

# VIRGINIA STATE UNIVERSITY

## 2022-2024 GRADUATE CATALOG





## GRADUATE CATALOG 2022-2024

Virginia State University (VSU) is committed to a policy of equal opportunity in education and employment without regard to race, creed, sex or national origin. There are affirmative programs at VSU that support the commitment to this democratic approach to public education.

### **General Policy Statement**

*The provisions of this Catalog do not constitute a contract, expressed or implied, between any applicant, student, or faculty member and Virginia State University. Virginia State University reserves the right to withdraw courses at any time, to change fees, calendars, curricula, graduation procedures, and any other requirements affecting students. Changes will become effective whenever the proper authorities so determine and will apply both to prospective students and to those already enrolled.*

*While every effort is made to assure accuracy, Virginia State University does not assume responsibility for any misrepresentation which might arise through error in the preparation of this or any other of its catalogs, or through failure to give notice of changes in its requirements, policies, tuition and fees, course offerings, and other matters affecting students.*

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## PRESIDENTS

John Mercer Langston, LL.D. 1886-1887	William Everett Terry, B.A. January-June 1976 (Interim Chief Administration)
James Hugo Johnston, Ph.D. 1887-1914	Thomas M. Law, E.D., L.H.D.. 1976-1982
John Manuel Gandy, LL.D. 1914-1942 (President Emeritus 1942-1947)	Curtis E. Bryan, Ph.D Interim President 1982-1983
Luther Hilton Foster, LL.D. 1942-1949	Wilbert Greenfield, Ph.D 1983-1988
James Hugo Johnston, Ph.D. 1949-1950 (Acting)	Wesley Cornelius McClure, Ed.D 1988-1992
Robert Prentiss Daniel, PhD., LL.D. 1950-1968	Nathaniel Pollard, Jr. Ph.D. 1992-1993 (Acting)
Walker Henry Quarles, Jr., LL.D. 1968 (Acting)	Eddie Nathaniel Moore, Jr. LL.D 1993-2010
James Franklin Tucker, Ph.D 1968-1970	Keith T. Miller, Ph.D. 2010-2014
Walker Henry Quarles, Jr., LL.D. 1970	Pamela V. Hammond, Ph.D. 2015 – 2016 (Interim)
Wendell Phillips Russell, Ed.D 1970-1974	Makola M. Abdullah, Ph.D. 2016-Present
Walker Henry Quarles, Jr. LL.D. 1974-1975	

**BOARD OF VISITORS**

Dr. Valerie K. Brown*, Rector	Chesapeake, Virginia
Dr. Christine M. Darden*, Secretary	Hampton, Virginia
Mr. Victor Branch	Richmond, Virginia
Mr. Thomas Cosgrove	Williamsburg, Virginia
Bishop Joseph A.F. Chase, Jr.	Washington, D.C.
Ms. Pamela Currey	Richmond, Virginia
Mr. Robert Denton, Jr.	Blacksburg, Virginia
Ms. Shavonne Gordon	Quinton, Virginia
Dr. Harold Green, Jr.	Midlothian, Virginia
Mr. Leonard L. Haynes, III	Silver Spring, Maryland
Ms. Daphne Meeks	Norfolk, Virginia
Mr. Jon Moore	Richmond, Virginia
Dr. William Murray	Henrico, Virginia
Mr. Edward Owens	South Boston, Virginia
Mr. Wayne Turnage	Washington, D.C.
Mr. Kishore S. Thota	Richmond, Virginia

*\*Alumni of The Virginia State University*

## **ADMINISTRATION**

Makola M. Abdullah, Ph.D.  
President

Tia A. Minnis, Ph.D.  
Interim Provost and Vice President for Academic Affairs

Kevin W. Davenport  
Vice President for Finance

Tonya Hall  
Vice President for Institutional Advancement and Alumni Relations

Annie C. Redd  
Chief of Staff/Director for Board Operations and Relations

Shawri King-Casey  
Vice President for Institutional Integrity and Compliance

Alexis Brooks-Walter  
Vice President for Student Affairs and Enrollment Management

## UNIVERSITY HISTORY

Virginia State University was founded on March 6, 1882, when the legislature passed a bill to charter the Virginia Normal and Collegiate Institute. The bill was sponsored by Delegate Alfred W. Harris, a Black attorney whose offices were in Petersburg, but who lived in and represented Dinwiddie County in the General Assembly. A hostile lawsuit delayed opening day for nineteen months, until October 1, 1883. In 1902, the legislature revised the charter act to curtail the collegiate program and to change the name to Virginia Normal and Industrial Institute. In 1920, the land-grant program for Blacks was moved from a private school, Hampton Institute, where it had been since 1872, to Virginia Normal and Industrial Institute. In 1923 the college program was restored, and the name was changed to Virginia State College for Negroes in 1930. The two-year branch in Norfolk was added to the college in 1944; the Norfolk division became a four-year branch in 1956 and gained independence as Norfolk State College in 1969. Meanwhile, the parent school was renamed Virginia State College in 1946. Finally, the legislature passed a law in 1979 to provide the present name, Virginia State University.

In the first academic year, 1883-84, the University had 126 students and seven faculty (all of them Black), one building, 33 acres, a 200-book library, and a \$20,000 budget. By the centennial year of 1982, the University was fully integrated, with a student body of nearly 5,000, a full-time faculty of about 250, a library containing 200,000 books and 360,000 microform and non-print items, a 236-acre campus and 416-acre farm, more than 50 buildings, including 15 dormitories and 16 classroom buildings, and a biennial budget of \$31,000,000, exclusive of capital outlay.

The University is situated in Chesterfield County at Ettrick, on a bluff across the Appomattox River from the city of Petersburg. It is accessible via Interstate Highways 95 and 85, which meet in Petersburg. The University is only two and a half hours away from Washington, D.C. to the north, the Raleigh-Durham-Chapel Hill area to the southwest, and Charlottesville to the northwest.

Virginia State University has a long history of outstanding faculty and administration. The first person to bear the title of President, John Mercer Langston, was one of the best-known blacks of his day. Until 1992, he was the only black ever elected to the United States Congress from Virginia (elected in 1888), and he was the great-uncle of the famed writer Langston Hughes. From 1888 to 1968, four presidents - James H. Johnston, John M. Gandy, Luther H. Foster, Robert P. Daniel-served an average of 20 years, helping the school to overcome adversity and move forward. The next twenty years, 1968-1992, saw six more presidents—James F. Tucker, Wendell P. Russell, Walker H. Quarles, Jr., Thomas M. Law, Wilbert Greenfield, and Wesley Cornelius McClure. On June 1, 1993, Eddie N. Moore, Jr., the former Treasurer of the Commonwealth of Virginia, became the twelfth President of Virginia State University. Dr. Keith T. Miller became Virginia State University's 13th president from 2010 to 2014. In 2015, Dr. Pamela V. Hammond became the first woman to lead Virginia State University in 133 years. She was appointed as interim president on January 1, 2015. She made it a top priority to establish VSU as a catalyst for innovation in higher education. On February 1, 2016, Dr. Makola M. Abdullah became the 14th President of VSU. Before coming to VSU, Dr. Abdullah served as the Provost and Senior Vice President at Bethune-Cookman University – a private, historically Black University in Daytona Beach, Florida. Dr. Abdullah is committed to providing a transformative experience for VSU students; strategically investing in academic programs; embracing our position as a top Land Grant University; embracing our role as Virginia's Opportunity University; and partnering together as a University to tell our story.



## MISSION STATEMENT

Virginia State University, a public, comprehensive 1890 Land Grant institution and historically black college/university, is committed to the preparation of a diverse population of men and women through the advancement of academic programs and services that integrate instruction, research, extension, and outreach. The University endeavors to meet the educational needs of students, graduating lifelong learners who are well equipped to serve their communities as informed citizens, globally competitive leaders, and highly effective, ethical professionals.

### OUR VALUES

- **Student Centered** – Promoting the intellectual, physical, social, and emotional development of students in all facets of University life.
- **Integrity** – Displaying the highest degree of ethical commitment in the pursuit of knowledge.
- **Engagement** – Developing civically engaged citizens who value all persons and demonstrate the desire to positively impact their immediate surroundings, nation, and world.
- **Customer Service** – Creating an atmosphere of respect, collegiality, and responsiveness to provide excellent service to our internal and external constituents.
- **Excellence** – Utilizing a balanced approach to create a high expectation of achievement, awareness, and intellectual development among our students, faculty, and staff.
- **Scholarly Research** – Conducting scholarly activity is at the forefront of our disciplines and applying translational discoveries and intellectual pursuits to benefit the community.
- **Global** – Preparing globally aware citizens that respect and appreciate cultural differences of all people through service and the dissemination of knowledge to the world.
- **Teaching** – Providing learning environments and activities consistent with best educational practices to create a framework where scholarship is intentional, transformational, and deepens understanding in the preparation of future leaders.
- **Diversity** – Fostering a community that identifies, values, and respects differences of all people by creating a positive experience for students, faculty, staff, and the community.

## ACCREDITATIONS AND AFFILIATIONS

Virginia State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, and doctorate degrees. Degree-granting institutions also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Virginia State University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org)).

Normal inquiries about Virginia State University, such as admission requirements, financial aid, educational programs, etc., should be addressed directly to the institution and not to the Commission's office.

### College and Program Accreditations

AACSB – Association to Advance Collegiate Schools of Business  
ABET – Accreditation Board for Engineering and Technology  
ACEND – Accreditation Council for Education in Nutrition and Dietetics  
ACPHA – Accreditation Commission for Programs in Hospitality Administration  
ATMAE – Association of Technology Management and Applied Engineering  
CSWE – Council on Social Work Education  
NASAD – National Association of Schools of Art and Design  
NASM – National Association of Schools of Music  
CAEP – Council for the Accreditation of Educator Preparation

### Major affiliation and memberships of the University include:

American Association for Higher Education  
American Association of Collegiate Registrars and Admissions Officers  
American Association of State Colleges and Universities  
American Association of University Women  
American Home Economics Association  
American Society for Engineering Education  
American Society for Mechanical Engineering  
American Society of Quality  
Association to Advance Collegiate Schools of Business  
Association for Computing Machinery  
Association for Continuing Higher Education  
Association of American Colleges  
Association of Governing Boards of Universities and Colleges  
Association of Institution Research  
Association of International Education  
Association of Physical Plant Administrators of Universities and Colleges  
Association of Virginia Colleges  
Conference of Southern Graduate Schools  
Council for Education in Nutrition and Dietetics  
Council for the Advancement and Support of Education  
Council of 1890 Presidents/Chancellors  
Council of Cooperative College Projects  
Council on Hotel Restaurant and Institutional Education  
Council on Social Work Education  
HBCU Summit on Retention  
International Technology Education Association  
Nation Academic Advising Association  
National Association for the Advancement of Colored People  
National Association of African-American Honors Program

National Association of African American Studies and Affiliates  
National Association of Business Teacher-Education  
National Association of College Admissions Counseling

National Association of College Deans, Registrars and Admissions Officers  
National Association of Mentors in Higher Education  
National Association of Schools of Art and Design National  
Association of Schools of Music  
National Association of State Universities and Land-Grant Colleges  
National Association of Student Affairs Professional  
National Collegiate Athletic Association  
National Commission for Cooperative Education  
National Collegiate Honors Council  
National Citizens Commission on Alcoholism of the National Council on Alcoholism, Inc.  
National Honor Society  
National Orientation Directors Association  
National Society of Black Engineers Oak  
Ridge Associated Universities  
Society of Manufacturing Engineers  
Southeastern Universities Research Association, Inc.  
Southern Education Foundation  
Southern Regional Educational Board Southern  
Regional Honors Council  
Southern Universities Research Association  
Technology Education Collegiate Association  
Technology Student Association  
The Association to Advance Collegiate Schools of Business  
The Association for General and Liberal Studies  
The Central Intercollegiate Athletic Association  
The College Board  
The Institute of Electrical and Electronics Engineers  
The Society of Automotive Engineers  
The University Center in Virginia  
Virginia Association of College Registrars and Admissions Officers  
Virginia Collegiate Honors Council  
Virginia Social Science Association  
Virginia Technology Education Association

## THE UNIVERSITY POLICY STATEMENTS

### ALCOHOL AND DRUG POLICY

#### Purpose

Virginia State University is dedicated to providing a productive and challenging educational, environment free from the adverse effects of alcohol and other drugs. The adverse effects of alcohol and other drug-use in, the University community creates a serious threat to the welfare of students, employees and Virginia's citizens; and it undermines the mission of the University. The purpose of this policy is to protect the health, safety and welfare of members of the University community and the public being served by the University.

#### Policy Statement

The Virginia State University Alcohol and Drug Policy prohibit the unlawful or unauthorized manufactured distribution, dispensation, possession, or use of, alcohol and illicit drugs by students and employees on University property or as part of any University activity. In accordance with the federal Drug Free Workplace Act of 1988 and the federal Drug Free Schools and Communities Act of 1989, and the Commonwealth of Virginia's Policy on Alcohol and Other Drugs, any employee or student who violates this policy is subject to disciplinary action up to and including termination of employment, expulsion from the University, referral from prosecution, and/or referral for satisfactory participation in an appropriate evaluation or rehabilitation program. VSU supports an environment free from retaliation. Retaliation against any employee who brings forth a good faith concern, asks a clarifying question, or participates in an investigation is prohibited.

#### Policy Enforcement for Students

Violations of any of the forgoing prohibitions subjects a student to disciplinary action up to and including expulsion from the University in accordance with the rules and procedures established in the Student Handbook. Convictions for unlawful conduct under local, state, or federal criminal drug laws may result in penalties such as fines, imprisonment, and loss of driver's license.

- In accordance with the Student Handbook, a student may be referred to an appropriate educational, evaluation or rehabilitation program or offered community service, in lieu of suspension or dismissal. Satisfactory participation in any such program is to be determined by the appropriate university department or official after consulting with the individual or organization providing the evaluation or rehabilitation program, coordinating the community service, and/or conducting the educational program. Participation in any such program may postpone completion of degree requirements.
- When students under the age of 21 are found responsible for violating alcoholic beverage and/or controlled substance laws or policies while on campus or at university activities, VSU may notify their parent or guardian of such violations at the time of notification, in accordance with the Family Education Rights and Privacy Act (FERPA).

#### Alcohol and Other Drug Treatment Program Resources for Students

A student who experiences a problem with alcohol or other drugs may contact the University Counseling Center of Student Health Center for confidential counseling, assessment and referral to community resources, if needed.

**University Counseling Center, Memorial Hall, room 409, 804-524-5939**  
**Student Health Center, Memorial Hall, ground floor, 804-524-5711**

**Policy # 1102 Virginia State University Alcohol and Drug Policy may be found in its entirety at <http://www.vsu.edu/files/docs/hr-forms/vsu-alcohol-and-other-drugs-policy.pdf>**

**Virginia Drinking Age Law: Virginia's Alcohol Beverage Control Act contains laws governing possession, use and consumption of alcoholic beverages. Pertinent laws are summarized below:**

- It is illegal for anyone under age 21 to purchase, possess, or consume any alcoholic beverage.
- It is illegal for any person to sell alcoholic beverages to persons under the age of 21 years.
- It is illegal for any person to purchase or provide alcoholic beverages for another when, at the time of the purchase, he/she knows or has reason to know that the person for whom the alcohol is purchased is under 21 years of age.
- It is illegal for any underage person to use a forged or otherwise deceptive driver's license to obtain beer or alcoholic beverage.

**Controlled Substances and Illicit Drugs: The unlawful possession, distribution, and use of controlled substances and illicit drugs, as defined by the Virginia Drug Control Act, are prohibited in Virginia.**

**Sanctions for Policy Violations**

Any member of the campus community who violates the University Alcohol and Drug Policy will face appropriate disciplinary action. Students in violation are subject to disciplinary action by the University judicial system or criminal prosecution by federal, state or local authorities or both. Violation of the University Alcohol and Drug Policy by students addressed through the Judicial Affairs System may be subject to but not limited to referral for assessment and/or treatment, community service, probation, suspension or expulsion as well as loss of eligibility for federal financial aid. Complete information about the Judicial System is available in the student handbook.

**Health Risks**

Virginia State University is dedicated to the education of students and employees about health risks associated with the abuse of alcohol and other drugs. Descriptions of some of these health risks are described below. In addition, behavioral difficulties at work, in school, or in relationships and with the law can be linked to the abuse of alcohol and other drugs.

Alcohol, a potentially addictive drug with significant physical and psychological consequence, is a central nervous system depressant that causes a number of marked changes in behavior. Even at relatively low levels, alcohol can impair judgment and decision-making. Low doses can also impair judgment and coordination required to drive a car safely, placing the driver and others at risk of injury. At higher levels, alcohol impairs the functioning of one's vital organs and can result in coma or death. If combined with other depressants, much lower doses of alcohol can produce the effects just described.

Repeated use of alcohol can lead to dependence. Sudden interruption of alcohol intake can produce withdrawal symptoms, including severe anxiety, tremors, hallucinations, and convulsions. Alcohol withdrawal can be life threatening. Prolonged and excessive use of alcohol, especially when combined with poor nutrition, can cause progressive damage to vital organs. Mothers who drink during pregnancy may give birth to infants with fetal alcohol syndrome. In many cases FAS infants have physical abnormalities and mental retardation.

Marijuana is an illegal drug that impairs memory, perception, judgment and hand-eye coordination skills. The tar content in cannabis is at least 50% higher than that of tobacco and thus smokers run the added risk of lung cancer, chronic bronchitis, and other lung diseases. Recent findings in the medical community suggest that an "A motivational syndrome" affects moderate to chronic users and produces symptoms of loss of energy, motivation, concentration, inability to carry out long-term plans, and decreased performance in school and work. This finding has significant implications for students and institutions of higher learning.

## THE UNIVERSITY

### AMERICANS WITH DISABILITIES ACCESSIBILITY POLICY

#### **I. Purpose**

The purpose of this policy is to address the commitment of the University to provide reasonable accommodations to applicants for employment, employees, and students under Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990.

#### **II. Policy**

The Virginia State University Board of Visitors, the administration and the faculty are committed to a policy of equal opportunity in education and employment prohibiting unlawful discrimination on the basis of race, color, creed, religion, marital status, sex, age, disability, political affiliation, or national origin.

The University will provide reasonable accommodations upon request to otherwise qualified disabled individuals who require such accommodations in technical standards of a University academic program or to have an equal opportunity to participate in University programs or activities. Accommodation request related to conditions of employment must be made directly to the Office of Human Resources. All accommodations requests must be written and consistent with the current documented needs of the individual requesting said accommodation(s).

Any student requiring an accommodation must request such services directly from the Student Accessibility Office or the Office of the Provost. In the event a program, class, or activity is located in an inaccessible facility, the University will take such action(s) as necessary to provide reasonable accommodations to ensure accessibility. All accommodation requests must be written and consistent with the current documented needs of the individual requesting said accommodation(s). A disability will be defined according to the parameters of Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990.

Inquiries regarding interpretation or compliance with this policy should be directed to the Office of Human Resources, Virginia State University, P.O. Box 9412, Petersburg, Virginia 23806, (804) 524-5085.

**THE UNIVERSITY**  
**SEXUAL HARASSMENT POLICY**

**I. Purpose**

It is the goal of Virginia State University to provide a productive and challenging educational environment, free from sexual harassment. It is the responsibility of all members of the University community to ensure that individuals are provided equal access to education, employment and services without being subjected to sexual harassment. Sexual harassment is a type of sex discrimination and is prohibited misconduct which undermines the mission of the University.

**II. Definition of Sexual Harassment**

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors or other conduct of a sexual nature, or action taken in retaliation for reporting such behavior, when:

- A. Submission to such conduct is made explicitly or implicitly a term or conditions of an individual employment or participation in a university-sponsored educational program or activity, or;
- B. Submission to, or rejection of, such conduct by an individual's employment, academic standing or other benefits, or;
- C. Such conduct has the purpose of effect of unreasonably interfering with a person's work or academic performance or creating a hostile and offensive work or learning environment.

Sexual harassment may include, but is not limited to: (1) Sexually suggestive conduct or remarks about clothing, body, or sexual activities directed personally at a member of the University community; (2) whistling in a suggestive manner directed personally at others in the University community; (3) sexual propositions, invitations, or other unwanted pressures for sexual contact; (4) obscene gestures directed personally at other members of the University community; (5) patting, pinching, or any other sexually suggestive touching or feeling; (6) attempted or actual kissing or fondling; (7) coerced sexual acts; (8) assault; and (9) expressed or implied requests for sexual favors as a condition of employment, promotion or favorable academic performance.

**III. Policy**

Virginia State University will not tolerate any conduct by any member of the University community that constitutes sexual harassment as outlined in TITLE VII of Sect. 703 of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, Virginia's Human Rights Act, or other applicable state or federal laws and regulations. Upon notification of a sexual harassment complaint, the University shall take prompt and appropriate action in response to the charge presented by the complainant. Any employee of the University being advised of a complaint of sexual harassment shall immediately refer the matter to the Human Resources Manager (EEO). All complaints under the policy should be filed within 30 days\* from the date of the alleged harassment.

The University shall provide sexual harassment training each academic year for all faculty, administrators and staff. Each employee of the University is responsible for ensuring his/her attendance at such training by affixing his/her signature to the sign-in roster. The Office of Human Resources shall maintain an account of attendance at such training. Students shall be made aware of the University's prohibition on sexual harassment through the Office of the Vice President for Academic and Student Affairs. Informational sessions shall be conducted minimally once, at the beginning of each semester.

This policy shall be distributed throughout the campus community, or made available to all members of the campus community through the Office of Human Resources, the Office of Student Affairs and the Office of the Provost. Additionally, this policy shall be made available by posting on a bulletin board in all dormitories and University buildings.



*\*The University reserves the right to accept and review complaints that are filed later than 30 days from the date of the alleged harassment if, upon preliminary review by the Human Resources Manager (EEO), the President or his designee determines that there is just cause for the delay in reporting the matter, or that it is in the best interest of the University to review the matter.*

# THE UNIVERSITY

## PROHIBITION OF WORKPLACE HARASSMENT

### I. Purpose

It is the goal of Virginia State University to provide a productive and challenging educational environment, free from any form of harassment. It is the responsibility of all members of the University community to ensure that individuals are provided equal access to education, employment and services without being subjected to any form of harassment. Harassment is a type of discrimination and is prohibited misconduct, which undermines the mission of the University. This revision, which brings the University into compliance with current federal law, addresses workplace harassment, sexual harassment, and the ethical considerations presented by consensual relations between faculty/staff members and students or supervisors and employees.

### II. Authority, Responsibility and Duties

This policy governs the conduct of all University employees including faculty, administrators, staff, and students when on the campus of Virginia State University or on other University property, or on other University property or in facilities, owned, or controlled by Virginia State University, or being used for a university-related event. Any exceptions in the application or enforcement of these policies must be approved by the President or his designee. The Associate Vice President for Human Resources is responsible for the official interpretation of this policy. Questions regarding the application of this policy should be directed to the Office of Human Resources.

### III. Definitions

Workplace harassment (hereinafter referred to as harassment) is defined as any unwelcome verbal, written, or physical conduct that is based on race, color, sex, religion, national origin, disability, and/or age, that: (1) has the purpose or effect of creating an intimidating, hostile, or offensive work or academic environment; (2) has the purpose or effect of unreasonably interfering with an individual's work or academic performance; or (3) affects an individual's employment opportunities or compensation. A work or academic environment is "hostile" when unwelcome verbal, non-verbal or physical behavior of a sexual or nonsexual nature is severe and pervasive enough to interfere with the victim's work or academic performance or create a work or academic environment that is intimidating, offensive, or abusive.

Sexual harassment, a form of workplace harassment, is defined as unwelcome sexual advances, requests for sexual favors or other conduct of a sexual nature, or action taken in retaliation for reporting such behavior, when:

- A. Submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment, academic status, or participation in a university-sponsored educational program or activity, or;
- B. Submission to, or rejection of, such conduct by an individual is used as a basis for decisions affecting that individual's employment, academic standing, or other benefits, or;
- C. Such conduct has the purpose or effect of unreasonably interfering with a person's work or academic performance or creating a hostile and offensive work or learning environment.

Sexual harassment may include, but is not limited to: (1) Sexually suggestive conduct or remarks about clothing, body, or sexual activities directed personally at a member of the University community; (2) Whistling in a suggestive manner directed personally at others in the University community; (3) Sexual propositions, invitations, or other unwanted pressures for sexual contact; (4) Obscene gestures directed personally at other members of the University community; (5) Patting, pinching, or any other sexually suggestive touching or feeling; (6) Attempted or actual kissing or fondling; (7) Coerced sexual acts; (8) Assault; (9) unwanted nonsexual conduct or language that pressures for the development or continuation

of a relationship, and (10) Explicit or implicit requests for sexual favors as a condition of employment, e.g., promising or granting continued employment, promotion, training, or favorable evaluation, or academic performance in return for sexual favors.

#### **IV. Policy Statements**

Virginia State University prohibits any conduct by any member of the University community that constitutes harassment as outlined in Title VII of Sect. 703 of the Civil Rights of 1964, as amended, Title IX of the Education Amendments of 1972, Virginia's Human Rights Act, or other applicable state or federal laws and regulations. The University will not tolerate any form of retaliation directed against an employee, student, or faculty/staff member who either complains about harassment or who participates in an investigation.

Through grades, wage increases, recommendations for graduate study, training, promotion, and the like, a faculty member or supervisor can have a decisive influence on a student's, staff members, or faculty member's career at the University and beyond. While harassment most often takes place in situations of a power differential between the persons involved, the University also recognizes that it may occur between persons of the same University status. Harassment may also occur between persons of the same sex. The University will not tolerate behavior between or among members of the University community that creates an unacceptable working or educational environment.

It should be understood by all members of the University community that consensual amorous or sexual relationships (hereinafter referred to as consensual relationships) that occur in the context of educational or employment supervision and evaluation present serious ethical concerns. Consensual relationships violate this policy when a party is involved or positioned to influence directly or indirectly an activity or evaluation that may reward or penalize the other party in the relationship. Faculty/staff members or supervisors involved in consensual relationships must remove themselves from any activity or evaluation that may reward or penalize the student or employee. Consensual relationships between faculty/staff members and students enrolled in their classes or students for whom they have professional responsibility as advisor or supervisor are in violation of this policy and may be a violation of the University's Conflict of Interest Act procedure. Similarly, consensual relationships between supervisors and employees for whom they have supervisory responsibility are in violation of this policy.

Faculty/staff members and supervisors should be aware that conducting consensual relationships with students or employees for whom they have supervisory responsibility makes them liable for formal action. Even when both parties have consented to the development of such a relationship, it is the faculty/staff member or supervisor who, by virtue of his or her special responsibility, will be held accountable for unprofessional behavior. Faculty/staff members and supervisors must be aware that even when they have no direct professional or supervisory responsibility for student or employees, consensual amorous relationships may still be asymmetrical and/or disruptive to the community. Complaints alleging sexual harassment may be filed by either party of the consensual relationship or by an aggrieved party outside the relationship. Complaints alleging harassment may be filed by third parties - individuals who are not University employees, but who have business interactions with University employees (customers, vendors, contractors, and volunteers). Note that control over the employment of an immediate family member is governed by the Virginia Conflict of Interests Act.

#### **V. Policy Violations**

Any employee or faculty member who engages in conduct determined to be harassment or who encourages such conduct by others, will be subject to corrective action which may include discharge from employment. Managers and/or supervisors who allow harassment to continue or fail to take appropriate action upon becoming aware of the conduct will be subject to disciplinary action, including demotion or discharge.

## **VI. Obligations and Responsibilities**

A formal, written complaint is needed from complainants to manage the investigative process effectively. However, federal law requires employers to investigate and resolve complaints as soon as they have knowledge of a problem or in cases where administrators, faculty, and supervisors (hereinafter referred to as supervising management) should have known.

### **A. Administrators, Faculty, and Supervisors**

University supervising management and others performing instructional or academic advising duties have an added responsibility to create and maintain a work and learning environment free from any form of harassment. University supervising management and others performing instructional or academic advising duties have an added responsibility to create and maintain a work and learning environment free from any form of harassment. When a supervising management staff member becomes aware of an incident that might reasonably be construed as constituting harassment, he/she must take prompt and appropriate action to address the charge presented by the complainant. In such cases, such members should immediately refer the matter to the Human Resources Manager (EEO) in order to coordinate any further action that may be necessary.

Supervising management staff members have a legal obligation to act whenever they learn either directly or indirectly about harassment. This obligation exists even if the complainant requests that no action be taken. It is not the responsibility of the complainant to correct the situation.

Supervising management staff members have the legal responsibility to: protect a complainant from continued harassment or retaliation; protect persons accused of harassment from potential damage by false allegations; and take necessary steps to prevent harassment.

Supervising management staff members are responsible for informing their employees and students of this policy.

### **B. Employees, Students, And Those Experiencing Harassment**

Anyone who believes they have been subjected to or observed instances of harassment should take one or more of the following steps:

1. Create a detail record of the offending behavior, and any response thereto;
2. Ask the perpetrator to cease the offending behavior;
3. Seek the help of a supervisor, faculty member, or university administrator; and/or
4. Contact the Office of Human Resources.

The complainant is not required to confront or complain to the harassing party. He/she may instead pursue steps 3 and/or 4 above.

### **Procedures**

Upon notification of a harassment complaint, the University shall take prompt and appropriate action in response to the charge presented by the complainant. Informal and formal complaint procedures are described in the University's Procedures Governing the Prohibition of Sexual Harassment, #801. Any employee of the University being advised of a complaint of harassment shall immediately refer the matter to the Human Resources Manager (EEO). All complaints under the policy should be filed within \*30 days from the date of the alleged harassment.

The University shall provide mandatory workplace harassment prevention training for all faculty, administrators and staff as follows:

- Even years – University online training
- Odd years- certified trainer
- New employees - University online training within 30 days of employment

Each employee of the University is responsible for ensuring his/her attendance at such training by affixing his/her signature to the sign-in roster. The Office of Human Resources shall maintain an account of attendance at such training.

Students shall be made aware of the University's prohibition on harassment through the Office of the Provost/Vice President for Academic and Student Affairs. Informational sessions shall be conducted minimally once, at the beginning of each semester.

This policy shall be distributed throughout the campus community, or made available to all members of the campus community through the Office Human Resources and the Office of the Provost/Vice President for Academic and Student Affairs. Additionally, this policy shall be made available by posting on a bulletin board in all dormitories and University buildings.

***\*The University reserves the right to accept and review complaints that are filed later than 30 days from the date of the alleged harassment if, upon preliminary review by the Human Resources Manager (EEO), the President or his designee determines that there is just cause for the delay in reporting the matter, or that it is in the best interest of the University to review the matter.***

## THE UNIVERSITY

### FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA)

#### I. POLICY STATEMENT CONCERNING THE CONFIDENTIALITY OF STUDENT RECORDS

Students attending, or who have attended, Virginia State University are afforded certain rights concerning their education records the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended (20 U.S.C.1232g), and regulations of the United States Department of Education (34 C.F.R. Part 99).

It is the policy of Virginia State University not to release education records or personally identifiable information contained therein, other than directory information, without the student's written consent. Such prohibition against release generally does not extend to record requests from other school officials at the University with a legitimate educational or administrative interest, other schools to which a student is transferring, State and Federal education authorities, accrediting organizations, appropriate officials in cases involving health and safety organizations conducting studies on behalf of the University, and education record requests pursuant to judicial orders or lawfully issued subpoenas. Questions concerning this Policy may be referred to the Office of the University Registrar.

#### **Directory information at Virginia State University includes:**

- student's name
- address(es)
- telephone number(s)
- electronic e-mail address(es)
- photographs
- date and place of birth
- major field of study
- whether a student is currently enrolled
- enrollment status (full-time, half-time, etc.)
- class
- academic level
- anticipated date of graduation
- certification that the student has applied for a degree
- dates of attendance
- degree(s) earned, including date and level of distinction
- honors and awards received
- participation in officially recognized activities and sports
- weight and height of members of athletic teams

The University may disclose personally identifiable information designated as directory information from a student's records without a student's prior written consent unless the student informs University officials, including the University Registrar, that specified categories of directory information are not to be released.

#### **NOTIFICATION OF RIGHTS UNDER FERPA FOR POSTSECONDARY INSTITUTIONS**

FERPA affords students certain rights with respect to their education records. These rights include:

**The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.** Students must submit to the Office of the University Registrar written or electronic requests with their electronic signatures that identify the record (s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the University official to whom the request was submitted does not maintain the records, that official shall advise the student of the correct official to whom the request should be addressed.

**The right to request the amendment of the student’s education records that the student believes is inaccurate or misleading.** Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write or send an electronic message with their electronic signatures to the University official responsible for the record, clearly identify the part of the record they want changed, and specify what is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

**The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.** One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisor, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Visitors; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

**The right to file a complaint with the U.S. Department of Education concerning alleged failures by Virginia State to comply with the requirements of FERPA.** The name and address of the office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202 4605

## **II. PARENTAL ACCESS TO STUDENT EDUCATION RECORDS**

Under FERPA, the word “student” refers to an individual who has reached the age of eighteen or is attending an institution of post-secondary education. The word “parent” means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or guardian. At the post-secondary or collegiate level, FERPA provides that parents have no inherent rights to inspect a student’s education records. Normally the right to inspect education records at the University is limited solely to the student. FERPA does, however, authorize the University to release education records and personally identifiable information to parents, as defined above, where one of the following conditions have been met: (1) the student has given written consent to the release of records to the parents; or (2) the parents produce sufficient documentary evidence that they (or either of them) declared the student as a dependent on their most recent federal income tax return as authorized by the federal income tax laws. See Section 152, Title 26 of the United States Code, for definition of "dependent" for income tax purposes.

## **GENERAL INFORMATION**

### **ADMINISTRATION OF GRADUATE PROGRAMS**

The Dean of the College of Graduate Studies exercises general responsibility for administration of graduate study and for university-wide policies, requirements, procedures and standards of graduate study. However, within this framework, the development, promotion, and delivery of instruction are the primary responsibility of graduate faculty members in individual program areas in collaboration with departmental Chairs and Deans of the perspective colleges.

Much of the work of the Graduate College is accomplished through three subcommittees: (1) Policies and Petitions, (2) Graduate Curriculum, and (3) Admissions Policy. The Policies and Petitions Committee has responsibility for decisions on written appeals from students seeking exceptions to policy, recommendations for suggested policy changes, and nominations to membership on the Graduate Faculty. The Graduate Curriculum Committee is responsible for approval of graduate curricular changes and proposals. The Admissions Policy Committee reviews policy, makes recommendations for exceptions, and designs procedures for admission to the College of Graduate Studies.

Graduate programs follow a general and flexible pattern which emphasizes an area of specialization. In keeping with the policy of individualizing programs, each student will pursue a program consistent with his/her previous preparation and experience and directed toward his/her personal and professional objectives. Programs leading to the doctorate degree, master's degree, or to the certificate of advanced graduate study may be completed during the regular sessions in all fields of study. They may be completed also during the summer sessions or, in many fields, through study in the evenings, in the late afternoons, and on Saturday mornings. Military, school, and industrial personnel find the scheduling flexible.



## **HISTORY AND PHILOSOPHY OF GRADUATE STUDY AT VIRGINIA STATE UNIVERSITY**

During the summer of 1937, Virginia State offered graduate courses for the first time in two fields—elementary education and secondary education in English, history and social sciences. In 1939, most departments of the institution offered one or more graduate courses, and the Division of Graduate Studies was established. As a result of continued growth and expansion, the Board of Visitors raised the status of the advanced studies areas to the Graduate School in September 1968.

Prior to September 1968, the Graduate Faculty was assigned all responsibilities related to graduate studies; the programs were coordinated by the Director of the Division of Graduate Studies and Research. The first director, J. McNeile Hunter, was later appointed Dean of the College and served in both capacities thereafter, until his retirement from administration in 1966. In September 1966, the second director was appointed, and the Graduate Faculty established a Graduate Committee and three sub-committees to provide leadership for, recommend policy to, and execute policies of the Graduate Faculty. In September 1968, a Graduate Council was established and made responsible to the Educational Council of the College. The duties of the Council were assigned in 1969 to the Education Committee of the Graduate Faculty.

The School of Graduate Studies and the School of Continuing Education were merged in July 1993 to form the School of Graduate Studies and Continuing Education. The School changed its name in September 2012 to the College of Graduate Studies. It is one of six colleges headed by a Dean. The College of Graduate Studies does not have a separate faculty. The members of the Graduate Faculty are highly qualified persons who may also teach undergraduate courses. They are nominated by the graduate faculty of affected program areas, and are approved by the Policies and Petitions Committee of the Graduate Council.

The philosophy central to all graduate programs in the University includes the following views. First, graduate programs take as a principal purpose, the development and extension of significant specialization in a major academic discipline, interdisciplinary area or profession. Second, each program has sufficient breadth to include essential study in supporting areas and disciplines. As a corollary, programs in the professions include study in the basic academic disciplines from which they are derived or on which they rest and, in addition, include essential study in supporting areas and disciplines. Third, each program takes as an objective the development of habits of scholarship and understanding and competence in research consistent with the level and nature of the program. Fourth, each program in the professions takes as an objective the development of skills and competencies essential to responsible practice.

Graduate education is centered in academic program areas. The primary purpose of the graduate program is to offer capable students an opportunity for advanced study and research in their fields of specialization. One of its aims is to assist students in achieving an advanced level of understanding and competence necessary for successful professional careers.

## **CAREERS AND GRADUATE STUDY**

In general, all graduate programs provide preparation or continued preparation for a number of careers ordinarily associated with the various fields of study which they represent. For example, students interested in one of the sciences or mathematics should study in one of those fields; historians should concentrate in history or combine it with political science offerings if cooperatively advised by major professors.

More information about majors and careers may be found in the descriptions of the individual programs given in later sections of the catalog.

## **STUDENT SERVICES AND FACILITIES**

The University offers a variety of extra-curricular programs of a cultural, educational, social, and recreational nature. These programs supplement and enhance the academic program. In addition, numerous support services are provided to meet specific student needs. Graduate students are invited to participate in the total University program and to take advantage of available student services.

The Vice President for Academic and Student Affairs bears direct responsibility for the coordination of these programs and services, which are administered through the following offices: Alumni, Athletics, Counseling Services, Financial Aid, Placement Services, Resident Student Activities, Health Services, and Veterans Affairs.

Several services and programs are available to graduate students through the College of Graduate Studies Office. An orientation program is offered each year in cooperation with this office to acquaint new graduate students with services and facilities.

## **ALUMNI OFFICE**

All graduates are members of the Alumni Association. The Association offers a continuing opportunity for the Alumni to serve the University and to maintain a strong sense of identity with their Alma Mater. Interested friends of the University may be granted associate membership. A nominal membership fee secures all membership privileges. The Association publishes the quarterly *Alumni Newsletter*, which is distributed to all active alumni on its roster.

## **ATHLETICS AND RECREATION**

All University students are encouraged to participate regularly in athletic activities of their choice. The physical education facilities, the track, swimming pool, and tennis courts are available for students' use.

## **FINANCIAL AID**

Qualified students demonstrating a need for financial assistance may apply for loans, scholarships, grants, and part-time employment through this office.

Additional information and application forms may be obtained from the Financial Aid Office. All requests for application forms and additional information regarding graduate fellowships should be directed to the College of Graduate Studies. The current Tuition and Fee Guide is available at <http://www.vsu.edu/student-accounts/tuition-fees.php>

## **INTERNATIONAL EDUCATION**

The Dr. George H. Bennett Office for International Education assists graduate students in identifying opportunities for research, teaching, and study abroad. Scholarships are available to currently enrolled students who have been accepted into an education abroad program for which they will receive credit toward their degree program.

## **LIBRARY FACILITIES**

Located in the center of campus, Johnston Memorial Library houses primary and secondary materials needed to support the academic and research programs of the University. It provides a full complement of research and information services to the University community. The Library contains approximately 250,200 monographs, approximately 1,255 periodicals and newspapers, 746,333 microform pieces, 27,144 audio-visual pieces including government publications and musical scores.

The Library participates in a statewide electronic resource-sharing consortium, the Virtual Library of Virginia (VIVA). The Library provides local and remote access to 200 databases, over 8,800 full text journals and newspapers, nearly 10,000 full text works of poetry and verse drama, and over 300,000 additional full text materials, including statistical reports and pamphlets. The book and serial collections, along with a wealth of online databases are accessible through the Library's webpage and through TROY, the Online Public Access Catalog (OPAC) with special services for the visually impaired. The Library provides local and remote access to Interlibrary loan, online reserves and self-help information literacy activities. Visit the website at <http://library.vsu.edu>

The Media Center houses videos, CDs, DVDs, audiotapes and other media. It also has a full array of multimedia services and provides wheel chair accessible multimedia services. The Center provides large screen text enhancements, talking books and other media for students with disabilities. The renovated library contains a 24-hour computer lab, cyber café and 24-hour study area to accommodate the University's diverse student population.

The Library has a seating capacity for 600 students and shelving capacity for approximately 300,000 books. Facilities include 21 private study rooms with hardware and wireless capability and 4 group conference rooms with smart boards for leading edge presentations. There are numerous individual carrels. The Library has a 40 seat electronic classroom to train students in information literacy.

Full reference service is available to the entire University community. The Reference Department provides interlibrary loan services through cooperative lending agreements. The Special Collections Department, with a full-time archivist, contains historical documents, memorabilia, and artifacts, which are available to both the campus community and other researchers. The Library is a selective depository for United States and Virginia government publications. The collection of more than 200,079 federal and state documents offers a wealth of information.

## **CAREER SERVICES**

Career Services is dedicated to helping VSU graduate students with exploring career options and empowering them to achieve their career and educational goals by providing the following resources:

- Career Research, Exploration and Assessment
- Career Advising, Planning and Preparation
- Job & Internship Opportunities
- Graduate School Admissions Process Assistance

The Career Services office partners with faculty, staff, student organizations, and University departments in providing career programs to help students obtain experiential learning and employment opportunities related to their major. In addition, Career Services provides career coaching/advising and serves as a liaison between the student and employer. Our goal is to assist students with their overall career and professional development and provide the highest quality of service and opportunities for our students, alumni, employers, faculty, staff, parents, and the community.

For additional information, please go to <http://www.vsu.edu/career-services/>

## **HOUSING**

Accommodations for a limited number of graduate students are available in University residence units. Mostly double accommodations are available, but a few single units are available. Requests for University residence accommodations are honored as completed application materials are received. Inquiries about housing should be addressed to the Director, Residence Life and Housing, Virginia State University. Payments must be made as requested in order to affect the reservation of rooms. Assistance in locating off-campus housing also may be secured from this office.

## **CAMPUS PARKING**

Parking permits are required of all persons affiliated with the University who plan to park vehicles on campus for an extended period. At the time of registration, interested students should obtain a brochure outlining current parking policy and purchase a parking permit (decal) if needed. The following general policies regarding parking apply to faculty, staff, and students:

All vehicles, with two exceptions, parked on the campus grounds must display a valid parking permit. The first exception is for vehicles operated by individuals who have been issued a “Handicapped” permit by the Commonwealth of Virginia. Vehicles displaying the “Handicapped” permit must park in spaces provided throughout the campus which are specifically marked for handicapped vehicles. All parking lots have at least one “handicapped” space and are strategically located to ease movement by drivers or passengers of the vehicle. The second exception is for short term visitors to the campus who are parked in the Honor Parking Lot No. 7, located at the corner of Jackson Place and University Avenue.

Visitors to the campus who are not eligible for a visitor’s permit must park in the lot designated as “Honors Parking” (Lot No. 7) and pay the posted parking fee. A space in the Honor Parking lot has no specific time limit during any given day. An individual who removes a vehicle from the lot forfeits all rights to the space in which the vehicle was parked. The Honor Parking Lot is the only lot on campus in which a vehicle may be parked without a decal or permit. Fees for the Honor Parking lot are required at all times between the hours of 7:00 a.m. and 7:00 p.m.

Any vehicle with a University Student decal may park in a lot designated as “Student Parking.” Restricted Faculty/Staff Parking lots are marked with signs at the entrance to each parking lot. These lots are used by faculty/staff whose vehicles display the University Faculty/Staff parking decal. Unauthorized vehicles parked in these spaces will be ticketed and/or towed.

Questions regarding parking should be directed to the Department of Police and Public Safety at 524-5360.

## **PUBLIC SAFETY**

The Department of Police and Public Safety is charged with and dedicated to the task of protecting life and property on the campus of the University. The ultimate objective of the department is the establishment and maintenance of an environment on the campus, which is safe, sane, secure and conducive to high quality human endeavor. This is achieved through educational programming and developing personal relationships that foster a positive community. We work hand in hand with other departments, and student organizations to design programs to educate students about safety and security, the Clery Act, R.A.D., Operations ID, workplace violence.

## **STUDENT ACTIVITIES**

The campus center, Foster Hall, serves as a social, cultural, educational and recreational center for all student groups. This center contains a snack bar and cafeteria, meeting rooms, information desk, television areas, music lounges, billiards and game areas, assembly hall, rooms for dancing, and art display space. The Foster Hall center serves as a focal point for campus hospitality.

## **STUDENT IDENTIFICATION CARD**

Each currently enrolled student must possess a valid student Identification (ID), which may be revalidated for up to four (4) years. The Identification Card is used for health service, athletics, dining hall, library, special activities and other related services. The student is responsible for the use and misuse of the assigned ID card. A charge will be made for replacement of a lost or mutilated card.

## **STUDENT HEALTH SERVICES**

Memorial Hospital, named in honor of the loyal sons and daughters of the University who sacrificed their lives in World War I and II, is a health center with a dispensary and temporary facilities for bed-patients. Students may secure treatment by presenting the usual identification.

Health and accident insurance is required for full-time students. Students must demonstrate that they have full health and accident insurance. If students do not have insurance coverage, the University has several arrangements with private companies offering student health insurance policies. Information and applications relative to health insurance may be obtained at the Student Affairs Office.

Prior to enrollment, all full-time students enrolling for the first time at VSU are required to furnish a health history, to include proof of up-to-date immunizations against the following diseases: measles, rubella, polio, diphtheria, and tetanus. If a full-time student has not provided the University with this information, he/she will not be allowed to enroll or remain enrolled.

## **COMPUTER LABORATORIES**

The University operates a number of computer laboratories for student use. Several of the laboratories are specialized to meet the needs of specific discipline areas: mathematics, computer science, and project management. Others are provided for general student use.

## **TESTING SERVICES**

Students may arrange to have standardized aptitude and achievement tests administered through the College of Graduate Studies Office. Information concerning these tests may be obtained from this office or from the Office of Institutional Planning and Assessment.

## VETERANS AFFAIRS AND MILITARY PERSONNEL

Service personnel on active duty and veterans of the U.S. Armed Forces who intend to study under the Federal Acts should consult the Veterans Affairs Counselor, who is associated with the Office of Student Affairs.

Veterans desiring advanced pay should register with the Veterans Counselor at least 60 days prior to the beginning of the semester. Veterans studying under Public Law 87-815 should receive clearance from the Veterans Counselor to register. The Veterans Administration pays the cost of tuition, fees, books, and supplies.

Virginia State University has been approved under the provisions of Public Law 550, Public Law 634, and Public Law 89-358. Veterans eligible under Public Law 550 receive a monthly allowance paid directly to them while in attendance at the University. It is intended to cover the costs of fees, books, and basic living expenses. Individuals who are children of deceased veterans are eligible for certain educational benefits under Public Law 634. Veterans with more than 180 days of active duty, any part of which occurred on or after February 1, 1955, are eligible for one month of college, vocational or similar education for each month or fraction of a month on active duty. A veteran who wishes to receive the benefits of Public Law 550 and Public Law 89-358 should contact the Office of Veterans Affairs to initiate paperwork for benefits.

*“GI Bill® is a registered trademark of the U.S. Department of Veteran Affairs (VA). More information about education benefits offered by the VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill>.”*

## PROTECTION FROM DELAYED VETERANS AFFAIRS PAYMENT POLICY

### **Purpose**

The policy codifies Virginia State University's compliance with Section 103 of the Veterans Benefits Transition Act of 2018, which takes effect on August 1, 2019. Known as the Service Members Improved Transition through Reforms for Ensuring Progress Act of the SIT-REP Act (H.R.4830), this bill authorizes the Department of Veterans Affairs (VA) to require educational institutions, in order to be eligible for educational payments, to adopt policies that prohibit penalizing student veterans for delayed disbursement of VA assistance payments to institutions on behalf of eligible student veterans, survivors, or dependents. The legislation applies to VA benefits paid directly to the school, such as the Post-9/11 GI BILL ®.

### **Authority, Responsibility, and Duties**

The Board of Visitors has delegated to the President the authority to manage the University. As such, this policy applies to the VSU President, Vice Presidents, Associate Vice Presidents, Assistant Vice Presidents, Deans, Directors, and Department Chairs. Those responsible for monitoring adherence to this and related policies are the University Bursar, the Registrar, and the University's VA Benefits Certifying official.

### **Definitions**

**Covered individual:** Any individual who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post 9-11 GI BILL ® benefits.

**Chapter 31:** The Vocational Rehabilitation and Employment program is authorized under Title 38, U.S. Code, Chapter 31. It is referred to as the Chapter 31 program. It assists entitled veterans with service-connected disabilities and an employment handicap to prepare for, find, and maintain a job. It also helps entitled transitioning service members.

**Chapter 33:** The Post 9-11 GI BILL ® provides educational benefits to individuals who served in active duty after September 11, 2001.

### **Policy Statements**

For those students who have been certified to use Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post 9-11 GI BILL ® benefits and whose financial obligations to the University have not been met due to delayed disbursement of G.I. Bill payments, Virginia State University shall not undertake the following punitive measures.

- Prevent enrollment;
- Assess a late penalty; fee
- Require the securing of alternative or additional funding; or
- Deny access to any school resources (access to classes, libraries, or other institutional facilities) that are available to other students that have paid their academic fees.

However, the University will require that students provide the University's VA Certifying Official with the Certificate of Eligibility and any other relevant documents needed to certify students properly.

Any covered individual will be permitted to attend or participate in the course of education during the period beginning on the date which the individual provides to Virginia State University a certificate of eligibility for entitlement to educational assistance under Chapter 31 or Chapter 33 and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.
2. 90 days after the date that Virginia State University certified tuition and fees following the receipt of the certificate of eligibility.

**Grievance Policy:** “The Virginia State Approving Agency (SAA) approves education and Virginia training programs. Our office investigates complaints of GI BILL ® beneficiaries. While most complaints should initially follow the school grievance policy, if the situation cannot be resolved at the school, the beneficiary should contact our office via email at [saa@dvs.virginia.gov](mailto:saa@dvs.virginia.gov)”

***“GI BILL ® is a registered trademark of the U.S. Department of Veteran Affairs (VA). More information about education benefits offered by the VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill>.”***

This policy shall be published in the University Catalog and made accessible to students.

References

HR.4830-SIT-REP Act. <https://www.congress.gov/bill/115th-congress/house-bill/4830/text>

U.S. Department of Veteran Affairs. “Post-9/11 GI BILL ® (Chapter 33).”  
<https://www.va.gov/education/about-gi-bill-benefits/post-9-11/>

U.S. Department of Veteran Affairs. “Vocational Rehabilitation and Employment Services: Chapter 31 Fact Sheet.” <https://www.benefits.va.gov>

Sec.103. Disapproval for Purposes of Educational Assistance Programs of Department of Veterans Affairs.  
<https://www.govinfo.gov>



### **TITLE 38 UNITED STATES CODE SECTION 3679(C)**

The following individuals shall be charged the in-state rate, or otherwise considered a resident for tuition purposes:

- A veteran using educational assistance under either chapter 30 (Montgomery GI BILL ® – Active Duty Program) or Chapter 33 (Post-9/11 GI BILL ®), of Title 38, United States Code, who lives in the Commonwealth of Virginia while attending a school located in the Commonwealth of Virginia (regardless of his/her formal state of residence).
- Anyone using transferred Post-9/11 GI BILL ® benefits who lives in the state where the IHL is located, and the transferor is a member of the uniformed service serving on active duty.
- A spouse or child using benefits under the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. & 3311(b)(9)) who lives in the Commonwealth of Virginia while attending a school located in the Commonwealth of Virginia (regardless of his/her formal state of residence).
- A spouse of child using benefits under Survivors' and Dependents' Education Assistance (Chapter 35) living in the Commonwealth of Virginia while attending a school located in the Commonwealth of Virginia (regardless of their formal state of residence).
- An individual using educational assistance under Chapter 31, Veteran Readiness and Employment (VR&E) who lives in the Commonwealth of Virginia while attending a school located in the Commonwealth of Virginia (regardless of their formal state of residence) effective for courses, semesters, or terms beginning after March 1, 2019.
- Anyone described above remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same institution. Therefore, the described person must be enrolled in the institution and use educational benefits under Chapter 30, 31, 33 or 35 of Title 38, United States Code.

*GI BILL ® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <https://www.benefits.va.gov/gibill>.*

## VA Pending Payment Compliance Addendum to Catalog

As part of Colonel John M. McHugh, section 3679 of title 38, United States Code was amended, and educational institutions will be required to sign this compliance form to confirm their compliance with the requirements as outlined.

**Effective August 1, 2022, the State approving agency, or the Secretary when acting in the role of the State approving agency, shall disapprove a course of education provided by an educational institution that has in effect a policy that is inconsistent with the areas below:**

**NOTE: A Covered Individual** is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, post 9-11 *GI BILL*® benefits, or Chapter 35, Dependents Education Assistance.

- Your policy must permit any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31, 33, or 35 (a “certificated of eligibility” can also include a “Statement of Benefits” obtained from the Department of Veterans Affairs’ (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:
  1. The date on which payment from VA is made to the institution.
  2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.
- Your policy must ensure that your educational institution will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrows additional funds, on any covered individual because of the individual’s inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31, 33, or 35.
- In addition, statute allows your policy to require the covered individual to take the following additional actions:
  1. Submit a certificate of eligibility for entitlement to educational assistance no later than the first day of a course of education.
  2. Submit a written request to use such entitlement.
  3. Provide additional information necessary for the proper certification of enrollment by the educational institution.
  4. Your policy may also require additional payment or impose a fee for the amount that is the difference between the amount of the student’s financial obligation and the amount of the VA education benefit disbursement.

## FINANCIAL INFORMATION

### GRADUATE TUITION AND FEES

Any student who already holds a bachelor's degree is considered a graduate student for purposes of assessing tuition fees. For any course, undergraduate or graduate, taken by a student who has graduated from college with a bachelor's degree, the fee charged is the graduate tuition fee.

*For information, see the current Tuition and Fee Guide, available at <http://www.vsu.edu/student-accounts/tuition-fees.php>*

**AUDITING FEES** - Students approved to audit a course will be charged at the same rate as for credited semester hours.

**TRANSCRIPT FEE** - The Registrar's Office is the source for all University transcripts. A fee is charged for each transcript requested.

**COMPREHENSIVE EXAMINATION FEE** - The comprehensive examination fee will be charged when a student enrolls in the comprehensive exam course and is not enrolled in any other courses.

**THESIS FEE** - This fee will be charged when the student enrolls in Thesis in Absentia (no credit hours) during any semester.

**LATE REGISTRATION FEE** - Registration dates for the academic year are provided in the University Calendar. A late fee is assessed on the first day of class.

**GRADUATION FEE** - Students are required to pay applicable administrative fees for processing. Additional fees are assessed through the University Bookstore for Commencement regalia.

### FINANCIAL ASSISTANCE

Qualified students requiring financial assistance can apply for loans, scholarships, grants and part-time employment through VSU's Office of Financial Aid. Federal guaranteed loans are available to graduate student, whether they have full-time jobs or not. The maximum loan (currently \$8,500 a year for two years) is available to full-time students. Half the amount is available to part-time graduate students who are carrying at least six hours per semester.

Virginia State University awards graduate assistantships to students who have demonstrated exceptional promise and achievement. These assistantships provide a yearly stipend to students each semester awarded for up to four (4) semester. Graduate assistants may be required to work 25 hours per week. After admission, students may contact the College of Graduate Studies at [gradstudies@vsu.edu](mailto:gradstudies@vsu.edu) or (804) 524-3692 to inquire about the application for the Graduate Assistantship.

Guaranteed Student Loan Applications are obtained from the Financial Aid Office. The Financial Aid Form (FAF), also obtained from the Financial Aid Office, must be filed each year to establish eligibility for loans and work-study assistantships. Find more information, please visit the Financial Aid page on the VSU website or contact the Financial Aid Office at: (804) 524-5990 or (800) 823-7214.

The Office of Sponsored Research may offer information about assistantships to graduate students whose interests correlate with the goals of research projects. Applicants should consult with the chief investigator.

Several positions as resident hall counselors are open to graduate students. Applications for these positions should be made to the Director of Residence Life and Housing.

Occasionally, graduate students may be selected for part-time jobs by offices and other non-teaching departments of the University to which graduate assistant funds do not apply. Graduate students may consult the Director of Financial Aid and/or the Director of Career Planning and Placement.

## ADMISSIONS AND OTHER ACADEMIC REGULATIONS FOR A GRADUATE DEGREE

*Note: all guidelines and regulations outlined in this section represent the minimum standards for VSU. Where departmental/programs standards are more rigorous than these minimums, the program standards supersede. Students should consult their program's section in the catalog for specific guidance regarding their program.*

### ADMISSIONS REQUIREMENTS

An applicant for graduate study is expected to hold the bachelor's degree from a college of recognized standing. The applicant's preparation must be appropriate to the desired program and must meet the requirements of the specific degree program pursued.

Each prospective graduate student must submit an online application to the Office of Graduate Admissions and receive a letter of admission before registering for courses.

A senior at Virginia State University who has a superior scholastic record and is within six hours of qualifying for the bachelor's degree may be approved to begin graduate courses, but an actual admission to a graduate program will not occur until the undergraduate curriculum is complete. Enrollment in graduate courses must be approved by the departmental chairman of the program to which the student wishes to apply.

Admission requirements for degrees in Education are described in the section titled, The College of Education.

### APPLICATION PROCEDURES

All prospective graduate students apply for admission either (1) to a program leading to a degree or (2) to a non-degree program for certification, in service training, or for professional or personal improvement. ***Each student applying for admission should specify on the application the program to which he/she is applying and make sure that he/she is meeting the specific program criteria as determined by the respective program.***

All applications should be completed and submitted online. All supporting credentials, scores, and references should be mailed or sent electronically from the original source to the Office of Graduate Admissions. ***Final admission determination will be made by the program to which the student has applied.***

The application ***deadline*** for admission to graduate varies by program. Please review the section summarizing application deadlines to find the date for each program.

### APPLICATION PROCEDURES FOR STUDENT SEEKING A DEGREE

1. Submit a completed online application form to the Office of Graduate Admissions.
2. Have two official transcripts from the school(s) granting the degree(s) sent to the Office of Graduate Admissions. To be considered official, a transcript must be received **DIRECTLY** from the institution concerned. Graduates of Virginia State University must comply with this requirement.
3. An applicant must have taken the GRE by the time she/he applies. GRE requirements differ by program. Applicants who do not meet GRE program requirements can be admitted on a conditional basis (for one semester only). Students admitted on a conditional basis can only take a total of nine credit hours of course work until they have met the GRE requirements of their respective program.

After the first semester, the student must meet the specific GRE program requirements.

4. Requests for transfer credit for graduate courses already completed must be submitted to the Chair of the program with evidence that it is a graduate level course; a catalog description for the course is necessary to determine its equivalency to offerings at this University.
5. Applicants whose native language is not English are required to present a minimum score of 500 on the Test of English as a Foreign Language (TOEFL). Exceptions are made for transfer students from other U.S. colleges who have completed at least one semester of course work with a grade point average of “C” or better.

### **APPLICATION PROCEDURES FOR NON-DEGREE STUDY**

1. Submit a completed online application to the Office of Graduate Admissions.
2. Attach a statement of study objectives.
3. Have two official transcripts of the record leading to the most advanced degree attained sent to the Office of Graduate Admissions. To be considered official, a transcript must be received **directly** from the institution. Graduates of Virginia State University must comply with this requirement (with the exception that only one transcript is needed).
4. An applicant who is a candidate for a degree at another institution should also submit a statement from an appropriate official certifying such status and authorizing study here.

### **TYPES OF ADMISSION**

The College of Graduate Studies offers graduate students the following types of admission—unconditional, conditional, and special. In addition to the general admission requirements for graduate study at Virginia State University, academic program requirements must be satisfied. The specific requirements for each program are found under the description of the program.

#### **UNCONDITIONAL ADMISSION**

1. Graduates of a regionally accredited college, with a minimum grade-point average of 2.6 (on a 4-point scale) may be granted unconditional admission provided all other prerequisites have been met. The grade-point average is based on either the last two years of college or the entire undergraduate record, whichever is better, except that the grade-point average of a student who attended more than one college is based on the entire record.
2. Applicants must meet the requirements for admission to the program of their proposed majors. (See program descriptions.)

#### **CONDITIONAL ADMISSION**

Students are granted conditional admission to the College program under the following guidelines:

1. A graduate of an institution approved as a four-year college by the State Department of Education in the state where it is located, but not accredited by its regional accrediting agency, may be admitted conditionally; however, he/she must have an undergraduate average of at least 2.5.

2. An applicant who is a graduate of a college fully accredited by its regional accrediting agency, but whose academic average is lower than 2.6 will only be considered on an individual basis.
3. Applicants who have met the general admission requirements of the Graduate College but who have not cleared program area admissions requirements may be admitted conditionally, pending program area action.

### **REMOVAL OF CONDITIONAL STATUS**

The student must remove his/her conditional status and attain unconditional status by:

1. Earning an average of 3.0 in the first nine hours of courses in an approved program of study.
2. Meeting all program area requirements for unconditional admission, and
3. Earning an average of 3.0 in all undergraduate prerequisites listed in the approved program of study.

### **SPECIAL ADMISSION FOR NON-MATRICULATING STUDENTS**

Students who possess baccalaureate degrees and wish to study for their own personal growth may be allowed to take course work as non-matriculating "special" students.

Students admitted to resident workshops and institutes and approved off-campus graduate courses, but who are not pursuing a program of study, will be considered special students.

A visiting student pursuing graduate work at another institution may, with the approval of the appropriate official(s) of that institution, take courses at Virginia State University for credit to be transferred to the graduate school in which the student is enrolled. Such a student has special status at Virginia State University.

### **TRANSFER TO A DEGREE PROGRAM**

A special student who wishes to become a degree-seeking student may have his/her classification changed by presenting his/her request to the Chair of the department and submitting all required credentials. Not more than nine (9) semester hours of credit earned by a special student may be credited toward the master's degree.

### **OFFER OF ADMISSION TO GRADUATE STUDY**

A written acceptance or rejection of the offer of admission should be sent to the Graduate Office as soon as a decision on graduate study has been made by the student.

A student who enrolls at another institution is considered to have rejected the University's offer of admission.

An individual whose offer of admission has lapsed must submit a new online application to be reconsidered for admission at a later date.

## RE-APPLICATION

Students who are accepted but do not enroll within a one-year period from the semester date for which they were accepted must submit a new online application and initiate the application process the same as new students.

## REACTIVATION

Records of students who have enrolled previously but have taken no course work during a two-year interval will be deactivated. Once records are deactivated, a student must reapply, submitting a new online application to continue with graduate studies. Transcripts of any course work taken during the two-year interval from any other college or university will also be required.

## REGISTRATION

Dates of registration are listed in the University Calendar. Registration is done via the VSU Banner website. Prior to registration, graduate students who are already enrolled in a program should consult with their advisors and work out programs for the ensuing term. For this purpose, the students should bring with them their Student Program and Data card and copies of their most recent grade reports.

Graduate faculty from program areas and the Dean of the College of Graduate Studies are available in their office during registration to assist students. A late registration fee is charged after the date specified in the University Calendar. The amount charged is listed under *Special Fees*. Registration is not completed until all financial obligations pertaining to it are met.

## OTHER ACADEMIC REQUIREMENTS

**Note: all guidelines and regulations outlined in this section represent the minimum standards for VSU. Where departmental/programs standards are more rigorous than these minimums, the program standards supersede. Students should consult their program's section in the catalog for specific guidance regarding their program**

## ACADEMIC CREDIT

The semester hour is the unit of academic credit and represents one hour of lecture or recitation or a minimum of two hours of laboratory work each week for one semester or the equivalent.

## ACADEMIC STANDARDS

A graduate student who is a candidate for a degree must earn an average of 3.0 or higher in all courses applicable to his/her degree. Only courses with grades of "A," "B," "C," "S," or "P" may be applied to semester-hour requirements for the degree.

Students may receive no more than two (2) "C's" in courses taken at the graduate level. Courses with "C" grades in excess of this number will not count toward the degree but will be figured in the total cumulative average. A prerequisite undergraduate course taken in conjunction with a graduate program must be completed with a grade of "B" or better.

Graduate students in non-degree programs are expected to meet and maintain the same academic standards as students in degree programs.

Because Virginia State University encourages a maximum of student responsibility, with a minimum of administrative regulation, it expects each student to maintain appropriate standards in his/her academic program. The University reserves the right to terminate the registration of any student who does not meet



acceptable standards. A student whose record falls below standard or otherwise indicates a lack of ability or effort needed to succeed in graduate study will be denied permission for further study.

### **APPLICATION FOR GRADUATION**

A candidate for the graduate degree or Certificate of Graduate Studies should file an Application for Graduation in the Registrar's Office by dates published in the official academic year calendar prior to the appropriate Commencement Exercise. It is the student's responsibility to obtain all required signatures in advance of this date.

### **ATTENDANCE**

Responsibility for regular class attendance rests with the student. Regulations concerning attendance in a course are at the discretion of the instructor and should be present in the course syllabus. The University reserves the right to exclude from a graduate program, course, or final examination a student whose attendance in classes is unsatisfactory to the instructor of the class.

### **AUDITING COURSES**

Students enrolled in a full program of study, or its equivalent, may audit a course which contributes to that program provided the student's advisor approves and the instructor of the course agrees. Credit or grades are not assigned for auditing. Audit courses are not accepted in seminars, practica, research courses, field courses, clinical courses, workshops, or similar courses. (See auditing fees under "Special Fees.")

### **CERTIFYING HOURS AND COMPLETION OF REQUIREMENTS**

The Dean will certify the completion of degree requirements to an employer upon written request from the student. The request should include the full name, title, address, and zip code of the persons to whom the student wants such certification made. Only the Dean of Graduate Studies is authorized to certify the number of hours completed and the completion of degree requirements to an employer.

### **CHANGE OF DEGREE PROGRAM**

Admission to the Graduate College in one program does not entitle a student to transfer to another program without applying for and being accepted by the new program as a new student. Any student wishing to change from one program to another must complete a Change of Major form (which requires a number of signatures including those of the original advisor and the chairperson of the department to which the student wishes to transfer). The forms are available in the Graduate Office and online at the Graduate Studies website.

### **CONCURRENT ENROLLMENT**

When the need exists, a student enrolled as a degree student may take graduate courses at another accredited institution. Prior approval of the advisor, Chair, Program Director, and the Dean of the College of Graduate Studies is necessary. It is the student's responsibility to request credit for such courses and upon completion and have an official transcript submitted to the Registrar and Graduate Office. Permission is not ordinarily given for a student to take a course elsewhere for transfer credit during the semester in which the degree is to be awarded.

### **CONTINUING EDUCATION CREDIT**

The CNED prefix, and the 90 to 99 endings denote the off-campus education courses. Degree seeking students can take CNED courses if they are included on their approved program card. Courses taken for credit through continuing education programs of other institutions must have prior approval of the major professor, the Dean of the College of Graduate Studies and the Dean of the College.

## COURSE LOAD

The normal load for a full-time graduate student enrolled during a semester is nine semester hours; a maximum class load is 12 semester hours. To be considered in full-time study the student must be registered for no less than nine semester hours of work. Non-traditional students who are enrolled in an Alternative Program may enroll in 12 semester hours.

The academic load of a graduate student cannot always be measured in terms of formal courses. Frequently, his/her assignment will consist largely or entirely of research. The Chair and Graduate Program Coordinator in the student's department will determine the extent to which these assignments are the equivalent of a full academic load through the use of variable credit research and thesis or dissertation courses.

Part-time graduate students, in-service teachers, and other employed personnel are advised not to carry a load in excess of two graduate courses, except by special permission of the Dean of the College of Graduate Studies on recommendation of the major advisor. Without special permission, the course load for part-time students may not exceed six credit hours.

During summer school, graduate students can carry 6 semester hours during both four and a half week sessions. Thus, a student may earn 12 semester hours of credit by attending two sessions of summer school.

**General Student Appeals:** A student who considers any of the regulations of the College of Graduate Studies, to have adverse effect upon his/her academic progress may request relief by addressing a written petition setting forth the particulars of the situation with approval of his /her advisor. The request should be addressed to the Policies and Petitions Committee in care of the Dean of the College of Graduate Studies. The Committee is composed of two graduate faculty members from each of college that has a graduate program, plus the graduate dean.

**Grade Appeal:** College Grade Appeal Committees consisting of at least three (3) faculty members from various programs shall deliberate requests for grade appeals and recommend an action to the college dean. The dean shall review the recommendation and make a decision on the outcome of the appeal. The dean shall serve as the final arbiter on the matter. At the end of each semester, the dean shall submit to the Policies and Petitions Committee a summary report of the dispositions of grade appeals handled at the college level. Only if circumstances warrant further deliberation should a grade appeal be referred to the PPC.

The appeal procedure for a student with a complaint about grading requires initial contact with the instructor involved and further contact with the instructor's department chairperson if the matter is not resolved between the instructor and student. If the matter is not resolved at the departmental level, a grade appeal should be submitted to the dean of the college in which the instructor teaches. The dean shall then forward the request to the grade appeal committee for deliberation.

Normally, students may appeal final grades based upon documented evidence that a grade was incorrectly awarded. Typically, grade changes are warranted based upon the following:

- The Professor did not have information or documentation at the time the grade was awarded;
- The Professor made an error of calculation or other error or entry of a grade;
- A grade of "I" (incomplete) was entered and the student completed the necessary work for the course.

The student will follow the steps below:

1. Make his/her case (with documentation) to the faculty member who awarded the grade. If the faculty member is no longer employed by the University, the student may approach the Department Chairperson for the unit through which the course was offered.
2. If the student is not satisfied with the disposition of the faculty member, he/she may repeat this process with the Department Chairperson.
3. If the student remains dissatisfied, he/she may appeal to the college grade appeal committee via a letter which states the student's case with supporting documentation appended.
4. After deliberation, the college grade appeal committee makes a positive or negative recommendation to the dean.
5. The dean will consider the appeal, entering one of two dispositions:
  - The appeal has no merit and the faculty member's grade stands as entered;
  - The appeal has merit and is remanded to the department chairperson and faculty member for reconsideration. In these cases, the disposition of the faculty member is reported to the dean and is final.

### **COURSE NUMBERS**

Courses numbered at the 500, 600, and 700 levels are primarily for graduate students. These courses may be taken by other students with the permission of the instructor and department chair. Courses with numbers below 500 will not be applied to graduate degrees.

### **DEGREE REQUIREMENTS**

Graduate programs lead to the Doctor of Education (Ed.D.) in Educational Administration and Supervision, Doctor of Philosophy (Ph.D.) in Health Psychology, Master of Arts (M.A.), Master of Science (M.S.) or Master of Education (M.Ed.) degree. The M.A. degree is conferred when the major is in Economics or Media Management. The M.S. degree is conferred in all other majors that also include the preparation of a thesis. The M.Ed. degree is conferred in those professional teacher education programs which include an Action Research Project.

### **MASTER OF ARTS, MASTER OF SCIENCE AND MASTER OF EDUCATION, MASTER OF INTERDISCIPLINARY STUDIES**

Each program determines general requirements for the Master of Arts, Master of Science, Master of Education, and Master of Interdisciplinary Studies

### **DOCTORAL PROGRAMS**

The Doctor of Education and Doctor of Philosophy degrees require the hours determined by the programs.

### **DUPLICATE CREDIT**

Any course used as credit toward another degree (a bachelor's degree or earlier master's degree at VSU or elsewhere) will not be used again as credit in a master's degree program at Virginia State University. A course may be used only once; no duplicate credit is allowed. This applies also to master's degrees being pursued simultaneously at VSU and another institution.

### **FACULTY ADVISORS**

Each student admitted to graduate study in a specific program is assigned a faculty advisor by the Chair of the student's major program area. Special students may also be assigned faculty advisors by the Dean. The advisor of the degree-seeking student is the major professor whose responsibilities are to (1) aid the

student in planning a program of study, (2) advise the student regarding his/her progress toward the degree or certificate, (3) advise on student petitions, and (4) aid the Dean in observance of the University policies on graduate study.

### **FINAL EXAMINATIONS**

In addition to the regularly scheduled course examinations, a candidate for the master's degree must pass satisfactorily a formal examination arranged by the chairman of his /her committee. This examination may be oral or written or both, and will cover the field of the student's major and minor work as well as the specialized area of the student's thesis if his/her program includes one. The student's special committee will report the results of his /her performance on the examination to the Graduate Office within twenty-four hours.

A student who fails his/her final examination for the master's degree may, at the discretion of the Examining Committee, be allowed another examination not earlier than one semester after his/her failure. The Examining Committee, however, may recommend that the student take a course or courses before he/she is allowed a reexamination.

### **PROFICIENCY EXAMINATIONS**

Graduate students are not eligible to earn academic credit through proficiency examinations.

### **GENERAL STUDENT APPEALS**

A student who considers any of the regulations of the College of Graduate Studies, to have adverse effect upon his/her academic progress may request relief by addressing a written petition setting forth the particulars of the situation with approval of his /her advisor. The request should be addressed to the Policies and Petitions Committee in care of the Dean of the College of Graduate Studies. The Committee is composed of six graduate faculty members, plus the graduate dean.

### **GRADE APPEAL**

The College Grade Appeal Committees consisting of at least three (3) faculty members from various programs shall deliberate requests for grade appeals and recommend an action to the college dean. The dean shall review the recommendation and make a decision on the outcome of the appeal. The dean shall serve as the final arbiter on the matter. At the end of each semester, the dean shall submit to the Policies and Petitions Committee a summary report of the dispositions of grade appeals handled at the college level. Only if circumstances warrant further deliberation should a grade appeal be referred to the PPC.

The appeal procedure for a student with a complaint about grading requires initial contact with the instructor involved and further contact with the instructor's department chairperson if the matter is not resolved between the instructor and student. If the matter is not resolved at the departmental level, a grade appeal should be submitted to the dean of the college in which the instructor teaches. The dean shall then forward the request to the grade appeal committee for deliberation.

Normally, students may appeal final grades based upon documented evidence that a grade was incorrectly awarded. Typically, grade changes are warranted based upon the following:

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- The Professor made an error of calculation or other error or entry of a grade;
- A grade of "I" (incomplete) was entered and the student completed the necessary work for the course.

The student will follow the steps below:

1. Make his/her case (with documentation) to the faculty member who awarded the grade. If the faculty member is no longer employed by the University, the student may approach the Department Chairperson for the unit through which the course was offered.
2. If the student is not satisfied with the disposition of the faculty member, he/she may repeat this process with the Department Chairperson.
3. If the student remains dissatisfied, he/she may appeal to the college grade appeal committee via a letter which states the student's case with supporting documentation appended.
4. After deliberation, the college grade appeal committee makes a positive or negative recommendation to the dean.
5. The dean will consider the appeal, entering one of two dispositions:
  - a. The appeal has no merit and the faculty member's grade stands as entered;
  - b. The appeal has merit and is remanded to the department chairperson and faculty member for reconsideration. In these cases, the disposition of the faculty member is reported to the dean and is final.

## **POLICIES AND PETITIONS COMMITTEE (PPC)**

### **POLICIES AND PROCEDURES**

#### **I. PURPOSE AND DUTIES**

##### **Purpose**

The purpose of the Policies and Petitions Committee (PPC) is to deliberate requests for exceptions to academic policies for graduate students in the areas of academic suspensions, time limit for the completion of degree requirements, and general student appeals. Both the ACC and the PPC will provide a report of the types and disposition of cases to the Provost/Vice President for Academic Affairs.

##### **DUTIES**

The PCC is charged with the following duties and responsibilities:

- A. Providing adjudication and disposition on students' academic suspensions, and other academic matters, including (but not limited to) the following:
  - Time limit for the completion of degree requirements<sup>1</sup>
  - Reinstatement of students
  - Admission to Candidacy
  - Removal of "I" grades
  - Transfer Credit
- B. Monitoring and making recommendations to the Provost/Vice President for Academic Affairs (VPAA) relative to academic policy and procedure

#### **II. COMPOSITION**

The PCC is a group organized under the auspices of the Graduate Dean and Office of the Provost/Vice President for Academic Affairs. The Committee is convened and facilitated by the Dean of the Graduate College. The Committee is composed of two graduate faculty members from each of college that has a graduate program. The Dean of the College of Graduate Studies serves as Chairperson of this Committee. The Dean, as chairperson, votes on cases and issues only to break a tie vote.

#### **III. MEETINGS**

The PPC meetings are held at least twice during the semester; however, on certain issues, the Committee members are sent electronic information and are requested to vote on the matter. All members are informed of the decision prior to informing the student. Minutes of the meetings are housed in the Office of the Graduate Dean.

#### **IV. DISPOSITIONS**

The PPC renders dispositions based upon students' appeals for exceptions to established University policy. Each appeal is considered based on its individual merit, and exceptions are granted only if documentation clearly demonstrates at least one of the following:

- A. Sanctions or other negative decisions based on incorrect or missing information;
- B. Extraordinary circumstances beyond the student's control; or
- C. Situations where there is malfeasance on the part of the University.

The dispositions of PPC are the final recourse for students, i.e., students may not appeal to any other authority at the University. However, PPC decisions may be reviewed by the Provost, who has the authority to reconvene PPC if additional information relative to a case becomes available after a disposition is rendered. PPC decisions are communicated to students via letter from the Dean of Graduate Studies with copies to the student's dean and department chairperson as well as the Office of the Registrar.

Members of the PPC must recuse themselves from deliberation on any case in which they have direct or indirect involvement, including familial relationship, personal ties to the appellant, or any other connection which might pose a conflict of interest.

Minutes of the proceedings of the PPC are completed by the committee's recorder; hard copies are maintained in the Office of the Graduate Dean in accordance with the University's record retention policy. A summary of dispositions of the PPC shall be submitted annually to the Provost/Vice President for Academic Affairs.

**Probation/Dismissal:** Graduate students are expected to maintain high academic standards. Graduate students will be placed on academic probation under the following conditions:

- their cumulative or term GPA is below 3.00 for 1 semester,
- they receive 2 grades of C,
- they receive 1 grade of D, F, or U.

Graduate students will be suspended from their program for a minimum of 1 year, under the following conditions:

- their cumulative or term GPA is below 3.00 for 2 semesters (these semesters do not have to be consecutive),
- they receive 3 grades of C or lower,
- they receive 2 grades of D, F, or U.

Graduate students will receive written notification of their probation or suspension from the Dean of the College of Graduate Studies

### GRADING SYSTEM

The approved grade symbols and grade symbol definitions are as follows:

Grade	Definition	Quality Points
A	Superior Performance	4
B	Good Performance	3
C	Average Performance	2
D	Below Average Performance	1
F	Failure	0

All grades earned are included in the determination of the cumulative average.

The following symbols are also used and have no quality point value, thereby being neutral in grade point average determination.

## GRADE SYMBOL DEFINITION

- I** The student, otherwise passing, has for good reason failed to complete all requirements. It must be removed in one year or be changed to F.
- P** Successful completion of Research and Thesis and Comprehensive Examination.
- S** The student who registers for the research and thesis course or the master's project course and has demonstrated satisfactory progress at the end of the semester or summer session, but has not completed the thesis or project, will receive an **S**. **After the work has been completed, a final grade will be given.**
- U** The student has not demonstrated satisfactory progress in Research and Thesis.
- AU** Audit
- W** Withdrawn
- N** Non-attendance
- O** Omitted Grades-Administration Indication

Virginia State University's pass/fail grading system is implemented during times of national emergency. The following grades apply to graduate courses:

- S** Pass- Satisfactory or passing performance at the graduate level (letter grades A to B). Academic credit earned.
- SP** Pass- Satisfactory or passing performance at the graduate level (letter grade C). Academic credit earned.
- U** Fail- Unsatisfactory or failing performance (letter grades D to F). No academic credit earned.

## RELEASE OF RECORDS

The University reserves the right to withhold transcripts, certificates, registration materials, or any other information about a student whose record for financial obligations has not been cleared by appropriate University officials.

## CLASSROOM CONDUCT

Each instructor is responsible for maintaining a classroom environment that facilitates effective teaching and learning. The classroom environment should be such that it prepares students for behavior that is expected in a civil society.

Disruptive and disrespectful behavior on the part of any student should not be tolerated by the instructor. Instructors may evict students who disrupt the class, and, when students are consistently disruptive, instructors may recommend to the chair that the student be dropped from the course. The instructor should always be in charge and has the right to determine appropriate standards of behavior in the classroom if the requirement does not infringe upon the individual's rights. Appropriate classroom decorum should be described in the course syllabus.

## PLAGIARISM

Part of the college experience is the discovery of one's own voice. The Virginia State University teaching community is committed to helping each student find their voice. Plagiarism contradicts this end. Plagiarism is the presentation of others' ideas or written works as one's own. Written works can take the



form of electronic or print media and could include - among other items - opinions, facts and statistics. The following guidelines may be applied to reduce the likelihood of plagiarism:

1. Citing a source is necessary when an idea or written work can be attributed in any way to someone else.
2. Direct copying requires a very specific acknowledgment, either using quotation marks or a clear statement describing how that material was reproduced.
3. An indication that a source is used is necessary if unique words or phrases from the source are one's work. Words or phrases are considered unique if they would not be spoken or expressed the same way coincidentally. The use of unique language requires incorporation of quotation marks or a direct statement who is responsible for the word, phrase, sentence or group of sentences.
4. Finally, one should always acknowledge the contribution of any person who is a significant contributor to a work through discussion or any other such collaboration. Although, common knowledge does not require a reference, one may not be aware of what constitutes common knowledge. The golden rule is, when in doubt, cite.

### **COURSE SYLLABUS**

Faculty members must provide students with a current course syllabus by the second meeting of class. The course syllabus must be comprehensive and shall include, but not be limited to, the following:

- instructor's first and last name;
- semester and year the course is being offered;
- office location and hours the instructor will be available to students;
- Americans with Disabilities Act Policy;
- description of course content;
- course objectives;
- special assignments and examination schedule;
- current bibliography, as appropriate;
- classroom decorum and attendance policies; and
- grading system and other pertinent information.

### **GRADUATE INSTRUCTION**

Graduate instruction is given by (1) members of the graduate faculty; (2) other members of the program faculty whose level of training can provide the student expert guidance in specific areas in which such instructors possess special competence; (3) certain instructors, not members of the regular Virginia State University faculty, who have been approved to teach specific courses based on preparation comparable to that of the graduate faculty.

In general, approval to teach specific graduate courses is given instructors holding a doctoral degree and possessing experience and competence in the courses to be taught.

### **GRADUATE RECORD EXAMINATION (GRE)**

At Virginia State University, all individuals seeking master's and post-master's degrees must submit test scores from the Graduate Record Examination (GRE). The GRE scores must be no more than six years old when the student is admitted to the Graduate College. If the GRE was taken earlier, the student must take it again and submit new scores. The GRE is to be taken prior to enrollment.

A computer-based administration of the GRE is given at many locations all year. The GRE Information and Registration Bulletin is available in the Graduate Office. Students must take the General Test.

GRE scores vary by program. Refer to your program curriculum for the GRE requirement.

### **INDEPENDENT STUDY**

An advanced graduate student may be allowed to pursue a course through independent study with the approval of his or her advisor, the instructor of the course, the Dean of the College of Graduate Studies, and the Provost. Approval will not be given when the regular course is available.

### **PROGRAM AREA REQUIREMENTS**

In addition to the general requirements of the College of Graduate Studies listed, specific requirements of individual programs are listed under Programs of Study, where applicable. Where no discipline-specific requirements are indicated, the general admission requirements pertain. Program assessment requirements must be submitted with the application to ensure prompt response for admission.

### **PROGRAM CARDS**

A student's program of studies is not official until approved by the Dean of the College of Graduate Studies. The official program of courses for the master's degree must include a minimum of 50 per cent of the total program in major area courses.

### **REINSTATEMENT**

Graduate students suspended for academic reasons are never automatically reinstated. After suspension for one year, a student may appeal to the Policies and Petitions Committee to be given a chance to gain reinstatement, provided it is mathematically possible to bring their cumulative GPA above 3.0 in one semester. If the Committee approves, the student is allowed to enroll for one semester only to repeat the course or courses that pulled the average below 3.00 or in which a grade of less than a B was received. No new course work may be taken while the student is seeking to be reinstated. If the student succeeds that semester in raising the average to 3.00 and/or receives grades of B or above in all courses they previously had grades of C or below, the student must then appeal to the committee for full reinstatement. If, after reinstatement, the grade-point average falls below 3.00 again or another grade of C or below is received, the student will not be permitted to continue graduate study at Virginia State University.

### **SCHEDULE CHANGES**

Schedule changes must have the approval of the student's advisor. With the approval of the advisor and the instructor of the class, a course may be added prior to the close of add/drop on the academic calendar. A course may be dropped with a grade of "W" (withdrawn, no penalty) according the date provided on the academic calendar.

### **SECOND MASTER'S DEGREE**

A student with a master's degree from Virginia State University who pursues a second master's degree at the University is exempted from the GRE requirements. Students with master's degrees from other schools who have not taken the GRE must take and pass the GRE. VSU courses that apply to both master's degree programs do not have to be repeated, at the advisor's discretion, but the student must take electives to count toward the total semester-hour requirement of the program: 30, 33, 36, or other. Courses used for one degree cannot be used for another degree whether taken at VSU or elsewhere.

### **COMPLETION BEFORE PARTICIPATION IN COMMENCEMENT**

Graduate students must complete all degree requirements (including final approval of thesis/dissertations, projects, and internships) and have final grades submitted to the Registrar no less than one (1) week before commencement activities in order for the student to participate in commencement.

## **SUMMARY PROCEDURES FOR THE MASTER'S DEGREE**

1. Submit application to the Graduate Office.
2. Have two official copies of transcripts from previous undergraduate and graduate study submitted by colleges/universities sent directly to the Graduate Office. Graduates of Virginia State need only one copy of their transcript.
3. Have recent scores on the Graduate Record Examination sent to the Graduate Office by the Educational Testing Service, prior to registration; or obtain application from the Graduate Office and register for the GRE during the first semester of enrollment. Foreign students must submit TOEFL scores, in addition to the above, prior to admission.
4. After receiving notice of admission from program administrator and Dean of the College of Graduate Studies, obtain three copies of the Student Program and Data Card from the Graduate Office. Plan program with advisor and return all three copies to the Graduate Office for approval by the Dean of the College of Graduate Studies. Upon approval from the Dean, the advisor will receive a copy, the student will receive a copy, and one copy will be retained in the student's file. Until the student completes this process, he or she is not considered to be in a degree or certificate program.
5. Candidates for the Master of Arts or Master of Science degree, where applicable, will file a thesis title card approved by the advisor at least six months before the candidate expects to complete all requirements for the degree. Candidates for the Master of Education degree will apply to defend the master's project (if accepting that option) or apply for the oral/written comprehensive at the beginning of the last term of study.
6. Comply with Schedule of Important Dates to Remember (available at the College of Graduate Studies Office) for the last semester of study. File application for the degree for the appropriate commencement by the deadline set in the University Calendar.

### **THESIS AND PROJECT STANDARDS**

Standards for the thesis and project have been adopted by the Graduate Council. The bulletin which includes these regulations may be obtained from the Graduate Office. The thesis must be satisfactory to the student's Examining Committee in both scholarship and literary quality.

The subject of the thesis approved by the major advisor of the student must be filed with the Dean of the College of Graduate Studies at least six months before the candidate expects to complete all requirements for the degree for which he/she is a candidate.

The thesis advisor for every graduate student is his/her major professor unless the major professor approves the student to develop a thesis under another professor.

The maximum credit assigned under Research and Thesis is three semester hours for all candidates who have credit in a formal research course such as EDUC 513, Educational Research; and ENGL 517, Problems and Methods of Research. Students in departments which do not require a formal course in research techniques may receive a maximum of six semester hours for research and thesis. Each program offering a major for the master's degree has an assigned number for Research and Thesis. Those programs which offer the option of a project have a similarly assigned number.

Students must register for the Research and Thesis course every semester or term until the thesis is completed. Those who progress satisfactorily will receive the grade of "S" at the end of each semester or term. After the thesis has been completed and approved, the student will receive a final grade for

his/her work. A student who registers in Research and Thesis and whose performance is deemed unsatisfactory by the major professor will receive the grade of "U" at the end of the semester or term.

Two typewritten copies of the thesis, accompanied by an abstract of not over 1,500 words, approved by the major professor, must be deposited in the Graduate Office for submission to the library.

Project standards will vary according to program requirements and the nature of the project. Students will be guided very closely by their advisors in the preparation of the projects and are expected to adhere to program requirements. The student must also register in the master's project course every semester or term until the project is completed. The grade of "S" will be given at the end of each semester or term if satisfactory progress is made. The student will receive a formal grade for his/her work once the project has been completed and approved.

#### **TIME LIMIT FOR THE COMPLETION OF DEGREE REQUIREMENTS**

All requirements for the master's degree must be completed within **six** years from the date of initial registration in the graduate program; excluding periods of military service. Students who encounter unique problems which prevent compliance with this regulation may address an appeal to the Chairman, Policies and Petitions Committee, in care of the College of Graduate Studies.

Under compelling circumstances, students may be awarded extensions, totaling not more than two years, to the present limit of six years. This provision restricts the period for completion of the degree to a maximum of eight years.

All transfer credit for the degree must have occurred within the designated period (six years) prior to the date of graduation. Transfer courses are not eligible for an extension of time. Test scores submitted in support of applications for admission must be within the six-year period.

#### **TRANSFER CREDIT FROM ANOTHER INSTITUTION**

In a 30-hour program, **nine** semester hours earned at another accredited graduate school may be accepted toward the master's degree at Virginia State University. In a 36-semester hour program, 12 semester hours may be accepted. In any case, transfer credit from another institution must be approved by the department and must be of "B" quality or higher. Transfer of credit in the core courses is not permitted. The core courses are Foundations of Education, Statistical Procedures in Education and Psychology, and Educational Research.

All transfer credit will be applied after the student's application for advancement to candidacy. Transfer credit cannot be over six years old by the date of graduation; this limit cannot be extended.

#### **WITHDRAWAL FROM GRADUATE STUDY**

Students who withdraw officially from the University will receive grades of "W" in the courses in which they are registered.

Students who withdraw without following official withdrawal procedures are subject to receiving the grade of record (F) on the final instructor's grade report.

#### **OFFICIAL METHOD OF COMMUNICATION**

Students are required to obtain an official VSU student email account within one week of the beginning of their first semester of enrollment. Students are responsible for reading in a timely fashion university-related communications sent to their official VSU student email account. The College of Graduate Studies uses email to provide notifications regarding deadlines and enrollment status. Information on how to set up an account is available online (<http://www.vsu.edu/techservices/index.php>).

## LIST OF GRADUATE PROGRAMS

### COLLEGE OF AGRICULTURE

#### Certificate

Food and Nutrition Science

### COLLEGE OF EDUCATION

#### Master of Education

- Education with concentrations in Elementary Education (PreK-6) or Special Education (K-12)
- Counselor Education (PreK-12)
- Community Counseling (Non-School Setting)
- Educational Administration and Supervision (PreK-12)
- Organizational Leadership (Non-Endorsed)

#### Master of Interdisciplinary Studies

Interdisciplinary Studies

#### Master of Science

- Counselor Education (PreK-12)
- Community Counseling (Non-School Setting)
- Educational Administration and Supervision (PreK-12)
- Sport Management

#### Doctor of Education

Educational Administration and Supervision

### COLLEGE OF ENGINEERING AND TECHNOLOGY

#### Master of Arts

Economics

#### Master of Science

Computer Science Mathematics

#### Certificate Program

Project Management

### COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

#### Master of Arts

Work

Media Management

#### Master of Science

Criminal Justice

#### Master of Social

Social Work

### COLLEGE OF NATURAL AND HEALTH SCIENCES

#### Master of Science

- Biology
- Psychology

#### Doctor of Philosophy

Health Psychology

## COLLEGE OF AGRICULTURE

### Graduate Certificate in Food and Nutrition Science

The Graduate Certificate Program in Food and Nutrition Science fulfills the Accreditation Council for Education in Nutrition and Dietetics (ACEND) Eligibility Requirements and Accreditation Standards for Dietetic Internships. The program blends theoretical and practical principles of Dietetics in didactic and supervised practice settings. Students will gain experience in all areas of Dietetics Practice, including Food Service Systems and Management, Community and Public Health Nutrition, Clinical Dietetics, and Research. Students who successfully complete the program will be issued a Verification Statement and will be eligible to sit for the national credentialing exam for Registered Dietitians. The Verification Statement is the eligibility document that allows one to apply to take the Registered Dietitian national credentialing examination. Admittance into the VSU Dietetics Internship Program does not guarantee that a Verification Statement will be issued. As entry-level practitioners, graduates of the program provide quality nutrition services to clients and show sensitivity and responsiveness to the community.

#### **Admission:**

Admission into the Graduate Certificate Program in Food and Nutrition Science requires that applicants successfully match to Virginia State University's Dietetic Internship. The following minimum qualifications are required for admission into VSU'S Dietetic Internship;

- Baccalaureate degree from a U.S. regionally accredited college/university or a foreign degree equivalent to at least a U.S. baccalaureate degree. The degree must meet requirements as identified by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).
- A valid verification statement signed by the Program Director of an accredited Didactic Program in Dietetics.
- A minimum cumulative grade point average from the baccalaureate degree of 3.0 on a 4.0 scale.
- Completion of GRE within the past 5 years is required. (Possessing a Master's Degree may waive the GRE requirement.)
- Complete Dietetic Internship Centralized Application System (DICAS) Application Packet and D&D Digital Computer matching application. Use program code 448.
- Evidence of dietetic-related work or volunteer experiences.
- \$50.00 non-refundable application fee.

Applicants who successfully match to Virginia State University's Dietetic Internship Program will be required to notify the Program Director within 24 hours to confirm their appointment. All applicants who successfully match to Virginia State University's Dietetic Internship Program will be enrolled in the Graduate Certificate Program in Food and Nutrition Science via Continuing Education.

#### **Time to Completion**

Students will enroll in this program on a full time basis and complete the program within 15 months. No students will be allowed to enroll on a part time basis.

#### **Requirements:**

Courses:

FANS 501: Advanced Practice in Dietetics	3 sem. hrs.
FANS 540: Clinical, Food and Community Services in Dietetics I	5 sem. hrs.
FANS 550: Clinical, Food and Community Services in Dietetics II	5 sem. hrs.
FANS 570: Food and Nutrition Science Research Methodology	3 sem. hrs.

Total Hours: 16

*Students are involved in supervised practice rotations in the areas of Clinical, Foodservice, and*

*Community Nutrition simultaneously with coursework.*

Students will complete at least 1200 practice hours (equivalent to 42 weeks) supervised by qualified professionals. Rotation sites will be assigned by the Program Director. The majority of sites are in Petersburg, VA and its vicinities (Richmond, South Hill, Farmville, Chesterfield, Virginia Beach, Chesapeake, Williamsburg and Fredericksburg). Travel of over 70 miles from campus may be required for some rotations.

Students must earn a grade of “B” or better in all courses and supervised practice rotation evaluations and maintain a minimum GPA of 3.0. Students have one year to complete all program requirements.

## COURSE DESCRIPTIONS

**FANS 501 Advanced Practice in Dietetics - 3 semester hours** **F**

This course is designed to prepare students for the supervised practice component of the Dietetic Internship Program. The course will focus on advanced principles of food, nutrition and dietetics principles required for professional practice as a Registered Dietitian.

**FANS 540 Clinical, Food and Community Services in Dietetics I - 5 semester hours** **F**

This course is designed to accompany the supervised practice component of The Virginia State University Dietetic Internship Program (VSU DI). The course will focus on the theory of clinical, food and community services. 400 hours of field experience are required. Interns will be expected to develop professionally as they practice instituting the Academy of Nutrition and Dietetics values.

**FANS 550 Clinical, Food and Community Services in Dietetics II - 5 semester hours** **Sp**

This is a continuation course that is designed to accompany the supervised practice component of the Virginia State University Dietetic Internship Program (VSU DI). The course will focus on the theory of clinical, food and community services. 400 hours of field experience are required. Interns will be expected to develop professionally as they practice instituting the Academy of Nutrition and Dietetics values.

**FANS 570 Food and Nutrition Science Research Methodology - 3 semester hours** **Sp**

This course is designed to accompany the research laboratory component of The Virginia State University Dietetic Internship Program (VSU DI). The course will focus on applying food and nutrition laboratory techniques to a research question. Students are expected to prepare a manuscript and poster and present their findings at a local, state or national conference. 300 hours of laboratory experience are required. Interns will be expected to develop professionally as they practice instituting the Academy of Nutrition and Dietetics values.



## COLLEGE OF EDUCATION

### **Mission Statement**

Creating a positive learning environment for all students and using evidence-based performance standards to develop reflective practitioners are central to the College of Education's mission. The College of Education promotes and maintains academic programs with research-based pedagogy, technology-based learning, and reflective practices that integrate service to the community, ever mindful of the students' diverse cultural backgrounds. The College of Education is the Unit that prepares quality graduates who become productive members of the Local Community, the State of Virginia, and the Nation.

### **Governance**

The College of Education is the governing body for all programs preparing candidates for careers in the field of education. The college offers degrees and endorsement at the undergraduate and graduate levels. The programs in the College are approved by the Virginia Department of Education and accredited by the Council for the Accreditation of Educator Preparation (CAEP).

### **Conceptual Framework**

The conceptual framework reflects the shared vision for preparing quality educators. The overall goal of the College of Education at Virginia State University, given its underlying vision, mission, and philosophy, is to facilitate the development of reflective practitioners who analyzes the emotions, experiences, and actions of others to create an unbiased learning environment, and serve as advocates for educational justice for all. This goal undergirds the development of successful candidates who are competent, caring, and culturally-responsive. Through reflective inquiry, candidates use professional knowledge to enhance learning for all students.

Reflective Practitioners analyzes the emotions, experiences, and actions of others to create an unbiased learning environment, and serve as advocates for educational justice for all.

College of Education Graduates are:

- Competent – understanding the central concepts, tools of inquiry, and structures of their content area(s) to create engaging and meaningful learning experiences for all.
- Caring – displaying kindness, concern, and respect to all learners, while empowering learners to set achievable goals.
- Culturally-Responsive – using research-based, student-centered methodology that is socially, emotionally and culturally relevant to understanding identity, achievement, equity and developmental appropriate strategies.

### **Organization of College**

The College of Education is comprised of the following Departments: the Department of Teaching and Learning, the Department of Counseling, the Department of Educational Leadership, and the Department of Health, Physical Education, and Recreation.

## GRADUATE PROGRAMS

### **Master of Education (M.Ed.)**

- Education with concentrations in Elementary Education (PreK-6)\* or Special Education (K-12)\* or Curriculum and Instruction
- Counselor Education (PreK-12)
- Educational Administration and Supervision (PreK-12)

- Organizational Leadership (Non-Endorsed)

### **Master of Science (M.S.)**

- Counselor Education (PreK-12)
- Community Counseling (Non-School Setting)
- Educational Administration and Supervision (PreK-12)
- Sport Management

### **Doctor of Education (Ed.D.)**

- Educational Administration and Supervision

*\*Initial teacher preparation programs only.*

### **Admissions Requirements:**

Admission requirements for all programs in the College of Education are outlined by each department.

### **Special Policies:**

The College of Education reserves the right to make changes to any requirements for its endorsement programs according to the policies and regulations of the Virginia Department of Education.

### **Student Organizations:**

The following student organizations are a part of the College of Education:

- Chi Sigma Iota
- Kappa Delta Pi International Honor Society in Education (KDP)

## **ELEMENTARY EDUCATION**

Graduate study in Elementary Education is designed to prepare candidates for careers in Elementary Education Pre-K-6 (Initial Licensure). Graduate study in Elementary Education leads to the Master of Education.

### **Admission Requirements:**

Candidates seeking admission must:

1. Complete a graduate application
2. Have an undergraduate GPA of 3.0 or better on a 4.0 scale (cumulative at the end of the final semester of undergraduate work).
3. Candidates must successfully complete the Core Academic Skills for Educations Mathematics and PRAXIS II (Elementary Content Knowledge) assessments, Virginia Communication and Literacy Assessment (VCLA).
4. Submit official transcripts to verify core content areas for Elementary Education.

Candidates are solely responsible for meeting all requirements prior to being moved into Phase II of the program.

- *Candidates must maintain a 3.0 GPA at the graduate level to be retained in graduate school.*
- *Upon admission candidates must complete “program cards” in consultation with their advisor during their first semester of enrollment. Program cards will be signed by the advisor. Upon approval of the program card by the Dean of the Graduate College, the advisor and candidate will receive a copy.*

**PROGRAM REQUIREMENTS**  
**MASTERS OF EDUCATION DEGREE IN ELEMENTARY EDUCATION**  
**39 Hours**

**University Core**

EDUC 501: Foundations of Education	3 cr.
EDUC 513: Educational Research	3 cr.
STAT 510: Statistical Procedures in Education	<u>3 cr.</u>

**Total University Core 9 cr.**

**Professional Education Core**

EDUC 503: Seminar in Special Education	3 cr.
EDUC 520: Technologies of Media	3 cr.
EDUC 530: Curriculum & Instructional Materials in Elementary Education	3 cr.
EDUC 531: Language Acquisition & Literacy in Elementary School I	3 cr.
EDUC 534: Language Acquisition & Literacy in Elementary School II	3 cr.
EDUC 535: Data Driven Assessment in Instruction & Elementary Education	3 cr.
EDUC 536: Internship in Elementary Education	3 cr.
EDUC 541: Behavior Management in Educational Settings	3 cr.
EDUC 580: Masters Action Research	3 cr.
PSYC 512: Human Growth and Development (Required for Licensure)	<u>3 cr.</u>

**Total Professional Core 30 cr.**

**Summary Requirements**

The Program in Elementary Education (PK-6) is designed for candidates who have a four-year degree and desire to teach in elementary schools. The program leads to an initial endorsement in Elementary Education and a Master of Education degree. The candidate's transcript will be evaluated to determine if the curriculum prerequisite requirements approved by the State have been completed. In addition, the Core Academic Skills for Educators Mathematics and Praxis II (Elementary Content Knowledge) assessments, Virginia Communication and Literacy Assessment (VCLA) must be satisfied during the admission phase. The Reading for Virginia Educators (RVE) Assessment must be satisfied prior to candidacy. Assessment requirements may change according to the Virginia Department of Education licensure regulations.

**PHASE I: ADMISSION**

Candidates seeking admission must:

1. Complete a graduate application.
2. Have an undergraduate GPA of 3.0 or better on a 4.0 scale (cumulative at the end of the final semester of undergraduate work).
3. Candidates must successfully complete the Core Academic Skills for Educators Mathematics 5732 and Praxis II (Elementary Content Knowledge) assessments, Virginia Communication and Literacy Assessment (VCLA)
4. Submit official transcripts to verify core content areas for Special Education.

Candidates are solely responsible for meeting all requirements prior to being moved into Phase II of the program.

- ***Candidates must maintain a 3.0 GPA at the graduate level to be retained in graduate school. Upon admission (conditional), candidates must complete "program cards" in consultation with their advisor during their first semester of enrollment. Program cards will be signed by the advisor.***

*Upon approval of the program card by the Dean of the College of Graduate Studies, the advisor and candidate will receive a copy.*

## **PHASE II – ADMISSION TO CANDIDACY**

Candidates seeking candidacy must complete “Admission to Candidacy” paperwork with their advisor and submit to the graduate office. Paperwork is in attachment section of handbook as well as online.

Candidates must:

1. Complete a minimum of 12 hours of course work
2. Maintain a B average or above in all content and core courses
3. Submit an application for candidacy
4. Candidates must pass the Reading for Virginia Educators (RVE) Assessment prior to advancement to candidacy.

### ***Other important information regarding admission to candidacy:***

- Admission to candidacy must be completed no later than one semester prior to graduation
- Candidates may not apply for candidacy and graduate in the same semester

## **PHASE III: CANDIDACY**

Upon submission and approval of candidacy paperwork to the graduate office, candidates advance to the candidacy phase of their program.

Candidates must:

1. Advance to candidacy
2. Complete all required coursework
3. Participate in a full-time internship
4. Receive a clinical/site supervisor evaluation
5. Receive a university supervisor evaluation

### ***Other important information regarding candidacy phase:***

- Candidates must complete all required coursework and maintain at least a cumulative GPA of 3.0.
- Candidates must apply for graduation at the graduate office. Applications are due prior to the end of the first month of the graduation semester. (See Academic calendar)

## **PHASE IV: PROGRAM COMPLETION**

Candidates must:

1. Successfully complete all required coursework and phases of candidacy
2. Successfully complete the Action Research course (EDUC 580) that is the final course before graduation.
3. Apply for graduation.
4. Complete candidate exit survey.

### ***Other important information regarding program completion:***

- Candidates must apply for graduation through the graduate office by the dates identified (see website).
- It is the candidates’ responsibility to complete and submit the required paperwork for licensure to the College of Education.
- Exit surveys will be completed at the conclusion of the action research project.

## **PHASE V: GRADUATE FOLLOW-UP**

1. Participate in a graduate follow-up survey
2. Employee follow-up survey

## **COURSE DESCRIPTIONS**

### **EDUC 501 FOUNDATIONS OF EDUCATION - 3 semester hours**

This course is designed to develop an understanding of the historical, philosophical, and social foundations underlying the role, development, and organization of public education in the United States. This course outlines the legal status of teachers and students, including federal and state laws and regulations; schools as an organization/culture, and contemporary issues in education. Close attention is paid to the relationships among assessment, instruction, and monitoring student progress.

\* Field experiences embedded in this course show the alignment between regular and special education; how the current curriculum (SOLs) impacts student learning, and how the laws regulate learning experiences and instruction.

### **EDUC 503 SEMINAR IN SPECIAL EDUCATION - 3 semester hours**

This course provides knowledge of historical perspectives; characteristics of children and youth with disabilities; developmental milestones; medical aspects of disabilities; the influence of the family system and cultural/environmental issues related to disabilities, the educational implications; understanding the ethical and practice of accepted behavior; an understanding and application of legal regulations and statutes with regards to disabilities which include but not limited to IDEIA, § 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, the No Child Left Behind Act, etc., and the current regulations governing special education with placements and rights and privileges of parents and students.

\*Field Experiences are embedded in this course. Candidates in the Special Education program are responsible for participation in collaborative consultative classrooms and inclusive classrooms with students with disabilities in K-12 schools. This course gives an overview of the exceptionalities and how they fit into the regular curriculum.

### **EDUC 513 EDUCATIONAL RESEARCH - 3 semester hours**

This course is oriented to the methodology of research and investigation in education. The candidates develop, with guidance, a research outline (and pilot study) with emphasis on the following: (1) statement of the problem, (2) related studies, (3) rationale of the proposed study, (4) hypothesis writing, and (5) procedures to be used in collection and evaluation of data. The course will include some examination of significant studies in the field of education and their significance for educational practice. This course is a core course, required of all Masters Candidates and should be taken after STAT 510.

### **EDUC 520 TECHNOLOGIES OF MEDIA- 3 semester hours**

A variety of instructional media; such as Laser Disc, Digital imagery, Computer Assisted Instruction and personal productivity tools are presented in this course. The emphasis will be on systematically enhancing the teaching-learning process with multi-media instruction and effective computer usage. The course will focus on the basic operation of the computer and the utilization of computers to aid instruction and productivity in the classroom. Candidates will be given the opportunity to reflect upon the most effective and efficient uses of various technologies for individual students, groups of students, and for their own personal use in the classroom. They will be expected to create certain types of software, presentations and materials to achieve instructional goals and objectives.

### **EDUC 530 CURRICULUM AND INSTRUCTIONAL MATERIALS IN ELEMENTARY EDUCATION - 3 semester hours**

This course focuses on curriculum procedures in the elementary school. Attention is given to research,

theory, practice, current issues, and trends applicable to teaching and learning in the elementary school. Emphasis is placed on the roles of the teacher, classroom learning environments, curriculum integration, and instructional planning and teaching models. The utilization of current and emerging technologies in educational process is emphasized as is the impact of curriculum design and implementation of the education of students with special needs. Candidates will be required to complete a field experience requirement of 15 hours as a part of this course.

### **EDUC 531 LANGUAGE ACQUISITION AND LITERACY IN THE ELEMENTARY SCHOOL**

#### **I - 3 semester hours**

This course focuses on the research, issues, trends, theory and practice relative to instruction in reading and the other language arts in the elementary school. Attention is given to instructional approaches, methods, materials, and resources for planning, implementing, and evaluating learning. The utilization of current and emerging technologies in the educational process is emphasized as well as the education of students with special needs in the areas of language instruction and literacy. Special attention is given to the assessment of reading skills and how assessment results drive instruction.

### **EDUC 534 LANGUAGE ACQUISITION AND LITERACY IN THE ELEMENTARY SCHOOL**

#### **II - 3 semester hours**

This course is designed to be a continuation of Language Acquisition and Reading I. This course enhances beginning reading skills and emphasizes comprehension skills in content. Special attention is given to the assessment of reading skills and how assessment results drive instruction. Implementation of literature-based instruction is further explored to enhance reading comprehension skills for students.

### **EDUC 535 DATA DRIVEN ASSESSMENT IN INSTRUCTION AND ELEMENTARY**

#### **EDUCATION - 3 semester hours**

This course is designed to investigate various forms of, and issues related to, assessment, from traditional and standardized to performance and authentic. An understanding of the relationship between assessment, instruction and the monitoring of student progress will be developed. There will be investigation of the various forms of assessment such as classroom rubrics and portfolios. Pre-candidates will be required to complete a field experience requirement of 15 hours as a part of this course.

### **EDUC 536 INTERNSHIP IN ELEMENTARY EDUCATION - 3 semester hours**

Internship in Elementary Education is a capstone course for prospective teachers and emphasizes learning through application, analyses, synthesis, evaluation, and reflection. In this educational environment, the student teacher will participate in the planning and implementation of instruction. The student teacher will engage in the teacher-learning process as a reflective practitioner. All of the components of the conceptual framework are applied and formerly assessed at least weekly by the cooperating teacher and the university supervisor(s). The main focus will be to enhance the proficiencies and dispositions of the teacher candidate as a competent, caring, effective and reflective practitioner.

### **EDUC 541 ASSESSMENT OF INSTRUCTION AND BEHAVIOR MANAGEMENT – 3 semester hours**

This course addresses the theory and application of best practices in assessment and evaluation; ethical issues and responsibilities in the assessment process; knowledge of the procedures for screening, pre-referral, referral, and eligibility determinations - including Response to Intervention; cultural, behavioral and learning diversity factors which may influence instruction and assessment; the administration, scoring, and interpretation of data from commonly used individual and group assessments – including curriculum-based measurements and standardized assessments; data collection

and analysis; classroom organization and management; the application of classroom and behavior management skills that promote emotional well-being, teach and maintain behavioral skills based on culturally responsive and trauma informed theory and practice. \*Field experiences are embedded in this class on how assessments work, and classroom and behavior management. Candidates are a part of the public schools and participate in several types of assessments and how results from these assessments are used to structure instruction. Candidates are also taught intervention strategies, how to manage behavior, and are given an opportunity to implement these strategies in a classroom setting.

**EDUC 580 ACTION RESEARCH - 3 semester hours**

Action Research requires candidates to plan, design, and implement an action research project that relates to problems and issues in a specific area of concentration. Candidates implement the problem and write results following the scientific method. They are required to meet regular with their advisor and present result in a prescribed written form.



## SPECIAL EDUCATION

Graduate study in Special Education is designed to prepare students for careers in Special Education K-12 (Initial Licensure). Graduate study in Special Education leads to the Master of Education.

### Admission Requirements:

Candidates seeking admission must:

1. Complete a graduate application
2. Have an undergraduate GPA of 3.0 or better on a 4.0 scale (cumulative at the end of the final semester of undergraduate work).
3. Candidates must successfully complete the Core Academic Skills for Educators Mathematics 5732 and the Virginia Communication and Literacy Assessment (VCLA)
4. Submit official transcripts to verify core content areas for Special Education.

Candidates are solely responsible for meeting all requirements prior to being moved into Phase II of the program.

- *Candidates must maintain a 3.0 GPA at the graduate level in order to be retained in graduate school.*
- *Upon admission, candidates must complete "program cards" in consultation with their advisor during their first semester of enrollment. Program cards will be signed by the advisor. Upon approval of the program card by the Dean of the Graduate College, the Dean of the College of Education, the advisor and candidate will receive a copy.*

## PROGRAM REQUIREMENTS

### MASTERS OF EDUCATION DEGREE IN SPECIAL EDUCATION

#### University Core

EDUC 501	Foundations of Education	3 cr.
STAT 510	Statistical Procedures for Education	3 cr.
EDUC 513	Educational Research	<u>3 cr.</u>
<b>Total University Core</b>		<b>9 cr.</b>

#### Education Core

EDUC 502	Collaboration and Instruction in LEA	3 cr.
EDUC 503	Seminar in Special Education	3 cr.
EDUC 580	Action Research	<u>3 cr.</u>
<b>Total Education Core</b>		<b>9 cr.</b>

#### Special Education Core

EDUC 541	Assessment of Instruction and Behavior Management	3 cr.
EDUC 543	Language Acquisition and Implementation	3 cr.
EDUC 550	Reading Developments and Achievement in Classroom Settings	3 cr.
EDUC 554	Characteristics and Instruction of Learners with Exceptionalities	3 cr.
EDUC 553	Graduate Internship in Special Education	3 cr.
PSYC 512	Human Growth and Development	<u>3 cr.</u>
<b>Total Special Education Core</b>		<b>18 cr.</b>

**Total Hours to complete the degree 36 hours**

## Summary Requirements

The graduate program in Special Education offers a program of study that leads to a Master of Education degree with a focus on Special Education (K-12) is designed for candidates who have a four-year degree and desire to teach. The candidate's transcript will be evaluated to determine if the grade point average have been met. In addition, the PRAXIS Core Academic Skills for Educations Mathematics, and Virginia Communication and Literacy Assessment (VCLA) must be satisfied during the admission phase. The Reading for Virginia Educators (RVE) Assessment must be satisfied prior to candidacy. Assessment requirements may change according to the Virginia Department of Education licensure regulations.

### PHASE I: ADMISSION

Candidates seeking admission must:

1. Complete a graduate application
2. Have an undergraduate GPA of 3.0 or better on a 4.0 scale (cumulative at the end of the final semester of undergraduate work.
3. Candidates must successfully complete the PRAXIS CASE Mathematics and Virginia Communication and Literacy Assessment (VCLA)
4. Submit official transcripts to verify core content areas for Special Education.

Candidates are solely responsible for meeting all requirements prior to being moved into Phase II of the program.

- *Candidates must maintain a 3.0 GPA at the graduate level in order to be retained in graduate school.*
- *Upon admission, candidates must complete "program cards" in consultation with their advisor during their first semester of enrollment. Program cards will be signed by the advisor. Upon approval of the program card by the Dean of the College of Graduate Studies and the Dean of the College of Education, the advisor and candidate will receive a copy.*

### PHASE II – ADMISSION TO CANDIDACY

Candidates seeking candidacy must complete "Admission to Candidacy" paperwork with their advisor and submit to the graduate office. Paperwork is in attachment section of handbook as well as online.

Candidates must:

1. Complete a minimum of 12 hours of course work
2. Maintain a B average or above in all content and core courses
3. Submit an application for candidacy

***Other important information regarding admission to candidacy:***

- Admission to candidacy must be completed no later than one semester prior to graduation
- Candidates may not apply for candidacy and graduate in the same semester

### PHASE III: CANDIDACY

Upon submission and approval of candidacy paperwork to the graduate office, candidates advance to the candidacy phase of their program.

Candidates must

1. Advance to candidacy
2. Complete all required coursework
3. Participate in a full-time internship
4. Receive a clinical/site supervisor evaluation

5. Receive a university supervisor evaluation

***Other important information regarding candidacy phase:***

- Candidates must complete all required coursework and maintain a cumulative GPA of 3.0 or above
- Candidates must pass the Reading for Virginia Educators (RVE) Assessment before doing their graduate internship.
- Candidates must apply for graduation at the graduate office. Applications are due prior to the end of the first month of the graduation semester. (see Academic calendar)

**PHASE IV: PROGRAM COMPLETION**

Candidates must:

1. Successfully complete all required coursework and phases of candidacy.
2. Successfully complete the Action Research course (EDUC 580) that is the final course before graduation.
3. Apply for graduation.
4. Complete candidate exit survey.

***Other important information regarding program completion:***

- Candidates must apply for graduation through the graduate office by the dates identified (see website).
- It is the candidates' responsibility to complete and submit the required paperwork for licensure to the College of Education.
- Exit surveys will be completed at the conclusion of the action research project.

**PHASE V: GRADUATE FOLLOW-UP**

1. Participate in a graduate follow-up survey
2. Employee follow-up survey

## COURSE DESCRIPTIONS

### **EDUC 501 FOUNDATIONS OF EDUCATION – 3 semester hours**

This course is designed to develop an understanding of the historical, philosophical, and social foundations underlying the role, development, and organization of public education in the United States. This course outlines the legal status of teachers and students, including federal and state laws and regulations; schools as an organization/culture, and contemporary issues in education. Close attention is paid to the relationships among assessment, instruction, and monitoring student progress.

\* Field experiences embedded in this course show the alignment between regular and special education; how the current curriculum (SOLs) impacts student learning, and how the laws regulate learning experiences and instruction

### **EDUC 502 COLLABORATION AND INSTRUCTION IN THE LEA – 3 semester hours**

This course addresses consultations, case management, collaboration with families and service personnel, curriculum and instruction at the secondary level, and transition planning and services. Topics covered include the implementation of collaborative models, the roles and responsibilities of collaborative teams, the use of effective communication with a variety of educational stakeholders, student performance evaluation; the relationship among assessment, instruction, and progress monitoring, data collection and analysis, standards-based instructional strategies and planning in secondary education, assistive technology, and service delivery options necessary for successful postsecondary transition, e.g., college readiness skills, independent living skills, career development, community resources; entitlement and eligibility for agency services such as SSI, work incentive, Medicaid.

\*Field experiences are embedded in this course. Candidates are held responsible for knowing the special education process and how this process affects school and learning behaviors for all parties which include the individual, the parent, the school, the community. Candidates are taught the importance of including all stakeholders in the learning process.

### **EDUC 503 SEMINAR IN SPECIAL EDUCATION – 3 semester hours**

This course provides knowledge of historical perspectives; characteristics of children and youth with disabilities; developmental milestones; medical aspects of disabilities; the influence of the family system and cultural/environmental issues related to disabilities, the educational implications; understanding the ethical and practice of accepted behavior; an understanding and application of legal regulations and statues with regards to disabilities which include but not limited to IDEIA, § 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, the No Child Left Behind Act, etc., and the current regulations governing special education with placements and rights and privileges of parents and students.

\*Field Experiences are embedded in this course. Candidates in the Special Education program are responsible for participation in collaborative consultative classrooms and inclusive classrooms with students with disabilities in K-12 schools. This course gives an overview of the exceptionalities and how they fit into the regular curriculum.

**(This course is to be taken at the beginning of the candidate's graduate initial licensure program in special education)**

### **EDUC 541 ASSESSMENT OF INSTRUCTION AND BEHAVIOR MANAGEMENT– 3 semester hours**

This course addresses the theory and application of best practices in assessment and evaluation; ethical issues and responsibilities in the assessment process; knowledge of the procedures for screening, pre-

referral, referral, and eligibility determinations - including Response to Intervention; cultural, behavioral and learning diversity factors which may influence instruction and assessment; the administration, scoring, and interpretation of data from commonly used individual and group assessments – including curriculum-based measurements and standardized assessments; data collection and analysis; classroom organization and management; the application of classroom and behavior management skills that promote emotional well-being, teach and maintain behavioral skills based on culturally responsive and trauma

### **EDUC 543 LANGUAGE ACQUISITION AND IMPLEMENTATION – 3 semester hours**

This course explores language development and speech and language deficits associated with articulation disorders, voice production, fluency, and hearing loss. Educational interventions to address learner deficits are introduced. Instruction is to be given to demonstrate strategies to deliver instruction and improve student achievement as part of a quality learning experience. Skills in this area shall be designed to impart a thorough understanding of the complex nature of language acquisition which includes phonemic awareness, print, fluency, and vocabulary development.\*Field experiences embedded in this course for candidates are designed so that candidates understand and know the complex nature of language acquisition and reading and how to apply these skills to non-readers.

### **EDUC 550 – READING DEVELOPMENT AND ACHIEVEMENT IN THE CLASSROOM SETTINGS – 3 semester hours**

This course provides the knowledge base and demonstration of the skills needed to: (a) assess and develop the language and reading skills of exceptional learners from Pre-K through adolescence, (b) distinguish between the influence of cultural difference and disability in the acquisition and development of skills, (c) develop IEPs based on appropriate use of the general education curriculum and SOLs, (d) design, select, implement, and evaluate reading and language programs, and (e) use technology in language and reading instruction. Skills in this area shall include phonics, reading rate, and comprehension strategies. Additional skills shall include proficiency in writing strategies, as well as the ability to foster appreciation of a variety of literature and independent reading.

\*Field experiences embedded in these courses for pre-candidates and candidates are designed so that these candidates understand and know the complex nature of language acquisition and reading and how to apply these skills to non-readers.

### **EDUC 553 GRADUATE INTERNSHIP IN SPECIAL EDUCATION – 3 semester hours**

This supervised field experience provides the graduate candidate with an opportunity to develop and use skills, attitudes, and competencies necessary to be successful in implementing evidence-based, culturally responsive instructional strategies with diverse learners with exceptionalities in the general K – 12 classroom.

### **EDUC 554 CHARACTERISTICS AND INSTRUCTION OF LEARNERS WITH EXCEPTIONALITIES – 3 semester hours**

This course demonstrates knowledge of definitions, characteristics, and learning and behavioral support needs of students identified as having learning disabilities; emotional disabilities; intellectual disabilities; Developmental delay; autism; other health impaired; traumatic brain injury; and multiple disabilities. Topics covered will include Response to Intervention (RTI), Universal Design for Learning, Evidence-Based Practices, assistive technology, pre-referral to eligibility assessment data collection and analysis, IEP development and implementation, standards based instructional strategies and planning at the elementary level, assessment and evaluation of data from task analyses, observation, portfolio assessment and other curriculum-based measures for learners with exceptionalities who assess the K-12 general education curriculum.

\*Field experiences are embedded in the course. Candidates are responsible for identifying the various exceptionalities in the general education classroom and devising strategies to promote inclusion. Candidates will learn how to write an IEP, develop inclusive lesson plans, and implement them in the classroom.

**EDUC 580 ACTION RESEARCH – 3 semester hours**

Action Research requires students to plan, design, and implement an action research project that relates to problems and issues in a specific area of concentration. Candidates implement the problem and write results following the scientific method. They are required to meet regular with their advisor and present result in a prescribed written form.

## **Curriculum & Instruction (Non-Endorsement/Non-Licensure)**

The graduate program in Curriculum and Instruction offers a program of study that leads to a Master of Education degree. The program has been aligned with the Unit's Conceptual Framework proficiencies to support the development of preparing effective reflective practitioners that are competent, caring and culturally responsive. As competent educators, candidates will understand the central concepts, knowledge, tools of inquiry, and structures of their content area(s) to create engaging and meaningful learning experiences for all. As caring educators, candidates will display kindness, concern, and respect for all learners, while empowering learners to set achievable goals. As culturally responsive educators, candidates will use research-based, student centered methodology with culturally relevant performance assessments to promote student learning and high academic skills. Finally, as reflective practitioners, candidates will insightfully examine all aspects of teaching and learning using essential dispositions to create positive, unbiased learning environments and educational justice for all.

The College of Education has developed phases that serve as transition points for graduates to follow as they matriculate through the program: Admission, Midpoint - Advance to Candidacy, Candidacy, Program completion, and Graduate Follow-up.

### **Program Requirements and Transition Points**

#### **Phase I: Admission Candidates must:**

1. Have a grade point average of 2.7 or better (cumulative at the end of the final semester of undergraduate work)
2. Have taken the GRE (Graduate Record Examination), the score must be no more than 5 years old at the time of admission to the Graduate Elementary Education Program. The candidate has to score no less than 400 on the verbal and no less than 400 on the quantitative portions of the GRE.

The Program Admissions Committee reviews applications for admission and makes recommendations to the Graduate Admissions Committee.

#### **Phase II: Midpoint - Advance to Candidacy Candidates must**

1. Complete a minimum of 12 hours of coursework
2. Maintain a 3.0 GPA at the graduate level in order to remain in the program. If candidates fail to maintain the 3.0 GPA, they will be placed on probation until this criterion is met.

#### **Phase III: Candidacy Candidates must**

1. Complete all Graduate Curriculum and Instruction Core courses
2. Participate in an Internship
3. Receive a clinical site supervisor evaluation

#### **Phase IV: Program Completion Candidates must**

1. Complete a Master's Project
2. Complete the Candidate Exit Survey

**Phase V: Graduate Follow-up 1. Participate in a graduate and employer follow-up survey**

All requirements for the master's degree program must be completed within 6 years from the initial admission into the graduate program, excluding periods of military service.

**Curriculum Requirements**

The Graduate Program in Curriculum and Instruction will include the following course requirements:

University Core Courses 9 semester hours

EDUC 501	Foundation of Education	3
EDUC 513	Educational Research	3
STAT 510	Statistical Procedures in Education	3

Common Core Courses 21 semester hours

EDUC 547	Students with Exceptionalities: Curriculum and Instruction	3
EDUC 528	Teaching Curriculum Development	3
EDUC 511	Guidelines for Planning and Conducting Curriculum Evaluation	3
EDUC 510	Designing and Implementing a Criterion Referenced Curriculum	3
EDUC 512	Strategies for Implementing Multi-Cultural Education	3
EDUC 522	Information Processing, Cyberspace, Internet, Web Publishing in Curriculum Development	3
PSYC 512	Human Growth and Development	3

Additional requirement for program 6 semester hours

EDUC 580	Master's Project	3
EDUC 537	Independent Study in Curriculum and Instruction	3



## **COURSE DESCRIPTIONS**

### **EDUC 510 Designing and Implementing Criterion-Referenced Curriculum – 3 semester hours**

Introduces a systematic way of organizing the school curriculum k-12 through the use of tables of specification. Moreover develops performance objectives and evaluation instruments which can be used to enhance learning in the classroom and serve as models from which teachers can develop their own objectives and evaluation instruments.

### **EDUC 511 Guidelines for Planning and Conducting Curriculum Evaluation – 3 semester hours**

Analyzes such topics as evaluation as it relates to research and assessment; strategies for selecting appropriate evaluation techniques; guidelines for planning evaluation studies; a comparative examination of criterion referenced, domain referenced, norm- referenced data collection and analysis procedures; and generating evaluation objectives. An emphasis will be placed on systematic needs assessment, planning, and articulated involvement within and between all groups having an impact on the curriculum.

### **EDUC 512 Strategies for Implementing Multi-Cultural Education – 3 semester hours**

Designed to help teachers, administrators, and curriculum specialists to increase their understanding of the concept of multi-cultural education, and to gain some experiences in how to effective multi-cultural education programs in schools. Explores the implications of ethnic and cultural diversity for staff preparation, curriculum design, and classroom instruction. Specifically, the two major objectives of the course are 1) to delineate the conceptual and theoretical framework of multi-cultural and 2) to illustrate How the theory can be translated into practice through select

### **EDUC 522 Information Processing, CyberSpace, Internet, Web publishing – 3 semester hours**

This course is designed to study curriculum procedures, organizations, and instructional methods of teaching desk-top publishing for curriculum and instruction. Skills are developed in elements of desktop publishing using current curriculum software and other components of page layout, composition, and graphics software. This course will infuse technology into instruction in diverse content areas. Another outcome for the course will be to define new technology terms and discover ways to integrate new technology tools into the curriculum.

### **EDUC 528 Teaching Curriculum Development. – 3 semester hours**

Focuses on problems of innovation and improvement of curriculum and instruction for classroom teachers, supervisors, and administrators in the K-12 setting. Attention is given to the design of performance oriented curricula, strategic instructional planning, criterion-based evaluation, theory and practice of unit construction, individualized instruction, application of instructional systems and technology and organization for teaching and learning.

### **EDUC 537 Independent Study in Curriculum and Instruction – 3 semester hours**

Provides the student with an opportunity to pursue an intensive and extensive exploration, analysis, and examination of a curriculum and instruction in an educational setting. Designed to provide opportunities for in-service teachers and for administrators to work directly with curriculum specialists during the semester. Experiences include observation and participation in school and community work, curriculum planning and evaluating technology and learning strategies.

### **EDUC 547 - Students with Exceptionalities: Curriculum & Instruction – 3 semester hours**

Exploration of instructional programming and student and program evaluation appropriate to learners with exceptionalities is presented with the goal of facilitating their integration in inclusive settings. Included are methods for remediating oral and written language learning disabilities and social emotional and nonverbal disabilities. The utilization of current and emerging technologies in the educational process is emphasized.

## COUNSELOR EDUCATION

The outcomes of the Counselor Education Program curriculum have been aligned with the College of Education's Conceptual Framework outcomes. The outcomes support the development of reflective practitioners who are competent, caring, and culturally-responsive counselors who are committed to addressing the challenges of educating all students from diverse and global learning communities. As competent counselors, candidates will understand the central knowledge, concepts and skills necessary in the counseling field. As caring counselors, candidates will show respect for all learners and empower them to set achievable goals while maintaining high standards. As culturally responsive counselors, candidates will use research-based best practices and performance assessments to guide the learning process and positively impact the educational environment to ensure that all students acquire the knowledge and skills to face the global challenges of the 21st century. Finally, as reflective counselors, candidates will reflect upon and evaluate research and the success of past decisions in an effort to make better decisions in the future.

The Counselor Education Program is designed to prepare professional counselors in two specializations: School Counseling (Pre-K-12) and Clinical Mental Health Counseling.

The School Counseling PreK-12 specialization curriculum focuses on counseling, consultation skills, developing a comprehensive school counseling program, managing students in the classroom, and incorporating technology in counseling. Graduates will be prepared to make data-informed and student-driven decisions while addressing individual and systemic barriers to personal growth and educational achievement. The School Counseling Pre K-12 specialization prepares candidates for careers in the elementary, middle and high school settings.

The Clinical Mental Health specialization curriculum will focus on individual, family and group counseling to include diagnosing, assessing, and treatment planning for crisis intervention. In the required courses, students learn to assess and diagnose the situation, develop a treatment plan, practice psychotherapy, establish a prevention plan, manage mental health crises, and understand the fundamentals of an alcohol and substance abuse treatment program. Graduates will be prepared for careers in mental health agencies and/or non-school settings (i.e., community service boards, substance abuse centers, military counseling facilities, residential facilities, social service agencies, juvenile detention centers, rehabilitation facilities, court service units, career centers, prevention programs, and public/private community agencies).

### **Degree Options**

Counselor Education Program candidates have the option of pursuing either the Master of Education (M.Ed.) or the Master of Science (M.S.) degree. The M.Ed. is more practice and application oriented. The M.Ed. requires a minimum of 60 academic credit hours, which includes a comprehensive examination. The M.S. places greater emphasis on research and evaluation. The M.S. requires a minimum of 54 credit hours which includes a comprehensive examination, and also complete and defend a research-based, data-driven thesis. Candidates must also enroll in one (1) additional research courses.

## **Admission Criteria**

The following admission criteria is applied to all applicants who express interest in participating in the Counselor Education program. Admission to the Department of Counselor Education is contingent upon meeting the following program requirements. Admission is competitive and candidates will be selected based on the following program criteria:

- Competitive undergraduate GPA scores (preferably 3.0) (on a 4.0 GPA Scale). Candidates must maintain a minimum of 3.0 GPA at the graduate level to be retained in graduate school
- Personal statement describing reasons for seeking this degree, experiences that influenced you to pursue counseling, and attributes you possess which would contribute to your effectiveness as a counselor
- Three professional recommendations on letterhead (addressing character, academic promise, suitability for the counseling profession)
- Resume or Vitae of work experience and education
- Official Transcript (s) from all colleges attended
- Competitive scores on the Graduate Record Examination (GRE) - official scores should be forwarded to the Office of Graduate Admissions/Test scores submitted in support of applications for admission must be within the six-year period.
- An on-site writing sample of 300-500 words
- Successfully passing a professional disposition interview with the departmental faculty admissions committee. Prior to being formally admitted to the program.
- Applicants admitted to the program as Pre-Candidates will be expected to begin their coursework in the spring or summer semester and progress in synch with the course sequence of study. Conditionally admitted applicants must successfully pass the professional disposition interview with the departmental faculty admissions committee and only allowed take six credits the first semester and maintain a 3.0 GPA. Conditionally admitted applicants must also adhere to all condition set forth by the departmental faculty admissions committee.

All applicants for whom English is a foreign language must demonstrate proficiency in the English language through the TOEFL (Test of English as a Foreign Language) or international English Language Testing System (IELTS) if English is not the primary language spoken in the household. A minimum score of 61 preferred 71 (internet based), 173 preferred (197) (computer based), or 500 preferred (527) is required on the TOEFL. A minimum score of 5.5 on the IELTS for admission.

### **Transition Points**

Candidates transferring to the Department of Counselor Education will adhere to the same program admission criteria as new applicants.

All requirements for the master's degree program must be completed within 6 years from the initial admission into the department.

### **PHASE I: ADMISSION TO THE PROGRAM**

- Submitted completed graduate application for admission
- Competitive GPA (3.0 preferred)
- Competitive score on the GRE-Test scores submitted in support of applications for admission must be within the six-year period.

- Completion of a required essay (Passing Score)
- Admissions interview (Passing Score)
- Three professional letters of reference

#### **PHASE II: CURRICULUM PROGRESSION**

- Maintain University Program Cards
- Maintain a B average or above in all content and core courses
- Candidates Personal Performance Disposition Review each Semester by Faculty (remediation meeting if necessary)
- Join state and national professional counseling associations

#### **PHASE III: CLINICAL PRACTICE**

- Submit clinical practice application
- Apply for counseling liability insurance, a background check and fingerprinting maybe required by a school division and provide TB screening results
- Complete practicum experience (remediation meeting if necessary)
- Complete internship experience (remediation meeting if necessary)
- Complete all required course work
- Candidates are requested to complete all licensure documents required by the Virginia Department of Education
- Submit practicum and internship electronic portfolio for evaluation
- Receive a B or better on-site supervisor evaluation in clinical practice practicums and internships.
- Receive a B or better on the university supervisor evaluation in all clinical practice experiences.

#### **PHASE IV: PROGRAM COMPLETION**

- Successfully complete the comprehensive exam.
- Complete a candidate exit survey.

#### **PHASE V: COMPLETER FOLLOW-UP**

- Participate in a program follow-up satisfaction in training survey

### **Program Requirements for the Counselor Education Master of Education and Master of Science**

**Courses are restricted to graduate students who have been formally accepted into the Counselor Education Program.**

All requirements for the master's degree program must be completed within 6 years from the initial admission into the department.

#### **M.Ed. Course Requirements-60 credit hrs.**

##### **M.Ed. Core Courses: 42 Credits**

COUN 524: Professional Orientation & Ethical Practice (3)

COUN 526: Measurement & Appraisal in Counseling (3)

COUN 527: Career Development & Counseling (3)

COUN 528: Human Growth & Development (3)  
COUN 529: Theories of Counseling (3)  
COUN 530: Techniques of Counseling & Psychotherapy (3)  
COUN 532: Counseling Children & Special Populations (3)  
COUN 533: Abnormal Behavior & Psychopathology (3)  
COUN 540: Trauma Informed Care & Crisis Intervention (3)  
COUN 550: Research Design, Methods & Evaluation (3)  
COUN 553: Multicultural Counseling (3)  
COUN 554: Diagnosis & Treatment of Addictive Behaviors (3)  
COUN 555: Marriage & Family Systems (3)  
COUN 599: Comprehensive Exam (pass or fail grade) (0)  
STAT 510: Statistical Procedures for Education & Psychology (3)

**M.Ed. Specialization: 18 credit hours**

Advanced Candidates must choose an area of specialization: School Counseling PreK-12 or Clinical Mental Health Counseling.

**M.Ed. Specialization School Counseling Prek-12 Required Courses: 18 credit hours**

COUN 523: School Counseling & Leadership (PreK-12) (3)  
COUN 538: Practicum in School Counseling (3)  
COUN 549: Internship in School Counseling (6)  
COUN 557: Classroom Management & Technology (3)  
COUN 559: Group Procedures in School Counseling (3)

**M.Ed. Specialization Clinical Mental Health Required Courses: 18 credit hours**

COUN 536: Foundations of Mental Health Agency Counseling (3)  
COUN 537: Internship in Clinical Mental Health Counseling (6)  
COUN 556: Play Therapy (3)  
COUN 558: Group Procedures in Clinical Mental Health (3)  
COUN 570: Practicum in Clinical Mental Health Counseling (3)

**M.S. Course Requirements-54 credit hrs.**

**M.S. Core Courses: (39 credit hours)**

COUN 524: Professional Orientation & Ethical Practice (3)

COUN 525: Principles of Counseling (3)

COUN 527: Career Development and Counseling (3)

COUN 529: Theories of Counseling (3)

COUN 530: Techniques of Counseling & Psychotherapy (3)

COUN 531: Group Procedures in Counseling (3)

COUN 533: Abnormal Behavior & Psychopathology (3)

COUN 553: Multicultural Counseling (3)

COUN 526: Measurement & Appraisal in Counseling (3)

COUN 528: Human Growth and Development (3)

COUN 550: Research Design, Methods & Evaluation (3)

COUN 539: Research and Thesis (Exit Exam -Thesis Defense) (3)

EDUC 513: Educational Research (3)

*(Must complete prerequisite course **STAT 510: Statistical Procedures in Education**)*

**M.S. Specialization: 15 credit hours**

Advanced Candidates must choose an area of specialization: School Counseling PreK-12 or Clinical Mental Health Counseling.

**M.S. Specialization Clinical Mental Health Required Courses: 15 credit hours**

COUN 536: Foundations of Mental Health Agency Counseling (3)

COUN 554: Diagnosis and Treatment of Addictive Behaviors (3)

COUN 555: Marriage and Family Systems (3)

COUN 537: Internship in Clinical Mental Health Counseling (6)

**M.S. Specialization School Counseling PreK-12 Required Courses: 15 credit hours**

COUN 523: School Counseling & Leadership (PreK-12) (3)

COUN 532: Counseling Children & Special Populations (3)

COUN 541: Counseling Children (3)

COUN 538: Practicum in School Counseling (3)

COUN 549: Internship in School Counseling (3)

## **COURSE DESCRIPTION**

### **Core Courses**

#### **COUN 524 Professional Orientation & Ethical Practice - 3 semester hours**

This course serves as an orientation to the counseling profession and is designed to acquaint students with the ethical, legal, and professional issues and responsibilities in counseling. Current trends in the counseling profession and ethical practice includes: 1) a study of the philosophy and history of the counseling profession, 2) credentialing and professional counseling functioning, and 3) the standards for ethical practice in the counseling profession.

#### **COUN 526 Measurement & Appraisal in Counseling – 3 semester hours**

This course covers measurement, evaluation, and appraisal in counseling. As an advanced course in group testing, it is organized to acquaint professional counselors and other school personnel with the various types of standardized tests, with emphasis on scoring, computations, and interpretation procedures. This course includes the study of: formal and informal assessment procedures, 2) test statistics, 3) validity and reliability in testing and 4) utilization of test finding in the counseling process.

#### **COUN 527 Career Development & Counseling – 3 semester hours**

This course explores career development, counseling, psychotherapy theories and techniques, by studying the scope and purpose of the career development process. Special attention is given to: 1) the factors that influence career development, 2) the theories and research related to career decision making, 3) career assessment, along with 4) individual and group career counseling techniques. Occupation, education, and personal-social information resources are reviewed, with a variety of field visits arranged. The course emphasizes the integration of career development concepts in counseling programs for all ages.

#### **COUN 528 Human Growth & Development - 3 semester hours**

This graduate course is designed to provide an overview of theoretical human development perspectives for counselors. Topics include: 1) the nature of developmental needs from infancy to adulthood, 2) the elements of development that may influence dysfunction and mental health, and 3) the methods of promoting healthy development across the lifespan. Thus, counselors are assisted in studying individuals and their problems, helping pupils understand themselves, and assisting young people and adults in planning realistic courses of action toward solving their problems and developing their potential.

Perquisites: None

#### **COUN 529 Theories of Counseling - 3 semester hours**

This course in theories of counseling and psychotherapy is designed for the candidate to critically analyze the major theories of counseling and psychotherapy used in the counseling process. Emphasis is placed upon the rationale underlying counseling and theoretical approaches with a focus on: 1) humanistic, 2) cognitive behavioral, 3) psychodynamic, and 4) post- modern theoretical orientations.

#### **COUN 530 Techniques of Counseling & Psychotherapy - 3 semester hours**

This course in techniques of counseling and psychotherapy focuses on the concepts, strategies, and techniques of the counseling process. Attention is given to: 1) establishing the counseling relationship, setting treatment goals, 2) applying listening and interviewing skills in relationship building, 3) initiating

termination and 4) recognizing the parameters and limitations of the treatment process as related to practical application of the major counseling theories.

### **COUN 532 Counseling Children & Special Populations - 3 semester hours**

This course is designed to help counselors identify and gain an in-depth understanding for working with children, adolescents and special populations. This course will present theories, techniques, and explores counseling issues related to these populations.

### **COUN 533 Abnormal Behavior & Psychopathology - 3 semester hours**

This course in problems and adjustment in abnormal behavior and psychopathology focuses on the nature and causes of adjustment problems and of the various techniques utilized by individuals to cope with such problems. Focus on the major categories of mental disorders including: 1) their etiology and progression, 2) their impact and prevalence, 3) the role of motivation in behavior and adjustment and 4) the evidence of adjustment and maladjustment. Attention is also given to counseling interventions that can assist individuals in learning to cope effectively with mental health adjustment problems.

### **COUN 540 Trauma Informed Care & Crisis Intervention - 3 semester hours**

This course is designed to provide candidates with an understanding of the personal and systemic impact of trauma. Candidates will also explore the effects of crises, disasters, and other trauma-causing events on individuals, couples, families, and communities. Candidates examine theories and response models as they relate to sexual trauma, crisis in individuals and families, crisis in the community, and crisis in the nation and in the world. They explore and discuss topics related to counselor competencies, vicarious trauma and counter transference, specific diagnoses, and advocacy. Candidates also engage in assignments designed to provide practical application of crisis assessment. Through contemporary articles and case studies, they consider and discuss cultural, legal, and ethical issues related to crisis, trauma, and disaster events and response.

### **COUN 550 Research Design, Methods & Evaluation - 3 semester hours**

Candidates will learn quantitative, qualitative and mixed research designs and methods used in counseling research and program evaluation. Instruction will focus on statistical analyses and use of data in counseling. The candidates will understand the importance of research in advancing the counseling profession, including how to interpret and critique research to inform counseling practice. The course will also include identification of evidence-based counseling practices, conducting a needs assessment, and developing and evaluating outcome measures for counseling programs.

### **COUN 553 Multicultural Counseling - 3 semester hours**

This course in multicultural counseling theories and techniques is designed to cover the issues, characteristics, and needs relevant to diverse populations as they relate to counseling. Candidates explore counseling from a multicultural perspective. Counseling candidates receive an overview of the diverse social and cultural contexts that influence counseling relationships such as culture/race/sex/ethnicity/gender/ SES, etc. The course includes a study of: 1) current issues and trends in a multicultural society, 2) contemporary theories of multicultural counseling, 3) personal awareness of cultural assumptions and biases, along with 4) the impact of oppression and privilege on individuals/groups with implications for counseling.

### **COUN 554 Diagnosis & Treatment of Addictive Behaviors - 3 semester hours**

This course in diagnosis and treatment of addictive disorders is designed to assist counselors in the study of the principles of diagnosis and use of current diagnostic tools, including the current edition of the Diagnostic and Statistical Manual. Emphasis is placed on: 1) contemporary theories of addictive behavior, 2) pharmacological classification of addictive substances, 3) assessment of addictive disorders, and 4)



models of addiction treatment. Additionally, principles and models of biopsychosocial assessments, case conceptualization, concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling plans are covered.

**COUN 555 Marriage & Family Systems - 3 semester hours**

This course in marriage and family systems theory is designed to assist counselors in the study of family systems and dynamics by critically analyzing counseling theories and techniques. Emphasis is placed on family structure, dynamics, strategies and techniques employed in family counseling. The course includes an examination of: 1) family therapy interventions, 2) general systems theory, 3) the stages of family life-cycle development, and 4) family therapy intervention theory.

**COUN 599 Comprehensive Exam - 0 semester hours**

Counseling Candidates take an oral and written examination designed to assess their overall knowledge of course work completed in the program and their ability to apply this knowledge to designated sets of situations. This examination allows candidates to demonstrate their skill of integration of theory and course work with practical application. It must be taken during the last semesters of enrollment in the program. This course is required of all students seeking M.Ed. in Counseling.

**School Counseling Specialization**

**COUN 523 School Counseling & Leadership (Pre-K-12) - 3 semester hours**

Development, management, and data-drive evaluations of a comprehensive school counseling program and the developmental role of the school counselor are examined from Pre K-12th grade. Characteristics of learners, skills and processes, program planning and evaluation, coordination, counseling and staffing patterns all will be considered at each school level. Data-driven methods for effective comprehensive school counseling programs will be examined. Candidates will also understand and define leadership and its role in comprehensive school counseling programs.

**COUN 538 Practicum in School Counseling - 3 semester hours**

The focus of this course is on experiential learning, which is an essential component of applied professional training. Candidates will complete a supervised Practicum experience at an approved school counseling site with a minimum of 150 hours, allowing them to develop their counseling skills and professional knowledge while under direct supervision. Candidates communicate their learning at the site with their colleagues and university supervisor in the Practicum course and gain additional knowledge regarding clinical practice by interacting with their colleagues and instructor.

**COUN 549 Internship in School Counseling - 6 semester hours**

After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings of a school counselor. Internship students complete at least 240 clock hours of direct service. The other remaining hours will be approved by the university supervisor.

**COUN 557 Classroom Management & Technology - 3 semester hours**

This course will focus on student learning theory, strategies for classroom management, and the use of technology to support student learning. School counselors must collaborate with essential personnel to create learning environments that promote educational equity and success for every student. It is then imperative for counselors to understand learning theories influencing student's actions and how to effectively manage the classroom.

**COUN 559 Group Procedures in School Counseling - 3 semester hours**

This course in group counseling is designed to help counselors learn how to organize, lead, and evaluate effective groups in the Pre K-12 school setting. Candidates will study group dynamics and group

procedures with an emphasis on the developmental needs of all ages. The course provides a didactic and experiential overview of the stages of group and the group dynamics at each stage. Emphasis will also include 1) group selection, 2) forming a group, 3) group interventions and 4) evaluation within the group process. Students will work on developing an understanding of the skills requisite to group membership and leadership.

### **Clinical Mental Health Counseling Specialization**

#### **COUN 536 Foundations of Mental Health/Agency Counseling - 3 semester hours**

This course provides a study of human services in such settings as mental health, social service, religious, penal, rehabilitation and employment agencies. It focuses on the counseling and consulting skills that prepare counselors to provide effective client assistance and to work collaboratively in the community.

#### **COUN 537 Internship in Clinical Mental Health Counseling - 6 semester hours**

After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings of a mental health counselor. Internship students complete at least 240 clock hours of direct service. The other remaining hours will be approved by the university supervisor.

#### **COUN 556 Play Therapy - 3 semester hours**

Designed to promote self-exploration and self-understanding and to help candidates: 1) learn the clinical importance of relating to and working with children through play, 2) understand the major theories of play therapy, 3) develop an awareness of the child's world as viewed by the child, 4) increase understanding of children and their behavior, 5) engender their facility in working with caregivers of child clients, and 6) develop an effective philosophy of and approach to play therapy. Additionally, this course will explore theories and techniques for fostering creativity and therapeutic change in the counseling process through the use of expressive arts, particularly visual art forms and expressive writing.

#### **COUN 558 Group Procedures in Clinical Mental Health Counseling - 3 semester hours**

The goal of this course is to provide candidates with a study of group dynamics for Mental Health Counseling. Candidates will study various group modalities, including group guidance, task-groups, group counseling, and group psychotherapy. Various theoretical approaches to group counseling will also be reviewed. Candidates will work on developing an understanding of the skills requisite to group membership and leadership. The course provides a didactic and experiential overview of group dynamics including: 1) group selection, 2) forming a group, 3) group interventions and 4) evaluation within the group process. COUN 524 Professional Orientation and Ethical Practice; COUN 529 Theories of Counseling; and COUN 530 Techniques of Counseling & Psychotherapy.

#### **COUN 570 Practicum in Clinical Mental Health Counseling - 3 semester hours**

The focus of this course is on experiential learning, which is an essential component of applied professional training. Candidates will complete a supervised Practicum experience at an approved community counseling site with a minimum of 150 hours, allowing them to develop their counseling skills and professional knowledge while under direct supervision. Candidates communicate their learning at the site with their colleagues and university supervisor in the Practicum course and gain additional knowledge regarding clinical practice by interacting with their colleagues and Instructor.

### **Masters of Science**

#### **COUN 539 Research and Thesis - 3 semester hours**

This course provides the opportunity for a formal and directed qualitative/quantitative research investigation into counseling topics, issues, problems and/or outcomes. The principles and processes of

performing counseling research includes conducting a formalized study on a counseling topic which includes the development of 5 research chapters: 1) An overview of the problem, 2) A review of the literature, 3) the proposed study analysis, 4) the results of the study and 5) the recommendations and implications for further research.

**Prerequisites: Completion of 45 semester hours towards degree must include 42 semester hours of 14 Core Program Course requirements and 3 semester hours of 1 perquisite core course, EDUC 513 Educational Research**

**COUN 541 COUNSELING CHILDREN - 3 semester hours**

This course will present theories, techniques, and strategies for working with children and adolescents and their families. Explores counseling issues related to this population; provides practice of techniques and strategies with emphasis on supervised practice sessions.

**Prerequisite: COUN 525 Principles of Counseling; COUN 529 Theories of Counseling; COUN 530 Techniques of Counseling**

## **Graduate Certificate in Educational Administration and Supervision**

The proposed Graduate Certificate in Educational Administration and Supervision is designed to train students in the concepts of leading preK-12 schools. Students will gain knowledge in managerial leadership, for example management of technology in schools and human resources in schools. Students will learn to create school community partnerships (e.g., Communities in Schools, Boys and Girls Club of America, YMCA). Students will also learn how to develop goals for continuous school improvement. The program will educate students in the educational laws impacting preK-12 settings. Graduates will be able to serve in leadership positions, such as assistant principals and principals in preK-12 schools.

The Graduate Certificate in Educational Administration and Supervision provides a route to the Administration and Supervision preK-12 Endorsement for candidates who hold a license issued by the Virginia Department of Education (VDOE) with a master's degree in teaching or a related education field. The VDOE requires that school leaders meet specific competencies in the areas of foundations of leadership in organizations, school law, finance, educating special populations, and complete a comprehensive practicum. The proposed certificate provides graduates with the necessary competencies to obtain the add-on endorsement in Administration and Supervision preK-12 in Virginia.

### **Admission**

The admission requirements outlined below apply to all applicants. All applicants to the proposed Graduate Certificate in Educational Administration and Supervision are required to meet the admission requirements of the VSU Graduate School. Applicants will be required to:

- Submit a graduate application
- Provide an official transcript for a master's degree in education or a similar discipline from a regionally accredited college or university
- Provide a reflective personal essay describing educational leadership aspirations
- Have three letters of recommendation from individuals familiar with the applicant's experiences as an educational professional and potential as an educational leader.

The College of Education will also require applicants:

- Hold a professional renewable teaching license (cannot be a provisional or conditional license)
- Have at least 3 years of experience as a teacher by the date the program is completed
- Maintain a 3.0 GPA or higher throughout the entire matriculation of the program.

For all international students, the following is required:

- Submit an official transcript evaluation from a recognized foreign educational credentials evaluation service accredited by the National Association of Credential Evaluation Services (NACES) or the American Association of Collegiate Registrars and Admissions Officers (AACRAO).
- A Test of English as a Foreign Language (TOEFL) minimum composite score of 100 for the Internet Based Test (IBT) or 600 for the paper-based score; or an International English language Testing System (IELTS) score minimum of 6.5 on the academic exam.
- A score of 68 or higher on the VSU English Language Program Compression test. Students who do not achieve a score of 68 will be placed in the appropriate level English language proficiency courses.

## **Curriculum Requirements**

The curriculum is designed to provide students with knowledge of the foundations of leadership in preK-12 settings. Students will examine educational policies and how they impact school administration, and teachers and students. Coursework prepares students to manage facilities and organizational dynamics (e.g., school culture, change processes). The curriculum will also focus on curriculum development, alignment, and enhancement; as well as, the supervision of instruction. Students will also learn best practices (e.g., Transformative Leadership, trauma informed training) to establish an inclusive and supportive school culture.

The practicum will allow students to further develop their administrative competencies learned in the coursework. Students will practice their skills in a school setting and demonstrate their ability to communicate a shared vision, build capacity, and empower others through shared leadership and decision-making, and participate in organizational management.

## **Program Requirements**

Total Number of Credit Hours: 21 credits

### **Core Courses: 21 credits**

- EDAS 520. Foundations of Educational Leadership (3)
- EDAS 583. Legal & Ethical Issues for School Leaders (3)
- EDAS 589. School Leaders and Community Engagement (3)
- EDAS 590. Human Resources Leadership & Organizational Dynamics (3)
- EDAS 591. School Improvement for Instructional Leaders (3)
- EDAS 592. Management of Finance and Technological Resources (3)

### Practicum Requirement

- EDAS 679. Clinical Experience/Residency (3)

### Practicum Requirement

The practicum provides an experiential academic component to enhance the student's knowledge and skill set in educational leadership. Students already employed at preK-12 schools may request to complete the practicum at their place of employment. All students must receive prior approval from the Graduate Certificate Program Coordinator before the start date of the course. Students can complete the practicum in a school where they reside.

The practicum will be coordinated by the Graduate Certificate Program Coordinator, a full-time faculty member in the College of Education, Department of Educational Leadership. Students will be required to fulfill a minimum of 320 clock hours, of which 120 clock hours are embedded as experiential field-based opportunities experienced during coursework. Students will have the choice of selecting a practicum site or being assigned a site by the Graduate Certificate Program Coordinator prior to the start of the practicum. Practicum sites can be located outside of Virginia, or be a virtual/online preK-12 program. Prior approval must be granted by the Graduate Certificate Program Coordinator before the start date of the practicum.

The Graduate Certificate Program Coordinator will assign (a) faculty member(s) to serve as University Field Supervisor(s) to each student that will work in conjunction with School District Mentor Principals at approved practicum sites to monitor student assessments and milestones during the practicum. The Graduate Certificate Program Coordinator will also assign each student a Leadership Coach that will work directly with the student(s) to provide mentorship throughout the duration of the practicum.

Assessment of student performance is based on participation in the course assignments, weekly reports, mid-term final self-evaluations, and timesheets to verify contact hours. Students will be assessed by a School District Mentor Principal at the approved school site, as well as a University Field Supervisor that is a faculty member of the proposed program. The University Field Supervisor will be responsible for the student's evaluation and final grade. The practicum is graded pass/fail. If a student fails the practicum, the course may be repeated in the next semester to fulfill the practicum requirement. Students who fail the practicum requirement a second time will be dismissed from the program.

## **EDUCATIONAL LEADERSHIP**

The program in Educational Administration and Supervision, offers a program of study that leads to the M.S., M.Ed., or Ed.D. in Educational Administration and Supervision for candidates who seek an endorsement as a school or district level administrator. The outcomes of the programs have been aligned with the unit's conceptual framework outcomes to support the development of competent, caring, effective and reflective professional administrators who are committed as leaders to addressing the challenges of educating all students for multicultural and global learning communities. As competent leaders, candidates will understand the central knowledge, concepts and skills necessary in the administrative field. As caring leaders, educational leadership candidates will show respect for all stakeholders in the educational setting and empower them to set achievable goals while maintaining high standards. As effective leaders, candidates will use research-based instructional methods and best practices and performance assessments to guide the implementation of the instructional process. Finally, as reflective leaders, candidates will step back from themselves and the situation to examine all aspects of the teaching/learning/administrative process, including essential dispositions to create a positive school culture and learning environment.

### **MASTER OF SCIENCE AND MASTER OF EDUCATION IN EDUCATIONAL ADMINISTRATION AND SUPERVISION (PREK-12)**

The course of study in this major leads to a Master of Science or Master of Education degree. All candidates who are admitted to the program are working toward an endorsement as a school administrator. The Master of Science degree requires completion of stated required courses and a thesis. We offer the Master of Science to anyone who chooses to write a thesis (EDAS 599) instead of taking the comprehensive exam.

The Master of Education degree requires completion of stated required courses, an internship and an oral and written comprehensive examination.

#### **Admission Requirements**

Candidates seeking admission must:

- Complete a graduate application
- Hold a professional, five-year renewable teaching license.
- Have at least 3 years of successful experiences as a teacher by the date the program is completed.
- A candidate may not enter the last 6 hours of course work until successful professional teaching experience has been satisfied.
- Present a competitive GRE score according to University policy.
- Provide a reflective personal essay describing educational leadership aspirations.
- Have an undergraduate GPA of not less than 2.8 on a 4.0 scale,
- Maintain a 3.0 GPA or higher at the graduate level in order to be retained in graduate school.

- Have three letters of recommendation from individuals familiar with the applicant’s experiences as an educational professional and potential as an educational leader.

### **Program Requirements**

<b>SEM:</b>	<b>PHASE I:</b>	<b>CREDITS</b>
I	EDAS 591 – Instructional Leadership for School Improvement	(3)
I	EDAS 593 – Leadership Assessment, Awareness, & Development	(3)
II	EDAS 520 – Foundations of Educational Leadership	(3)
II	EDAS 583 – Legal & Ethical Issues for School Leaders	(3)
	<b>PHASE II:</b>	
III	EDAS 589 – Community Engagement for School Leaders	(3)
III	EDAS 530 – Leadership for Special Populations	(3)
IV	EDAS 510 – Statistics & Predictive Analytics for Educational Leaders	(3)
IV	EDAS 590 – Human Resources Leadership & Organizational Dynamics	(3)
	<b>PHASE III:</b>	
V	EDAS 592 – Resource Management: Human, Fiscal, & Technology	(3)
V	EDAS 513 – Action Research for Educational Leaders	(3)
V	EDAS 679 – Clinical Experience/ Residency Seminar	(0)
VI	EDAS 679 – Clinical Experience/ Residency	(3)
VI	EDAS 579 – Capstone/E-Portfolio	(3)
		(36) Total

### **Summary Requirements**

The Master degree in Educational Administration and Supervision PK-12 is a 36-hour program, which prepares candidates for the role of school administrator. Candidates enrolled in the program must maintain a 3.0 GPA or higher, participate in embedded fieldwork throughout the course of study and complete a full-time summer internship. Prior to graduation all candidates must take and pass the School Leaders Licensure Assessment Exam.

### **Requirements and Transition Points**

#### **PHASE I: ADMISSION**

Candidates seeking admission must:

1. Complete a graduate application.
2. Hold a professional, five-year renewable teaching license.
3. Have at least 3 years of successful experiences as a teacher and a competitive GRE score.
4. Provide a reflective personal essay describing educational leadership aspirations.
5. Have an undergraduate GPA of not less than 2.8 on a 4.0 scale, or be granted provisional acceptance followed by a review after completion of 6 hours.
6. Maintain a 3.0 GPA at the graduate level in order to be retained in graduate school.

7. Have three letters of recommendation from individuals familiar with the applicant's experience as an educational professional and potential as an educational leader.
8. Participate in a professional assessment day and onboarding activities.

## **PHASE II: MIDPOINT ADVANCE TO CANDIDACY**

1. Complete a minimum of 12 hours of course work.
2. Maintain a 3.0 average or above in all content and core course.

### ***Other important information regarding admission to candidacy:***

- Admission to candidacy must be completed no later than one semester prior to graduation
- Candidates may not apply for candidacy and graduate in the same semester.
- Candidacy cannot be obtained if any admission requirements have not been fulfilled.

## **PHASE III: CANDIDACY**

Candidates must:

1. Have advanced to candidacy.
2. Complete all required coursework.
3. Participate in a full-time internship, during the summer session.
4. Receive a clinical/site supervisor evaluation.
5. Receive a university supervisor evaluation.

### ***Other important information regarding candidacy phase:***

- Candidates must complete all required coursework, receiving no more than 2 C's.
- Candidates, not currently in leadership roles, must arrange their internships to extend over two semesters, to include a full-time summer experience.
- Candidates must apply for graduation at the Graduate Office. Applications are due prior to the end of the first month of the graduation semester (see Academic Calendar).

## **PHASE IV: PROGRAM COMPLETION**

1. Successfully complete three years teaching experience.
2. Successfully complete all required coursework and phases of candidacy.
3. Successfully complete an E-Portfolio to include all of the assessments required by VSU, The State of Virginia, and our key accrediting agencies.
4. Successfully complete the SLLA with a minimum score required by the State of Virginia Department of Education.
5. Apply for graduation

### ***Other important information regarding program completion:***

- Candidates must apply to graduation through the Graduate Office by the date identified (see website).
- Candidates must apply to participate in comprehensive exams (at the graduate office) prior to the end of the first month of the graduation semester. (see Academic calendar)

### ***Other important information regarding program completion:***

- Candidates must apply for graduation through the graduate office by the date identified (see website).
- Candidates should complete licensure document requirement by the Virginia Department of Education, an official transcript and payment in form of money order or check and submit to the



program coordinator for verification and submission to the Dean who will in turn submit forms for licensure. Licensure forms are available online at [www.pen.k12.va.us](http://www.pen.k12.va.us). It is the candidates' responsibility to complete and submit the required paperwork for licensure.

- Exit surveys will be completed at the conclusion of oral exams.

#### **PHASE V: GRADUATE FOLLOW-UP**

1. Participate in a graduate follow-up survey
2. Employee follow-up survey

## COURSE DESCRIPTIONS

### **EDUC 501 FOUNDATIONS OF EDUCATION - 3 semester hours**

A one-semester course designed to provide students with sound basis for interpretation and evaluation of present day educational theories and practices by tracing the influence of historical, sociological, philosophical, and religious views upon the development of the education process.

### **EDUC 513 EDUCATIONAL RESEARCH - 3 semester hours**

This course is oriented to the methodology of research and investigation in education. The candidates develop, with guidance, a research outline (and a pilot study) with emphasis on the following: (1) statement of problem, (2) related studies, (3) rationale of the proposed study, (4) hypothesis writing, and (5) procedures to be used in collection and evaluation of data. The course will include some examination of significant studies in the field of education and their significance for educational practice. This course is a core course, required of all Master candidates and should be taken after STAT 510.

**Prerequisite: STAT 510**

### **EDAS 510 STATISTICAL PROCEDURES FOR EDUCATIONAL LEADERS – 3 semester hours**

This course will allow candidates to demonstrate knowledge and skills necessary to use Statistical Data Procedures to create models to assist them in decision-making leading to school improvement. This course develops expertise in a standard set of statistical and graphical techniques, which will be useful in analyzing school-related data. The principles of data-based decision making and their applications in educational settings will be explored.

### **EDAS 520 FOUNDATIONS OF EDUCATIONAL LEADERSHIP – 3 semester hours**

This course will allow candidates to explore and develop foundational skills to become Culturally Responsive leaders and learn strategies to rectify race, class, and gender inequities that exist throughout educational systems. The course will introduce strategies to provide the tools that children, adults, families and communities need when confronting the devastating effects of Trauma. Candidates utilize trauma informed training to recognize the signs and symptoms of trauma in students, families, staff, and others and respond by fully integrating knowledge about trauma into school policies, procedures, and practices.

### **EDAS 530 LEADERSHIP FOR SPECIAL POPULATIONS – 3 semester hours**

This course allows the candidate to develop leadership functions that support processes, instructional decisions, and implementation of educational modifications necessary to accommodate and meet the unique needs of Special Populations in schools such as students identified under Special Education, ADA-Section 504, and ELL protections, etc. It proposes that effective leadership for all special student populations involves particular knowledge and requires a strong equity orientation.

### **EDAS 583 LEGAL & ETHICAL ISSUES FOR SCHOOL LEADERS - 3 semester hours**

This course is an introduction to school law that deals primarily with laws relating to elementary and secondary public schools in the United States and addresses non-public schools only inasmuch as they are affected by general status. The course is flexible and may meet the needs of students of educational administration, public school administrators, teachers or laymen who are concerned with current readings and implications of school law.

### **EDAS 589 SCHOOL COMMUNITY RELATIONS/MULTICULTURAL EDUCATION - 3 semester hours**

This course provides for the study of the place and function of the school in American social life and investigation of community agencies and institutions, including those concerned with drugs and behaviors, which may be utilized in the interpretation of the school to the community.

### **EDAS 590 INTRODUCTION TO ORGANIZATION AND ADMINISTRATION - 3 semester hours**

Course focusing upon a description of modern practices in organizing and administering schools and

other educational agencies; types of agencies and schools, selection and assignment of personnel, programs of study, records, management of physical facilities, pupil personnel guidance, retention and improvement of staff communication within the school and the public. The study of major administrative theories and the impact of management, leadership, and decision-making for school administrators will be addressed. Systems approach to designing and managing quality/high performing educational organizations with emphasis on systems theory, system dynamics and systems modeling.

**EDAS 591 INSTRUCTIONAL LEADERSHIP - 3 semester hours**

Examines processes of instructional leadership in schools. Primary focus on developing school leadership skills necessary to provide a positive working environment through collaboration and team-building, as well as professional opportunities including supervision and evaluation of curriculum & instruction. Focus will be on best practices that lead to school cultures, which build communities of learning. Appropriate field-based project relating theory to practice will be required.

**Prerequisite: EDAS 593; EDUC 513**

**EDAS 592 HUMAN RESOURCE AND FISCAL MANAGEMENT - 3 semester hours**

A study of theories and policies related to resource projection and management in schools and school divisions. Finance topics include budget, purchasing and accounting, and procedures for obtaining equipment and materials. Human resource topics include staffing requirements, hiring, evaluation and dismissal procedures, and staff-personnel relationships. Appropriate field-based project relating theory to practice will be required.

**Prerequisite: EDAS 590**

**EDAS 593 LEADERSHIP ASSESSMENT AND DEVELOPMENT - 3 semester hours**

This course of study focuses on the school administrator as manager and leader. The assessment portion of this class will require candidates to participate in self-examination of their leadership skills and abilities. Based on simulation activities and practices, candidate will learn strategies for continuous self-development, growth and personal awareness. In addition, candidates will consider the role of school manager and address issues such as safety and educational facilities

**EDAS 594 DATA DRIVEN LEADERSHIP - 3 semester hours**

This course focuses on the candidate as a school leader in school improvement. Candidates will explore the role in making effective decisions using data regarding instruction, finances, administration and school improvement. In addition, an in-depth study of the change process in relation to decision making as well as how to provide leadership in a diverse and political environment

**Prerequisite: EDAS 593 Leadership Assessment & Development; EDAS 591 Instructional Leadership; STAT 510 Statistical Procedures in Education**

**EDAS 679 PRACTICUM/INTERNSHIP - 3 semester hours**

This course consists of laboratory experiences designed to acquaint educational leaders with the mechanics of leadership, as well as their role in helping other personnel under their leadership to function effectively in today's educational climate.

**Prerequisite: Candidate must have advanced to candidacy and have prior approval from advisor to enroll in the internship.**

**EDAS 579 CAPSTONE/E-PORTFOLIO - 3 semester hours**

This course is a capstone seminar for EDAS master candidates during the final semester of enrollment. It provides synthesis, integration, and application of prior coursework on educational administration and supervision; specifically, instructional and organizational leadership, systems thinking and school improvement processes. Preparation for comprehensive exams and the SLLA are keys to this course.

**Prerequisite: Completion of all required coursework. To be completed in final semester of enrollment**

## ORGANIZATIONAL LEADERSHIP IN ADMINISTRATION AND SUPERVISION

Graduate study in Organizational Leadership in Administration and Supervision is designed to prepare candidates for careers in community leadership. Graduate study in Organizational Leadership in Administration and Supervision leads to the Master of Education.

### Admission Requirements

Candidates seeking admission must:

- Complete a graduate application
- Present a competitive GRE score according to University policy.
- Provide a reflective personal essay describing educational leadership aspirations.
- Have an undergraduate GPA of not less than 2.8 on a 4.0 scale,
- Maintain a 3.0 GPA at the graduate level in order to be retained in graduate school.
- Have three letters of recommendations which speaks to candidate's potential as a future leader

### Program Requirements (21 Semester Hours)

EDAS 500 Leadership Theory & Practice	3 cr.
EDAS 501 Organizational Behavior	3 cr.
EDAS 502 Organizational Communication	3 cr.
EDAS 503 Org. Change: Implementation & Strategic Planning	3 cr.
EDAS 504 Action Research for Organizations	3 cr.
EDAS 505 Capstone/Comprehensive Exams	3 cr.
STAT 510 Statistical Procedures in Education	3 cr.

### Concentration (9 Semester Hours)

EDAS 506 Critical Issues Seminar	3 cr.
Approved 500 level or above cognate	3 cr.
Approved 500 level or above cognate	3 cr.

### Summary Requirements

The program in Educational Administration and Supervision, offers a program of study that leads to the MEd in Organizational Leadership. The Organizational Leadership degree is offered to candidates who do not seek licensure to work in schools. This MEd program is designed to enable candidates to acquire knowledge and develop competencies that will make them effective leaders at any level of an organization. All candidates will take 21 hours of core curriculum. The remaining 9 hours will be taken in EDAS 506 (3hours) and two approved electives (6 hours) at 500 level or above.

### Requirements and Transition Points

#### PHASE I: ADMISSION

1. Submit completed application.
2. Have a minimum of a 2.8 GPA.
3. Present a competitive score on the GRE according to University policy.
4. Submit 3 letters of recommendation.
5. Completion of a required essay.
6. Meet with advisor to complete program cards & plan of study.

## **PHASE II: ADMISSION TO CANDIDACY**

1. Complete a minimum of 12 hours of course work.
2. Maintain a 3.0 average or above in all content and core course.
3. Submit an application for candidacy (through Graduate Office).
4. Meet with advisor to sign candidacy and review plan of study.

## **PHASE III: MIDPOINT**

1. Maintain 3.0 or above G.P.A.
2. Complete a minimum of 15 hours of course work.

## **PHASE IV: PROGRAM COMPLETION**

1. Meet with advisor one semester prior to graduation.
2. Oral and written comprehensive exam (through Graduate Office)-Must apply and enroll.
3. Candidate exit survey.

## **PHASE V: GRADUATE FOLLOW-UP**

1. Graduate follow-up survey.
2. Employee follow-up survey.

## COURSE DESCRIPTIONS

### **EDAS 501 ORGANIZATIONAL BEHAVIOR - 3 semester hours**

An understanding of human behavior within organizations. Candidates will study motivational theories, team management and coaching techniques as it relates to successful leadership within an organization.

### **EDAS 502 ORGANIZATIONAL COMMUNICATION - 3 semester hours**

An in-depth study and practice of communication within organizations and major theories of organizational communication. Candidates will practice extensively written and oral communication practices.

### **EDAS 503 ORGANIZATIONAL CHANGE: IMPLEMENTATION & STRATEGIC PLANNING**

#### **3 semester hours**

A proactive study of managing change and the organizational and human issues that accompany change. Topics include theories of change, resistance to change, and becoming agents of change.

### **EDAS 504 ACTION RESEARCH FOR ORGANIZATIONS - 3 semester hours**

An overview of the role of action research in communities and organizations. Candidates will examine the history and theory of action research. Candidates will be engaged in the action research process.

### **EDAS 506 CRITICAL ISSUES SEMINAR - 3 semester hours**

An examination of the historical and contemporary leadership issues related to the cognate of study. Through critical analysis of assigned reading and class discussions, candidates will demonstrate an understanding of leadership and its influences.

### **EDAS 507 CHILD FAMILY & COMMUNITY - 3 semester hours**

A study of the knowledge, skills, and attitudes needed in the development of the preschool child. An investigation of the historical attitudes of family and children as well as the cultural and political factors that impact child care and preschool programs.

### **EDAS 508 ADVOCACY & SOCIAL JUSTICE - 3 semester hours**

A study of the various theories of social justice and an examination of their roots. Candidates will explore opportunities to make a difference in social justice issues.

### **EDAS 500 LEADERSHIP THEORIES AND PRACTICES - 3 semester hours**

Candidates will investigate leadership theories and practices. An exploration of organizational structure and problem solving to include historical and modern day approaches to leadership.

### **EDAS 592 HUMAN RESOURCE AND FISCAL MANAGEMENT - 3 semester hours**

A study of theories and policies related to resource projection and management in schools and school divisions. Finance topics include budget, purchasing and accounting, and procedures for obtaining equipment and materials. Human resource topics include staffing requirements, hiring, evaluation and dismissal procedures, and staff-personnel relationships. Appropriate field-based project relating theory to practice will be required.

### **EDAS 584 CURRICULUM DEVELOPMENT - 3 semester hours**

This course provides a study of the fundamental aspects of school curriculum development and the basic issues underlying curriculum planning. Four significant aspects are educational directions, ordering potential experiences, patterns of curriculum organization, and the determination of principles and procedures by which change in the curriculum can be made, evaluated and sustained.

**EDAS 587 SCHOOL PLANT MANAGEMENT - 3 semester hours**

This course provides a study of educational facility sites and the design of buildings to assure maximum accommodation of modern education programs. The course will focus on educational specifications, building, planning, constructing, school plant management and maintenance. Current regulations pertaining to the ingress and egress of the handicapped will be considered.

**EDAS 588 SCHOOL FINANCE - 3 semester hours**

This course provides theoretical and contemporary bases for the acquisition and distribution of local, state and federal funds for the support of education. Problems and issues of financial support for schools will be analyzed in terms of developing alternatives for obtaining resources.

**EDAS 589 SCHOOL COMMUNITY RELATIONS/MULTICULTURAL EDUCATION - 3 semester hours**

This course provides for the study of the place and function of the school in American social life and investigation of community agencies and institutions, including those concerned with drugs and behaviors, which may be utilized in the interpretation of the school to the community.

## **DOCTOR OF EDUCATION (Ed.D.) DEGREE IN EDUCATIONAL ADMINISTRATION AND SUPERVISION**

Graduate study in Educational Administration and Supervision is designed to prepare candidates for careers in senior level educational administration. Graduate study in Educational Administration and Supervision leads to the Doctor of Education (Ed.D.) degree in Educational Administration and Supervision. The program is offered both on-line and face-to-face.

### **Admission Requirements**

Persons seeking admission to the program in educational administration and supervision should meet the following criteria:

- A master's degree in education or in a related field from an accredited institution of higher education;
- A minimum of three (3) years of documented leadership experience;
- Demonstrate educational leadership potential and skills, including successful leadership experience in PK-12 and other diverse school settings;
- Demonstrate ability to conceptualize the use of technology for learning in educational settings;
- Have a grade point average of at least 3.0 in all graduate work previously attempted;
- Have three (3) letters of reference from individuals familiar with the applicant's potential for advanced professional studies; one letter must be from an employer and one letter must be from a professor who has known the applicant as a student;
- Submission of official transcripts of all previous undergraduate and graduate credits;
- Submission of scores on the Graduate Record Examination according to University policy.
- International students must submit TOEFL scores meeting University guideline prior to consideration of application.

### **Application Procedures**

The processing procedures for application will be as follows:

- Applications for admission to the doctoral program will be considered when all required materials have been submitted by the applicant. Applications should be submitted on or before March 31st, of each year;
- The Recruitment and Admissions Committee for the Department of Doctoral Studies will review all applications and interview top candidates for admission;
- Applicants' acceptance into the program will be recommended by the Chair of the Department of Doctoral Studies to the College of Education Dean. The Dean of the College of Education will forward the recommendations of the top candidates who satisfy all the requirements to the Dean of the College of Graduate Studies;
- The Dean of the Graduate Studies, Research, and Outreach will notify the candidates of their admission or denial to the doctoral program.

### **Program Requirements**

To initiate and maintain a rigorous doctoral program in Educational Administration and Supervision, a minimum of sixty (60) semester hours beyond an acceptable master's degree program is proposed.

The program components will be arrayed as follows:

1. 24 semester hours in the knowledge core;
2. 12 semester hours in research and methodology;
3. 12 semester hours in an area of academic concentration;
4. 6 semester hours in a year-long leadership internship; and
5. 6 semester hours of dissertation.



**University Core Courses (24 Semester Hours)**

EDAS 700 Historical and Philosophical Foundations of Education	3 cr.
EDAS 701 Multicultural Education	3 cr.
EDAS 703 Planning and Management of Finance	3 cr.
EDAS 704 Human Resources Management	3 cr.
EDAS 705 School Law and Policy Studies	3 cr.
EDAS 706 School Community and Public Relations in Education	3 cr.
EDAS 707 Administrative and Instructional Leadership	3 cr.
EDAS 739 Dissertation Seminar	3 cr.

**Research (12 Semester Hours)**

EDAS 720 Educational Statistics	3 cr.
EDAS 721 Research, Design, and Evaluation Methodology	3 cr.
EDAS 722 Qualitative Research	3 cr.
EDAS 723 Quantitative Research	3 cr.

**Areas of Academic Concentration (AAC) 12 Semester Hours\***

- Counselor Education
- Special Education
- Elementary Education
- Educational Technology
- Administration and Supervision
- Others as approved by advisor

\*The purpose of this requirement is to provide opportunities for the students to develop their knowledge and skills in areas related to Educational Leadership. Typically, students will enroll in 12 hours of coursework in one area. With the **Prerequisite: Satisfactory completion of all other requirements for degree completion, and the permission of the program coordinator (6 hours).**

Permission of the Doctoral committee, variations (e.g., 9 credits in one area; 3 credits in another) may be approved. In no case will fewer than six hours in each of two areas be approved.

**LEADERSHIP INTERNSHIP: (6 Semester Hours)**

EDAS 730 Leadership Internship in Educational Administration and Supervision	6 cr.
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**DISSERTATION: (6 Semester Hours)**

EDAS 740** Dissertation in Educational Administration and Supervision	6 cr.
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Additional Academic Enrichment: International, national, regional & local conferences and workshops.

**Note:** Additional semester hours may be necessary for candidates whose background and experience need enrichment prior to being formally admitted into the doctoral program.

\*\*Students will earn only 6 credit hours for EDAS740. However, students will take EDAS740 as many times as necessary until the dissertation is completed.

### **Summary Requirements**

The program requires a minimum of three years for completion, including two years of formal study and a minimum of one year for completion of the dissertation. For the purpose of the Ed.D, the residency requirement will be satisfied by the successful completion of two consecutive semesters of academic coursework.

### **Requirements and Transition Points**

#### **PHASE I: ADMISSION**

1. Submitted completed and signed application form
2. Master's degree from a regionally accredited institution
3. 3 years of administrative experience in a certified position in a public or private school or equivalent leadership experience
4. A minimum of three (3) years of documented leadership experience
5. Minimum 3.0 GPA in all graduate work
6. 3 reference letters (1 from an employer, 1 from a professor)
7. Official transcripts of all undergraduate and graduate credits
8. Competitive GRE scores according to the University policy.
9. Writing Sample

#### **PHASE II: MIDPOINT – ADVANCE TO CANDIDACY**

1. Maintain a minimum 3.3 GPA in all content and course work
2. Complete the Program Progress Examination
3. Complete 12 hrs. in Areas of Academic Concentration

#### **PHASE III: CANDIDACY**

1. Complete 54 credit hours (including 6 credit hours of internship)
2. Submit an application for Comprehensive Examination
3. Earn a passing grade on the Comprehensive Exam
4. Submit an application for candidacy

#### **PHASE IV: PROGRAM COMPLETION**

1. Successfully complete oral dissertation proposal defense
2. Successfully complete oral dissertation defense
3. Earn a passing grade for 6 credit hours for the dissertation

#### **PHASE V: GRADUATE FOLLOW-UP**

1. Graduate follow-up survey
2. Employee follow-up survey

#### **APPLICATION DEADLINES:**

March 31<sup>st</sup> for fall admission

## COURSE DESCRIPTIONS

### **EDAS 700 HISTORICAL AND PHILOSOPHICAL FOUNDATIONS OF EDUCATION - 3 semester hours**

This course guides inquiry into the historical, philosophical, cultural, educational and social context of schools in our diverse society. It also provides candidates with a broad, interdisciplinary prospectus on educational and social issues to guide reflective, professional practice.

### **EDAS 701 MULTICULTURAL EDUCATION - 3 semester hours**

This course addresses the origin, concepts, principles, and trends of multicultural education, equity, and the conceptual framework of cultural diversity in relation to education. Topics will include concepts that facilitators of learning will need in order to skillfully and effectively teach in a multicultural setting. Discussions will focus on explication of the concepts and development of strategies for conflict resolution and situational leadership, thus enabling candidates to become better decision makers and change agents.

### **EDAS 703 PLANNING AND MANAGEMENT FINANCE - 3 semester hours**

This course provides a study of historical development, design, and management of systems of financing public education. Topics studied include fiscal planning, sources of revenue, state and local systems of school finance, building level financial management, budget development, and administration and federal participation in educational funding. Special emphasis is given to the Virginia system of funding public education and to contemporary issues in school finance.

### **EDAS 704 HUMAN RESOURCES MANAGEMENT - 3 semester hours**

This course provides a study of personnel services for educational and public agency administrators. Selected retention, selection, induction, compensation, and evaluation are discussed. Retention, selection, induction, compensation, and evaluation are discussed.

### **EDAS 705 SCHOOL LAW AND POLICY STUDIES - 3 semester hours**

This course provides an in-depth examination of the theoretical and conceptual bases of politics and public policy in education and their relationship to the successful practice of educational administration. This course will also focus on legal issues and professional ethics of particular concern to education policy makers and central office school administrators. Federal and Virginia school law will be included with attention given both to theoretical and practical concerns.

### **EDAS 706 SCHOOL COMMUNITY AND PUBLIC RELATIONS IN EDUCATION - 3 semester hours**

This course focuses on the principles, knowledge, and skills related to effective interpersonal and public relations in educational organizations. Special emphasis is given to the study of communication theory and practice, the social ecology of organizations, conflict and crisis management, community relations, strategic marketing in educational organizations, and legal and ethical considerations.

### **EDAS 707 ADMINISTRATIVE AND INSTRUCTIONAL LEADERSHIP - 3 semester hours**

This course is designed to analyze the relationship between administrative theory and practice by utilizing the literature and organizational theory and administrative behavior, and by applying the concept to administrative practice in educational settings. This course also focuses on curriculum and instruction, master theories, design implementation, and evaluation. Case studies and simulations that enhance change will be included. Equal emphasis will be placed on personal assessment and evaluation of leadership competencies. Provisions will be made for skill development and improvement.

### **EDAS 720 EDUCATIONAL STATISTICS - 3 semester hours**

This course will canvass the application of basic statistical procedures to the decision-making process. There will be an emphasis on the most often employed statistical procedures and the ways these

procedures support administrative decision-making and organizational change processes. Also, emphasis will be on research conducted in schools, presenting methods that are appropriate for school-based research. Candidates will be able to evaluate, design and conduct educational research specific to the school improvement process.

**EDAS 721 RESEARCH, DESIGN, AND EVALUATION METHODOLOGY - 3 semester hours**

This course introduces candidates to advanced research, design and evaluation methodology. Candidates will develop an in-depth understanding of experimental and non-experimental research designs used in qualitative and quantitative research as well as the uses and limitations of these designs. Survey research design and program evaluation will also be explored.

**EDAS 722 QUALITATIVE RESEARCH - 3 semester hours**

This course is designed to study qualitative research from different theoretical and methodological approaches. It is designed to assist the educational leader in becoming a more effective facilitator of learning through knowing how to conduct research without formal hypotheses, allowing the hypotheses to evolve over time as events unfold. The researcher begins without preconceived ideas about what will be observed and describes behavior that seems important.

**EDAS 723 QUANTITATIVE RESEARCH - 3 semester hours**

This course provides administrators with the knowledge of the methods and analytical approaches in educational research that will aid in dealing with school restructuring. Measurement, design, and analysis procedures that are the most useful for dealing with a changing school system will be presented. An integrated approach to statistics and educational research will provide the student with an awareness of the interrelations and interdependencies among the statistics and research procedures presented.

**EDAS 730 LEADERSHIP INTERNSHIP – 6 semester hours**

The leadership internship/seminar is designed to provide in-depth experiences with senior and experienced school administrators at the superintendent's level. A mentor relationship will be developed to assist the potential leader in analyzing complex practices and procedures related to school system-wide functions. Monthly seminar sessions will be held at various school systems or the University in order to provide an opportunity for students placed in different educational environments to discuss identified problems, practices and procedures. This course is limited to doctoral students. The advanced educational leadership internship will be a year-long educational experience that will provide an opportunity for students to engage in a series of clinical experiences. An individualized plan will be developed as a team by the student, the faculty advisor, and the supervisor in the participating school division. These experiences will be based on the experiences, background, needs, and professional goals of the student.

**EDAS 739 DISSERTATION SEMINAR – 3 semester hours**

This is an introduction to research in educational leadership that is designed to help students to think like researchers and analysts, to effectively search all relevant information sources (both print and non-print), to read and critique research, and to provide opportunities for “hands-on” research practice. This seminar offers students a collaborative setting for exploring a topic area, refining their research questions and beginning the process of constructing a coherent research proposal. Special attention will be paid to contemporary issues in American education, as well as those issues specific to schools within Virginia State University's service area.

**EDAS 740 DISSERTATION IN EDUCATIONAL ADMINISTRATION AND SUPERVISION – 3- 6 Semester hours**

This is a formal research investigation related to current educational problems that will allow the researcher to build upon the body of established knowledge reflected in the literature. The dissertation process serves to bring together all of the experiences in which students have engaged during the entire

program. The dissertation culminates the theoretical and practical research experiences of the candidates. The applications of theory and research to solve.

### **MASTER OF INTERDISCIPLINARY STUDIES**

The Master of Interdisciplinary Studies (MIS) degree program is designed for students who prefer to pursue a clearly defined interdisciplinary program of study rather than the professional or traditional graduate program. Instead of concentrating in just one field of study, the student combines three or more area of specialization selected from among the College of Education, College of Humanities and Social Sciences, College of Engineering and Technology, and College of Natural and Health Sciences. Candidates for the MIS degree must complete a 39 semester-hour program of study.

Before entering the MIS program, students must identify three or more areas of specialization in which they wish to pursue graduate study. Upon acceptance into the program, each student will be assigned an advisor who will help the student develop the course of study that achieves the student's goals to the extent possible and fulfils the requirements for the MIS degree. The number of graduate courses to be completed within each chosen area of study is determined by the department, the student's advisor, and the student. After completing thirty-six (36) semester hours of course work, the student must complete three (3) semester hours of a master's project or thesis.

### **ADMISSIONS REQUIREMENTS**

1. Must have earned a bachelor's degree from an accredited college/university.
2. Submit an online application for graduate study, official copies of undergraduate transcript(s) (containing courses applied to the bachelor's degree), (if applicable, transcripts from accredited higher education institutions for any graduate transfer credit that perhaps could be applied toward the MIS degree).
3. Grade point average of 2.7 on a 4.0 scale.
4. Have recent GRE scores sent the College of Graduate Studies. The GRE must be taken before admission.
5. Submit completed MIS application to:  
Office of Graduate Admissions  
P.O. Box 9080  
Virginia State University, VA 23806

## **SPORT MANAGEMENT**

Graduate study in Sport Management leads to the Master of Science. The Master of Science in Sport Management Degree requires a minimum of 36 hours of academic credit and a written/oral comprehensive examination. Participants applying to the Sport Management degree program may be selected based upon their leadership potential, preparation, employment history, and knowledge of current professional practices.

An applicant for graduate Sport Management study is expected to hold the bachelor's degree from an accredited institution. The applicant's preparation must be appropriate to the desired program and must meet the requirements of the specific degree program pursued. Each prospective graduate Sport Management student must submit an application to the College of Graduate Studies and receive a letter of admission before registering for courses.

### **PHASE I: ADMISSION TO PROGRAM**

1. Submit completed application.
2. A minimum of a 2.75 GPA on a 4.0 Scale.
3. Meet with advisor to complete program cards and plan of study.
4. Submit program cards to graduate Dean's office.

### **PHASE II: ADMISSION TO CANDIDACY**

1. Complete a minimum of 12 hours of course work.
2. Maintain a 3.0 average or above in all content and core courses.
3. Meet with advisor to complete and sign candidacy form and review plan of study.

### **PHASE III: MIDPOINT**

1. Maintain 3.0 G.P.A.
2. Complete a minimum of 15 hours of course work.

### **PHASE IV: NEAR COMPLETION**

Meet with advisor one semester prior to graduation to complete, sign and submit candidacy form to Dean's Office.

### **PHASE V: PROGRAM COMPLETION**

1. Meet with Advisor during last semester to complete, sign and submit the Comprehensive Examination Application for the Oral and Written Examination.
2. Meet with Advisor during last semester to complete, sign and submit the Graduation Application.
3. Complete Candidate exit survey.

### **PHASE VI: GRADUATE FOLLOW-UP**

1. Graduate follow-up survey
2. Employee follow-up survey

### **Culminating Examination**

Comprehensive Examination Description – The oral and written comprehensive examination is designed to test comprehension of the total field of study and is not limited to specific information covered formally in classes. The examination requires that a student demonstrate in writing the ability to apply, to analyze, and to synthesize information. The examination is made up of 5 sections:

**Section 1: ADMINISTRATION:** Management theory, personnel management, risk management and liability, public relations, marketing, finance/fund raising, budgeting and facility design.

**Section 2: RESEARCH METHODOLOGY:** Types of research, current research published, literature review, instrumentation, and internal validity.

**Section 3: PROBLEM SOLVING:** Administration and professional problems.

**Section 4: PROFESSIONAL ISSUES:** Professional association (mission, goals, code of ethics, professional development, professional preparation, current professional and legal issues) (e.g., gender equity, affirmative action, Americans with Disabilities).

**Section 5: PHILOSOPHY/ETHICS:** Philosophical schools of thought, philosophical and ethical issues concerning the field. Comprehensive Exam – Students take the examination after completing 36 credits. Each student enrolled must complete a minimum of 36 semester hours, including all required core courses. These courses include Investigations and Research, in which students complete an independent research project. In order to complete the degree, students must pass a written and/or oral comprehensive examination. The Graduate Faculty members in the Sport Management program write the questions and evaluate candidates' answers. The examination must be successfully completed as a whole. It is possible to pass the examination in sections. If a student is unsuccessful in any part on the first attempt, the student will be given a second opportunity. If unsuccessful in the second attempt, the student will be dismissed from the program. Comprehensive Exam Schedule – Comprehensive examinations are administered twice a year on dates to be determined by the Graduate Coordinator and/or Department Chairperson. Students must apply for candidacy and complete a Program Card during the semester prior to graduation. Students must apply for the comprehensive examination and graduation at the beginning of their last semester.

### **Sport Management Courses**

The number of required course credit hours beyond the Baccalaureate: 33. The number of elective course credit hours: 3. Total course credit hours for completion of the degree: 36.

### **\*Internship**

All students must complete an internship. A manual will provide details of this class.

### **Required Courses (33 Semester Hours)**

PESM 502	Planning, Program, Development, and Evaluation	3
PESM 503	Applied Assessment Methods for Sport Administrators	3
STAT 510	Statistical Procedures in Education	3
PESM 505	Facility and Event Management	3
PESM 510	Readings in Sport Management	3
PESM 530	Sport Marketing	3
PESM 531	Sport Seminar	3
PESM 532	Legal Issues in Sport	3

PESM 538	Organization and Management of Athletics	3
PESM 571	*Sport Management Internship	6
PESM 599	Oral and Written Comprehensive Exam	0

**Elective Courses (select 3 semester hours)**

PESM 534	Sport Psychology	3
PESM 566	Special Topics	3
PESM 570	Directed Research in Sport	3



## COURSES DESCRIPTIONS

### **PESM 502 PLANNING, PROGRAM DEVELOPMENT, AND EVALUATION - 3 semester hours**

This course examines how to conduct an effective needs assessment and apply the data to develop and implement appropriate programs to meet the needs of the public. This course also focuses on conducting effective evaluation using statistical applications.

### **PESM 503 APPLIED ASSESSMENT METHODS FOR SPORT ADMINISTRATORS – 3 semester hours**

This course is designed to provide students with a basic knowledge of assessment methods in the field of sport management. This course also provides critical analyses of the different types of research methods and designs for recording data.

### **PESM 510 READINGS IN SPORT MANAGEMENT - 3 semester hours**

This course identifies issues arising from current problems in sport management; exploration of points of view and possible solutions.

### **PESM 505 FACILITY AND EVENT MANAGEMENT - 3 semester hours**

This course focuses on the evaluation of problems relating to programming of equipment and facilities, including visits to and evaluation of surrounding facilities.

### **PESM 530 SPORT MARKETING - 3 semester hours**

This course provides an evaluation of sport marketing, including applications of mainstream marketing which include a historical overview of sport marketing, collegiate and professional sporting events, commercial and public organizations, sporting goods, and the sport enterprise.

### **PESM 531 SPORT SEMINAR - 3 semester hours**

This course examines research and discussion of critical topics in sport management. Subjects to be studied will vary according to the concerns of seminar students.

### **PESM 532 LEGAL ISSUES IN SPORT - 3 semester hours**

This course is designed to address ethics from a legal standpoint. This course will focus on research for specific legal issue cases and how to apply them to practical situations.

### **PESM 538 ORGANIZATION AND MANAGEMENT OF ATHLETICS - 3 semester hours**

This course is designed to provide an understanding of the aims, objectives, principles, policies, procedures and requirements for a successful career as a sport administrator. This course also focuses on specific athletic management objectives and how to apply them to practical situations.

### **PESM 571 SPORT MANAGEMENT INTERNSHIP - 6 semester hours**

This course includes on-the-job learning in a sport management setting. This course involves field experience focusing on supervised contact with Sport Administrators. Interns must complete 400 hours per semester.

**Prerequisite:** Completion of all requirements of the program and permission of the program coordinator.

### **PESM 599 ORAL AND WRITTEN COMPREHENSIVE EXAMINATION - 0 semester hours**

This course provides an oral and written examination to assess the candidate's knowledge of the program and his/her ability to apply this knowledge to overall course work pursued in the graduate program through designated sets of circumstances.

**Prerequisite:** Satisfactory completion of all other degree requirements and permission of the program coordinator.

## **ELECTIVES**

### **PESM 534 SPORT PSYCHOLOGY - 3 semester hours**

This course focuses on personality, aggression, attitudes, competition stress, social facilitation, and small group research as related to athletes and individuals involved in sport. This course will focus on specific sport psychology objectives and how to apply them to practical situations.

### **PESM 566 SPECIAL TOPICS - 3 semester hours**

This course is designed to provide an examination of selected topics in Physical Education. This course will focus on consideration of the sources, characteristics, and significance of the subject treated.

### **PESM 570 DIRECTED RESEARCH IN SPORT - 3 semester hours**

This course is a supervised research project in an area applicable to the field of study and agreed upon by the student and major advisor.

## COLLEGE OF ENGINEERING AND TECHNOLOGY

### GRADUATE CERTIFICATE IN PROJECT MANAGEMENT

Project supervisors and team leaders abound in business, industry, government, and private establishments. They need certain management and professional skills in order to be effective in their various roles. The *graduate certificate in project management* is designed to meet their career needs as project team members, project supervisor, or associate project manager in industry, business or government establishment. The program is designed to provide the tools, techniques, and skills needed to effectively manage projects through appropriate learning activities and products. The curriculum covers the knowledge areas and integrates business and industry courses with the theory and practice of project management. This program will assist you to better manage your project(s) for planning and team building through quality and cost management. The program is housed in the Department of Applied Engineering Technology at VSU.

#### Admission

In addition to the general requirements for admission to the graduate division of the College of Graduate Studies, Research, and Outreach, a minimum of twenty-one (21) semester hours of baccalaureate preparation in requisite occupational program/field or a related discipline is required.

#### Completion Requirement

A total of eighteen (18) semester hours must be completed with a minimum grade point average (GPA) of B (3.00) or better.

#### Required Courses

	<b>Sem. Hrs.</b>
PMGT 509 Project Management Systems	3 cr.
PMGT 511 Quality Management	3 cr.
PMGT 519 Project Planning and Scheduling	3 cr.
PMGT 521 Estimating and Cost Management	3 cr.
PMGT 525 Contract and Procurement Management	3 cr.
PMGT 532 Risk Management and Analysis	<u>3 cr.</u>
<b>Total</b>	<b>18</b>

#### Elective Courses (Optional)

PMGT 520 Project Communications	3 cr.
PMGT 527 Leadership and Resource Management	3 cr.
PMGT 570 Principles of Project Management (CAPM)	3 cr.

## COURSE DESCRIPTIONS

### **PMGT 509 PROJECT MANAGEMENT SYSTEMS – 3 semester hours**

Fundamental elements of project management including project planning, organizing, team building, and effective control mechanisms. Effective critical factors for project success, organizational support systems; appropriate application of project management software to planning, control, and execution. The project management body of knowledge (PMBOK), including professional and social, and ethical responsibilities.

### **PMGT 511 QUALITY MANAGEMENT – 3 semester hours**

Investigation of emerging principles of industrial quality and its implementation. Emphasis on the quality function, implementation, cost, and management in construction, manufacturing, and service industries. The course provides participation with a set of quality concepts, tools, and knowledge required for their application in quality planning, improvement, assurance, and control. Quality gurus.

### **PMGT 519 PROJECT PLANNING AND SCHEDULING – 3 semester hours**

Project management skills needed to define, plan, monitor, and complete projects as well as to identify the tools and techniques to resolve problems. Scheduling fundamentals and methods of scheduling; network schedule and diagram; scheduling calculations and the critical path. Microsoft project scheduling practices.

**Prerequisite: PMGT 509**

### **PMGT 520 PROJECT COMMUNICATIONS - 3 semester hours**

The process associated with project communications management—communications planning, information distribution, performance reporting, and administrative closure to ensure the “timely and appropriate generation, collection, dissemination, storage, and ultimate disposition of project information (PMBOK 5<sup>th</sup> edition).”

### **PMGT 521 ESTIMATING AND COST ANALYSIS – 3 semester hour**

Process utilized to acquire and/or purchase products, services or results needed from outside the project team to perform the activities/work. Tools and techniques for purchases and acquisitions; contract management, administration, and closure. Seller selection and responses. The legal rules/regulations pertaining to effective operation of project.

### **PMGT 525 CONTRACT AND PROCUREMENT MANAGEMENT – 3 semester hours**

Using project scope statement, historical data, and personal expertise to predict resource expenditures. Total cost and duration of a project. Identification of constituent physical elements and related activities necessary to meet project objectives. Computation of elemental projects cost; establishment of project budget on the basis of the project estimate.

### **PMGT 527 LEADERSHIP AND RESOURCE MANAGEMENT – 3 semester hours**

The human side of project leadership; communication and conflict management issues; motivating, organizing, and managing project teams. Emphasis on experiential skill development, its purpose in helping participants to understand, analyze, and develop effectiveness in leading and managing others in project-based activities.

### **PMGT 532 RISK MANAGEMENT AND ANALYSIS – 3 semester hours**

Typology of risk exposures. Inputs to risk identification and management; risk management stages in project life cycle. Quantitative and qualitative risk analyses, planning, and management. Risk monitoring and control.

### **PMGT 570 PRINCIPLES OF PROJECT MANAGEMENT (CAPM) – 3 semester hours**

This course must be taken in the student’s final semester and will focus on integrating project management body of knowledge, skills, and tools developed in previous courses. Emphasis on analysis,

synthesis, and evaluation of theories and application of project management strategies. The CAPM credentialing is required.

## MASTER OF SCIENCE IN COMPUTER SCIENCE

### Admission Requirements:

In addition to the Graduate Office admission requirements, criteria for non-conditional admission to the program will be set by the Departmental Computer Science Graduate Committee. Applicants are expected to have an understanding of the foundational concepts of computer science and a familiarity with data structures and their implementations in different languages. Additionally, applicants should have an understanding of computer architecture, compilers, operating systems, analysis of algorithms, networks, and programming languages and should expect to learn on their own new programming languages required for the courses in which they enroll.

### Program Requirements:

The Master of Science degree requires 30 graduate credit hours of course work including a thesis or 33 graduate credit hours of course work including a project. The program is intended to satisfy the need to prepare professionals with expertise using modern computing tools and cutting-edge technology as well as practical knowledge of theoretical computer science. Students will focus on such areas as data mining, scientific computing, data visualization, or state-of-the-art graphics and animation technologies. Undergraduates are prepared to learn to use the latest advanced applications, while graduates are highly-trained professionals ready to begin work using such applications. There are two options for completing the Master's program in Computer Science. The candidates must successfully complete the requirements in either a non-thesis option or thesis option track.

#### The Thesis Option

24 credit hours of course work (4 core courses and any 4 courses from set of Predetermine electives); and 6 credit hours of thesis work:

4 Core Courses	12 credit hours
4 Electives Courses	12 credit hours
Thesis I & II	6 credit hours
Total	30

#### The Non-Thesis Option

27 credit hours of course work (4 core courses and any 5 courses from set of Predetermine electives)  
2 graduate seminars (CSCI 610 Graduate Seminars I & CSCI 611 Graduate Seminar II, 1 credit hour each)  
and A Master's project (CSCI 605 Master's Project, 4 credit hours)

4 Core Courses	12 credit hours
5 Electives Courses	15 credit hours
2 Seminar Courses	2 credit hours
Project	4 credit hours
Total	33

#### Core courses

Each core course is a 3-credit hour course. All students must take the following four courses:

1. Advanced Systems Architecture (CSCI 588)
2. Advanced Algorithms (CSCI 592)
3. Embedded Systems (CSCI 560)
4. Advanced Data Communications (CSCI 545)

## COMPUTER SCIENCE CORE COURSES

### **CSCI 545 ADVANCED DATA COMMUNICATIONS - 3 semester hours**

Topics include classification of data communication systems, developments in communication technologies, routing models and algorithms, performance analysis in data networks, and modeling and simulation of large-scale networks.

**Prerequisite: Permission of Instructor**

### **CSCI 588 ADVANCED SYSTEMS ARCHITECTURE - 3 semester hours**

A study of computer architecture with an emphasis on a quantitative approach to cost/performance design tradeoffs, including the fundamentals of uniprocessors and multiprocessors, scheduling, speculation, and multithreading.

### **CSCI 560 EMBEDDED SYSTEMS - 3 semester hours**

An introduction to embedded systems with emphasis on applications. Students will program a microcontroller using a complete development system.

### **CSCI 592 ADVANCED ALGORITHMS - 3 semester hours**

An investigation of the classification of algorithms with emphasis on design and analysis of complexity. Topics include approximation, sorting, searching, optimization, randomize algorithms, and NP completeness.

## ELECTIVE COURSES

### **CSCI 552 SCIENTIFIC VISUALIZATION - 3 semester hours**

Fundamental concepts of the algorithms and design principles underlying modern 3D computer graphics, data and scientific visualization.

**Prerequisite: Permission of the instructor**

### **CSCI 553 IMAGE PROCESSING - 3 semester hours**

Advanced topics in image processing that help students to grasp the theory of mathematically modeling images; to learn how to develop various algorithms for analysis and processing of image signals; to explore new applications of image processing into computer vision, graphics, surveillance and biomedical imaging.

**Prerequisite: Permission of Instructor**

### **CSCI 554 OPERATING SYSTEMS - 3 semester hours**

Topics include the history and evolution of operating systems, the concepts behind and structure of various operating systems, process scheduling, inter-process communication, input and output, multi-programming, memory management and file systems. Concepts of distributed operating systems are also introduced.

**Prerequisite: Permission of Instructor**

### **CSCI 555 INFORMATION ASSURANCE - 3 semester hours**

Advanced topics in information assurance, including selections from the following: penetration testing, formal verification of systems, formal models of information flow and protection, distributed system authentication, protocol design and attack, computer viruses and malware, intrusion and anomaly detection models, multi-level security, active defenses, investigation and forensics, network firewalls, anonymity and identity, e-commerce support, and database security models and mechanisms.

**Prerequisite: Permission of the instructor**

**CSCI 556 ADVANCED DATABASE APPLICATIONS - 3 semester hours**

Applications of advanced database systems. Students will work on a series of projects using industry standard software.

**CSCI 570 COMPUTER SIMULATION - 3 semester hours**

Advanced applications of discrete and continuous simulation modeling.

**CSCI 602 ADVANCED ARTIFICIAL INTELLIGENCE - 3 semester hours**

Topics include Machine Learning, Knowledge Representation and Discovery, Neural and Evolutionary Computation, and Intelligent Agents and Multi-Agent Systems.

**CSCI 647 WIRELESS NETWORKS AND MOBILE COMPUTING - 3 semester hours**

Fundamentals of wireless networks and mobile computing, protocols, quality of service in wireless networks, and applications in wireless and mobile networks including distributed applications, middleware, mobile transactions, mobile multimedia, and remote execution.

**CSCI 660 AUTOMATA AND FORMAL LANGUAGE - 3 semester hours**

The study of three mutually related topics: Languages, machines, and computability. Key topics include regular languages, finite automata, determinism and non-determinism in finite automata, pattern matching, context-free languages, push-down automata, Turing machines, resource-bounded computation.

**CSCI 670 COMPUTER SECURITY - 3 semester hours**

Key concepts and algorithms involved in cryptography and computer security. Includes intrusion detection, firewalls, and digital signatures.

**CSCI 680 ALGORITHMIC GRAPH THEORY - 3 semester hours**

Investigate a variety of graph algorithms, both sequential and parallel, known to have applications to such areas as scheduling, robotics, computational geometry, VLSI design, and pattern recognition. The students will learn graph algorithms both sequential and parallel in a hybrid.

**CSCI 682 COMPUTER MODELING AND ANIMATION - 3 semester hours**

Applications of 3D computer graphics including modeling, transformations, and animation. Students will work on a series of projects using industry standard software.

**CSCI 685 SOFTWARE ENGINEERING - 3 semester hours**

This course covers software engineering tools, models/methodologies, use case analysis, user interface design, estimation and scheduling, and software maintenance. It also covers software requirements analysis and specification, software design, software testing, software post-delivery maintenance, software verification, validation, and documentation.

**CSCI 687 ADVANCED SOFTWARE DEVELOPMENT - 3 semester hours**

The purpose of this course is to provide a basic concepts and principles of the software life cycle with emphasis on software design, development, and implementation. It also examines current issues in software development, software architectures, requirements specification, Quality control and metrics, and software project management. Some of the industry life-cycle models are presented, with examples of their use.

**CSCI 689 SOFTWARE QUALITY ASSURANCE - 3 semester hours**

This course covers a variety of topics related to software quality assurance including: activities performed by external participants, activities to project schedules and budget control, risk management, and costs associated with SQA. It also focuses on the methods and techniques in software testing and quality assurance.

**Prerequisite:** CSCI 685



**CSCI 693 PARALLEL ALGORITHMS - 3 semester hours**

An introduction to parallel programming with emphasis on models and algorithms. Topics include communication complexity, tree balancing, partitioning and tree contraction, parallel version of graph, parallel sorting and searching, Omega and Batcher networks. Students are expected to be able to solve problems using different programming paradigms.

**Prerequisite:** CSCI 592

**CSCI 694 ALGORITHMS FOR VLSI - 3 semester hours**

Design and analysis of algorithms for design of VLSI circuits, VLSI test and simulation.

**CSCI 695 DATA MINING - 3 semester hours**

A study of knowledge discovery from data with emphasis on theory and application. Topics include data mining techniques such as clustering, classification and association rules, applications such as decision support and failure analysis, and case studies from domains such as engineering.

**CSCI 600 THESIS I - 3 semester hours**

Research on a thesis that represents an original contribution with publishable results.

**Prerequisite:** Permission of the chair of the graduate committee

**CSCI 601 THESIS II - 3 semester hours**

Research on a thesis that represents an original contribution with publishable results. A student shall not receive credit for CSCI 601 until the graduate committee approves the draft copy of the thesis.

**Prerequisite:** CSCI 600

**CSCI 605 MASTER PROJECT - 4 semester hours**

A master's project should include the introduction of new software tools, a novel capability using existing technology, or a novel survey of an area, or require substantial scientific computation. A report must be submitted and approved by the graduate committee.

**Prerequisite:** Permission of the chair of the graduate committee

**CSCI 610 GRADUATE SEMINAR I - 1 semester hour**

Students present their work for their master's project or thesis.

**Prerequisite:** Permission of the chair of the graduate committee

**CSCI 611 GRADUATE SEMINAR II - 1 semester hour**

Students present their work for their master's project or thesis.

**Prerequisite:** Permission of the chair of the graduate committee

**CSCI 639 INDEPENDENT STUDY IN COMPUTER SCIENCE - 3 semester hours**

Students can pursue independent study in computer science with a faculty member for research or non-research projects in a field of special interest. Students meet weekly with the professor to work on their independent study project and they receive course credit for their work. Students should be willing to commit to approximately ten hours a week to work on the independent study project.

**Prerequisite: Permission of Department Advisor**

**CSCI 640/641/642/643 SPECIAL TOPICS IN COMPUTER SCIENCE - 3 semester hours**

An introduction to a special topic with applications. Students will work on a series of projects using current technology. This course may be repeated for additional credit provided the topic is substantially different than any prior course including transferred credit.

**Prerequisite: Permission of the instructor**

**COMPUTER SCIENCE EDUCATION****CSED 500 COMPUTER PROGRAMMING FOR TEACHERS– 3 semester hours**

Students will design algorithms and apply programming techniques and skills to solve practical problems in mathematics arising from consumer, business, personal finance, leisure activities, sports, probability and statistics, and other applications in mathematics. Problems will include opportunities for students to analyze data in charts, graphs, and tables and to use their knowledge of equations, formulas, and functions to solve these problems utilizing appropriate computer science terminology. The student will design, write, test, debug, and document a complete structured program that requires the synthesis of user-defined functions, simple loops, subroutines and procedures.

**CSED 501 INTEGRATING TECHNOLOGY INTO CLASSROOM – 3 semester hours**

This course will provide the students with skills and experiences that will allow for effective and appropriate integration of technology into teaching and learning activities. Students will examine content-based instructional software, application software, and the Internet resources. Students will integrate these tools with content learning pertinent to student's particular field of practice.

**CSED 502 VISUAL CULTURE AND INTERACTIVE MULTIMEDIA – 3 semester hours**

This course will explore the theory and implementation of games, simulations and virtual environments for improved instructional engagement. Students will use hands-on approach to explore the theories of educational gaming and the practical aspects of evaluating and implementing games, simulations and virtual worlds for teaching and learning. Students will discover instructional methods that can leverage students' interests in digital culture to extend their learning and keep them engaged by examining practical examples of how simulations, games, virtual worlds and other edutainment software are being embraced in schools. Students will explore the foundational, social and cultural implications of interactive media.

**CSED 503 MODERN SOCIAL MEDIA AND LEARNING – 3 semester hours**

This course is designed to help students understand and effectively use new social media for learning. This course will address a variety of technologies including blogs, RSS, wikis, social media, photo sharing tools, mapping tools, audio and video podcasts, and screencasts. Students will identify emerging methods for integrating these tools with content learning pertinent to student's particular field of practice.

**CSED 504 INNOVATIONS IN DISTANCE LEARNING – 3 semester hours**

The students will explore the latest innovations in e-learning technologies and environments as well as theoretical issues central to e-learning. The course will address online learning environments including online learning communities, communication and sharing tools, content creation tools, and communities of practice. Students will design and implement e-learning modules as pertinent to their content area.

## MATHEMATICS AND ECONOMICS

The areas of study available in the Mathematics & Economics Department lead to the Master of Science in Mathematics and the Master of Arts in Economics. The MS degree program in Mathematics now has two general concentrations: Mathematics and Mathematics Education. In the Mathematics Concentration, there are two specialties: Pure Mathematics and Applied Mathematics. In the Mathematics Education Concentration, there are also two specialties: Curriculum and Instruction for Secondary Teachers and Curriculum and Instruction for K-8 Mathematics Specialists.

### MATHEMATICS

#### Admission Requirements:

In addition to the requirements for admission to the College of Graduate Studies, applicants who wish to pursue master degree in the Department of Mathematics must have an undergraduate degree in mathematics or at least 30 undergraduate semester credits hours in mathematical sciences or closely-related field with at least 18 of these credits in upper-level mathematics beyond Calculus.

#### Program Requirements:

The Master of Science in Mathematics has two areas of specialty: Pure Mathematics and Applied Mathematics. The Pure Mathematics includes the areas of Algebra, Analysis and Combinatorics. The Applied Mathematics specialty includes the areas of Computational Mathematics and Statistics.

In order to qualify for a Master of Science Degree in Mathematics:

1. The candidate must successfully complete 12 semesters hours of core course work in Real Analysis I (MATH 530), Algebra I (MATH 520), Numerical Analysis (MATH 540), and Discrete Mathematics (MATH 510).
2. The candidates must successfully complete the requirements in either a non-thesis option or thesis option track.
  - a) Non-thesis option: In addition to the four core courses, candidates in the non-thesis option track must successfully complete six elective courses and pass a comprehensive examination. The comprehensive examination will be based on the material covered in the four core courses.
  - b) Thesis option: In addition to the four core courses, candidates in the thesis option track must successfully complete four elective courses and must complete two semesters of MATH 599 – Research and Thesis course in accordance with the policy stated in the University’s graduate catalog by writing a master’s thesis on research topic chosen by the candidate and approved by the candidate’s advisor.

### MATHEMATICS EDUCATION CONCENTRATION

#### Admission Requirements:

The focus of the concentration in mathematics education is mathematical content with specific application to modern paradigms in curriculum and instruction. For admission to the program leading to the Master of Science degree in Mathematics with a concentration in mathematics education, the applicant must meet one of the following requirements:

- 1) For emphasis in secondary school mathematics, the applicant must either possess a Virginia teaching license in secondary (6 – 12) mathematics or be eligible for one.
- 2) For emphasis in the K – 8 Mathematics Specialists endorsement, the applicant must possess a Virginia teaching license in the elementary or middle grades. If the applicant is licensed at the middle school level, the teaching of mathematics must be their primary responsibility.

#### Program Requirements:

Master of Science Degree in Mathematics (mathematics education concentration).

**In order to qualify for a Master of Science Degree in Mathematics, mathematics education**

**concentration with emphases in curriculum and instruction for secondary teacher concentration:**

1. The candidate must successfully complete at least 33 semester hours of course work.
  - a. (3) Required core courses in Professional Education: EDUC 501: Foundations of Education, EDUC 513: Educational Research and STAT 520: Advanced Statistical Methods in Educational Research
  - b. (2) Required courses in Mathematics education: MAED 562: Curriculum, Instruction & Research in Mathematics Education I and MAED 563: Curriculum, Instruction & Research in Mathematics Education II
  - c. (2) Required cognate courses in Mathematics: MATH 581: Modern Algebra for Teachers\* and MATH 582: Real Analysis for Teachers.
  - d. (4) Elective courses in Mathematics or Mathematics education: MAED or MATH 500 and above courses. One course must be from MATH 580: Geometry for Teachers, MATH 584: Calculus for Teachers I, MATH 586: Discrete Mathematics for Teachers or STAT 521: Statistics for a Teacher.  
\*May be replaced with MATH 520: Algebra I
3. The candidate must complete MAED 592: Research and Thesis, by writing a thesis on a research topic chosen by the candidate and approved by the candidate's advisor.

**In order to qualify for a Master of Science Degree in Mathematics, mathematics education concentration with emphases in curriculum and instruction for K-8 Mathematics Specialists Concentration:**

1. The candidate must successfully complete at least 33 semester hours of course work.
  - a. (3) Required core courses in Professional Education: EDUC 501: Foundations of Education, EDUC 513: Educational Research and STAT 520: Advanced Statistical Methods in Educational Research
  - b. (1) Required courses in Mathematics education: MAED 562: Curriculum, Instruction & Research in Mathematics Education I.
  - c. (6) Required cognate courses in Mathematics and Statistics: MATH 505: Number and Number Sense, MATH 506: Geometry & Measurement, MATH 507: Patterns, Functions and Algebraic Reasoning, MATH 508: Rational Numbers & Proportional Reasoning, MATH 579: History of Mathematics and STAT 504: Probability & Statistics.
  - d. (1) Required course in Professionals Education: EDAS 591: Instructional Leadership.
2. The candidate must complete MATH 591: Field Project/Internship by completing a project approved by mathematics education faculty prior to registration. Students are encouraged to obtain an internship with an education-based provider (school, district office, state office, etc).

**ALGEBRA ADD-ON ENDORSEMENT CERTIFICATE**

**Admission Requirements:**

The applicant must have a Virginia teaching license in the elementary or middle grades in which the teaching of mathematics is a primary responsibility.

**Program Requirements:**

The candidate must successfully complete at least 18 semester hours of course work in CSED 500

Computer Programming for Teachers, MATH 502 Geometry for Teachers, MATH 583 Problem Solving in Mathematics, MATH 584 Calculus for Teachers I, MATH 586 Discrete Mathematics for Teachers and MAED 578 Statistics for Teachers.

## COURSE DESCRIPTIONS MATHEMATICS CORE COURSES

### **MATH 510 DISCRETE MATHEMATICS - 3 semester hours**

Counting techniques; Pigeon-hole principle; Binominal coefficients; Principle of inclusion-exclusion; generating functions; Stirling and Catalan numbers; permutations and graphs.

**Prerequisite:** Admission to the program

### **MATH 520 ALGEBRA I - 3 semester hours**

Group; subgroups; Lagrange's Theorem; normal subgroups; quotient groups; homomorphisms; direct products; fundamental Theorem of finite abelian groups; group actions; Cayley's Theorem; conjugacy classes and the class equation; Sylow Theorems; isomorphism theorems.

**Prerequisite:** MATH 425 or equivalent

### **MATH 530 REAL ANALYSIS I - 3 semester hours**

Functions of bounded variation; Lebesgue measure; differentiation and integration;  $L_p$  spaces; introduction to Banach and Hilbert spaces.

**Prerequisite:** MATH 401 or equivalent

### **MATH 540 NUMERICAL ANALYSIS - 3 semester hours**

Approximations and interpolation; propagation of errors; numerical differentiation and integration; solutions of equations; Newton's method; solutions of differential equations and initial value problems; Runge-Kutta and predictor-corrector methods.

**Prerequisite:** MATH 452 or equivalent

## ELECTIVE COURSES

### **MATH 501 GEOMETRY - 3 semester hours**

Points and lines connected with a triangle; circle properties; collinearity and concurrence; Menelaus' Theorem; Ceva's Theorem; Pappus' Theorem; Desargues Theorem; transformations; introduction to inversive and projective geometry.

**Prerequisite:** Admission to the program

### **MATH 511 CODING THEORY - 3 semester hours**

Linear codes; non-linear codes; B.C.H. codes; dual codes and their weight distributions; perfect codes and cyclic codes; additional topics drawn from Reed-Solomon codes; Justessen codes; M.D.S. codes; Reed-Muller codes; Golay codes; self-dual codes and invariant theory.

**Prerequisite:** MATH 325 or equivalent

### **MATH 512 CRYPTOGRAPHY AND COMPUTER SECURITY - 3 semester hours**

Public key cryptography; classical applications of finite fields and number theory; classical cryptography and cryptanalysis; monoalphabetic and polyalphabetic ciphers; Shannon's theory of secrecy; modern private-key cryptosystems such as DES, and public-key cryptosystems such as RSA. (Cross listed as CSCI 580).

**Prerequisite:** MATH 325 or equivalent

### **MATH 519 SPECIAL TOPICS IN MATHEMATICS - 3 semester hours**

**Prerequisite:** Instructor's permission

### **MATH 521 ALGEBRA II - 3 semester hours**

Rings; integral domains; introduction to fields; ring homomorphisms; ideals; polynomial rings; Euclidean domains; unique factorization domains; field Theory; geometric constructions; Galois theory.

**Prerequisites:** MATH 520

**MATH 525 LINEAR ALGEBRA - 3 semester hours**

Linear transformations; solving linear equations; LU decomposition; determinants and relation to solving linear equations; eigenvalues and eigenvectors; Jordan canonical form; Schur form; special classes of matrices: normal; symmetric; Hermitian; orthogonal; unitary; Jacobi; Special properties of these matrices; spectral theory for normal matrices; positive matrices; inner product spaces; orthogonality.

**Prerequisite: MATH 325 or equivalent**

**MATH 529 TOPICS IN ALGEBRA - 3 semester hours**

**Prerequisite: MATH 521 or instructor's permission**

**MATH 531 REAL ANALYSIS II – 3 semester hours**

Abstract measures; mappings of measure spaces; integration sets and products spaces; the Fubini, Torelli and Radon-Nikodyn theorems; the Riesz-Fischer representation theorem; Haar measures on locally compact groups.

**Prerequisite: MATH 530**

**MATH 532 COMPLEX ANALYSIS – 3 semester hours**

Linear fractional transformations; conformal mapping; holomorphic functions; Cauchy's theorem; properties of holomorphic functions; argument principle; residues; power series; Laurent series; meromorphic functions; Riemann mapping theorem; Mittag-Leffler's theorem; Weierstrass' theorem.

**Prerequisite: MATH 432 or equivalent**

**MATH 533 FUNCTIONAL ANALYSIS - 3 semester hours**

Banach spaces; Hilbert spaces; fundamental theorems for Banach and Hilbert spaces; dual spaces; bounded inverse theorems; uniform boundedness principle and its applications; strong and weak convergence; spectral theory of linear operators in normed spaces; compact linear operator on normed spaces and their spectrum.

**Prerequisite: MATH 530**

**MATH 539 TOPICS IN ANALYSIS - 3 semester hours –**

**Prerequisite: MATH 531 or instructor's permission**

**MATH 545 GENERAL TOPOLOGY - 3 semester hours**

Foundations and fundamental concepts of point-set topology; topological spaces; convergence; connected sets; compactness; product spaces; quotient spaces; function spaces; separation properties; metrization theorems; mappings and compactifications; Homotopy and fundamental groups.

**Prerequisite: MATH 445 or equivalent**

**MATH 546 DIFFERENCE EQUATIONS AND APPLICATIONS - 3 semester hours**

Topics include difference calculus; linear difference equations; autonomous systems of difference equations; linear periodic systems; stability analysis and Liapunov method; Z-transform; asymptotic behavior of difference equations.

**Prerequisites: MATH 360 or equivalent; MATH 325 or equivalent**

**MATH 548 DIFFERENTIAL EQUATIONS - 3 semester hours**

Existence and uniqueness for systems; linear systems; fundamental matrix solutions; matrix exponential; nonlinear systems; plane autonomous systems and introduction to stability; Poincare-Bendixson theorem.

**Prerequisite: MATH 350 or equivalent**

**MATH 549 TOPICS IN DIFFERENTIAL EQUATIONS - 3 semester hours**

**Prerequisite: MATH 548 or instructor's permission**

**MATH 552 PARTIAL DIFFERENTIAL EQUATIONS - 3 semester hours**

Preliminaries from ODE and Calculus; methods of solution of partial differential equations of the first

order; classification of partial differential equations; elliptic, hyperbolic, and parabolic equations; Sturm-Liouville problems; non-homogeneous equations; potential theory; techniques of solving various partial differential equations; Cauchy problem; Dirichlet and Neumann problems; Green's function; Solutions by eigenfunction expansion method; Applications.

**Prerequisites: MATH 350**

**MATH 554 MATHEMATICAL MODELING IN LIFE SCIENCES - 3 semester hours**

Study of a variety of mathematical and computational methods used to describe and understand natural phenomena and their dynamics in biological systems; topics include difference equations; ordinary and partial differential equations; stochastic processes; and computer simulation with computer algebra systems.

**Prerequisite: MATH 548 or MATH 546**

**MATH 559 TOPICS IN GEOMETRY - 3 semester hours**

**Prerequisite: MATH 501**

**MATH 560 ALGEBRAIC AND NUMERICAL COMPUTATIONS - 3 semester hours**

Basic techniques of algorithm design; fundamental computations with polynomials; Fast Fourier transform; polynomial evaluation and interpolation; power series manipulation; fundamental computations with general and special structured matrices and correlation to polynomials; fast algorithms and correlation between algebraic and numerical computations in algorithm design.

**Prerequisites: MATH 325 and MATH 261**

**MATH 562 MATHEMATICAL STATISTICS - 3 semester hours**

Univariate and multivariate distribution theory; generating function; inequalities in statistics; order statistics; estimation theory; likelihood; sufficiency; efficiency; maximum likelihood testing hypotheses; likelihood ratio; confidence and prediction interval; Bayesian estimation and testing; basic decision theory.

**Prerequisite: MATH 261 or equivalent**

**MATH 569 TOPICS IN GRAPH THEORY - 3 semester hours F Odd**

**Prerequisite: MATH 490 or instructor's permission**

**MATH 570 NUMBER THEORY - 3 semester hours**

Arithmetic functions; divisibility and prime factorization; residue classes; congruence; the prime number theorem; primes in arithmetic progression; quadratic reciprocity law; the arithmetic of quadratic fields; Diophantine equations; continued fractions, approximations and sieves.

**Prerequisite: MATH 425 or equivalent**

**MATH 578 TOPICS IN COMPUTATIONAL MATHEMATICS - 3 semester hours**

**Prerequisite: MATH 560 or instructor's permission**

**MATH 588 DIFFERENTIAL GEOMETRY - 3 semester hours**

Differential manifolds; tensors; affine connections; and Riemannian manifolds; submanifolds; variation of the length integral; the Morse index theorem.

**Prerequisites: MATH 445, MATH 401, or equivalent**

**MATH 590 GRAPH THEORY - 3 semester hours**

Basic concepts of graphs and digraphs; Eulerian and Hamiltonian graphs; trees and distances; matchings and factors; connectivity; colorings; planar graphs; flows and networks; extremal graph theory.

**Prerequisite: MATH 490 or equivalent**

**MATH 592 OPTIMIZATION THEORY - 3 semester hours**

Convexity; duality; quadratic forms and matrix factorization; theory of optimization with and without



constraints; Lagrange functions; Kuhn-Tucker theory; methods of optimization without constraints; line search; descent methods; Newton methods; conjugate directions; non-linear least squares; methods of optimization with constraints: linear optimization; the simplex and other methods; active sets; quadratic programming; optimization with linear constraints; general non-linear optimization.

**Prerequisite: MATH 392 or equivalent**

### **MATH 599 RESEARCH AND THESIS - 3 semester hours**

#### **COURSE DESCRIPTIONS MATHEMATICS EDUCATION**

#### **MAED 560 TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL - 3 semester hours**

Selected mathematical principles and concepts for teaching mathematics at elementary grade levels. Emphasis will be on instructional methods and technological supplements as outlined by the National Council of Teachers of Mathematics and the Virginia State Board of Education. Students will be provided the opportunity to select, create, and evaluate topics, materials, and strategies in teaching elementary school mathematics.

#### **MAED 561 TEACHING MATHEMATICS IN THE MIDDLE SCHOOL - 3 semester hours**

Selected mathematical principles and concepts for teaching mathematics at middle school grade levels. Emphasis will be on instructional methods and technological supplements as outlined by the National Council of Teachers of Mathematics and the Virginia State Board of Education. Students will be provided the opportunity to select, create, and evaluate topics, materials, and strategies in teaching middle school mathematics.

#### **MAED 562 CURRICULUM, INSTRUCTION & RESEARCH IN MATHEMATICS EDUCATION I - 3 semester hours**

A study of the historical development of K-12 mathematics curriculum and instruction including current trends and issues in the study of mathematics pedagogy.

#### **MAED 563 SEMINAR IN MATHEMATICS EDUCATION CURRICULUM, INSTRUCTION & RESEARCH IN MATHEMATICS EDUCATION II - 3 semester hours**

An examination of theoretical and empirical research in the field of mathematics education including the study of the philosophy and psychology of teaching and learning mathematics and an overview of research design.

#### **MAED 565 RESEARCH-BASED FIELD EXPERIENCES IN THE TEACHING OF MATHEMATICS - 3 semester hours**

Provides an opportunity for the exploration of an area of interest in the teaching of mathematics through systematic observation, reflection, and analysis of a field experience in a K-12 classroom setting. Basic inquiry-based research ideas will be examined with a follow-up field study aimed at increasing understanding of theoretical and practical issues in the mathematical knowledge needed for and pedagogical skills about teaching mathematics.

#### **MAED 590 INDEPENDENT STUDY - 3 semester hours**

A course permitting the student to pursue topics of special interest, which may not be available through other, formal courses or which may be needed at a time when other courses are not offered. Course may be taken for credit no more than two times.

#### **MAED 591 FIELD PROJECT / EXTERNSHIP – 3 semester hours**

Project must be approved by mathematics education faculty prior to registration. Students are encouraged to obtain an internship with an education-based provider (school, district office, state office, etc.). In the event that a formal internship is not feasible students will participate in a collaborative real world or simulated education-based project. Successful completion of the project will result in a written report

including overview of current relevant literature / research, compiled field notes, and summary research paper.

### **MAED 592 RESEARCH AND THESIS - 3 semester hours**

Each student completes a master's thesis in Mathematics Education with the aid of an advisor and committee. A broad range of topics and methods of inquiry can be used to meet the requirement including quantitative and qualitative case studies, historical studies, and action research.

## **COGNATE COURSES**

### **MATH 505 NUMBER AND NUMBER SENSE - 3 semester hours**

This course examines number systems and operations, elementary number theory, concepts of integers and whole numbers including selected number sets, basic counting principles, and computational algorithms in a problem-solving environment. Appropriate use of technology and manipulatives, NCTM-aligned teaching methodology, and multiple means of authentic assessment will be incorporated into this course that emphasizes the equity principle, and the connections and representations standards. Content delivery will include student investigations and hands-on activities.

### **MATH 506 GEOMETRY & MEASUREMENT - 3 semester hours**

This course examines properties and relationships of polygons, transformational geometry, coordinate geometry, constructions, deductive & inductive reasoning, the process of measurement through geometric investigations, and an introduction to matrix Algebra, fractals and non-Euclidean geometries in a problem-solving environment. Appropriate use of technology and manipulatives, NCTM-aligned teaching methodology, and multiple means of authentic assessment will be incorporated into this course that emphasizes the equity principle and the connections and representations standards. Content delivery will include student investigations and hands-on activities.

### **MATH 507 PATTERNS, FUNCTIONS, AND ALGEBRAIC REASONING - 3 semester hours**

The course examines structures of familiar number systems to include basic algebraic operations, linear and quadratic equations, linear systems of equations and inequalities, algebraic and trigonometric functions in the context of modeling and various representations of functions (graphical, tabular, and symbolic) in a problem-solving environment. Appropriate use of technology and manipulatives, NCTM-aligned teaching methodology, and multiple means of authentic assessment will be incorporated into this course that emphasizes the equity principle and the connections and representations standards. Content delivery will include student investigations and hands-on activities.

### **MATH 508 RATIONAL NUMBERS & PROPORTIONAL REASONING - 3 semester hours**

This course examines elementary number theory including divisibility, primes, and composites, concepts of rational numbers, proportions, and computational algorithms in a problem-solving environment. Appropriate use of technology and manipulatives, NCTM-aligned teaching methodology, and multiple means of authentic assessment will be incorporated into this course that emphasizes the equity principle and the connections and representations standards. Content delivery will include student investigations and hands-on activities.

### **MATH 579 HISTORY OF MATHEMATICS - 3 semester hours**

Chronological and topical history of mathematics, mathematics education and related areas as they parallel ancient and modern world history and U.S. history. The influence of mathematics as a derivative of philosophy and science. The origins of mathematical symbols and the development of a deductive system used as structures of knowledge in other disciplines. Specific topics include: women in mathematics, blacks in mathematics, multicultural development of mathematics, the development of calculating devices, using math history in multidisciplinary teaching.

**MATH 580 GEOMETRY FOR TEACHERS - 3 semester hours**

Selected topics in geometry for teachers of mathematics. Topics include deductive logic, incidence geometry, abstract deductive systems, induction, convexity and separation, geometric inequalities, congruence, similarity, parallelism, Euclidean and non-Euclidean geometries.

**MATH 581 MODERN ALGEBRA FOR TEACHERS – 3 semester**

Topics in modern algebra including sets, mappings, equivalence relations, groups, groups homomorphism, isomorphism, rings, integral domains, and fields.

**MATH 582 REAL ANALYSIS FOR TEACHERS – 3 semester hours**

Real number theory; elementary and advanced set theory including open and closed sets, compact sets and bounded sets; methodology of writing mathematical proofs including mathematical induction and proof of calculus theorems; introduction to sequence and series; convergence tests.

**MATH 583 PROBLEM SOLVING IN MATHEMATICS – 3 semester hours**

Students will employ various heuristics while engage in problem solving. Student will pose problems appropriate for middle school and high school students. Problem topics will be selected from arithmetic, basic algebra, geometry, trigonometry, analytic geometry, functions and their graphs, calculus, probability and statistics, discrete mathematics and linear algebra. Mathematical reasoning and mathematical modeling will be emphasized. Appropriate use of technology will be discussed, modeled, and used during the problem-solving process.

**MATH 584 Calculus for Teachers I - 4 semester hours**

Inequalities, absolute values, limits and rates of changes, continuity, derivatives, applications of differentiation, integrals, applications of integration, inverse functions and techniques of integration. Topics are treated from an advanced point of view for teachers of mathematics.

**MATH 585 CALCULUS FOR TEACHERS II – 3 semester hours**

Integration techniques, polynomial approximation and series, polar coordinates, conics, multivariate calculus, parametric equations, and vectors. Course is designed to make connections between advanced calculus topics and the teaching of AP calculus.

**Prerequisite: MAED 575**

**MATH 586 DISCRETE MATHEMATICS FOR TEACHERS – 3 semester hours**

The terminology, concepts, and techniques of some areas of discrete mathematics applicable to middle and high school teaching. Logic, proof techniques, recursion, set theory and enumeration, relations functions, and introduction code and graph theory. Course is designed to make connections between discrete mathematics topics and the teaching of discrete mathematics in middle and high school.

**MATH 587 LINEAR ALGEBRA FOR TEACHERS – 3 semester hours**

Vectors, matrix operations, systems of linear equations, determinants, systems of linear inequalities and linear transformations. Topics are treated from an advanced point of view for teachers of mathematics. Use knowledge of mathematics to select and use appropriate technological tools, such as but not limited to, spreadsheets, dynamic graphing tools, computer algebra systems, dynamic statistical packages, graphing calculators, data-collection devices, and presentation software.

## ECONOMICS

The Department of Mathematics and Economics offers graduate study in economics leading to the Master of Arts (M.A) degree. The program provides for the thesis and non-thesis options. Both program options provide analytical and decision-making tools appropriate for a broad range of professional carriers in government, private sector, international organizations, academic and research institutions and other related fields. A core courses in microeconomics, macroeconomics, quantitative methods and research methodology provide students with the foundation necessary for making rational decisions in various circumstances and environments. These knowledge and skills are further developed and consolidated in variety of elective courses appropriate for theoretical and applied areas.

### **Admission Requirements:**

In addition to the requirements for admission to the Graduate School, applicants must have an undergraduate degree in economics or an undergraduate degree in a related field with at least 18 semester hours of college economics, or a certificate in project management. The Master of Art Degree in Economics has three concentrations: Applied Economics, Public Administration, and Project Management.

### **Program Requirements:**

In order to qualify for a Master of Art Degree in Economics a minimum of 30 semester hours is economics or related disciplines are required. The graduate college policy regarding transfer of credits will be applied.

### **Core Courses:**

Students in any of the concentrations must complete the following four core courses: Econ 510-Advanced Microeconomics, Econ 520-Advanced Macroeconomics, Econ 530-Quantitative Methods, Econ 590-Research Methodology.

### **Thesis Option:**

In addition to the four core courses, students must complete four electives in the selected concentration, and complete two semesters of Econ 599 research and thesis

### **Non-Thesis Option:**

In addition to the four core courses, students must complete two electives in economics and four elective courses in the selected concentration, and pass Econ 598- Comprehensive examination.

### **Economics:**

For students who wish to concentrate in applied economics, in addition to the four core courses, they must choose six electives for non-thesis option, and four electives for thesis option from the courses listed below.

### **Public Administration:**

For students who wish to concentrate in public administration, in addition to the four core courses, they must choose six electives for non-thesis option, and four electives for thesis option from the courses listed below.

### **Project Management:**

For students who completed the project management certificate and would like to complete the M.A. in Economics, in addition to the four core courses in Economics, they must complete two additional electives in Economics for non-thesis option from the courses listed below. For students who have not completed the project management program, in addition to the four core courses in Economics, they must choose four PMGT electives and two Econ electives for non-thesis option, and four PMGT electives for thesis option from the courses listed below.

## COURSE DESCRIPTIONS

### **ECON 500 GRADUATE PRINCIPLES OF ECONOMICS - 3 semester hours**

Survey of Principles of Economics, including essential elements of microeconomics and macroeconomics. This course is only for graduate students who need exposure in Economics and may be used in the graduate education curriculum. It may not be used for credit toward the graduate degree Program in Economics.

### **ECON 510 ADVANCED MICROECONOMICS - 3 semester hours**

Foundations of price theory. A rigorous study of the allocating function of prices in our economy. Models and case studies of consumer behavior, product demand, production, costs, the firm in various market structures, factor employment, and factor income distribution. Welfare implications of the theory are examined.

**Prerequisite: ECON 210: Principles of Microeconomics**

### **ECON 511 INDUSTRIAL ORGANIZATION - 3 semester hours**

Study of the structure and operation of American industry. Topics covered: pricing and output decisions of firms under different market structures; determinants of market structure; theories of oligopoly and monopolistic competition. Empirical findings on structure and performance of markets examined.

**Prerequisite: ECON 210**

### **ECON 512 ECONOMICS OF REGULATION - 3 semester hours**

A systematic and critical analysis of the impact of the regulatory process upon the transportation and public utility industries with special attention to capital requirements, resource utilization, and pricing processes. **Prerequisite: ECON 210**

### **ECON 513 MANAGERIAL ECONOMICS - 3 semester hours**

Applications of economics method to planning and decision-making of the firm. Topics include methods of maximizing profits, costs, market structure, forecasting, and pricing. Case studies used.

**Prerequisite: Intermediate Microeconomics or permission of instructor**

### **ECON 520 ADVANCED MACROECONOMICS - 3 semester hours**

Foundations of aggregate income determination. Labor and product-market structures and monetary and fiscal policies are examined as to their impact on aggregate output, the price level, and interest rates.

**Prerequisites: ECON 210, ECON 211 or ECON 500.**

### **ECON 521 MONETARY ECONOMICS - 3 semester hours**

Monetary theory, policy, and banking institutions examined. Effectiveness and channels of monetary policy assessed along with implications for bank lending policies.

**Prerequisites: ECON210, ECON 211 or ECON 500**

### **ECON 523 PUBLIC FINANCE - 3 semester hours**

Study of government receipts and expenditures. Emphasis is placed on methods of evaluation (benefit-cost), administration (bureaucracy control), and organization (centralization vs. decentralization) of the public sector with special reference to their application in practice.

**Prerequisite: ECON 510 or consent of instructor**

### **ECON 524 PUBLIC ECONOMIC ADMINISTRATION THEORY -3 semester hours**

Presents the basic principles, concepts and scope of the Public Administration professional field. It examines the basic contemporary literature, administrative models, intellectual approaches, and pragmatic developments within the field of Public Administration. These are considered in the light of the important issues and problems related to management, decision making, organizational structure and implementation of public policy.

**ECON 525 PERSONNEL ADMINISTRATION -3 semester hours**

Examination of the concepts, principles, and techniques applied by professional practitioners in the public sector. Applications of the behavioral sciences to personnel management in both the private and public sectors are analyzed. Opportunities are afforded to explore developments in employee relations and unionism in the public sector.

**ECON 526 PUBLIC POLICY PROCESS AND EVALUATION -3 semester hours**

The course examines the public policy process and provides a theoretical and practical rationale of the rigorous evaluations of socioeconomic problems. Topics to be discussed will include experimental and quasi-experimental design, research designs, internal and external validity, utilization of evaluation policy-making, and the political and environmental context of evaluation.

**ECON 530 QUANTITATIVE METHODS -3 semester hours**

Application of statistical and mathematical methods to the estimation of economic relations. Regression analysis is developed as a framework for hypothesis testing, economic forecasts, and econometric simulations. Use of statistical computer software is presented in the course.

**Prerequisite:** 3 semester hours of Introductory Statistics.

**ECON 531: ADVANCED ECONOMETRICS -3 semester hours**

Study of advanced econometric methods, problems, and models.

**Prerequisite:** ECON 530 or consent of instructor

**ECON 535 ORGANIZATIONAL BEHAVIOR -3 semester hours**

An examination of human behavior in public organizations with a focus on the manager's role and strategies used for administering more effectively. Topics studied include individual behavior and motivation, interpersonal and group behavior, leadership and power, and organizational change and development.

**Prerequisite:** ECON 510 or Instructor's consent

**ECON 536 PUBLIC SECTOR BUDGETING -3 semester hours**

An analysis of how governments obtain and utilize financial resources. Issues discussed will include budget cycles, budgetary theories, and concepts such as efficiency, equity, and accountability, as well as political, economic and social influences on the budgetary process.

**ECON 538 FINANCIAL ECONOMICS -3 semester hours**

Study of concepts, practices, and problems in managing financial decision making of firms. Attention is given to working capital management, capital budgeting, capital structure planning, and dividend policy. Concepts related to the topics include risk management, time value of money, stock and bond valuation, efficient markets, exchange rate theory, agency problems, and ethical dilemmas.

**Prerequisite:** ECON 520

**ECON 540 LABOR ECONOMICS -3 semester hours**

An analysis of the supply and demand for labor, the allocation of labor resources, the structure of employment and the determination of wages. The development of the American labor movement and the process of collective bargaining are studied as they affect employment and earnings.

**Prerequisite:** ECON 510 or Instructor's consent

**ECON 542 POPULATION ECONOMICS -3 semester hours**

Economic determinants and effects of population growth and age structure from developed and less developed countries. Special attention is given to the implication of population growth for economic

development and public policy.

**Prerequisite: Prior or concurrent enrollment in ECON 520 or consent of instructor**

**ECON 550 DEVELOPMENT ECONOMICS -3 semester hours**

Theories, programs, and strategies of economic development as applied to economies that are preindustrial or in early stages of industrialization. Analysis of factors deterring economic expansion and of policies for continuous growth. Theories of economic underdevelopment are studied and tested wherever possible.

**Prerequisite: Prior or concurrent enrollment in ECON 520 or consent of instructor**

**ECON 551 INTERNATIONAL ECONOMICS -3 semester hours**

The theory of international values, comparative advantage, and the gains from trade; alternative routes to adjustment in the balance of payments, capital movements.

**Prerequisite: Consent of instructor**

**ECON 570 HISTORY OF ECONOMIC THOUGHT -3 semester hours**

Surveys historical contributions to the advancement of economic analysis, knowledge, and thought including the Physiocratic, Classical, Marginalist, Socialist, Neoclassical, Institutional, and contemporary schools of thought.

**Prerequisite: ECON 210**

**ECON 580 READINGS IN ECONOMICS -3 semester hours**

Independent supervised study in areas of particular interest to supplement course requirements.

**Prerequisite: ECON 210**

**ECON 581 SPECIAL TOPICS IN ECONOMICS -3 semester hours**

A course allowing students to study topics of special interest which are not available as regular courses. The special topic is selected by the instructor and will be reported on the student's transcript.

**Prerequisite: ECON 210**

**ECON 582 SEMINAR IN PUBLIC ADMINISTRATION -3 semester hours**

A seminar designed to study the development and process of policy making at the local, state, and national level. The emphasis in this course is on problem solving an individual research. Each student is required to identify a problem area and prepare a research paper for class discussion in which a solution to the problem is proposed and analyzed.

**Prerequisite: Consent of instructor**

**ECON 585 INTERNSHIP IN PUBLIC ADMINISTRATION -3 semester hours**

Provides an opportunity for a supervised internship placement at a government or service agency. The purpose is to provide practical experience, test academic models, participate in intergroup experiences, and to develop professional management skills. This course is designed to provide students with operational perspectives relating to agency functions in the delivery of human services.

**Prerequisite: Consent of instructor**

**ECON 590 RESEARCH METHODOLOGY -3 semester hours**

Hypothesis formulation and verification examined in areas of research interest. A proposal is presented.

**Prerequisites: ECON 510, ECON 530**

**ECON 598 COMPREHENSIVE EXAMINATION -0 semester hours**

This course is to be taken by students in the Master of Economics program during the semester that they are eligible and plan to take the required comprehensive examination.

**Prerequisites: (a) admission to candidacy by the College of Graduate Studies, (b) 30 semester hours of complete approved coursework including ECON 510, 520, 530, and 590, and enrollment in**

**remaining course work, and (c) approval by the candidate's faculty advisor to apply for the examination.**

### **ECON 599 THESIS -3 semester hours**

Research of a scholarly nature in the student's area of interest. The thesis must include a survey of existing literature as well as the student's own findings. The thesis is designed to teach organization of research in the application of research and the application of economic principles to economic problems.

**Prerequisite: Admission to candidacy by the Graduate School and completion of ECON 590.**

## **STATISTICS**

### **STAT 504 PROBABILITY & STATISTICS - 3 semester hours**

This course examines descriptive statistics and concepts of probability to include: probability, expectations and counting strategies, measures of central tendency, line of best-fit, simulation, and educational statistics in a problem-solving environment. Appropriate use of technology and manipulatives, NCTM-aligned teaching methodology, and multiple means of authentic assessment will be incorporated into this course that emphasizes the equity principle and the connections and representations standards. Content delivery will include student investigations and hands-on activities.

### **STAT 510 STATISTICAL PROCEDURES IN EDUCATION AND PSYCHOLOGY - 3 semester hours**

General terminal course for graduate students enrolled in professional educational research, psychology and guidance, covering descriptive and inferential statistics including one-way analysis of variance.

**Prerequisite: Enrollment in Graduate School**

### **STAT 511 BIOMETRY - 3 semester hours**

The main techniques of statistical analysis as applied in the biological sciences are discussed. This course is of interest to students in social sciences as well. Probability, Binomial, Poisson and normal distributions, estimation and hypothesis testing, Analysis of variance, regression and analysis of covariance.

**Prerequisite: STAT 480 or equivalent**

### **STAT 520 ADVANCED STATISTICAL METHODS IN EDUCATIONAL RESEARCH – 3 semester hours**

Only for students in Mathematics Education or Science Education. Descriptive statistics, normal, binomial, t, Chi-square and F distributions. Estimation and hypothesis testing, Parametric and nonparametric tests: z-test, t-test, one-way and two-way analysis of variance, analysis of covariance, chi-square tests of goodness-of-fit and independence for categorical data, linear correlation and regression, multiple regression. Statistical results from mathematics education research journals will be studied and real data from educational sources will be analyzed using statistical software.

**Prerequisite: STAT 330 or equivalent**

### **STAT 521 STATISTICS FOR TEACHERS – 3 semester hours**

Exploring data, planning a study, anticipating patterns and statistical inference. Course is designed to make connections between statistics topics and the teaching of statistics in elementary, middle and high school. This course does not satisfy the requirements of STAT 520.

### **STAT 562 MATHEMATICAL STATISTICS IV – 3 semester hours**

Univariate and multivariate distribution theory; moment generating function; inequalities in statistics; order statistics; estimation theory; likelihood; sufficiency; efficiency; maximum likelihood; testing hypotheses; likelihood ratio; confidence and prediction interval; Bayesian estimation and testing; basic decision theory.

**Prerequisites: MATH 261, STAT 480 or equivalent**



**STAT 565 NONPARAMETRIC STATISTICS II – 3 semester hours**

Rank correlations, linear and monotonic regression, several related samples, balanced incomplete block design, randomization, rank transformation and goodness-of-fit tests.

**Prerequisite: STAT 481 or equivalent**

**STAT 568 DESIGN OF EXPERIMENTS – 3 semester hours**

General linear model; fixed, random and mixed effects models; randomized block, incomplete block and Latin square designs; factorial designs; analysis of covariance.

**Prerequisite: STAT 480 or equivalent**

**STAT 570 STOCHASTIC PROCESSES – 3 semester hours**

Random walks; Markov chains; Poisson processes; Wiener processes; queuing and inventory analysis; reliability theory.

**Prerequisites: STAT 480, STAT 490 or equivalent**

**STAT 572 CATEGORICAL DATA ANALYSIS – 3 semester hours**

Two-way and three-way contingency tables; measures of association; log-linear, logit and hierarchical models; inferences based on multinomial, Poisson and Chi-Square distributions and residual analysis.

**Prerequisite: STAT 480 or equivalent**

**STAT 575 REGRESSION ANALYSIS – 3 semester hours**

Linear and multiple regression; analysis of residuals; variable and model selection including stepwise regression; transformations, weighting and diagnostics to correct model inadequacies.

**Prerequisite: STAT 480 or equivalent**

**STAT 578 MULTIVARIATE ANALYSIS – 3 semester hours**

Statistical theory associated with multivariate normal distribution; Wishart and related distributions; partial and multiple correlations; Hotelling's  $T^2$  statistic; multivariate linear models; classification and discriminant analysis; principal components.

**Prerequisites: MATH 325, STAT 480 or equivalent**

**STAT 583 SAMPLING THEORY II – 3 semester hours**

Estimation, relative precision, optimum allocation and stratum sizes in stratified random sampling; quota sampling; ratio and regression estimates; systematic and cluster sampling.

**Prerequisite: STAT 382 or equivalent**

**STAT 599 STATICAL RESEARCH**

General linear model; fixed, random and mixed effects models; randomized block, incomplete block and Latin square designs; factorial designs; analysis of covariance.

**Prerequisites: Instructor's or graduate program coordinator permission**

## COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

### DEPARTMENT OF MASS COMMUNICATIONS AND COMMUNICATION SERVICES

#### DESCRIPTION

The Department of Mass Communications trains students in the fields of audio and video production, photojournalism, film studies, public relations, and print online journalism. The mass communications major of the 21st century is involved in the management of people and resources, as well as the development and use of new technology.

The department's faculty members are active in academic and *professional* research and creative activities relevant to the mass communications field. We strive to incorporate students in these activities, exposing them to professional environments and expectations. We have memoranda of understanding to provide media services to the City of Petersburg, Minor League Baseball, and various non-profit and educational agencies in the surrounding community. We also actively collaborate with other academic units, both within Virginia State University and in other institutions for research and media services purposes.

The department provides media related services to a variety of constituents in Central Virginia, including the digital conversion of an extensive jazz performance recording library. These digitally remastered recordings will be preserved in the VSU library and the US Library of Congress. Our students have done documentary, interview and oral history work, giving students an expanded sense of history as well as the value of mass media services in preserving and communicating history.

#### MISSION OF THE DEPARTMENT

The mission of the Department of Mass Communications is to educate the next generation of leaders in the mass communications profession by providing academic diversity which allows the department to provide an exceptional and exciting interdisciplinary environment within.

#### PROGRAMS OFFERED

The department offers a **Master of Arts degree in Media Management** which is designed to provide industry professionals with additional training necessary for them to move higher in their media corporate organization. It also accepts recent undergrads seeking extended preparation as they enter the job market. The program and course descriptions appear in the Virginia State University Graduate Catalog.

**Masters of Arts in Media Management (36 hours)**  
**Suggested Plan**

**FIRST YEAR**

1<sup>st</sup> Semester

MCOM 500 Academic Writing Workshop	3 cr.
MCOM 501 Media Management and Leadership	3 cr.
MCOM 503 Media Research Methods	3 cr.

2<sup>nd</sup> Semester

MCOM 504 Communication Theory & Criticism	3 cr.
MCOM 505 Media Convergence	3 cr.
MCOM ____ Professional Development Course)	<u>3 cr.</u>

**Total 18**

**SECOND YEAR**

1<sup>st</sup> Semester

MCOM 690 Readings & Research	3 cr.
MCOM (Professional Development Course)	3 cr.
MCOM (Professional Development Course)	3 cr.

2<sup>nd</sup> Semester

MCOM (Professional Development Course)	3 cr.
MCOM (Professional Development Course)	3 cr.
MCOM695 Professional Project	

or

MCOM699 Thesis	<u>3 cr.</u>
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**Total 18**

**Thesis:** A student seeking to take MCOM-699 Thesis must successfully defend the proposed thesis topic by mid-term the semester before registering for MCOM-699. If the thesis project involves doing research involving human subjects, the student must also bring the proposal before VSU’s Institutional Review Board. Additional information is available on the VSU website under “Research” – look for the Office of Sponsored Research and Programs. A student should begin early to focus on a thesis or professional project concept, seeing the advice of the department faculty.

## COURSE DESCRIPTIONS

### **MCOM-500 ACADEMIC WRITING WORKSHOP - 3 semester hours**

A course designed to strengthen the writing and verbal skills of those students working toward a graduate degree in Media Management. Emphasis will be placed on following appropriate style guides, such as MLA, APA, and Associated Press. Students will be given various activities and writing assignments to aid in their verbal and written expression for academic and professional contexts.

### **MCOM 501 MEDIA MANAGEMENT AND LEADERSHIP 3 semester hours, (The full course title is: Media Management and Leadership in a Multicultural Society)**

This seminar is designed to introduce students to the broad range of issues that face media managers. It specifically addresses management and leadership topics related to cultural diversity. The course will include introductory material on media economics, research, theory and criticism. It will also address current management issues and those related to emerging technologies.

### **MCOM 502 MEDIA ECONOMICS - 3 semester hours**

This seminar surveys the economic environment in which media operate and discusses the forces that shape media, market and consumer behavior. Topics covered will include the economic structure and performance of mass media industries; media ownership; impact of new technologies on the media industry and media firms; the use of economic analysis to explain/predict media and industry behaviors; and historical trends in competition, concentration and convergence.

### **MCOM 503 MEDIA RESEARCH METHODS - 3 semester hours**

This seminar is an introduction to research for media professionals. Various methods of data collection -- including experiments, survey methods, qualitative research, historical and legal methodology -- will be introduced. Students will also learn to analyze and interpret the results of mass media research as well as develop their own media research proposals.

### **MCOM 504 COMMUNICATION THEORY AND CRITICISM - 3 semester hours**

This seminar is designed to investigate theoretical and critical approaches to the study of mass media. Students will explore theories about the impact of media on society as well as the variety of critical methodologies that can be used to address the relationship between media and culture.

### **MCOM 505 MEDIA CONVERGENCE - 3 semester hours**

This course examines global implications of media convergence, the challenges media outlets face in a converging media universe, new technologies in news gathering and news reporting and how they will affect audiences.

### **MCOM 507 MEDIA ETHICS - 3 semester hours**

This course investigates the conflicting responsibilities facing communication professionals. Using a case study approach, this course will focus on the craft of ethical decision-making within current media guidelines. Topics of discussion will include the historical roots of limitations on the media, changing social expectations for information dissemination, and editorial leadership. Cases involving conflicts of value in print, broadcasting, advertising, and public relations will be analyzed.

### **MCOM 508 PROCESS AND EFFECTS OF MASS COMMUNICATIONS - 3 semester hours**

A study of the major areas of mass communications research literature, emphasizing mass communications' effects on research.

### **MCOM 511 HISTORY OF PRINT MEDIA AND TECHNOLOGICAL DEVELOPMENT - 3 semester hours**

This course will survey the history of the American print media from the colonial era to the present. It will include key moments, movements and people, as well as the growth of African American and other minority-owned media organizations. The course will trace the history of media ownership, the advent of

broadcasting and the growth of the internet.

**MCOM 512 INTERNATIONAL JOURNALISM - 3 semester hours**

This course is a cross-cultural study of journalism and communication in the “global village.” It compares media practices in democracies and under state-run media. It will look at how the news media and communication professions are affected by technology such as the internet and satellite transmissions that allow the flow of uncensored information across national borders. It will look at the effects of the new “information world-order” on cultures, politics and economics.

**MCOM 513 NEWSPAPER MANAGEMENT - 3 semester hours**

This course prepares students for future management positions with newspapers through the study of how newspapers function today and through the application of management principles.

**MCOM 521 BROADCAST JOURNALISM - 3 semester hours**

An overview of the broadcast media, with emphasis on news gathering, preparation, writing and delivery techniques, as well as the rules and regulations that apply to broadcast journalism

**MCOM 522 HISTORY OF ELECTRONIC MEDIA - 3 semester hours**

A study of the history and technological advancements in electronic media in the United States.

**MCOM 523 BROADCAST MANAGEMENT - 3 semester hours**

This course examines how media companies function today and provides a study of the concepts and principles of broadcast management.

**MCOM-527 DOCUMENTARY PRODUCTION - 3 semester hours**

This course is a hands-on workshop that takes advanced graduate students through the entire process of producing a short video documentary. It assumes previous training in video or film production. As students work through the preproduction, production, and postproduction stages, they will explore topics such as budget development, topic research and fact checking, screenwriting, interview preparation, equipment requirements, and editing. The course will emphasize effective crew communication, teamwork, individual responsibility, and other intangibles that go into producing a documentary work.

**Prerequisite: Graduate student status and previous coursework or training.**

**MCOM 528 CHILDREN, ADOLESCENTS AND THE MEDIA - 3 semester hours**

Students will be introduced to the major debates regarding how the media affect children and adolescents. This course will also examine how various age groups process and make sense of media content. Students will discuss complex issues, theories and find solutions via research.

**MCOM 606 ENTERTAINMENT LAW - 3 semester hours**

Entertainment and popular culture are two major facets of Mass Communications. Students will examine the specialized legal and regulatory framework relevant to mass media entertainment, including legal regulation and limitations on content, intellectual property rights, talent contracts, and other related media law topics.

**MCOM 631 PUBLIC RELATIONS AND MEDIA EVENTS - 3 semester hours**

This course pairs a student with one or more mentors, with the primary goal of planning and producing a significant media event for the public. Students will be expected to plan, refine and execute a treatment or proposal describing the event, including preparation of a detailed budget outlining income and expenses, staffing and crew, materials, furnishings and supplies, permissions and clearances, safety considerations, and an appropriate venue. This may be the preparation phase for the student’s Professional Project.

**MCOM 670 SPECIAL TOPICS IN MEDIA - 3 semester hours**

This seminar allows an instructor to guide students through specific issues related to mass communications and media management. Can be repeated once for credit if the special topic has changed.

**Prerequisite: Taken only by permission of the graduate program academic advisor.**

### **MCOM 675 INDEPENDENT STUDY IN MEDIA - 3 semester hours**

A media management student may work independently to investigate a problem or topic of interest in his or her area of professional interest. The student must prepare a written proposal prior to taking the course, and a full and detailed academic paper is expected as the outcome.

**Prerequisite: Taken only by permission of the graduate program academic advisor, and only if a supervising faculty member has agreed to supervise the work.**

### **MCOM 681 GRADUATE MEDIA INTERNSHIP – 1-3 semester hours**

This is a placement in a professional setting for students to gain advanced-level experience in media production and management. An internship typically requires at least 120 contact hours on the job site. Students are expected to report weekly to the graduate academic advisor, detailing activities and accomplishments. The student will produce a professional portfolio documenting work samples and explaining what the student did to produce them. The job site supervisor will also evaluate the student's performance and recommend a grade for the course.

**Prerequisites: Graduate status and permission of the Media Management academic advisor.**

### **MCOM 682 GRADUATE MEDIA INTERNSHIP II - 3 semester hours**

This entails the same requirements as the first internship (MCOM-681), but the student is expected to break new ground, assume a different set of responsibilities, or perform at significantly more advanced and rigorous levels of responsibility compared to the first internship.

**Prerequisite: Graduate student status and permission of the Media Management academic advisor.**

### **MCOM 690 READINGS AND RESEARCH IN MEDIA - 3 semester hours**

Students preparing for either MCOM-695 Professional Project or MCOM-699 Master's Thesis are strongly encouraged to conduct extensive readings of scholarly and professional literature in support of their capstone project or thesis. The student will write and defend a formal research proposal. If the student is proposing to conduct research on human subjects, the research proposal must take the form of an Institutional Review Board proposal, which must be successfully defended and approved before the VSU IRB panel. This course is recommended for the semester before the thesis or professional project but it may be taken concurrently if no IRB approval is involved.

**Prerequisite: Must have completed at least 18 hours in the graduate program.**

### **MCOM 695 PROFESSIONAL PROJECT - 3 semester hours**

The professional project must be taken during the final semester. The professional project includes an academic paper similar to a thesis, plus the student produces a significant creative work. It may consist of a film, video, screenplay or television script, a book, a major public relations campaign or press kit package, or an exhibition portfolio of photographs, audio or video productions, or other project. Students who plan to do a professional project should begin planning **early** in the master's program. The project must be arranged in advance, incorporating the sponsorship of a faculty member with appropriate expertise to oversee the project, and with the permission of the department chair. The department will retain a copy of the project and supporting paper in its archives. Students doing a professional project should expect to defend it before a review committee. A graduate student may not take both MCOM-695 Professional Project and MCOM-699 Master's Thesis.

**Prerequisite: Must have been granted candidacy status by the Graduate School, and be enrolling for the final semester of master's studies.**

### **MCOM 696 COMPREHENSIVE EXAM - 3 semester hours**

A student in the Master's in Media Management program may take this course instead of taking MCOM-695 Professional Project or MCOM-699 Master's Thesis. Students will give written answers to questions provided by faculty, based on courses taken. The written portion of the exam is closed-book, with no notes or external references. Oral defense is required.

**Prerequisite: Must have been granted candidacy status by the Graduate School, and be enrolling for the final semester of master's studies.**

**MCOM 699 MASTER'S THESIS - 3 semester hours**

The thesis topic must be approved by the major advisor and filed with the Dean of the Graduate Studies office at least six months before the candidate expects to graduate. The thesis is a major research paper. Students anticipating doing a thesis should begin planning early, such as the first semester of the master's program. A thesis must be arranged in advance, incorporating the sponsorship of a faculty member with appropriate expertise to oversee the project, and with the permission of the department chair. Depending on the nature of the research, it may also need to go before the Institutional Review Board the semester before the student enrolls in MCOM-699 Thesis – that means IRB approval is required a semester in advance. The thesis must be completed around mid-term to allow time for the defense by department faculty and the required review by the Graduate School office staff. The department will retain a copy of the thesis in its archives. Students doing a thesis will defend it before a review committee of faculty members. Students must register for MCOM-699 Master's Thesis every term until the project is completed. A graduate student may not take both MCOM-695 Professional Project and MCOM-699 Master's Thesis.

**Prerequisite: Must have been granted candidacy status by the Graduate School, and be enrolling for the final semester of master's studies.**

## **MASTER OF SCIENCE IN CRIMINAL JUSTICE PROGRAM DESCRIPTION**

### **Core Mission of the Program:**

The Master of Science in Criminal Justice program will provide opportunities for advanced graduate work and scholarship in criminal justice. The program is designed to: 1) provide a Master of Science degree for entry into leadership positions in criminal justice professions; 2) provide advanced professional educational opportunities for those who already work in the field of criminal justice, and 3) produce a new generation of academics capable of pursuing doctoral studies and leading the profession of criminal justice in the 21st century. The students graduating with a Master's of Science in Criminal Justice degree will: 1) demonstrate a thorough understanding of the field of criminal justice; 2) acquire theoretical knowledge of crime and criminal behavior; 3) have improved skills for conducting scientific research in criminal justice; 4) develop improved competence in criminal justice administration and leadership; and 5) attain academic competence to pursue doctoral studies in criminal justice.

### **Admission Requirements**

In addition to the requirements for admission to the College of Graduate Studies, the applicants who wish to pursue a Master's of Science Degree in Criminal Justice must meet the following departmental requirements.

#### **A. Unconditional Admission**

To be admitted in the regular status category, students will be required to fulfill: 1) a bachelors' degree from any accredited college or university; 2) an undergraduate grade-point-average [GPA] of 3.00 or higher on a 4.00 scale; and 3) Graduate Record Examination (GRE); 4) a personal statement describing personal characteristics, personal development reasons for seeking this degree, personal and professional experiences that influenced decision to pursue an advanced degree in criminal justice; 5) three professional/academic recommendations addressing character and academic promise.

#### **B. Conditional Admission**

A limited number of applicants, with a grade-point-average below a 3.00 and the minimum course prerequisites, may be admitted on a provisional status.

All applications are to be made on the official graduate application form of Virginia State University, which may be obtained from the College of Graduate Studies Office. The completed application should be returned to the College of Graduate Studies Office.

### **Program Requirements**

All students enrolled in the graduate program will have to complete a total of thirty-six (36) credit hours of graduate work. Of these thirty-six credit hours, 18 credit hours must be from general core courses, and 12 credit hours must be from the areas of concentrations offered by the department. Six credit hours may be taken from criminal justice electives or from graduate courses offered by other departments such as Biology, Economics, Education, English, Psychology, and History.

### **Program Structure**

Students will have two options: 1) Thesis Option [Plan A] and 2) Non-Thesis Option [Plan B]. Both plans require the completion of 36 credit hours in graduate work. For both Plans, the core requirements [18 credit hours] are the same.



## THESIS OPTION- PLAN A

The thesis option requires 36 credit hours of course work and the completion of a master's thesis including an oral defense. The 36 credit hours of course work consists of 18 credit hours of core courses, a 12 credit hour concentration, and Master Thesis (6 credit hours). The core courses consist of:

CJUS 501 Theories of Crime and Criminology  
CJUS 502 Contemporary Criminal Justice  
CJUS 503 Research Methods in Criminal Justice  
CJUS 504 Statistics and Data Analysis in Criminal Justice  
CJUS 505 Policy Analysis in Criminal Justice  
CJUS 506 Ethics in Criminal Justice

**Thesis:** The students opting for Plan A will complete a Master's Thesis with the active guidance of a committee of three faculty. Students should consult with their academic advisor during their first semester in selecting the thesis option. Those students selecting the thesis option should begin the selection of a committee and committee chair during their second semester.

**Thesis Committee:** The graduate faculty will assist students in the choice of a thesis chair and committee members. The Thesis Committee must consist of a thesis chair and two other graduate criminal justice faculty who are willing to serve as committee members and readers of the thesis. Student must secure the members of the Thesis Committee no later than six months before the candidate expects to complete all requirements for the degree and the Graduate Coordinator must be informed about the formation of the Committee. The thesis chair plays a pivotal role in the development of the thesis and is primarily responsible for directing the student throughout the thesis process. Although the student will work with all members of the thesis committee, the thesis chair should coordinate much of the activity surrounding the thesis and its development. It should be noted that each thesis may be different and thus alter the roles played by committee members.

**Research and Master's Thesis Course:** Students opting for the thesis option are required to register for CJUS 597 – Research and Master's Thesis Part I after earning at least 27 credits. The student will earn three credits for completing preliminary work for the thesis. After the completion of Part I course students need to register for CJUS-599 Research and Master's Thesis Part II to complete the thesis work and defend the thesis in an Oral Defense. Successful course work, thesis preparation and defense will result in a total of 36 credit hours.

### **CJUS 597 RESEARCH AND MASTER'S THESIS PART I – 3 semester hours**

Students pursuing the Thesis Option will register and Graduate Committee consisting of three faculty will be assigned. Students will be required to select research topic, formulate a hypothesis, complete a literature review and begin writing the thesis.

### **CJUS 599 RESEARCH AND MASTER'S THEISIS PART II – 3 semester hours**

Students pursuing the thesis will complete the research work and write the report under the supervision of Thesis Committee. The thesis must be prepared according to guidelines of the College of Graduate Studies. The Thesis must be successfully defended in an oral defense.

**Thesis Topic and Proposal:** Immediately after the formation of the Thesis Committee, the student must present his/her thesis proposal for approval. This proposal must be approved and signed by all members of the thesis committee and sent to the Graduate Program Coordinator at least one semester prior to the semester the candidate expects to complete all requirements for the degree.

**Thesis:** A thesis is a manuscript that documents systematic inquiry into a research question. It, like a comprehensive examination, allows for a capstone integration of material. The student must conduct research and report the results in the appropriate social science format. The thesis should demonstrate originality and understanding of the chosen topic. The student must pass an oral examination on the

subject of the thesis and related questions. (The student will receive either a “pass-no revisions”/ “pass-minor revision”/ “pass-major revisions”/ or “fail” distinction.). The official examiners will consist of the three thesis committee members. An Oral Examination Application scheduling form must also be filed with the graduate coordinator at least four weeks prior to the oral examination (defense) date.

**Thesis Submission:** The completed thesis, when approved and defended, will carry the signatures of the members of the thesis committee. The student will supply three copies of the thesis, two of which will be placed in the Virginia State University Library and another in the department library. The student will provide an abstract of the thesis of not more than 400 words to be filed in the Criminal Justice Office.

### **NON-THESIS OPTION- PLAN B**

The non-thesis option requires 36 credit hours of course work, successful completion of a comprehensive examination which includes an oral defense of the written examination. The 36 credit hours of course work consists of 18 credit hours of core courses, a 12 credit hour concentration, and 6 credit hours of criminal justice elective courses. The core courses consist of:

CJUS 501 Theories of Crime and Criminology  
CJUS 502 Contemporary Criminal Justice  
CJUS 503 Research Methods in Criminal Justice  
CJUS 504 Statistics and Data Analysis in Criminal Justice  
CJUS 505 Policy analysis in Criminal Justice  
CJUS 506 Ethics in Criminal Justice

**1. The Comprehensive Examination:** The comprehensive examination covers the material from the core course work. The examination is a two-part examination. The first part consists of a written take-home examination. The second part is a follow-up oral defense of the written examination.

**2. The Committee:** The examination committee consists of three faculty members. One of the committee members will be the student’s advisor. The other two will be faculty who teach the core courses. The Graduate Coordinator will formalize the Committee.

**3. Scheduling the Exam:** Students should take the initiative, in conjunction with his/her advisor, to inform the Graduate Coordinator of his/her intention to sit for the exam no later than one semester prior to the semester he/she intends to sit for the exam. Students also need to register for the CJUS 598 Comprehensive Examination course to sit for the exam. The exam is scheduled on the student's initiative and is normally taken during the final semester of course work. However, the examination should be taken no later than one year following completion of all coursework in the program of study. A student may delay the exam for exceptional circumstances with approval of his/her faculty advisor. Exams are not normally scheduled during the summer unless there are extenuating circumstances.

**4. The Comprehensive Review Course:** Students are eligible to take the CJUS 590 Master’s Project course as an elective. Students receive three credits and it assists them in their preparation for the Comprehensive Exam.

#### **CJUS 590 MASTER'S PROJECT - 3 semester hours**

This course must be taken by students in the Master of Criminal Justice program who are under Plan B: Non-Thesis Option. This course will prepare students for the Comprehensive Examination.

#### **CJUS 598 COMPREHENSIVE EXAMINATION – 0 semester hours**

This course must be taken by students in the Master of Criminal Justice program who are under Plan B: Non-Thesis Option. The course must be taken during the semester the student plans to take the comprehensive examination. The course may be repeated consistent with the policy of the Criminal Justice Program.

**COURSE DESCRIPTIONS**  
**CORE COURSES**  
**(18 credit hours required of all students)**

**CJUS 501 THEORIES OF CRIME AND CRIMINOLOGY - 3 semester hours**

Survey of the contemporary theories of crime and criminality. Study of the biological, psychological, and sociological perspectives on crime and deviance, and assessment of theoretical advances including integration and general theories of crime. Understanding of relations between theories and crime policy.

**CJUS 502 CONTEMPORARY CRIMINAL JUSTICE - 3 semester hours**

This course will examine the evolving nature of the contemporary criminal justice system in the United States. The students will gain knowledge about the evolution of the Bill of Rights, competing interpretations of the constitution, Supreme Court cases, and other laws and institutions unique to the American Criminal Justice System.

**CJUS 503 RESEARCH METHODS IN CRIMINAL JUSTICE - 3 semester hours**

Introduction to research design as applied to problems in crime and criminal justice. Logic, design analysis and ethical principles in criminal justice research. Design and preparation of Master's Thesis proposal.

**CJUS 504 STATISTICS AND DATA ANALYSIS IN CRIMINAL JUSTICE - 3 semester hours**

The study of descriptive and inferential statistics in analyzing criminal justice data from such agencies as the Bureau of Justice Statistics, UCR system of the FBI, National Incidence Based Reporting System, and National Archives of Criminal Justice Data. Students will learn to use of SPSS and SAS in relation to data entry and data analysis, and the use and modification of secondary data sets.

**CJUS 505 POLICY ANALYSIS IN CRIMINAL JUSTICE - 3 semester hours**

The course will examine the federalization of crime policy, key actors in crime policy-making, enactment of different crime legislations by federal and state government, and public attitudes towards crime and terrorism. Students will learn how crime policy is made, who make them, and how crime policy-making impacts on crime control and punishment.

**CJUS 506 ETHICS IN CRIMINAL JUSTICE - 3 semester hours**

This course will examine the standards and codes of responsibility in criminal justice professions, such as the Law Enforcement Code of Ethics, ABA Standards of Professional Responsibility, American Jail Association Code of Ethics, and the American Correctional Code of Ethics. The students will also obtain knowledge about different systems of ethical thoughts and morality related to criminal justice.

**CONCENTRATION: CRIMINAL JUSTICE ADMINISTRATION AND MANAGEMENT**

This concentration is designed to serve the needs of both experienced and novice professionals in the expanding field of criminal justice. The course of this concentration will help enhance the skills and knowledge critical for effective management and leadership in criminal justice.

**CONCENTRATION COURSES (12 credit hours)**

**CJUS 550 SEMINAR IN ORGANIZATION AND ADMINISTRATION - 3 semester hours**

This course will provide a comprehensive overview of criminal justice administration and management with an emphasis on organizational theories. Different theories of organization and organizational behavior will be examined and their relevance to the administration of criminal justice agencies will be explored.

**CJUS 551 HUMAN RESOURCE DEVELOPMENT – 3 semester hours**

This course will introduce the theories and principles of human resource management as tools for management in criminal justice agencies. The students will also learn the impact of various federal and

state laws on human resource management in criminal justice agencies including hiring and promotion, reward system, gender equality, issues of cultural diversities, and dispute resolution.

**CJUS 552 RESEARCH METHODS AND PLANNING RESOURCES - 3 semester hours**

This course will examine the different theories of strategic planning as they relate to criminal justice organizations. The students will learn to synthesize research-based knowledge for effective management of criminal justice agencies.

**CJUS 553 COMMUNITY THEORIES AND CRIMINAL JUSTICE - 3 semester hours**

Surveys and analyzes literature on relations between crime and communities. Examines the theories of relations between crime, demography, and ecology, and assess their impact on justice administration. Different models of community crime preventive strategies and their administrative implications are examined.

**CJUS 554 SEMINAR IN LEADERSHIP AND MANAGEMENT - 3 semester hours**

Explores the theories of leadership and their relevance to criminal justice management: The students will learn the art and the principles of strategic leadership and their use in effective and innovative management of criminal justice organizations.

**CJUS 555 LAW AND CRIMINAL JUSTICE MANAGEMENT - 3 semester hours**

Examination of the legal issues commonly facing managers in justice agencies related particularly to personnel management, human resource management, labor laws, and intra-agency dispute resolution. Both state and federal statutory and case laws are examined.

**CJUS 556 COMPUTER AND CRIMINAL JUSTICE MANAGEMENT – 3 semester hours**

The course is designed to teach the applications of computer in matters of storage, processing, and dissemination of criminal justice data and information. The students will gain understanding of contemporary federal and state criminal justice information networks systems and programs.

**CJUS 557 PROGRAM EVALUATION IN CRIMINAL JUSTICE MANAGEMENT - 3 semester hours**

Principles and techniques of program evaluation as they relate to crime and justice programs. Understanding of the different models of program evaluation, and their relative significance in criminal justice management.

**CJUS 558 BUDGETARY ASPECTS OF CRIMINAL JUSTICE MANAGEMENT - 3 semester hours**

Study of criminal justice management from the perspectives of the different models of budgeting. Understanding of state and federal budgetary principles and allocations in justice programs.

**ELECTIVE COURSES**

**CJUS 570 ADVANCE DATA ANALYSIS AND USE OF SPSS - 3 semester hours**

Study of the use of statistical data and models in the development and management of criminal justice projects. Will focus on discussing issues in crime analysis and crime mapping.

**CJUS 571 USE OF SECONDARY DATA SOURCES IN CRIMINAL JUSTICE - 3 semester hours**

Application of advanced statistical models and computer methodologies in the use and analysis of secondary data sources from the National Institute of Justice and other federal agencies. Will focus on learning the art of research synthesis using statistical and computer models.

**CJUS 572 JUVENILE JUSTICE SYSTEM -3 semester hours**

Reviews the history and philosophy of the juvenile justice system in America. Study of federal and state statutes and court decisions related to juvenile justice. Also provides comparative overview of juvenile

justice practices in major industrialized countries.

**CJUS 574 THEORIES OF JUVENILE DELINQUENCY - 3 semester hours**

Examines the major medical, psychological, and sociological theories of juvenile delinquency and the recent efforts for theoretical integration in juvenile delinquency studies and research.

**CJUS 575 PRISON AND PENOLOGY - 3 semester hours**

Reviews the history of punishment with emphasis on the changing role of penitentiary in the criminal justice system. The goal of punishment, including deterrence, incapacitation, and rehabilitation are discussed and examine.

**CJUS 576 COMMUNITY-ORIENTED POLICING - 3 semester hours**

The nature, philosophy, and the evolution of community policing as a model for law enforcement. Organization, strategies, and the role of community-policing in crime control and prevention strategies.

**CJUS 577 CONSTITUTIONAL LAW AND THE CRIMINAL JUSTICE SYSTEM - 3 semester hours**

Analyzes the role of the U.S. Constitution and the Bill of Rights in shaping the American criminal justice system. Landmark decision of the U.S. Supreme Court related to substantive and procedural criminal justice issues.

**CJUS 579 JUSTICE THEORIES - 3 semester hours**

The nature of different justice theories: retributive justice, therapeutic justice, restorative justice, and community justice. How different justice theories define crime and punishment and interpret the balance between individual liberty and public order.

**CJUS 580 VICTIMOLOGY - 3 semester hours**

Study of the victim's experience with the criminal justice system. Topics in this course will include psychological impacts of crime, the process and impacts of victimization, legal approaches to victims, services provided to victims, restorative justice and emerging understandings of the victim.

**CJUS 591 INDEPENDENT STUDY IN CRIMINAL JUSTICE – 3 semester hours**

This course allows graduate students to pursue a specialized area of research under the supervision of one of the Criminal Justice graduate faculty. Students will meet with their faculty instructor on a mutually agreed upon schedule and will be expected to do a substantial amount of reading, research and writing. This course may not be repeated for credit.

**COLLEGE OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF SOCIAL WORK**

**Mission of the Department**

The mission of the Virginia State University MSW Program is committed to the development of culturally competent, ethical, empathetic and skilled professionals who identify with the social work profession, recognize, support, and build on the strengths and resiliency of all human beings, and dedicated to advanced social work practice and leadership roles within social service agencies, educational, health and behavioral health agencies, organizations and institutions. The program has a major focus of preparing its graduates to address, systematically and strategically, the well-being of traumatized individuals and the promotion of human rights, social and economic justice through community engagement, advocacy, and collaborative scientific inquiry and the impact on professional practice locally, nationally and globally.

Based on our mission statement, the goals of the MSW Program are to:

1. Prepare students to practice autonomously as advanced level trauma-informed professionals within a wide range of client systems and practice settings that support and build on the strengths and resiliency of all human beings.
2. Prepare students to embrace the strength of diversity, practice cultural humility and be able to conduct culturally effective practice interventions at the micro, mezzo, and macro levels.
3. Prepare students to pursue ongoing professional development to acquire the essential leadership skills that cultivate ethical and competent social work practice across all social work systems, locally, nationally and globally.
4. Prepare students to apply critical thinking skills to become proactive change agents and advocates in response to the impact of social, economic and environmental factors on professional social work practice locally, internationally and globally.
5. Prepare students to competently utilize evidence-based and best-practices to inform and evaluate the effectiveness of their practice and use program evaluation results to improve trauma-informed service outcomes for clients and the impact on professional practice.

**Admissions Criteria**

Tradition and Part Time

VSU is committed to admit students who possess a diverse range of talents and abilities. All students will be required to complete the admission requirements of the University. Admission to the MSW Program in Social Work will require the following:

- The application form must be submitted to the Graduate Admissions Office through the online application system
- Official transcript from all colleges or universities attended.
- Undergraduate bachelor's degree from a regionally accredited college or university
- Minimum GPA of 3.0 in the last 60 credits (this includes any previous graduate-level academic work).
- Submit evidence of completion of the following courses:
  - Statistics (3) credits with a grade of C or better
  - Biology (4) credits with a grade of C or better
  - General Psychology (3) credits with a grade of C or better
- Three letters of recommendation - Cross-section of references, including employers, faculty or other individuals who have evaluated applicant's work and can speak to the applicant's academic abilities and/or related paid social work or volunteer experience
- Professional Statement of Intent - Applicants ability to demonstrate their understanding of the social work profession and their suitability for this program.
- Complete a satisfactory criminal background and drug test.

Students will not be required to submit GRE for the proposed MSW Program.

## **Admissions Criteria** *Advanced Standing*

In addition to the requirements listed for the traditional and part-time MSW programs, admission to the MSW Advanced Standing Program in Social Work will require the following:

- A baccalaureate degree from an undergraduate social work program accredited by the Council on Social Work Education within the last three years. Applicants who graduated from an undergraduate social work program accredited by the Council on Social Work Education within the last five years and have two years of human service work during those five years, will be considered for the Advanced Standing program.
- A minimum grade point average of 3.5 on the last 60 upper division credits (including all Social Work courses and the three prerequisites) and a 3.0 GPA on the last 120 credits leading to the bachelor's degree. Both GPA's will be used to consider admission. If the applicant has a 2.8 to 3.0 GPA on the last 120 credits leading to the bachelor's degree, but an otherwise strong application, consideration will be given for provisional admission (3.2 is needed on the 60 upper division GPA). Graduate credits will be considered in assessing an applicant's qualifications.
- Four Letters of Recommendation from
  - a. One recommendation from the Field Education Liaison who taught the applicant's most recent Field Education Seminar course
  - b. One recommendation from the Field Supervisor from the applicant's undergraduate Field Education Placement/Agency.
  - c. One recommendation from a higher education program academic source.
  - d. One recommendation from either an employer or professional or community associate.

Students will not be required to submit GRE for the proposed Advanced Standing Program.

## **Curriculum**

### ***Credit Hours Requirement***

The Master of Social Work (MSW) full-time program is a 60 credit hour degree program. The program can be completed on a full-time or part-time basis. Full-time students can expect to complete the program in a two-year period (four consecutive semesters). Part-time students can expect to complete the program in four years (eight consecutive semesters).

The MSW Advanced standing program is a full-time 45 credit hour degree program. Students who have earned a Bachelor of Social Work (BSW) degree from a Council of Social Work Education (CSWE) accredited program, with an overall GPA of 3.0 or higher can expect to complete the MSW Advanced Standing Program in 1 year (two consecutive semesters).

The MSW is considered a terminal degree in the field of social work. Because of this, MSW courses are taken at the 600 and 700 levels.

### ***Curriculum***

A final Capstone project is required for completion of both the full/part time program and the advanced standing program. The Capstone project is designated as the Program's clinical benchmark research project with an investigative focus on the students identified area of interest in the trauma specialization curriculum.

#### ***The Full/Part Time Program:***

14 Core Courses	42 credit hours
4 Practicum & Seminar Courses	12 credit hours
1 Elective Course	3 credit hours

1 Capstone Course	3 credit hours
<b>Total</b>	<b>60 Credit Hours</b>

*The Advanced Standing Program:*

11 Core Courses	30 credit hours
3 Practicum & Seminar Courses	9 credit hours
1 Elective Course	3 credit hours
1 Capstone Course	3 credit hours
<b>Total</b>	<b>45 Credit Hours</b>

**Concentration**

The program will offer a trauma-informed social work practice specialization/concentration. First-year professional foundation courses will provide students with generalist social work knowledge while second-year specialization/concentration courses will emphasize trauma-informed clinical social work practice. The program will educate students to become advanced and competent social work practitioners through the specialization in trauma-informed practice across systems (individuals, families, small groups, communities and organizations) while offering students a supportive and individualized education in the classroom and the field. Students will take courses in social welfare, human behavior and social environment, ethics, research methods, balanced with applied experience in clinical field settings. Although clinical in scope, the curriculum will also provide graduates with a foundation in policy practice, administrative leadership, and applied social research. Students will have the opportunity to select from human behavior and social environment and macro course electives that focus on substance abuse and organizational settings that include the military, school settings, administration, supervision and studies in models of leadership.

**Limit on Transfer Credits**

A maximum of 9 credit hours may be transferred into this program from another CSWE accredited institution not previously applied to a degree at another institution.

**Program Courses**

Each course is a 3-credit hour course. Depending on the program that the student is enrolled in (full-time, part-time, or advanced study), students will take courses as shown below:

Each course is a 3-credit hour course. Depending on the program that the student is enrolled in (full-time, part-time, or advanced study), students will take courses as shown below:

Traditional Program Curriculum – Full Time (4 semesters) 60 credit hours	
<b>1<sup>st</sup> Semester- Generalist Practice Courses-Fall</b>	
SOWK 601: Principles & Practices of the Social Work Profession	3
SOWK 602: Human Behavior & the Social Environment	3
SOWK 603: Generalist Practice w/Individuals & Groups	3
SOWK 604: Generalist Practice w/Families	3
SOWK 605: Field Practicum I & Integrative Seminar	3
<b>Total</b>	<b>15</b>
<b>2<sup>nd</sup> Semester- Generalist Practice Courses-Spring</b>	
SOWK 615: Human Behavior in the Social Environment: Poverty, Oppression & Trauma	3
SOWK 616: Social Science Research Methods	3
SOWK 617: Diversity & Cultural Competency in Social Work Practice	3
SOWK 618: Generalist Practice II (Communities & Organizations)	3
SOWK 619: Field Practicum II & Integrative Seminar	3
<b>Total</b>	<b>15</b>
<b>3<sup>rd</sup> Semester – Concentration/Specialization-Fall</b>	



SOWK 720: Trauma and Resiliency in SOWK Practice	3
SOWK 725: DSM-5: Differential Assessment & Diagnosis in Clinical SOWK	3
SOWK 726: Neuroscience & SOWK Practice	3
SOWK 727: Trauma-Informed Clinical SOWK Practice w/Families	3
SOWK 728: Field Practicum III & Seminar	3
<b>Total</b>	<b>15</b>
<b>4<sup>th</sup> Semester - Concentration/Specialization - Spring</b>	
SOWK 735: Trauma & Attachment Theory	3
SOWK 736: Trauma-Informed Clinical SOWK Practice w/Groups	3
SOWK 737: Trauma-Focused Research Capstone Course	3
SOWK 738: Field Practicum IV & Integrative Seminar	3
SOWK XXX-Restricted Elective	3
<b>Total</b>	<b>15</b>

Traditional Program Curriculum – Part Time (8 semesters) 60 credit hours	
<b>1<sup>st</sup> Semester</b>	
SOWK 601: Principles & Practices of the Social Work Profession	3
SOWK 602: Human Behavior & the Social Environment	3
<b>Total</b>	<b>6</b>
<b>2<sup>nd</sup> Semester</b>	
SOWK 603: Generalist Practice w/Individuals & Groups	3
SOWK 604: Generalist Practice w/Families	3
<b>3<sup>rd</sup> Semester</b>	
<b>Total</b>	<b>6</b>
<b>3<sup>rd</sup> Semester</b>	
SOWK 605: Field Practicum I & Integrative Seminar	3
<b>Total</b>	<b>3</b>
<b>3<sup>rd</sup> Semester</b>	
SOWK 615: Human Behavior in the Social Environment: Poverty, Oppression & Trauma	3
SOWK 616: Social Science Research Methods	3
<b>Total</b>	<b>6</b>
<b>4<sup>th</sup> Semester</b>	
SOWK 617: Diversity & Cultural Competency in Social Work Practice	3
SOWK 618: Generalist Practice II (Communities & Organizations)	3
SOWK 619: Field Practicum II & Integrative Seminar	3
<b>Total</b>	<b>9</b>
<b>5<sup>th</sup> Semester</b>	
SOWK 720: Trauma and Resiliency in SOWK Practice	3
SOWK 725: DSM-5: Differential Assessment & Diagnosis in Clinical SOWK	3
<b>6<sup>th</sup> Semester</b>	
SOWK 726: Neuroscience & SOWK Practice	3
SOWK 727: Trauma-Informed Clinical SOWK Practice w/Families	3
SOWK 728: Field Practicum III & Seminar	3
<b>Total</b>	<b>9</b>
<b>7<sup>th</sup> Semester</b>	
SOWK 735: Trauma & Attachment Theory	3
SOWK 736: Trauma-Informed Clinical SOWK Practice w/Groups	3
<b>Total</b>	<b>6</b>
<b>8<sup>th</sup> Semester</b>	

SOWK 737: Trauma-Focused Research Capstone Course	3
SOWK 738: Field Practicum IV & Integrative Seminar	3
SOWK XXX-Restricted Elective	3
<b>Total</b>	<b>9</b>

Advanced Standing Program Curriculum– Full Time (3 semesters) 45 credit hours	
<b>1<sup>st</sup> Semester- Generalist Practice Courses-Summer</b>	
SOWK 606: ADVSTD - Human Behavior & Social Environment	3
SOWK 607: ADVSTD - Social Work Practice	3
SOWK 608: ADVSTD - Social Work Research	3
SOWK 609: ADVSTD - Social Welfare Policy	3
SOWK 610: ADVSTD - Field Practicum	3
<b>Total</b>	<b>15</b>
<b>2<sup>nd</sup> Semester- Generalist Practice Courses-Fall</b>	
SOWK 720: Trauma and Resiliency in SOWK Practice	3
SOWK 725: DSM-5: Differential Assessment & Diagnosis in Clinical SOWK	3
SOWK 726: Neuroscience & SOWK Practice	3
SOWK 727: Trauma-Informed Clinical SOWK Practice w/Families	3
SOWK 728: Field Practicum III & Seminar	3
<b>Total</b>	<b>15</b>
<b>3<sup>rd</sup> Semester – Concentration/Specialization-Spring</b>	
SOWK 735: Trauma & Attachment Theory	3
SOWK 736: Trauma-Informed Clinical SOWK Practice w/Groups	3
SOWK 737: Trauma-Focused Research Capstone Course	3
SOWK 738: Field Practicum IV & Integrative Seminar	3
SOWK XXX-Restricted Elective	3
<b>Total</b>	<b>15</b>

## COURSE DESCRIPTIONS

### **SOWK 601: Principles & Practices of Generalist Social Work Practice**

3 lecture hours, 3 credits. Fall

This course is designed to introduce students to the basic concepts, values, and assumptions of the social work profession and to provide a general overview of theories and models of social work practice. Students will focus on the initial phase of the social work intervention process that includes the development of effective helping relationships characterized by the ability to demonstrate genuineness, empathic caring and respect that leads to trustworthiness in social work practice. Students will apply social work concepts in collaborative experiential learning course activities and exercises.

**Prerequisite(s):** N/A

**Co-requisite(s):** SOWK 602, 603, 604 & 605

### **SOWK 602: Human Behavior and the Social Environment I**

3 lecture hours, 3 credits. Fall

This course is designed to provide a broad and essential human behavior framework that introduces evidence-based multi-theoretical and multidimensional behavioral perspectives for understanding the biological, psychological, spiritual, aspects of human behavior. Included will be content on the economic, political and complex sociocultural interactive factors that also impact and help shape the lives of individuals, families and groups in multicultural environments.

**Prerequisite(s):** N/A

**Co-requisite(s):** SOWK 601, 603, 604 & 605

### **SOWK 603: Generalist Social Work Practice with Individuals & Groups**

3 lecture hours, 3 credits. Fall

This course builds on the introductory content in SOWK 601 and continues with presentation of the basic knowledge, assumptions, skills and values necessary to provide a range of social work intervention skill sets that help to maintain, enhance, restore, rehabilitate human services needs among client populations. This course introduces selected theories and practice models to guide intervention in social work practice with individuals and groups while emphasizing the multidimensional and diverse contexts in which problems and needs are assessed and in which interventions occur.

**Prerequisite(s):** N/A

**Co-requisite(s):** SOWK 601, 602, 604 & 605

### **SOWK 604: Generalist Social Work Practice with Families**

3 lecture hours, 3 credits. Fall

This course is designed to provide graduate level MSW students with the family theory/therapy practice models utilized for family therapy assessment and intervention in social work practice with families. The course will focus on the family as a natural social system in context and on strengths-based perspectives in family functioning while attending to cultural diversity as well as the differences in family structure and developmental tasks among various populations groups.

**Prerequisite(s):** N/A

**Co-requisite(s):** SOWK 601, 602, 603 & 605

### **SOWK 605: Foundation Field Practicum I & Integrative Seminar**

3 Field Instruction Course hours, 3 credits. Fall

Students are assigned for two days (15 field hours) per week for 15 weeks (200+ field hours), in program-assigned social work field practice settings. This field practicum provides the required program curriculum practice opportunities for students to apply and master essential social work

generalist practice knowledge, values and skills under the direction of an agency-based field instructor, and monitored by an assigned program faculty field liaison. The field practicum emphasizes integration of content from all areas of the foundation curriculum and includes an on-campus weekly 60 minute required integrative field seminar group session for all registered students in SOWK 605.

**Prerequisite(s):** N/A

**Co-Requisite(s):** SOWK 601, 602, 603 & 604

### **SOWK 606: ADVSTD Human Behavior & the Social Environment**

3 lecture hours, 3 credits. Summer

This course is designed to review the multi-theoretical and multidimensional human behavior perspectives essential in social work practice for understanding the biological, psychological, social and spiritual aspects of human functioning in the environment. Content on the economic, political and complex sociocultural interactive factors that impact and help shape the lives and adaptations of individuals, families and groups in multicultural environments will also be emphasized.

**Prerequisite(s):** N/A

**Co-Requisite(s):** SOWK 607, 608, 609 & 610

### **SOWK 607: ADVSTD SOWK Practice**

3 lecture hours, 3 credits. Summer

This course focuses on the phases of the social work intervention process and reviews the basic concepts, values, assumptions, and skill sets of the social work practice that help to maintain, restore, rehabilitate human services needs among diverse client populations. The course reviews selected social work theories and practice models to guide intervention in social work practice with individuals, families and groups while also emphasizing the multidimensional and diverse contexts in which problems and needs are assessed and in which interventions occur.

**Prerequisite(s):** N/A

**Co-Requisite(s):** SOWK 606, 608, 609 & 610

### **SOWK 608: ADVSTD SOWK Research Method**

3 lecture hours, 3 credits. Summer

This course reviews the methods of social work research including problem formulation, research designs, measurement, data collection and sampling. Students will work with the research instructor to complete a trauma-focused research proposal, the first phase of a required research project that will be finalized and presented in SOWK 638, the program specialization research capstone course. The completed research project paper is the benchmark trauma-focused assignment. The date of submission and presentation is to be determine by the Program. Students must earn a grade of “B” or better for this competency-based capstone assignment.

**Prerequisite(s):** N/A

**Co-Requisite(s):** SOWK 606, 607, 609 & 610

### **SOWK 609: ADVSTD Social Welfare Policy**

3 lecture hours, 3 credits. Summer

This course provides generalist practice students with the historical evolutionary background of social policy, and current policy practice approaches in social welfare services, organizations and communities. The course introduces the value-based role of social workers as advocates and change agents in policy formulation, in social and economic justice methods, and in legislative, community and organizational arenas. The course introduces and emphasizes the application of socio-behavioral intervention models and analytical frameworks for assessing program organizational and policy efficacy.

**Prerequisite(s):** N/A

**Co-Requisite(s):** SOWK 606, 607, 608 & 610

**SOWK 610: ADVSTD Field Practicum I & Integrative Seminar**

3 lecture hours, 3 credits. Summer

Students are assigned for two days (15 field hours) per week for 15 weeks (200 field hours) in program-assigned social work field practice settings. This field practicum provides the required program curriculum practice opportunities for students to apply and master essential social work generalist practice knowledge, values and skills under the direction of an agency-based field instructor, and monitored by an assigned program faculty field liaison. The field practicum emphasizes integration of content from all areas of the foundation curriculum and includes an on-campus weekly 60 minute required integrative field seminar group session for all registered students in SOWK 605.

**Prerequisite(s):** N/A

**Co-Requisite(s):** SOWK 606, 607, 608 & 609

**SOWK 615: Human Behavior in the Social Environment II: Poverty, Oppression and Trauma**

3 lecture hours, 3 credits. Spring

This course that covers content on critical life course human development theories beginning with conception and following development through adolescence, middle and late adulthood. In addition, students will examine the significant influence, roles, functions and identified traumatic effects of oppressive environmental factors on individual biological, psychological, social and spiritual coping and adaptation.

**Prerequisite(s):** SOWK 605 **Co-Requisite(s):** SOWK 616, 617, 618 & 619

**SOWK 616: Social Science Research Methods**

3 lecture hours, 3 credits. Spring

This course introduces the methods of social work research, including problem formulation, research designs, measurement, data collection and sampling. The course focuses on the application of critical thinking skills, diversity and effective research methods for clinical social work practice. This course also covers evaluation of social work programs and services.

**Prerequisite(s):** SOWK 605

**Co-Requisite(s):** SOWK 615, 617, 618 & 619

**SOWK 617: Diversity and Cultural Competency in Social Work Practice**

3 lecture hours, 3 credits. Spring

This course covers content designed to enhance student self-awareness, recognition, understanding and appreciation of diversity among societal population groups as well as recognize and appreciate the many forms of multicultural differences in society as a whole. The course also helps students identify and analyze oppression resulting from persisting social, educational, political, economic, religious and legal inequalities. The course provides a focus on the experiences of oppressed groups in the United States to help increase student competency in both recognition and understanding of the strengths, needs and responses to oppressive societal conditions and experiences.

**Prerequisite(s):** SOWK 605

**Co-Requisite(s):** SOWK 615, 616, 618 & 619

**SOWK 618: Generalist Practice II - Communities & Organizations**

3 lecture hours, 3 credits. Spring

This course presents social work theory and practice that focuses on social policy, communities, agencies and organizations and the related social and economic justice principles in macro practice. Course content introduces and analyzes the specific skill sets in social work policy practice and provides skill building in advocacy, planned change and policy and organizational analysis.

**Prerequisite(s):** SOWK 605

**Co-Requisite(s):** SOWK 615, 616, 617 & 619

**SOWK 619: Field Practicum II & Integrative Seminar II**

3 Field Instruction Course hours, 3 credits. Spring

Students are assigned for two days (14 hours per week for 15 weeks – 200+ field hours) in program-assigned social work field practice settings. This field practicum provides the required program curriculum practice opportunities for students to apply and master essential social work generalist practice knowledge, values and skills under the direction of an agency-based field instructor, monitored by an assigned program faculty field liaison. The field practicum emphasizes integration of content from all areas of the foundation curriculum and includes an on-campus weekly 60 minute required integrative field seminar group session for all registered students in SOWK 609.

**Prerequisite(s):** SOWK 605

**Co-Requisite(s):** SOWK 615, 616, 617 & 618

### **SOWK 644: Social Work in the Social Service Environment**

3 lecture hours, 3 credits. **Fall/Spring/Summer**

This course is designed to focus on the recognition and identification of the special needs as well as the ethnicity and diversity of underrepresented, economically insecure and/or other marginalized client groups such as bisexual and transgender individuals, single-parent, gay and lesbian families and other differences when providing social work services in private and public social services environments. An important focus of this course is the backdrop of public service politics and service characteristics that may be identified in public social services environments.

**Prerequisite(s):** SOWK 619 **Co-Requisite(s):** N/A

### **SOWK 645: Trauma and Substance Use**

3 lecture hours, 3 credits. Fall/Spring/Summer

This elective course is designed to examine theory-based approaches to recognize, identify and address the significant impact of substance use on biopsychosocial functioning of individual and families in their environments. The content identifies the evidence-based multidimensional correlations between developmental trauma and other types of trauma experiences and substance use based on the DSM 5 assessment of substance use impairments. Important for student social work practice are the substance use screening, assessment and intervention strategies provided for work with clients challenged by substance use impairments.

**Prerequisite(s):** SOWK 619

**Co-Requisite(s):** N/A

### **SOWK 646: Trauma-Informed Care in Organizational Settings**

3 lecture hours, 3 credits. Fall/Spring/Summer

This course is designed to introduce the trauma-informed care and resilience approach/paradigm for organizational settings. The course correlates with content in SOWK 648 and 649 and focuses on a broad ecological explanatory perspective to explain individual and family developmental responses to biopsychosocial environmental stressors and the impact on organizational and community development. The course specifically identifies and underscores the influence of trauma on neurological and socioemotional behavioral responses of individuals and groups in organizations and the effects of trauma on emotional dysregulation behavioral responses. The course introduces the seven significant principles of trauma-informed care changes and advocacy intervention strategies that define a trauma-informed organizational paradigm and principles of resiliency.

**Prerequisite(s):** SOWK 619

**Co-Requisite(s):** N/A

### **SOWK 648: Trauma-Informed Clinical Social Work in School Settings**

3 lecture hours, 3 credits. Fall/Spring/Summer

This course is designed to introduce the trauma-informed care and resilience approach/paradigm for clinical social work in school settings. The course correlates with content in SOWK 649 and focuses on a broad ecological explanatory perspective to explain the interdependence of school, family and community and identifies and underscores the influence of trauma on neurological and socioemotional behavioral responses of children in school settings. The course introduces the seven overriding principles of trauma-informed care and advocacy strategies that may be utilized in the

school setting to assist with the development of trauma-informed care intervention principles.

**Prerequisite(s):** SOWK 619

**Co-Requisite(s):** N/A

### **SOWK 720: Trauma and Resiliency in Social Work Practice**

3 lecture hours, 3 credits. Fall

This course provides a clinical definition and overview of the concept of trauma, the types of trauma, the broad range of traumatic experiences and the effects of trauma on biopsychosocial development at the individual, family, community and institutional levels. Relatedly, the accompanying focus on resilience, including an overview of factors that promote resilience over the course of trauma and life after trauma, will be introduced to students as a concept central for understanding and intervention with client populations who are survivors of various types of traumatic experiences.

**Prerequisite(s):** Two Year Program - SOWK 619

**Prerequisite(s):** Advanced Standing Program - SOWK 610

**Co-Requisite(s):** SOWK 725, 726, 727 & 728

### **SOWK 725: DSM-5: Differential Assessment & Diagnosis in Clinical Social Work Practice**

3 lecture hours, 3 credits. Fall

This course covers a range of mental, emotional and behavioral disorders that are diagnosed from childhood through the adulthood life span. The course examines the etiology and classification of these conditions and the significance of biopsychosocial spiritual and cultural differential diagnostic assessment in clinical social work practice. Additionally, the course introduces basic knowledge of the most common psychopharmacologic agents as they are commonly prescribed to treat and manage the most frequently diagnosed mental, emotional and behavioral disorders.

**Prerequisite(s):** Two Year Program - SOWK 619

**Prerequisite(s):** Advanced Standing Program - SOWK 610

**Co-Requisite(s):** SOWK 720, 726, 727 & 728

### **SOWK 726: Neuroscience & Social Work Practice**

3 lecture hours, 3 credits. Fall

This course is designed to provide MSW students with the neurobiological perspective that supports the human development process. The course emphasizes the neurobiological contribution to the person-in-environment self-regulatory capacity that includes emotional reactivity (dysregulation, auto-regulation and co-regulation), all requisite for differential biopsychosocial assessment and practice application in social work intervention. The course emphasizes the knowledge and understanding of theoretical perspectives of the transactions between the biologic individual and environment that help shape and condition cognition, emotions and behavior as significant factors during differential assessment and intervention planning with diverse individuals and families in clinical social work practice.

**Prerequisite(s):** Two Year Program - SOWK 619

**Prerequisite(s):** Advanced Standing Program - SOWK 610

**Co-Requisite(s):** SOWK 720, 725, 727 & 728

### **SOWK 727: Trauma Informed Clinical SOWK Practice w/Families**

3 lecture hours, 3 credits. Fall

This graduate level trauma-informed course is designed to provide clinical students with advanced multi-theoretical family therapy perspectives including specialized research and theory-based family therapy trauma focused interventions. The course will focus on the family as a natural social system in context and on strengths-based perspectives in family functioning while attending to the effects of trauma on family structure and developmental tasks. Primary emphasis is on the mastery of family theory/therapy-based assessment principles and intervention strategies inclusive of trauma-informed treatment strategies for effective intervention outcomes.

**Prerequisite(s):** Two Year Program - SOWK 619

**Prerequisite(s):** Advanced Standing Program - SOWK 610

**Co-Requisite(s):** SOWK 720, 725, 726 & 728

**SOWK 728: Specialization Field Practicum & Integrative Seminar I**

3 Field Instruction hours, 3 credits. Fall

Students spend 21 hours per week in the field (250+ field hours). This is the initial course of a two-course sequence that is designed to provide agency-based field practice instruction with planned opportunities to master advanced social work application of theory knowledge, values, and skills and including a focus on trauma-informed intervention skills. Students assigned to the field practicum placement practice under the direction of the program-approved agency-based field instructor, monitored by a program faculty field liaison. The course emphasizes integration of content from all areas of the specialization curriculum and includes an on-campus weekly 60 minute required integrative field seminar group session for all registered students in SOWK 628.

**Prerequisite(s):** Two Year Program - SOWK 619

**Prerequisite(s):** Advanced Standing Program - SOWK 610

**Co-Requisite(s):** SOWK 720, 725, 726 & 727

**SOWK 735: Trauma & Attachment Theory**

3 Field Instruction hours, 3 credits. Spring

This course provides an in-depth coverage of attachment theory and the relationship between childhood trauma and types of attachment and the predictive role of childhood trauma on types of attachment. Specifically, the course examines the theoretical perspectives of attachment and evidence-based trauma correlations between early loss or absence of consistent caregiving. Early negative childhood experiences such as emotional, physical or sexual abuse and various forms of neglect are examined as primary types of early childhood experiences that create vulnerability to trauma and childhood developmental disorders that extend well into adulthood.

**Prerequisite(s):** SOWK 728

**Co-Requisite(s):** SOWK 736, 737 & 738

**SOWK 736: Trauma Informed Clinical SOWK Practice w/Groups**

3 lecture hours, 3 credits. Spring

This advanced specialization course includes and builds on generalist social group work theory and intervention skills. The course is designed to provide research-based group theory perspectives and intervention strategies that focus on group experiential application/practice interventions and clinical skill sets for social work practice with diverse group client systems. Trauma-informed group theory perspectives and related trauma-informed clinical group practice skill will be identified and utilized in collaborative learning experiential group applications with in-class student-assigned group client systems.

**Prerequisite(s):** SOWK 728

**Co-Requisite(s):** SOWK 735, 737 & 738

**SOWK 737: Trauma-Focused Research Capstone Course**

3 Field Instruction hours, 3 credits. Spring

This is the second and final research course in the MSW program. It builds on SOWK 616 in which students completed and submitted a trauma-focused research proposal. Program faculty were assigned individual students during the summer and fall semesters to continue with work with students on each student's research project. In this course, students complete the research project, write and submit the report to the course instructor for a final course grade. The completed research project paper is the capstone benchmark trauma-focused assignment. The date of submission is to be determined by the Program. Students must earn a B or better for this assignment.

**Prerequisite(s):** SOWK 728

**Co-Requisite(s):** SOWK 735, 736 & 738

**SOWK 738: Specialization Field Practicum & Integrative Seminar II**

3 Field Instruction hours, 3 credits. Spring



This is the second and a continuation of a two course field instruction course sequence. Students spend 21 hours per week (250+ field hours) in agency-based field practice instruction with planned opportunities to master advanced social work application of theory knowledge, values, and skills that includes a focus on trauma-informed intervention skills. Students are assigned to the field practicum placement course and practice under the direction of the program-approved agency-based field instructor and are monitored by a program faculty field liaison. The course emphasizes integration of content from all areas of the specialization curriculum and includes an on-campus weekly 60 minute required integrative field seminar group session for all registered students in SOWK 628.

**Prerequisite(s):** SOWK 728

**Co-Requisite(s):** SOWK 735, 736 & 738

**SOWK 747: Trauma in the Military**

3 lecture hours, 3 credits. Fall/Spring/Summer

This course covers the multiple situations that military personnel experience which are identified as traumatizing events and experiences that independently or together, are major contributors for the development of Posttraumatic Stress Disorders in the military, as defined and described in the DSM 5 Statistical Manual of Mental Disorders (APA, 2013). Multiple deployments, witnessing death or dismemberment or injury of fellow warriors, separation from family, conflict between civilian and military culture and military sexual trauma are some of the factors that will be explored as precipitants of trauma for male and female military personnel.

**Prerequisite(s):** SOWK 728

**Co-Requisite(s):** N/A

**SOWK 749: Administration & Supervision in Trauma-Informed Systems of Care**

3 lecture hours, 3 credits. Fall/Spring/Summer

This course presents knowledge of organizational theories and provides strategies for problem-solving in the internal and external environments of organizations and programs and provides strategies for analyzing problems internal and external to the organization and program. The course also examines the tasks and responsibilities in supervision of the social worker and presents a trauma-informed theoretical framework for supervision in an organization with a focus on methods and skill sets for trauma-informed administrative and supervisory intervention and practice.

**Prerequisite(s):** SOWK 728

**Co-Requisite(s):** N/A

**SOWK 750: Trauma-Informed Leadership: Advocacy & Policy Practice**

3 lecture hours, 3 credits. Fall/Spring/Summer

This course presents a trauma-informed knowledge base and the attendant related skills for social work leadership in the administration, development and advocacy skill sets required in offering human social services programs that are socially and economically just. The course provides a specific focus on trauma-informed advocacy based on the traumatizing events that have occurred in the lives of individuals that underscore effective intervention and leadership processes. The course also explores underlying assumptions, political, and value-based ethical consideration in advocacy and policy practice planning and assists students in analyzing the sociopolitical context for effective leadership in policy practice settings.

**Prerequisite(s):** SOWK 728

**Co-Requisite(s):** N/A

## COLLEGE OF NATURAL AND HEALTH SCIENCES

### MASTER OF SCIENCE IN BIOLOGY

Graduate study in biology is designed to prepare students for careers in teaching and research in state, federal and private institutions, including at the university level or in private laboratories. Graduate study in Biology leads to the Master of Science (M.S.) degree. Students typically complete the degree requirements in two years of full-time work. However, the duration to complete the program may vary based on individual differences in student backgrounds and experience levels. It is recommended that interested students contact the department for more information about research and other departmental activities related to the graduate program. Graduate study is characterized by smaller, more focused classes, closer interactions with qualified faculty, and opportunities for independent research. The low student-faculty ratio in the Department creates a dynamic, supportive atmosphere and allows greater access to the facilities and expertise that will make your education a success.

Students with undergraduate majors in biology and other science areas are encouraged to pursue graduate work in Biology. The Department's Graduate Committee will review your background in Biology, Chemistry, Mathematics, and Physics, and will determine what additional coursework (if any) you may need.

Please contact the department for information about research and other departmental activities related to the graduate program.

#### **Admission Requirements:**

Students must have appropriate GRE test scores as determined by the Graduate Committee. Applicants are encouraged to contact the Department of Biology for information about sufficient scores in different areas. All applicants must have a minimum of thirty-two (32) semester hours of biology. Additionally, a minimum of eight semester hours of general chemistry and four semester hours of organic chemistry is required. Six semester hours of mathematics is also required. Applicants who do not possess the necessary requirements may be admitted into the program on a provisional basis. Students will be expected to make up deficiencies identified by the graduate committee.

#### **Program Requirements**

##### **Thesis option**

The thesis option allows students to increase their knowledge of biology and become involved with graduate-level research in biology with an eye on research careers or preparation for further graduate or professional school work. To complete the program, a minimum of 30 semester hours, including all core courses and the thesis, is required for the M.S. degree. Each student, with a faculty advisor, plans a tentative graduate program early in the first semester. Students are encouraged to begin their independent research in the second semester of their first year. The student's committee should be formed no later than one semester after admission to candidacy and should meet each semester thereafter to monitor the student's progress (in both research and coursework). Every effort is made to plan the graduate program around the needs and interests of the students.

##### **Non-Thesis option**

The non-thesis degree is designed for students who must take additional course work to raise their academic credentials for application to medical, dental, or other professional schools, or are employed full time. Each student enrolled in the non-thesis option must complete a minimum of 36 semester hours, including all required core courses except BIOL 524 Research and Thesis. While these courses include

Investigations and Research, in which students complete an independent research project, it should be noted that the research experience is not as extensive as in the thesis option, and therefore limits the marketability of students pursuing this option. In order to complete the degree, students must pass a written and/or oral comprehensive examination.

### **Summary Requirements**

Core courses (required)

BIOL513 Seminar (1 semester hour) – all students are expected to register for this class

BIOL522 Investigations in Biology (3 semester hours) – all students are required to take this class for credit

BIOL524 Research and Thesis (3 semester hours) –students admitted to candidacy must enroll in this course each semester; however, the student can receive credit for this course only once.

BIOL525 Leading a Biology Lab Course (3 semester hours) – all students are required to take this class

BIOL542– Advanced Biochemistry (3 semester hours)

Statistics Course 500 level (or above) (3 semester hours) – decided upon with the help of your advisor (e.g. STAT511 Biometry or equivalent)

## COURSE DESCRIPTIONS

### **BIOL 501 INTRODUCTION TO COMPUTATIONAL BIOLOGY - 3 semester hours**

This course will expose the student to many of the fundamental tools needed to analyze and manipulate large biological data sets. This course will introduce different methods of data management, computer programming methods, and data analysis. The course format will be primarily hands-on activities with targeted lectures and assignments. The overall goal of the course is to give the students the basic tools needed for computational biology and data analysis with resources to allow them opportunities for deeper self-study in each topic area.

### **BIOL 508 BIOLOGY AND HUMAN AFFAIRS - 3 semester hours**

A seminar designed to inquire into the impact and potential of biology and society. Topics discussed might include such things as population control, the biological meaning of race, the ecological crises, biological nuclear and chemical toxicants, control of fertility and aging.

### **BIOL 510 HUMAN GENETICS - 3 semester hours**

Theory and methods of analyses of genetic traits in individuals, families, and populations. Techniques include pedigree analysis, cytogenetics, tissue culture, and probability determination.

**Prerequisite: BIOL 320 Principles of Genetics or permission of the instructor.**

### **BIOL 510 HUMAN GENETICS LABORATORY - 1 semester hour**

A laboratory course designed to be taken in conjunction with BIOL 510 Human Genetics lecture course. This course will involve exercises related to selected lecture topics.

**Co-requisite: BIOL 510 Human Genetics lecture**

### **BIOL 511 TOPICS IN MODERN BIOLOGY - 3 semester hours**

Explores the recent developments in the field of biology on a chemical-physical basis. Includes discussions on the nature of science, evidence and trends in evolution; metabolism photosynthesis, nutrition and respiration; and the biological events in cell division growth, genetics, enzyme activity and the treatment of disease. Lectures, demonstrations, and discussions.

**Prerequisites: Two semesters each of mathematics, biology, and physics; three semesters of chemistry; or permission of the department.**

### **BIOL 513 SEMINAR - 1 semester hour**

A one hour seminar is held each week. The course will feature presentations by researchers, outside speakers and second year graduate students.

### **BIOL 514 ENDOCRINOLOGY - 3 semester hours**

The study of hormonal integration of life activity of animals. Along with a survey of glands of internal secretions, consideration is given to the concepts of self-regulation through "servo" or "feed-back" mechanisms. Some consideration is given to the mechanism of hormone action at the molecular level. The neuroendocrine system as a functional entity is discussed. Attention is given to the role of internal secretions in metabolism, in growth and development, and in reproduction.

**Prerequisite: BIOL 417 General Physiology**

### **BIOL 514 ENDOCRINOLOGY LABORATORY**

#### **1 semester hour**

A laboratory course designed to be taken in conjunction with BIOL 514 Endocrinology lecture course. This course will involve exercises related to selected lecture topics.

**Co-requisite: BIOL 514 Endocrinology lecture**

**BIOL 515 ADVANCED INVERTEBRATE ZOOLOGY - 3 semester hours**

An intensive study of the classification, morphology, development, physiology and life histories of the invertebrates exclusive of insects.

**Prerequisite: BIOL 313 General Zoology**

**BIOL 518 ADVANCED PLANT PHYSIOLOGY - 3 semester hours**

Primarily a reading course designed for advanced undergraduates and graduate students to cover such topics as photosynthesis, plant nutrition and metabolism, and other topics not treated in the plant physiology program.

**BIOL 520 CYTOLOGY - 3 semester hours**

A study of cell structures and cytological techniques with emphasis on the morphologic, physiologic, and genetic aspects of modern cytology. Attention is given to the chemical and ultrastructural aspects of cytology. Consideration is given to the instruments employed in studying the sub microscopic structures of the cell.

**Prerequisite: Twelve semester hours of biological science or the permission of the instructor**

**BIOL 520 CYTOLOGY LABORATORY - 1 semester hour**

A laboratory course designed to be taken in conjunction with the BIOL 520 Cytology lecture course. This course will involve exercises related to selected lecture topics.

**Co-requisite: BIOL 520 Cytology lecture**

**BIOL 521 PLANT MORPHOGENESIS - 3 semester hours**

A study of growth in general, the cellular basis of growth, and meristems; the phenomena of morphogenesis correlation, polarity, symmetry, differentiation, regeneration, tissue mixtures, and abnormal growth; morphogenic factors-light, water temperature, various physical factors of mechanical nature; chemical factors, types and influences of growth substances. The laboratory work includes: a study of representatives of the plant kingdom which show various stages of development of tissues and organs; the influence of the environment and chemicals upon the development of various plant structures; isolation of cells, tissue transplant, and tissue cultures.

**Prerequisites: BIOL 310 Plant Morphology**

**BIOL 521 PLANT MORPHOGENESIS LABORATORY – 1 semester hour**

A laboratory course required to be taken in conjunction with the BIOL 521 Plant Morphogenesis lecture course. This course will involve exercises related to selected lecture topics.

**Co-requisite: BIOL 521 Plant Morphogenesis lecture**

**BIOL 522 INVESTIGATIONS IN BIOLOGY - 3 semester hours**

The department has facilities to enable qualified students to undertake studies of an investigative nature. Students will undertake supervised research activity in different labs (depending upon availability) that will expose them to varied research questions and methods. Students in the thesis option will use these experiences to aid in the selection of a thesis research project.

**Prerequisite: Permission of the instructor**

**BIOL 524 RESEARCH AND THESIS - 2 to 6 semester hours**

Students conduct research and write theses under the supervision of thesis or research professors.

**Prerequisite: Admission to candidacy for the master's degree and permission of thesis professor.**

**BIOL 525 LEADING A BIOLOGY LAB COURSE - 4 semester hours**

This course is designed to provide experience leading in a biology lab course. Persons who enroll in Biology 525 will attend the course lectures, observe and participate in an organization and planning session each week and supervise a laboratory course during the semester. This course is available to students in the second year of their program who have completed at least 18 graduate credit hours.

**BIOL 526 EXPERIMENTAL EMBRYOLOGY - 3 semester hours**

Experimental morphology of growth and development: Fertilization, organ differentiation, and regeneration. The first part of the course will deal with classical experiments and concepts.

**BIOL 526 EXPERIMENTAL EMBRYOLOGY LABORATORY – 1 semester hour**

A laboratory course required to be taken in conjunction with the BIOL 526 Experimental Embryology lecture course. This course will involve exercises related to selected lecture topics.

**Co-requisite: BIOL 526 Experimental Embryology lecture**

**BIOL 533 INTRODUCTION TO NEUROSCIENCE – 3 semester hours**

This course is a general introduction to the field of neuroscience. The course provides a foundation in the basic operating principles of neural tissue. The course moves from a focus on the basic element of nervous systems, the neuron, to studying how simple sensory, motor, and learning capacities arise from the operations of neural networks.

**BIOL 537 ORAL AND/OR WRITTEN COMPREHENSIVE EXAM - 0 semester hours**

A requirement of the non-thesis M.S. option to be taken during the last semester. A candidate for the Master of Science degree must pass satisfactorily an examination arranged by his/her chairperson or committee. This examination may be oral or written or both, and will cover the biology major and minor areas of study.

**BIOL 542 ADVANCED BIOCHEMISTRY - 3 semester hours**

A study of the principal types of biochemical activities of the microorganisms: (1) respiration, fermentation, photosynthesis and different types of phosphorylation, (2) metabolism of proteins, nucleic acids and general properties and activities of enzymes, and (3) physical and chemical factors affecting biochemical activities.

**Prerequisite: CHEM305/307 Organic Chemistry I or permission of the instructor.**

**BIOL 546 ADVANCED IMMUNOBIOLOGY - 3 semester hours**

An advanced treatment of current theory and its application to various aspects of immunobiology; antibody specificity, antigen antibody reactions, immediate and delayed hypersensitivity, immunological tolerance and autoimmunization are among the topics covered.

**Prerequisite: BIOL 443 Immunology and Serology, BIOL 443 Immunology and Serology Laboratory and a course in biochemistry or the equivalent.**

**BIOL 548 MOLECULAR BIOLOGY - 3 semester hours**

A study of the principles of biological organization and activities on the molecular level. Analysis of the important events in terms of established principles of physics and chemistry. Basic structures and functions of important classes of biological molecules such as proteins, enzymes, RNA and DNA will be emphasized.

**Prerequisites: One semester of genetics.**

**BIOL 551 TOPICS IN MOLECULAR BIOLOGY AND GENOMICS - 3 semester hours**

Study of recent advances and applications of research in genomics and molecular biology offered in accordance with faculty and student interest.

**BIOL 552 TOPICS IN ECOLOGY AND EVOLUTIONARY BIOLOGY - 3 semester hours**

Study of recent advances and applications of research in ecology and evolutionary biology offered in accordance with faculty and student interest.

**BIOL 553 TOPICS IN ORGANISMAL BIOLOGY - 3 semester hours**

Study of recent advances and applications of research in organismal biology offered in accordance with faculty and student interest.

**BIOL 554 TOPICS IN COMPUTATIONAL BIOLOGY - 3 semester hours**

Study of recent advances and applications of research in computational biology offered in accordance with faculty and student interest.

## PSYCHOLOGY

The Department of Psychology offers graduate study leading to both Master's and Doctoral degrees. Students working toward the Master of Science (MS) degree may choose a concentration in either General Psychology or Clinical Psychology. Students working towards the Doctor of Philosophy (PhD) in Health Psychology will focus on Clinical Health Psychology or Behavioral and Community Health Sciences (BCHS).

### MASTER OF SCIENCE DEGREE

Students interested in becoming community college teachers or researchers are advised to select the concentration in General Psychology. Those who are interested in providing therapy or assessment services should pursue the Clinical Psychology concentration. Both concentrations prepare students interested in pursuing further study toward the doctorate in Behavioral and Community Health Sciences and Clinical Health Psychology respectively. In addition, those pursuing doctoral work in School Psychology can take Educational Psychology courses through the general Psychology concentration.

#### Admission Requirements

The screening process for the MS program begins on April 1st of each year. Students are admitted to the Psychology department during the fall semester only. Students may be entered into the program unconditionally and conditionally. To be considered for admission to the Master's Program, a student must:

#### Unconditional Admission

1. Have a minimum of 15 semester hours in psychology, including at least one course in each of the following: 1) social, personality, cognitive, or developmental psychology, 2) research methods, quantitative methods, or experimental psychology, and 3) physiological psychology. Students applying to the Clinical Health Psychology program must have an undergraduate course in abnormal psychology.
2. Submit official transcripts of undergraduate coursework.
3. Submit official GRE scores. The GRE is required for all applicants.
4. Complete a VSU Graduate School Application and the Psychology Department Supplemental Application, including a resume.
5. Submit a written personal statement (not to exceed three pages, double spaced) that describes your personal background, academic experience and future goals (professional and educational).
6. Submit three current letters of recommendation from professors, employers, and other professionals qualified to assess the applicant's ability to complete a Master's degree in Psychology. At least two letters should be from professors and/or psychologists.

#### Students who are most competitive for unconditional admission will have:

- A. A minimum graduate grade point average of 3.00 on a scale of 4.0.
- B. An overall undergraduate grade point average of 2.8 (on a scale of 4.00 points).
- C. Have a minimum verbal GRE score of 153 and quantitative GRE score of 144 (500V and 500Q on the old GRE scale).



**Conditional Admission**

1. Applicants can be granted conditional admission under the general provisions of the Graduate School whenever the requirements in **A)**, **B)**, and/or **C)** above are not met, if additional program slots are available.

2. To be granted conditional admission, applicants also must have a minimum grade point average of 2.8 in the undergraduate major, a 3.00 grade point average during last two years of undergraduate course work, and/or a minimum total Graduate Record Examination (GRE) score of 291.
3. To remove yourself from conditional status and achieve unconditional status, students must:
  - A. Complete all undergraduate prerequisites listed on the Program Card by the Program Coordinator,
  - B. Earn a B average, with no grade below C, in the first 15 graduate-level hours of their planned program of study and,
  - C. Successfully complete PSYC 528 with a B or better.

## **Program Requirements**

### Clinical Psychology Curriculum

#### **Required Courses: (45hrs)**

PSYC 508: Psychotherapy I: Theories (3)  
 PSYC 510: Pro-Seminar (3)  
 PSYC 512: Human Growth & Development (3)  
 PSYC 517: Advanced Psychopathology (3)  
 PSYC 519: Psychotherapy II: Techniques (3)  
 PSYC 520: Psychological Assessment I: Intelligence & Achievement (3)  
 PSYC 521: Psychological Assessment II: Personality (3)  
 PSYC 522: Practicum I: Assessment Lab (3)  
 PSYC 523: Practicum II (3)  
 PSYC 524: Practicum III (3)  
 PSYC 528: Experimental Psychology (3)  
 PSYC 530: Ethics (3)  
 PSYC 580: Statistical Methods I (3)  
 PSYC 581: Statistical Methods II (3)  
 PSYC 599: Research & Thesis (3)

***Total hrs.: 45***

### General Psychology Curriculum

#### **Required Courses: (30hrs)**

PSYC 510: Pro-Seminar (3)  
 PSYC 512: Human Growth & Development (3)  
 PSYC 514: Experimental Social Psychology (3)  
 PSYC 527: Personality Psychology (3)  
 PSYC 528: Experimental Psychology (3)  
 PSYC 530: Ethics (3)  
 PSYC 532: Diagnosis/Treatment of Substance Abuse (3)  
 PSYC 580: Statistical Methods I (3)  
 PSYC 581: Statistical Methods II (3)  
 PSYC 599: Research & Thesis (3)

**Continuing Status.** Continuing status depends on maintaining a cumulative GPA of at least 3.0, with no more than two grades of C (including grades of U), and a favorable review by the departmental graduate faculty committee. For anyone with two grades below “B” or one grade below C, continuing status is subject to further departmental review. Each student will receive an annual evaluation that includes academic performance, departmental contribution, and professionalism. The student should complete coursework with a grade of “B” or higher. Students are required to show good standing in the program. Thus, in the event of any concern, the coordinator of the program will provide written documentation to allow adequate time for the student to adjust the behavior in question.

## **DOCTOR OF PHILOSOPHY**

Graduate study in Health Psychology has a strong research focus on behavioral risk factors that impact health, such as stress, at-risk sexual practices, drug use, sedentary lifestyles, smoking, noncompliance with treatment regimens, etc. This program focuses on health service provision disparities in minority communities for diseases such as mental health, cardiovascular disorders, diabetes, and hypertension, as well as effective health promotion education and planning for those communities. The doctoral program in Health Psychology has two specialized areas of study: Clinical Health; and Behavioral and Community Health Sciences (BCHS). The Clinical Health specialization will prepare students to work in applied settings, such as hospitals, physical rehabilitation settings, outpatient clinics, and other health services settings as members of multidisciplinary teams. The BCHS specialization will train students to conduct research and to develop and implement community interventions. Both areas of study will emphasize research and grant-writing, as well as offer opportunities for students to develop teaching skills.

### **Admission Requirements**

To be considered for admission to the Health Psychology Doctoral Program, a student must:

1. Have a minimum graduate grade point average of 3.00 on a scale of 4.0. Applicants with post-baccalaureate work, including those with Master’s degrees, must have a minimum graduate GPA of 3.5.
2. Have a combined minimum GRE verbal and quantitative test score of 297 (1000 on the old scale). The GRE is required for all applicants, including those with a Master’s degrees.
3. Complete a supplemental application (located on the psychology department’s website).
4. Submit a written personal statement (not to exceed three pages, double spaced) that describes your personal background, academic experience and future goals (professional and educational);
5. Submit official transcripts for all undergraduate and graduate course work;
6. Submit three current letters of recommendation from professors, employers, and other professionals qualified to assess the applicant’s ability to complete doctoral studies. At least two letters should be from professors and/or psychologists.

### **Program Requirements**

Completion of the Ph.D. Health Psychology Clinical Health area of study requires 96 credit hours. This includes 45 credit hours of core courses (including thesis and dissertation credits), 45 credit hours in clinical health psychology (including 12 credits of clinical health practica), and 6 credit hours of electives. Completion of the Ph.D. Health Psychology Behavioral and Community Health Sciences area of study requires 76 credit hours. This includes 45 credit hours of core courses (including thesis and dissertation credits), 31 credit hours in the community health science area (including 4 credits of community health psychology practica).

**Clinical Health Area of Study** – The Clinical Health area of study complements the department’s current Master’s Program in Clinical Psychology. This area of study focuses on understanding how biological, behavioral, and social factors influence health and illness. Graduates of the program are expected to demonstrate the following competencies:

- Demonstrate understanding in the breadth of psychology, its history of thought and development, its research methods, and its applications according to the *American Psychological Association’s* program accreditation requirements. (Students will be exposed to courses in the following areas: biological, cognitive and affective, and social aspects of behavior; history and systems of psychology; psychological measurement; research methodology; and techniques of data analysis.)
- Demonstrate knowledge in clinical and health psychology in the following areas: individual differences in behavior; human development; dysfunctional behavior or psychopathology; and professional standards and ethics.
- Complete psychological assessments to assist in the diagnosis, treatment, and rehabilitation of physical illness and psychological disorders.
- Develop psychotherapeutic interventions to cope with physical and mental illness and to promote healthy lifestyles.
- Identify meaningful research questions in clinical health psychology, design research studies incorporating a biopsychosocial model to address those research questions, and implement research to advance the field of psychology in the area of health and illness.
- Provide clinical services in medical, community, and other health settings.

**Behavioral and Community Health Sciences (BCHS) Area of Study** – The BCHS area of study focuses on research in the areas of health promotion and disease prevention by examining related psychological, social, emotional and behavioral factors in physical and mental health. This area of study includes a strong emphasis on research in social conditions such as cultural influences, family relationships and social support. Areas of interest include health systems and services, health policy and community based research and services. Graduates of the program are expected to demonstrate the following competencies:

Conduct psychological, behavioral and community research to advance the understanding of behavioral and physiological response to illness, healthy attitudes, beliefs and behaviors related to wellness (in areas such as HIV/AIDS, cardiovascular health, obesity, stress and coping, diabetes, etc.)

- Analyze social/ behavioral and public health theory, concepts and methods to conduct complex health programs
- Develop and implement community-based research and interventions based on community needs
- Build coalitions in a variety of community and academic settings
- Analyze current policy needs and legislative processes as a tool to advancing programs, health interventions, and positive health outcomes
- Develop individual, community and structural collaborative efforts for health interventions at multiple tiers

- Assess community needs, services and considerations for professional health services
- Provide services to local communities, including cost-effectiveness studies, evaluation methods, and other needed assistance and expertise

### **Summary Requirements**

Those admitted with a master's degree will undergo a credit audit to determine which of their credits will be accepted. All required courses at the 600 level or above will have to be completed at VSU. If an applicant with a master's degree completed a program with a non-thesis option, they will be required to complete a thesis-level project during their first year. The course titles for the Health Psychology curriculum are listed below. A sample course sequence and complete descriptions for all the courses in the graduate inventory can be found in Appendix A. All courses have been approved by the appropriate VSU curriculum committees.

## **HEALTH PSYCHOLOGY: CLINICAL AREA OF STUDY SUMMARY**

### **Core for both areas of study (48 hrs.)**

PSYC530: Ethics and Professional Standards of Practice (3)  
PSYC533: Introduction to Neuroscience (3)  
PSYC580: Statistical Methods in Health Psychology I (3)  
PSYC581: Statistical Methods in Health Psychology II (3)  
PSYC597: Teaching of Psychology (3)  
PSYC599: Research & Thesis (6)  
PSYC603: Health Psychology (3)  
PSYC609: History and Systems (3)  
PSYC612: Research Methods in Clinical and Health Psychology (3)  
PSYC701: Health Psychology: Psychotherapy Methods and Interventions (3)  
PSYC705: Health Education and Behavioral Science (3)  
PSYC899: Doctoral Dissertation (12)

### **Clinical Core Requirements (45 hrs.)**

PSYC508: Psychotherapy I: Theories of Psychology (3)  
PSYC517: Advanced Psychopathology (3)  
PSYC519: Psychotherapy II: Techniques in Psychology (3)  
PSYC520: Psychological Assessment I: Intelligence and Achievement Testing (3)  
PSYC522: Psychological Assessment I: Lab (3)  
PSYC521: Psychological Assessment II: Personality and Projective Testing (3)

### **Developmental aspects of behavior (3hrs)**

PSYC512: Human Growth and Development (3)

### **Cognitive aspects of behavior – Choose one (3 hrs)**

PSYC513: Educational Psychology (3)

### **Social aspects of behavior – Choose one (3 hrs.)**

PSYC514: Social Psychology (3)  
PSYC715: Social and Cultural Aspects of Health and Illness (3)

### **Clinical Practicum (12hrs):**

PSYC620: Clinical Practicum I (1)  
PSYC621: Clinical Practicum II (2)  
PSYC720: Health Psychology Practicum (3)  
PSYC721: Advanced Clinical Practicum (3-6)

### **Internship (1hr):**

PSYC 900: Pre-doctoral Internship (1)

### **Electives Choose one (3 hrs.)**

PSYC702: Neuropsychological Assessment (3)  
PSYC704: Clinical Psychopharmacology (3)  
PSYC706: Professional Issues in Behavioral Medicine Consultation (3)  
PSYC707: Theories of Supervision and Consultation in Psychology (3)

Total: 96 hours

**HEALTH PSYCHOLOGY:  
BEHAVIORAL & COMMUNITY HEALTH SCIENCES AREA OF STUDY  
SUMMARY**

**Core for both areas of study (48 hrs.)**

PSYC530: Ethics and Professional Standards of Practice (3)  
PSYC533: Introduction to Neuroscience (3)  
PSYC580: Statistical Methods in Health Psychology I (3)  
PSYC581: Statistical Methods in Health Psychology II (3)  
PSYC597: Teaching of Psychology (3)  
PSYC599: Research & Thesis (6)  
PSYC603: Health Psychology (3)  
PSYC609: History and Systems (3)  
PSYC612: Research Methods in Clinical and Health Psychology (3)  
PSYC701: Health Psychology: Psychotherapy Methods and Interventions (3)  
PSYC705: Health Education and Behavioral Science (3)  
PSYC899: Doctoral Dissertation (12)

**BCHS Core Requirements (33)**

PSYC512: Human Growth & Development (3)  
PSYC532: Diagnosis and Treatment of Substance Use Disorders (3)  
PSYC703: Assessment and Evaluation of Community Health Programs (3)  
PSYC711: Research Seminars in Health Psychology (3)  
PSYC714: Epidemiology of Health Behaviors/Community Epidemiology (3)  
PSYC715: Social and Cultural Aspects of Health and Illness (3)  
PSYC720: Health Psychology Practicum (3)

**Choose one of the two courses below**

PSYC713: Health Services Administration (3)  
PSYC725: Specific Topics and Practical Experiences/Training (3)  
PSYCxxx: OTHER PSYC ELECTIVE (3)

**Choose two of the three courses below**

PSYC514: Social Psychology (3)  
PSYC517: Advanced Psychopathology (3)  
PSYC527: Personality (3)

**Choose one of the two courses below**

PSYC513: Educational Psychology (3)  
PSYC515: Cognitive and Affective Psychology (3)

**Total: 78 hours**

## COURSE DESCRIPTIONS

### **PSYC 508 PSYCHOTHERAPY I: THEORIES OF PSYCHOLOGY - 3 semester hours**

An overview of the major theories in psychology. Emphasis on the application of theories to the conceptualization of psychological disorders and practice of therapy.

**Prerequisite:** Admission into the graduate psychology program or permission of instructor

### **PSYC 510 PRO-SEMINAR - 3 semester hours**

Designed to give students an orientation to graduate study in psychology and to introduce them to the professional problems of the field. Required of all graduate students in psychology.

### **PSYC 511 ADVANCED GENERAL PSYCHOLOGY - 3 semester hours**

A seminar in general-theoretical psychology designed to assist the student in developing basic psychological concepts and orientations. Students are required to read extensively and to report on research literature with the aim of developing skill in writing reviews of literature in the various areas of psychology.

### **PSYC 512 HUMAN GROWTH AND DEVELOPMENT -3 semester hours**

The study of the principles of physical, mental, emotional and social growth of the individual and their implications for the learning process.

### **PSYC 513 EDUCATIONAL PSYCHOLOGY - 3 semester hours**

The application of psychological principles to teaching, learning, and classroom management. Review and analysis of research on learning, motivation, and assessment of pupil progress. A unit on test construction is included.

### **PSYC 514 SOCIAL PSYCHOLOGY - 3 semester hours**

Exploration of group dynamics and interpersonal influence. Mass communication, social attitudes, conformity, obedience, leadership, and normative behavior. Research projects on these and similar topics.

### **PSYC 515 COGNITIVE AND AFFECTIVE PSYCHOLOGY - 3 semester hours**

The course content will address concepts, principles and theories of cognitive and affective psychology and their applications in the clinical and educational environments. In addition, current research will be used to evaluate course content. Topics of study will include cognitive neuroscience, attention, perception, memory, language, visual imagery, decision making, problem-solving, judgment, reasoning, motivation, learning and emotions.

### **PSYC 517 ADVANCED PSYCHOPATHOLOGY - 3 semester hours**

This course teaches students the scientific and theoretical basis for understanding and treating psychological disorders. The underlying causes and courses of the disorders, as well as various treatment methods, are explored.

**Prerequisite:** Undergraduate Abnormal Psychology Course or permission of the instructor.

### **PSYC 518 PSYCHOPATHOLOGY OF CHILDHOOD - 3 semester hours**

A study of deficits, injuries, learning disabilities, developmental difficulties as well as qualities of interpersonal relationships associated with disordered behavior in children.

### **PSYC 519 PSYCHOTHERAPY II: TECHNIQUES IN PSYCHOTHERAPY - 3 semester hours**

Develop skills in intake interviewing, mental status exams, diagnostic interviewing, and other therapeutic techniques in psychotherapy. Role playing and other exercises are used to facilitate the student's understanding the theories underlying the therapeutic practices.

**Prerequisites:** PSYC 517, Advanced Psychopathology; PSYC 508, Psychotherapy I



**PSYC 520 PSYCHOLOGICAL ASSESSMENT I: INTELLIGENCE AND ACHIEVEMENT TESTING - 3 semester hours**

Focuses on supervised intellectual and achievement assessment of children and adults. Relevant literature on the concepts of intelligence and test construction is required reading. Practice in report writing is required.

**Prerequisite: Admission into the graduate clinical or educational psychology program or permission of instructor**

**PSYC 521 PSYCHOLOGICAL ASSESSMENT II: PERSONALITY AND PROJECTIVE TESTING - 3 semester hours**

A study of the administration, scoring, and interpretation of personality and projective assessment instruments, and the rationale underlying the construction of each.

**Prerequisite: PSYC 520, Psychological Assessment I**

**PSYC 522 PRACTICUM I - 3 semester hours**

Prerequisite: PSYC 517, Advanced Psychopathology; PSYC 520, Psychological Assessment I

**PSYC 523 PRACTICUM II - 3 semester hours**

Prerequisite: PSYC 508, Psychotherapy I; PSYC 522, Practicum I

**PSYC 524 PRACTICUM III - 3 semester hours**

Prerequisite: PSYC 523, Practicum II

**PSYC 525 INTRODUCTION TO COMMUNITY CLINICAL PSYCHOLOGY - 3 semester hours**

History and social implications of the de-hospitalization movement. Nature, organization, and delivery of community-based mental health services.

**PSYC 526 MOTIVATION - 3 semester hours**

A study of the dynamics behavior as viewed from various theoretical standpoints. Analysis of such concepts as instinct, need, value, conscious and unconscious motive.

**PSYC 527 PERSONALITY THEORY - 3 semester hours**

A critical analysis of the major theories of personality development.

**PSYC 528 EXPERIMENTAL DESIGN AND DATA ANALYSIS IN PSYCHOLOGICAL RESEARCH - 3 semester hours**

A course providing a broad survey of methodologies and special problems in psychological research. The focus on selection and application of techniques and interpretations of results, rather than on computational procedures *per se*. Topics covered include experimental and quasi-experimental design, nonparametric statistics, psychological tests, statistics and selected multivariate methods. The course also allows the student to develop competency in the use of mainframe and microcomputer statistical packages.

**Prerequisite: The equivalent of one course in undergraduate statistics.**

**PSYC 529 CRISIS INTERVENTION STRATEGIES - 3 semester hours**

A course designed to primarily give students an opportunity to learn how to select and utilize psychological knowledge for the determination of appropriate strategies for crisis intervention situations. Students are expected to demonstrate the strategies learned. The course is supplemented by field work in selected agencies.

**Prerequisite: Admission into the graduate psychology program or permission of instructor**

**PSYC 530 ETHICS AND PROFESSIONAL STANDARDS OF PRACTICE - 3 semester hours**

Seminar reviews ethical principles and practice issues relevant to psychology. Prerequisite: Admission into the graduate psychology program or permission of instructor

**PSYC 531 INTRODUCTION TO GROUP THERAPY - 3 semester hours** A review of basic group psychotherapy.

**Prerequisite:** Admission into the graduate psychology program or permission of instructor

**PSYC 532 DIAGNOSIS AND TREATMENT OF SUBSTANCE USE DISORDERS - 3 semester hours**

Basic diagnostic and treatment practices for treating persons with substance abuse disorders. A review of the major categories of psychoactive drugs, as well as the medical, psychological and social impact of each substance use.

**Prerequisite:** Admission into the graduate psychology program or permission of instructor

**PSYC 533 INTRODUCTION TO NEUROSCIENCE - 3 semester hours**

An introduction to the research methodology of neuroscience, and an investigation of the neural basis of sensation, cognition, learning, and psychological disorders.

**PSYC 580 STATISTICAL METHODS IN HEALTH PSYCHOLOGY I - 3 semester hours**

Quantitative methods for graduate students in psychology. Collection, storage, retrieval, analysis and interpretation of health data. Design and analysis of health-related surveys and experiments. Emphasizes inferential techniques and focuses on the application of these methods to health psychology research. Students learn to manipulate data using statistical software.

**PSYC 581 STATISTICAL METHODS IN HEALTH PSYCHOLOGY II - 3 semester hours**

An introduction to multivariate tests, such as MANOVA, structural equation modeling, and multiple regression.

**PSYC 599 RESEARCH AND THESIS - 3 to 6 semester hours**

Prerequisites for all 600+ level courses: Admission into the doctoral psychology program or permission of instructor.

**PSYC 603 HEALTH PSYCHOLOGY - 3 semester hours**

An introduction to health psychology that provides a general overview of the discipline of health psychology, including its origins, concepts and methods. A number of types of intervention efforts will be explored, including risk factor modification, secondary preventive/rehabilitative efforts for chronic illness and community/ public health interventions. Some of the major areas and topics in health psychology are explored. Students will acquire skills and knowledge that should enhance their critical thinking and their understanding of the relationship of cognition, emotion, motivation, and behavior on health.

**PSYC 609 HISTORY AND SYSTEMS - 3 semester hours**

Covers the history and various systematic theories of psychology. Explores the conceptual foundations of psychology from its inception to the present day.

**PSYC 612 RESEARCH METHODS IN CLINICAL AND HEALTH PSYCHOLOGY - 3 semester hours**

Analysis of the role of research in clinical and health psychology and experimental design issues in psychotherapy research. Students are expected to be familiar with research methodology designs and

ethics in psychological research. Prepare individual research proposals for critical evaluation.

**Prerequisites: PSYC581 - Statistical Methods I; PSYC582 – Statistical Methods II**

**PSYC 620 CLINICAL PRACTICUM I - 1 semester hours**

This course is the first doctoral level practicum. It prepares students for the first external practicum placement in the Counseling Center and subsequent community practica as well as introduces them to the practical side of Clinical Health Psychology.

**PSYC 621 CLINICAL PRACTICUM II - 2 semester hours** Students will develop skills in individual psychotherapy with children and/or adult clients/patients.

**PSYC 701 HEALTH PSYCHOLOGY: METHODS AND INTERVENTIONS - 3 semester hours**

An introduction to health psychology that provides a general overview of the discipline of health psychology, including its origins, concepts, and methods. A number of types of intervention efforts will be examined, including risk factor modification, secondary preventive/rehabilitative efforts for chronic illness, and community/ public health interventions. Major areas and topics in health psychology will be explored.

**PSYC 702 NEUROPSYCHOLOGICAL ASSESSMENT - 3 semester hours**

This course covers the theory and practical use of major neuropsychological assessment devices. Students are taught to administer and interpret major neuropsychological tests and batteries. The focus of the course is on practical knowledge, report writing and neuropsychological clinical practice.

**PSYC 703 ASSESSMENT AND EVALUATION OF COMMUNITY HEALTH PROGRAMS - 3 semester hours**

The student will focus on community needs assessment and evaluating changes in community services, programs, and community status. Establishes a scope of evaluation efforts and methods for designing and conducting program evaluation and research in community settings. Analyzes parameters of effective consultative relationships. The use of community and behavioral analysis as a basis for establishing objectives, determining appropriate methods for interventions, carrying out planned programs and evaluating behavioral change outcomes.

**PSYC 704 CLINICAL PSYCHOPHARMACOLOGY - 3 semester hours**

This course covers the general principles underlying the use of drugs to treat the major classes of mental illness. This will include antipsychotics (conventional and atypical), antidepressants, anxiolytics, mood stabilizers, and other psychotropic medications. Mechanism of action, drug interactions, and pertinent aspects of differential diagnosis will be discussed. Psychiatric aspects of general medical conditions will be presented.

**PSYC 705 HEALTH EDUCATION AND BEHAVIORAL SCIENCE - 3 semester hours**

An introduction to the underlying principles and theories of health education and behavior change for public health.

**PSYC 706 PROFESSIONAL ISSUES IN BEHAVIORAL MEDICINE CONSULTATION - 3 semester hours**

The objective of this course is to focus on issues facing clinical health providers and other health consultants in traditional and non-traditional health care settings. Themes focus on malpractice risks related to health services, including managed health care; privacy, consent and access to hospital records; quality assurance, quality control and mechanisms of review; interdisciplinary relationships, hospital privileges, multiple codes of ethics/legal constraints and hierarchical levels of professional responsibility for medical regimens; consultation services with diverse and under-served populations; and anticipating

future directions in behavioral health and illness.

**PSYC 707 THEORIES OF SUPERVISION AND CONSULTATION IN PSYCHOLOGY – 3 semester hours**

The course focuses on clinical supervision and consultation, as well as the applications of both. It provides an overview of various dimensions of supervision and consultation, including theoretical models, the supervisory relationship, supervisory modalities, the consultation relationship, issues of diversity, gender and power in supervision and consultation, developmental issues and ethical and legal issues. The course requires students to have supervisory experience with students in lower-level intervention courses.

**Prerequisite: PSYC 530**

**PSYC 711 RESEARCH SEMINARS IN HEALTH PSYCHOLOGY – SEMINAR - 3 semester hours**

The student will interact with professionals in the field and discuss relevant topics in health psychology. Each guest speaker will discuss the impact of behavior and the influence of health and disease in relation to their topic area. Emphasis will be placed on analyzing current research and programs in health psychology and communicating effectively with health professionals. **(Lecture series)**

**PSYC 713 HEALTH SERVICES ADMINISTRATION - 3 semester hours**

This course focuses on planning, organization, administration, management and policy analysis of health care systems and health programs. Long range strategic planning, reporting program performance, promoting programs, reviewing policy and recognizing appropriate laws and regulations relating to public health. Emphasis on management tasks and styles, decision making and building effective coalitions and teams.

**PSYC 714 EPIDEMIOLOGY OF HEALTH BEHAVIORS/ COMMUNITY EPIDEMIOLOGY - 3 semester hours.**

Distribution and determinants of disease, disabilities and death in human populations; the characteristics and dynamics of human populations, and the natural history of disease and the biologic basis of health.

**Prerequisite: PSYC 603**

**PSYC 715 SOCIAL AND CULTURAL ASPECTS OF HEALTH AND ILLNESS - 3 semester hours**

Investigate physical, social, emotional and intellectual factors influencing health behaviors. Identify major responsibilities of the health educator in the practice of health education. Assessment of psychosocial, cultural and situational factors in the voluntary behavior change process. Analysis of communication pathways, influence and power, social norms and social marketing, coordinating provisions of health education services, and roles of institutions in relation to learning and the behavior change process. Special attention will be given to addressing cultural competence in healthcare settings.

**PSYC 720 HEALTH PSYCHOLOGY PRACTICUM - 3 semester hours**

Practicum training is designed to provide students with a practical application of their skills and training. Supervised experiences range from assessment, consultation, and intervention in a health care setting to applied community based participatory experience in a variety of settings

**PSYC 721 ADVANCED CLINICAL PRACTICUM - 3-6 semester hours**

Students choose specialized training experiences from a variety of community settings. This practicum can be taken more than once.

**PSYC 725 SPECIFIC TOPICS AND PRACTICAL EXPERIENCES/TRAINING – 3 semester hours**

Involves critical analysis and application of current theoretical and experimental issues in evolving areas of psychology that may include positive psychology, sexuality and health, the human experience, and/or other selected issues in Psychology. This course may be repeated once for credit.

**PSYC 899 DOCTORAL DISSERTATION – 6-12 semester hours**

Research on doctoral dissertation is conducted under the direction of a faculty advisor. Admission to doctoral candidacy required. The course may be graded SP/UP and is repeatable for 1-12 credit hours based on approval of the Program Director and Chair.

**PSYC 900 PREDOCTORAL INTERNSHIP CLINICAL PSYCHOLOGY – 1 semester hours**

Placement in a pre-doctoral clinical internship at an American Psychological Association approved site or another site approved by the Director of Clinical Training which is an APPIC member site and/or a site that meets APA standards. Internship typically last for one continuous year.

**Prerequisite: Good standing in the program, completed all relevant coursework successfully.**

## GRADUATE FACULTY

- AGRAWAL, Krishan Murari ..... Professor, Mathematics  
B.S., M.S.A., College of Mathura; M.Se., Agra University; Ph.D., University of Windsor.
- AMINI, Majid..... Professor, History  
B.Sc., B.A., Ph.D., University of London.
- BARRAEU, Pascal ..... Assistant Professor, Educational Leadership  
B.S., University of Virginia; M.A.T, Norfolk State University; Ed.D., College of William and Mary.
- BHARDWAJU, Harbans..... Professor, Biology  
B.S., M.S., Punjab Agricultural University; Ph.D., University of Georgia.
- BATTLE, Nishaun T ..... Associate Professor, Sociology and Criminal Justice  
B.A., California State University Fullerton; M.S., North Carolina Central University; Ph.D., Howard University.
- BAZEMORE, Shelly ..... Instructor, Teaching and Learning  
B.S., Longwood University; M.Ed., University of Richmond; Ed.D., George Washington University.
- BLACKWELL, John..... Instructor, Teaching and Learning  
B.S., James Madison University; M.Ed., Ed. D., Virginia State University.
- BRADLEY, Faye..... Assistant Professor, Teaching and Learning  
B.S., Longwood College; M.Ed., Virginia Commonwealth University; Ed.D., Virginia Polytechnic Institute and State University.
- BROOKS, Jessica.....Assistant Professor, Psychology  
B.S., Elizabeth City State University; M.B.A., Virginia Commonwealth University; M.S., Ph.D., Virginia State University.
- BROWN, Benita.....Professor, Health, Physical Education and Recreation  
B.A., M.Ed., Ed.D. , Temple University.
- BROWN, Retta M. . . . . Associate Professor, Counselor Education  
B.S., University of North Carolina at Chapel Hill; M.S., North Carolina Agriculture & Technical State University; Ed. D., University of Cincinnati.
- BROWN-COBB, Renia E. ....Associate Professor, Psychology  
B.S., Virginia Commonwealth University; M.Ed., Ed.S., Psy.D., James Madison University.

CHEN, Wei-Bang..... Associate Professor, Computer Science  
B.S., M.S., National Yang-Ming University; M.S., Ph.D., University of Alabama at Birmingham.

CHEW, Richard..... Professor, History  
B.A., Bucknell University; M.A., Ph.D., College of William and Mary.

CHRISTIAN, Shauna ..... Assistant Professor, Counselor Education  
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