A.T. -- ELEMENTARY EDUCATION (PREK-6), 28  
M.A.T. -- ENGLISH, 45  
M.A.T. -- FINE ARTS, 46  
M.A.T. -- HISTORY, 47  
M.A.T. -- MATHEMATICS, 48  
M.A.T. -- MATHEMATICS SPECIALIST, 49  
M.A.T. -- MUSIC, 50  
M.A.T. -- PHYSICS, 51  
M.M. – MUSIC EDUCATION, 79  
M.M. – PERFORMANCE, 81  
M.S. IN COMPUTER SCIENCE, 106  
M.S. IN CYBERSECURITY, 109  
M.S. IN ELECTRONICS ENGINEERING, 113  
M.S. IN MATERIALS SCIENCE, 117  
M.S.W. IN CLINICAL CONCENTRATION, 127  
M.S.W. IN CONTINUING EDUCATION, 128  
MASTER OF ARTS IN COMMUNITY/CLINICAL  
PSYCHOLOGY, 83  
MASTER OF ARTS IN CRIMINAL JUSTICE, 94

MASTER OF ARTS IN MEDIA AND COMMUNICATIONS,  
69  
MASTER OF ARTS IN PRE-ELEMENTARY  
EDUCATION, 28  
MASTER OF ARTS IN PRE-ELEMENTARY EDUCATION  
WITH LICENSURE IN EARLY CHILDHOOD SPECIAL  
EDUCATION, 30  
MASTER OF ARTS IN SEVERE DISABILITIES, 35  
MASTER OF ARTS IN TEACHING – ELEMENTARY  
EDUCATION, 32  
MASTER OF ARTS IN TEACHING – SECONDARY  
EDUCATION, 42  
MASTER OF ARTS IN URBAN AFFAIRS, 97  
MASTER OF ARTS IN URBAN EDUCATION, 60  
MASTER OF ARTS/ MASTER OF FINE ARTS IN VISUAL  
STUDIES, 66  
MASTER OF MUSIC, 75  
MASTER OF SCIENCE IN COMPUTER SCIENCE, 106  
MASTER OF SCIENCE IN CYBERSECURITY, 109  
MASTER OF SCIENCE IN MATERIALS SCIENCE, 117  
MASTER OF SOCIAL WORK, 124  
MASTERS OF FINE ARTS (M.F.A.), 67  
MEDIA AND COMMUNICATION - COM/MCM, 153  
MEDICAL EXCUSES, 22  
MUSIC - MUS, 156

## O

OFF-CAMPUS CENTER, 16  
OFF-CAMPUS HOUSING, 21  
OFFICE OF INFORMATION TECHNOLOGY, 16  
OIT, 16

## P

PH.D. IN MATERIALS SCIENCE, 119  
PH.D. IN SOCIAL WORK, 135  
POSTAL SERVICES, 18  
PROFESSORS, 173  
PROGRAM DIRECTORS, 173  
PROVOST, 15  
PSYCHOLOGY - PHD, 87

## R

RE-ADMISSION, 6  
REGISTRATION, 14  
REGULATIONS, 10  
REPEATING COURSES, 12  
RESIDENCE HALLS CHECK-OUT PROCEDURES, 21  
RESIDENCE HALLS VIOLATION OF RULES AND  
REGULATIONS, 22  
RESIDENCE HALLS WITHDRAWAL PROCEDURES, 21  
RESIDENCE LIFE AND HOUSING, 20  
RESIDENCE REQUIREMENTS, 13  
ROOMMATE REQUEST, 21

## S

SCHOOL OF EDUCATION, 27  
SCHOOL OF SOCIAL WORK, 124  
SENIOR LEVEL UNDERGRADUATE STUDENTS, 7  
SPARTAN HEALTH CENTER, 22  
SPECIAL ASSISTANTS, 172  
SPONSORED PROGRAMS, 18  
STUDENT ACTIVITIES, 23  
STUDENT AFFAIRS, 19  
STUDENT GOVERNMENT ASSOCIATION, 25, 26  
STUDENT ORGANIZATIONS, 23

STUDENT PUBLICATIONS, 24  
STUDENT SECURITY, 19  
STUDENT SUPPORT SERVICES, 25  
SUBSTANCE ABUSE SERVICES, 20

## **T**

THE GRADUATE COUNCIL, 5  
THESIS, 13  
TRANSFER OF CREDIT, 13  
TUITION AND FEES, 14  
TUITION, FEES, AND FINANCIAL INFORMATION, 6

## **U**

UNIT OF INSTRUCTION, 11  
UNIVERSITY ADVANCEMENT, 26

UNIVERSITY MISSION, 1  
UNIVERSITY POLICE, 18

## **V**

VETERANS AFFAIRS, 25  
VIRGINIA BEACH HIGHER EDUCATION CENTER, 16

## **W**

WITHDRAWAL, 11  
WITHDRAWAL FROM COURSES, 12  
WITHDRAWAL FROM THE UNIVERSITY, 12



700 Park Avenue  
Norfolk, VA 23504

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



