

SCHOOL OF EDUCATION

GRADUATE STUDENT HANDBOOK

"Preparing Educators for Diverse Cultural Contexts"



ACCREDITATION

North Carolina Central University is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools, an accrediting body recognized by the Council on Post-Secondary Accreditation and the U.S. Department of Education. Programs for the preparation of elementary and secondary teachers at the bachelor's level or master's level and for the preparation of school and agency counselors, career counselors and placement officers, school administrators, supervisors, special education teachers and media coordinators at the master's level are accredited by the National Council for Accreditation of Teacher Education. Teacher licensure programs are accredited by the North Carolina State Department of Public Instruction. The program in Communication Disorders is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. Programs in Counselor Education are accredited by the Council for Accreditation of Counseling and Related Educational Programs.

North Carolina Central University

Overview

North Carolina Central University is one of 16 constituent universities in the University of North Carolina System. It was chartered in 1909 as a private institution and opened to students on July 10, 1910. It was founded by Dr. James E. Shepard. From the beginning, when it was known as the National Religious Training School and Chautauqua, its purpose has been the development in young men and women of the character and sound academic training requisite for real service to the nation. To this end, the training of all students has been entrusted to the most capable teachers available.

In 1923, the General Assembly of North Carolina appropriated funds for the purchase and maintenance of the school; thus, in that year it became a public-supported institution and was renamed Durham Normal School. Two years later, the General Assembly converted the institution into the North Carolina College for Negroes, dedicating it to the offering of liberal arts education and the preparation of teachers and principals of secondary schools. The General Assembly of 1939 authorized the establishment of graduate work in liberal arts and the professions. Graduate courses in the Arts and Sciences were first offered that same year. The School of Law began operation in 1940, and the School of Library and Information Science was established in 1941.

In 1947, the General Assembly changed the name of the institution to North Carolina College at Durham. In 1969, the General Assembly changed the name of the institution to North Carolina Central University. On July 1, 1972, North Carolina Central University became a constituent institution of the University of North Carolina.

Mission

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

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

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

NCCU's Vision

Recognized as one of the nation's leading institutions for academic excellence in a diverse cultural and education environment.

NCCU's Six Core Values

- Excellence in Teaching, Research, Scholarship, and Creativity
- Access to Education and Effective Development Opportunities
- Promotion of Citizenship, Service, and Social Justice
- Appreciation of and Respect for Diverse Perspectives
- Superb Customer Service
- Commitment to Life Long - Learning

SCHOOL OF EDUCATION

VISION

A beacon for educators in North Carolina and beyond.

MISSION STATEMENT

The mission of the North Carolina Central School of Education is to prepare education professionals to serve and inspire excellence in teaching, administration, counseling, communication, technology, and other related services. Central to our mission is the development of leaders who promote social justice and dedicate themselves to the well-being of a global community.

MOTTO

On Time, On Task, On a Mission

CONCEPTUAL FRAMEWORK

Preparing Educators for Diverse Cultural Contexts

Purpose and Goals of the Educational Programs

Although the mission of the university is reevaluated from time to time, its basic assumptions are understood throughout the school community and guide the daily operation of the institution.

Conceptual Framework

All education is with a purpose and that purpose can only be political, for either we educate to liberate or we educate to dominate. ~ Paulo Freire

Introduction

Freire's quote captures the essence of the conceptual framework that drives teacher education at North Carolina Central University. Founded on the University's goal of rendering service to underrepresented populations, this ideal was operationalized by identifying elements of effective teaching that are inclusive. The spirit and commitment are reflected in the unit's theme, "Preparing Educators for Diverse Cultural Contexts." This theme, a concise means of capturing the spirit of the Unit's mission, which is under girded by a sound conceptual framework that includes a philosophy, knowledge base, values and dispositions that are powerful enough to guide everyday practice of educators determined to be successful in diverse cultural contexts.

The NCCU Educator is a caring, committed, communicative, and culturally responsive educator. In each of these areas the SOE is committed to excellence. The SOE has designed and implements a curriculum that demonstrates the value of diverse cultural context and supports candidates in the successful instruction of all students. Following is an in-depth explanation of the theme and an outline of these elements.

Preparing Educators

The NCCU SOE, working collaboratively with Arts and Sciences faculty and public schools, assumes responsibility for preparing candidates who are keenly aware of, sensitive to and effective in teaching students in inclusive settings. Part of the preparatory process involves ensuring that educators know and are able to employ the appropriate content and pedagogical knowledge, and clinical experiences that translate into excellent professional practices that promote student learning.

Focus on Diversity

As such, faculty members acknowledge and attend to the multiple components of diversity (e.g., language, religion, region, age, sexual orientation, ethnicity, and/or race). Focus,

however, is on the dimensions of race, class, gender and exceptionalities because these dimensions have, historically, affected the academic achievement of particular groups. Additionally, the historical mission of the University has been to serve those populations the system has disenfranchised, particularly racial minorities. Responding to current realities, NCCU has expanded its mission to embrace multiple forms of diversity, but the issues of race, class, gender and exceptionalities continue to remain in the forefront.

Focus on African Americans

Data show that African Americans as a group under perform academically, are more likely to drop out of school, more likely to be expelled or suspended, and less likely to appear on the honor roll or to enroll in gifted and talented programs. These devastating statistics are especially true for many African American males. Another reason for this focus is the persistent academic achievement gap between African Americans and European Americans, between less affluent and more affluent students, between males and females (especially in math and science), and between mainstream students and students with disabilities.

Cultural Contexts

The term “cultural contexts” is used to refer to internal and external environments that impact the schooling process. Internally, cultural contexts refer to the personal cultural experiences that the educator and the student bring to the educational milieu. Program planners suggest that the professional educator is one who reflects on and critically analyzes personal cultural experiences and identifies barriers these dimensions may pose for student learning. The committed, caring, culturally responsive educator is one who also makes use of a repertoire of instructional strategies to increase student learning. Additionally, the educator is committed to capitalizing on students’ strengths and cultural capital to promote learning. The NCCU educator views the professional role as a facilitator of learning, and as a creator of an environment conducive to promoting learning, and endeavors to increase the possibility that the class is culturally inclusive.

Moreover, the SOE uses the term “cultural contexts” to refer to the external environments such as the school environments (e.g., urban, suburban, or rural settings); emphasis on accountability, and professional, national, and state standards. We are committed to ensuring that these standards are infused in the program as evidenced by the alignment of the SOE’s curriculum, clinical experiences, and assessment procedures.

Elements of the Culturally Responsive Educator: Knowledge, Skills and Dispositions

Following is an outline of knowledge, skills and dispositions of the NCCU SOE educator:

Knowledge: The NCCU Educator is a caring, committed, communicative, and culturally competent educator who is able to:

- Demonstrate knowledge of the subject that he/she teaches,

- Describe varying pedagogical philosophies that support teaching and learning for diverse student and family needs,
- Discuss relationships between diversity, curriculum, and technology for teaching and learning,
- Explore interrelationships of curriculum, clinical experiences, and diversity for teaching and learning, and
- Analyze inquiry-based teaching that challenges assumptions regarding teaching and learning.

Skills: The NCCU Educator is a caring, committed, communicative, culturally competent educator who is able to:

- Capitalize on students' strengths to promote learning,
- Use a repertoire of instructional strategies which incorporating technology to promote and improve learning,
- Focus on academics and impact student learning,
- Offer local, national, and global perspectives,
- Incorporate personal cultural experiences as a means of enhancing teaching and learning,
- Demonstrate a variety of appropriate assessments, which value the diversity of educational experiences of the students,
- Engage in inquiry that promotes improvements in teaching and learning,
- Engage in teaching that promotes student use of inquiry that challenges assumptions about teaching and learning,
- Facilitate learning experiences that are culturally inclusive, and
- Monitor student learning and modify instructional strategies as appropriate.

Dispositions: The NCCU Educator is a caring, committed, communicative, and culturally competent educator who is:

- Sensitive and prepared to effectively teach diverse student populations,

- Committed to promoting social justice,
- Able to view education as a political process,
- Able to critique the educational opportunities for individuals and advocates for change,
- Cognizant of the impact of culture in the teaching/learning process,
- Understanding and accepting of colleagues' and his/her own personal cultural background,
- Understanding and respectful of students' cultural backgrounds,
- Accepting of and able to offer multiple perspectives in the teaching/learning process,
- Able to offer local, national, and global perspectives, and
- Consistently professional (i.e., collegial, responsible, reflective, fair-minded).

Philosophical and Theoretical Underpinnings

The theoretical constructs that underpin the NCCU SOE's conceptual framework include Bank's *Dimension Model* (1993) and the Sleeter and Grant *Education that is Social Deconstructionist Model* (1994). Following considerable collaborative reflection, and in an effort to respond to current realities, the SOE has added two other theoretical constructs: *Critical Race Theory* developed by Derrick Bell and *Postmodernism* as promoted by Giourox, McLauren, Williams, and others. Following is a description of the theoretical constructs.

Banks' Dimensions Model

Bank's *Dimensions Model*, consisting of five components, indicates that effective multicultural programs involve the total school program including curriculum, instructional strategies, staffing patterns, and school policies and procedures. Banks' model further suggests that schools be proactive in promoting positive inter-group relationships. He also advocates the importance of students examining the construction of knowledge. According to Banks, students should question what knowledge is most important, why it is important, and whose agenda does this knowledge promote.

Grant and Sleeter's Model: Education that is Multicultural and Social Reconstructionist

Grant and Sleeter's *Education that is Multicultural and Social Deconstructionists Model*, suggests that the schooling process should target the improvement of both social and academic goals for all students. As an added plus, it advocates that students analyze inequality and societal oppression and develop skills to change the existing social structure.

Critical Race Theory

Developed by legal scholars Derrick Bell and Alan Freeman, *Critical Race Theory* (CRT) places race at the center of critical analysis. In this regard, CRT scholars analyze the impact of racism on individuals, institutions, and culture. Several important theoretical components are that CRT (a) assumes racism is “normal” in American society; (b) challenges racial oppression; and (c) indicates that dominant groups tolerate and encourage racial progress only to the degree to which it promotes their self-interest. Moreover, CRT offers tools, especially the use of stories, to critically analyze the educational environment. Using stories is significant for at least three reasons: (a) it recognizes that “reality” is socially constructed; (b) it considers stories to be a vehicle for psychic self-preservation for members of out-groups; and (c) it acknowledges that the exchange of stories from teller to listener can help overcome ethnocentrism and the dysconscious conviction of viewing the world.

Postmodernism

Deeply embedded within existentialism philosophy, *Postmodernism* (a) rejects ultimate truth; (b) acknowledges the fluidity of reality and truth; (c) supports “pushing the envelope”; (d) accepts multiple ways of looking at things; and (e) provides the philosophical underpinnings for *Critical Race Theory*. As *Postmodernism* evolves in the moment, it facilitates the incorporation of equity pedagogy (one of Bank’s five dimensions), by serving individual students’ needs as they arise, thus engaging the teacher/professor in an examination of other ways of knowing (Lyotand, 1984; Giroux, 1991; Belenky, et al., 1994).

Conclusion

The theoretical underpinnings of our conceptual framework bring us back to Friere’s quote that all education is with a purpose. The NCCU SOE faculty has determined the conceptual framework acknowledges the past and incorporates a theoretical perspective that enables us to make significant changes in the future educational experiences for all students, especially underrepresented populations.

SCHOOL OF EDUCATION

ORGANIZATIONAL STRUCTURE

Dean, School of Education, Dr. Cecelia Steppe-Jones
Associate Dean of Graduate Studies, Dr. Diane Scott
Assistant Dean/Director of Teacher Education, Dr. Sharon Spencer

GRADUATE PROGRAMS

Department Chairs: Communication Disorders, Dr. Thomas Layton
Counselor Education, Dr. Edward Moody
Curriculum, Instruction & Professional Studies, Dr. Dorothy Singleton
Educational Leadership, Research & Technology, Dr. Helen Jones
Special Education, Dr. Theodore Pikes

Coordinators: Educational Technology, Deborah Eaton
School Administration, Dr. Alisa Taliaferro
Visual Impairment, Dr. Julie Bardin

UNDERGRADUATE PROGRAMS

Coordinators: Undergraduate Middle Grades Education, Dr. Gerrelyn C. Patterson
Undergraduate Elementary Education, Dr. Yolanda L. Dunston

SPECIAL SERVICES

Director of Teaching Fellows/NC Teach, Katrina Billingsley
Director of Licensure and Data Management, see Dr. Sharon Spencer
Director of Technology and Coordinator of Computer Lab, Deborah Eaton
Director of Teacher Education, Dr. Sharon Spencer
Alternative Licensure Coordinator, Cheresa Clemons
Director of University School Partnerships, Chena Bell
Induction Coordinator, Evalee Parker

GRADUATE PROGRAMS IN OTHER COLLEGES

Coordinators: Physical Education (College of Behavioral and Social Sciences)
Family and Consumer Sciences (College of Behavioral and Social Sciences)
Library Media Coordinator (School of Library and Information Sciences)

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THE GRADUATE DIVISION

SCHOOL OF EDUCATION

PURPOSE OF GRADUATE STUDY

North Carolina Central University's School of Education provides qualified holders of at least one academic degree with a broad base of professional knowledge and research skills in Educational Technology, Elementary Education, Middle Grades Education, School Administration, Special Education, Communication Disorders and Counselor Education. Essential to the accomplishment of this purpose is the continuing aim to help students develop the attributes of independent study, originality of thought, competence in research, and the application of critical thinking to professional problems.

DEGREES CONFERRED

The Master of Arts, Master of Education, Master of School Administration, and Master of Arts in Teaching degrees are offered through the School of Education's Graduate Division. Students who major in Educational Technology or Counseling receive the M.A. degree. Those who major in Curriculum and Instruction or Communication Disorders receive the M.Ed. degree. Students who major in Special Education may receive a Masters of Arts in Teaching (MAT) degree, or the M.Ed. degree. Students who major in School Administration receive the M.S.A. degree.

THE GRADUATE COUNCIL

The Graduate Council makes policy recommendations to the Dean of the School of Education for the guidance of department chairs and program coordinators in the development and implementation of their program curricula. Policies must be consistent with overall institutional policies and accreditation standards of state, regional, and national associations with which the institution or schools holds membership. Policies formulated by the Council are subject to approval by the Dean of the School of Education, the Vice Chancellor for Academic Affairs, and the Chancellor. When policies or changes in a program are recommended they must be approved by the following bodies; the program, the program department, the School or College full faculty, the Graduate Council, the Council of Deans, the Academic Planning Council and the Board of Trustees and Board of Governors if appropriate.

The Graduate Council is composed of the Associate Dean of Graduate Programs (who chairs the Council), the program coordinators of each of the areas represented in the School of Education, College of Behavioral and Social Sciences, School of Library and Information Sciences and one ex-officio member (the Dean). The Dean is responsible for the administration of the regulations and requirements for advanced degrees in the School of Education.

The role of the Graduate Council is to serve in an advisory capacity to the Dean of the School to ensure that graduate education maintains high standards of excellence. The Council:

1. monitors program accreditation standards and program implementation;
2. encourages professional growth and scholarly productivity of the faculty;

3. takes an active role in recruiting well-qualified students from diverse economic, racial, and cultural backgrounds;
4. recommends policies governing criteria for admission to graduate programs;
5. reviews applications for admission to candidacy, giving attention to both the design and content of the proposed research;
6. makes recommendations regarding requests from students to transfer in courses and receive an extension of time to complete a program;
7. reviews student progress annually;
8. monitors and upgrades library holdings in the subject areas;
9. promotes active student involvement in the Graduate Division of the School of Education; and
10. oversees the follow-up of graduates for the expressed purpose of program improvement.

PROGRAM REGULATIONS

Regulations governing graduate work at North Carolina Central University are classified as General and Special. General regulations apply to all students in a degree program. The student must assume full responsibility for being knowledgeable about regulations governing graduate work. Special regulations apply to students enrolled in courses in anticipation of being admitted to a degree program. Please refer to the section on "Special Students Admission" included in this document.

ADMISSION PROCEDURES

1. Each application submitted to the Graduate Division of the School of Education must be accompanied by an application fee of \$40.00 in the form of a cashier's check, money order, or personal check payable to North Carolina Central University.
2. Two completed applications, two copies of the official transcript, at least two letters of recommendation, one application related to claimed North Carolina Resident for tuition purposes, one copy of GRE scores, one copy of teaching license (as applicable), and the \$40.00 non-refundable application fee must be submitted to the admission office of the Graduate Division by October 1 for possible Spring admission and March 1 for possible Summer and Fall admission. A student who applies late or whose application has not been evaluated may enroll as a special student through the Office of Graduate Studies. Degree credit for graduate course work taken as a special student may not be granted, unless the student meets requirements for admission.
3. After evaluation of the student's credentials, the Dean will notify the student of the admission decision by letter (noting stipulations, if applicable).

TYPES OF ADMISSION

1. Unconditional Admission

A student holding a bachelor's degree from an accredited institution is eligible for unconditional admission under the following provisions:

- a. The applicant's overall undergraduate average must be at least a 2.5

and an average of 3.0 or better in the undergraduate major of at least 30 semester hours in the area of the proposed graduate major or related area.

- b. Applicants who intend to qualify for the Curriculum and Instruction Program with a Concentration in Middle Grades Education must hold the North Carolina Class initial license in Middle Grades or its equivalent and those intending to qualify for the Curriculum and Instruction Program with a Concentration in Elementary Education must hold the initial license in Elementary Education.
- c. The seven program units which offer graduate work may have other requirements in addition to those listed above. Students are advised to review the sections in the university catalog titled "Course Descriptions" and consult the program coordinator of the intended major or the Associate Dean of Graduate Studies.

2. **Conditional Admission**

With the approval of the program coordinator of his/her proposed graduate major and the Dean, a student whose scholastic record does not fully meet requirements for unconditional graduate status may be granted conditional admission. The student may be required to complete prerequisite work without graduate credit. The student may be admitted for a trial period after which he/she may be given full graduate status, if the work is judged to be of graduate quality by the student's intended Program Director. Admission may be refused due to low grades on the student's scholastic record or low performance during the trial period.

3. **Special Students Admission**

The Graduate Division recognizes the admission classification of special students. This designation is a temporary classification for persons who wish to take licensure renewal, to transfer of credits to another institution, or take courses for personal satisfaction. This classification terminates on the date of the student's completion of successful application or admission to a program in the Graduate Division. Students admitted as special students are not candidates for a degree. They may take courses for graduate credit but cannot later be granted more than nine semester hours toward any program leading to a master's degree. However, credits earned while a student is designated as a special graduate may later be applied toward the fulfillment of the requirements of a graduate degree program provided:

- a. the action is recommended by the Program Coordinator of the student's intended major and approved by the Dean;
- b. the credit was earned within the past two years;
- c. the amount of credit does not exceed nine semester hours
- d. the work is "B" level or better; and
- e. the work has not been taken to remove deficiencies. (Deficiencies are defined as qualifications needed in order to meet Graduate

Division admission standards.)

ADMISSION OF INTERNATIONAL APPLICANTS

All applicants who are non-citizens of the United States and graduates of institutions of higher learning located outside the United States are classified as international applicants. In addition to providing academic credentials and letters (or forms) of recommendation, international applicants must fulfill the following requirements:

1. The applicant must demonstrate proficiency in the English language by acceptable performance on the Test of English as a Foreign Language (TOEFL). Exceptions will be made for those whose native language is English or whose medium of instruction has been English. An interview may be required. The TOEFL score (minimum of 500 required for admission) must be submitted directly to the Graduate Division of the School of Education, North Carolina Central University, Durham, N.C. 27707 from TOEFL, Box 880, Princeton, New Jersey 08541-008, U.S.A. Proficiency may also be demonstrated by passing a full academic year of college level freshman English (e.g. ENG 1100, ENG 1200) with a grade of "C" or better at an accredited institution of higher education in the United States or by successfully completing the English Language Program at one of the many ESL Language Centers in the United States.
2. Generally, international applicants with academic credits from institutions outside the United States should have academic documents submitted directly from the institution to the Graduate Division of the School of Education. Where original documents are impossible to obtain, properly notarized documents will be considered. The notarization should be done by a proper government official or proper representation of the American Embassy in the country.
3. Before a Form I-20 can be issued for a visa application, international applicants are required to submit documentation certifying their capacity to meet the financial requirements necessary to complete the master's program.

UNDERGRADUATE PREPARATION

All regularly admitted students must have had an undergraduate major, consisting of at least 30 semester hours of work, in a related field of study. Eligibility to undertake studies for the minor will be determined by the student's ability to meet the prerequisites of the course for the minor.

FINANCIAL ASSISTANCE

The University offers financial assistance in the form of graduate assistantships which involve supervised teaching, research, or service to the University, and they are available only during the regular sessions. Interested students should confer with the Dean of Graduate Studies for North Carolina Central University.

REGISTRATION

All students must register during the dates specified in the academic calendar at the

beginning of each semester or summer session. Registration is held via Eagles Online (www.nccu.edu). Personal identification numbers (PINs) that give students access to Eagles Online are obtained from the academic advisor. If a student is unable to secure the PIN from the advisor, he/she may obtain the number from the chair of his/her department or the Associate Dean if he/she has a signed registration sheet from the academic advisor. The Graduate Office does not give PINs directly to students. Once a student has registered, payment for tuition is made in the Bursar's Office. Students who have not completed registration and paid their bills in full by the first day of classes are charged a late registration fee.

A period of late registration and drop/add begins the first day of classes and continues for the time specified in the academic calendar. Students may register late or make changes in their schedules during this period via Eagles Online. Courses may not be added after the last day of late registration or add/drop period.

Graduate students must register for nine semester hours to be considered full-time students. Twelve semester hours is the maximum load a student may carry without special permission from the Dean of the School of Education.

Consult the section on "ACADEMIC REGULATIONS" in the University catalog for additional information on registration.

GRADING SYSTEM

The University recognized the following grades in the evaluation of the performance of graduate students:

- A -- work of superior quality
- B -- passing work at the level expected of a graduate student
- C -- low passing work
- I -- work that has not been fully completed and granted only in exceptional cases. Work must be completed within one year of the grade or the course will have to be repeated.
- W -- withdrawal from the course
- F -- failure
- NF -- failure, because the student stopped attending classes without officially dropping the class

Other academic indicators are

- PR -- satisfactory progress in thesis conference or research, although the required work has not been successfully completed
- AU -- audited course
- NW -- Nonattendance

QUALITY POINTS

Quality points are assigned for the purpose of determining the cumulative grade point average. A = 4 points; B = 3; C = 2; F = 0. Indicators of I, W, PR, and AU grades are not figured in

computing the grade point average.

GRADE POINT AVERAGE REQUIREMENT

A cumulative grade point average of at least 3.0 is required for graduation. Grades of H, P and L (given before 1983) will be viewed as equivalent of grades A, B and C, respectively.

SATISFACTORY PROGRESS AND ACADEMIC DISMISSAL

When a student's cumulative grade point average falls below 3.0, he/she is automatically put on academic probation for up to one calendar year. During that year, the student is to maintain contact with the advisor, program coordinator, and/or Associate Dean for graduate programs for advice and assistance. Failure to raise the cumulative grade point average to 3.0 within one calendar year will be cause for dismissal.

If a student receives a grade of "C" in a course, s/he should meet with their advisor to develop a support plan before the next semester. A student who receives a grade of "F" or two "C"s may not continue in graduate school unless his/her program coordinator submits in writing an acceptable recommendation to the Dean of the School of Education. If a student fails (earns a "C" or "F") a second time, he/she is dismissed from the degree program. The student may appeal the dismissal to the Graduate Council through the Dean of the School of Education (see Appendix 3 for additional information).

ACADEMIC INTEGRITY

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

ACADEMIC DISHONESTY DEFINED

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

Cheating is the unauthorized use of materials in connection with an examination or other work for academic credit, including, but not limited to:

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

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

Plagiarism is the use of the ideas, words, or works of another without attribution when the information provided is not common knowledge either in content or form and includes, but is not limited to:

1. Quoting from the published or unpublished work of another without appropriate attribution;
2. Paraphrasing or summarizing in one's own work any portion of the published or unpublished materials of another without attribution; and
3. Borrowing from another's work, data, and facts which are not in the domain of common knowledge.

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

Sanctions. The penalties for conviction of the first offense of academic dishonesty may include the following and the penalties will be determined by the severity of the offense:

1. Formal warning;
2. Grade of "F" or "0" for the assignment;
3. Grade of "F" for the course; or
4. Suspension for a period ranging from one semester to a year.

Conviction of a second academic dishonesty offense will result in expulsion from the University (see Appendix 3 for additional information).

REQUIREMENTS FOR REINSTATEMENT AFTER DISMISSAL

1. A student who wishes to be reinstated after dismissal from Graduate School must receive favorable recommendations from his/her program coordinator and/or advisor and submit supporting evidence for the request. Whenever possible, the supporting evidence should include a written statement from each of the teachers who assigned a grade below "B." The student is responsible for asking the instructor to send the statements to the Office of the Dean.
2. An examination of the student's record by the Graduate Council should reveal clear evidence of academic potential and industry. In making the decision in a particular case, the Council will give more weight to grades earned in required courses than grades earned in electives.
3. Basic competence in the fundamentals of English usage based on the judgment of the student's advisor and teachers will be a primary consideration in reviewing the request for reinstatement.

DUE PROCESS PROCEDURES FOR STUDENTS

In adherence to policies governing due process rights of students, a procedure has been adopted for the School of Education. The reviewed policy can be found in the Office of Graduate

Admission.

Graduate students who wish to appeal a grade decision and/or an alleged improper decision regarding their academic status are afforded due process procedures through the Dean of the School of Education. Initially, the student must meet with the Department Chair and/or Coordinator of the Program to discuss the appeal. If this meeting does not result in a satisfactory resolution, the student may elect to petition the Associate Dean for Graduate Studies. If the matter is not resolved at this level, the Associate Dean for Graduate Studies will forward the student's written request with supporting documentation to the Chairperson of the School of Education Academic Appeals Committee. Within 10 working days after receipt of the student's appeal, the Chairperson will convene hearing. After the committee's deliberation, the chair will submit a written recommendation of the AAC. The Dean will review all documents and the committee's recommendation(s) before rendering the final decision.

REPETITION OF COURSES

At the discretion of the Graduate Program, a student may repeat not more than two courses in which grades of "C" were earned for the purpose of improving his/her grade point average. The courses may be repeated once, and only once, for a higher grade. Although all grades earned will remain a part of the permanent record when courses are repeated, only the highest grade will be used in computing the grade point average. The repetition of courses may result in the improved grade point average but does not result in multiple credits for a repeated course.

A student may be given a grade of incomplete (I) at the discretion of the instructor when all of the work required in the course has not been completed for reasons beyond the student's control. All incomplete grades must be completed according to the agreement between the students and the instructor within the deadline established by the instructor, not to exceed one calendar year from the end of the semester in which the incomplete was given. Any incomplete grade remaining on the student's record one year from the end of the semester becomes a permanent grade and the student must repeat the course in order to receive another grade.

WITHDRAWAL FROM A COURSE

All changes in course schedules after the close of registration require the signatures of the instructors involved, the student's advisor, and the Dean of the School of Education. The form may be obtained from the Office of Graduate Studies and it must be delivered to the Office of the University Registrar. A student who stops attending a course without properly notifying the instructor, the Dean, and the Registrar may receive a grade of "NF" in the course. If a student drops a course before the last day of classes for the semester but remains registered for other academic work, the course dropped will be awarded a grade of "W."

WITHDRAWAL POLICY FOR GRADUATE STUDENTS

Students at the graduate school level must request withdrawal from the university through the Dean of the School of Education. The Dean will then notify the Office of the Registrar of any action taken. Student fees are adjusted for withdrawal based on the university's regular policy governing refunds. (Consult the section on "REFUNDS OF TUITION AND FEES" in the University catalog for additional information on registration.)

LICENSURE ONLY (GRADUATE) STUDENTS

The Licensure-Only Program is an individualized program which is based on a student's previous course work and experiences. Completion of the program requires the fulfillment of the same licensure program requirements as those for a traditional degree-seeking student.

Generally, the "licensure only" program is designed for students who have an advanced degree or who already hold a license in one area and want to "add on" another licensure area. The licensure-only student may be considered an undergraduate or graduate student for tuition purposes (depending on transcript review) and must apply through the Graduate Office in the School of Education. There is a \$40.00 non-refundable application fee.

A Lateral Entry Teacher may pursue a second-degree or licensure-only program. A Lateral Entry Teacher is one who holds a current provisional license; is currently employed by a North Carolina School district; does not possess a teaching license and has not previously completed a teacher education program prior to application for initial licensure in North Carolina.

Contact the Special Education Licensure Coordinator or the Alternative Licensure Coordinator for assistance in identifying specific program requirements and obtaining transcript reviews.

The TEP admissions process for students who possess an undergraduate degree is as follows:

1. The student submits transcripts to the Special Education Licensure Coordinator or the Alternative Licensure Coordinator.

2. The Special Education Licensure Coordinator or the Alternative Licensure Coordinator works with the program coordinator to evaluate transcripts and develop a program of study for the candidate.

3. If not already done, the program coordinator interviews the students and shares the completed transcript evaluation.

4. If the student decides to enter the program and has at least a 2.5 GPA on a 4.0 scale, and with the recommendation of the coordinator, the student completes and submits a Teacher Education Program application to the program coordinator.

5. The program coordinator forwards the application, transcript evaluation, and other appropriate materials to the licensure officer who presents the candidate for Teacher Education Program admission to the Teacher Education Council.

6. Upon completion of the academic program, licensure-only students must pass the specialty area test(s) or subject assessment(s) of Praxis II if required by NCDPI.

7. When the scores are received, the student completes the necessary licensure forms and submits the appropriate fee to the Licensure Office. The Licensure Officer submits the documents to the NC Department of Public Instruction, the agency responsible for issuing teaching licenses.

ADVISING POLICY

Upon admission to a program the Program Coordinator assigns all students an academic advisor. The letter of admission from the Graduate Office and a follow-up letter from the program is sent to the student informing him/her of the name and phone number of the advisor and requesting

that the student contact the advisor immediately to plan a program of study.

The advisor assigned upon admission is expected to be the student's thesis advisor or portfolio advisor since areas of interest were reviewed prior to the assignment. In some programs, the student may wish to select another professor to direct the thesis because of the nature of the research. In this instance, the student and advisor agree upon this arrangement in consultation with the thesis advisor.

The University expects all students to assume major responsibility for their academic progress. This includes becoming familiar with the specific requirements for the major, meeting with the academic advisor at least once each semester to discuss their program, giving their academic work the highest priority, and carefully planning their course sequences and selections. All students are required to review the School of Education Graduate Handbook [located on the Web].

Upon admission the Program Coordinator assigns advisees to eligible faculty in the Program. These assignments are based on program interest of the students as well as number of faculty advisors. Every effort is made to insure that equity is achieved in the assignment of advisors. The Program Coordinator monitors the number of enrollees to ensure that assignments are equitable from semester to semester.

The program is responsible for orientation of students. It may be as formal as requiring a general session of all admitted students during a particular semester or it may be handled on an individual basis by the advisor. In either case, an orientation is held for all students admitted to the School of Education. The orientation is designed to acquaint the student with the services of the University (such as library, counseling, and financial aid services) and to provide the new students with information regarding graduate school policies and registration procedures.

Advisors are expected to be thoroughly familiar with University and School of Education policies especially as they relate to graduate study.

The advisor is expected to be an academic advisor, following the student from admission to graduation and ensuring that he/she meets all program requirements and is advised regarding such things as readiness to take the comprehensive examination, appropriate time to apply for candidacy, the availability of courses in the program, and other guidelines described in the Graduate Handbook.

Graduate advisors are expected to maintain a minimum of 10 office hours per week and meet with students when necessary by appointment. Some office hours should be held at times most convenient for the working student (i.e., after 3PM).

On occasion, students may feel the need to request a change in advisor. Requests that provide justification for the change are made in writing to the Program Coordinator, with a copy that goes to the Chair of the Department and the Associate Dean for Graduate Programs. The Chair or Coordinator consults the program faculty and the student is informed of the decision. If the student wishes to appeal the decision of the program, he/she may do so through the Associate Dean for Graduate Studies.

The program is responsible for evaluating the orientation as well as the advisement

processes. The Associate Dean for Graduate Programs monitors these processes. Data collected are used to improve services.

MAJORS AND MINORS

The student must elect an academic major. A minor is not always required. This decision will depend upon the student's preparation, but the final selection of courses comprising each will be made insofar as it is consistent with the requirements of the Graduate Division, and according to what seems to be in the best interests and needs of the student. The minor must be drawn from a different education program area. Persons expecting to qualify for the North Carolina Master's (M) teaching license in an additional specialty area must earn at least 18 semester hours in the subject area, and they should check on the requirements with the director of that area.

CHANGING MAJORS

Students who have pursued graduate work at North Carolina Central University under a different degree program may apply for transfer and such a change will be contingent upon the approval of the program coordinator and upon the recommendation of the Graduate Council.

Students must request in writing that the school or college holding their official application packet forward that information to the School of Education Graduate Division. Upon receipt of the information, the program coordinator of the intended major will make a recommendation to the Dean.

A student wishing to change majors within the School of Education must request in writing that his/her application and supportive information be reviewed for a different major. Students need to include a statement indicating the reasons for the change and identify their new academic objectives. The program coordinator of the intended major will make a recommendation to the Dean.

TRANSFER OF GRADUATE CREDIT

A graduate student from another accredited institution offering graduate work may request a transfer of 3-12 hours with the approval of the program coordinator if

1. the course is graduate level from an accredited university;
2. the student earned at least a "B" or its equivalent in each course to be transferred;
3. the advisor, program coordinator, and Dean approve the course as part of the student's graduate program; and
4. the course credit was earned within the past three years.

Transfer credit does not reduce the student's residence requirement. Extension credits offered through other universities are not acceptable.

EXTENSIONS AND/OR REINSTATEMENT

Students are given six years from the time they are admitted to complete a master's degree. If circumstances arise beyond the student's control and he/she is not able to complete the degree, an extension may be granted. Students receiving an extension of time to complete the degree

requirements are subject to all program requirements in effect at the time the extension is granted, and may be required to take additional courses or major courses again.

All students who have not taken courses in the last six years must apply for admission under the current standards.

REGISTRATION OF GRADUATE STUDENTS IN 4000-LEVEL COURSES

For any master's degree, not more than nine hours of the total program shall be 4000-level courses approved for graduate credit by the Graduate Council. The nine-semester hours may be distributed between the major and the minor fields with not more than six of the nine hours in either field. A minimum grade of "B" must be earned, and additional course requirements may be included for graduate students.

EDUCATIONAL RESEARCH AND EDUCATIONAL STATISTICS

In accordance with the general regulations of the Graduate Division of the School of Education at North Carolina Central University, students pursuing the master's degree must complete a course in educational research and a course in educational statistics. Statistics must be taken prior to admission to candidacy.

THESIS

Candidates for the master's degree in some programs must submit an acceptable thesis. Credit equal to that of one full course (3 semester hours) will be granted when a thesis is accepted and successfully defended. Students must be enrolled in EDGR 5900: Thesis when seeking consultations with their advisor and using the resources in the library. In addition to the above approvals, thesis proposals must be approved by the Graduate Council and the completed thesis defended orally before a thesis committee of three professors.

The preparation of the thesis should show the capacity of the student under guidance to accomplish independent investigation, and it must demonstrate mastery of the methodology of research. It is not expected or required that the thesis or research project in every case be an original contribution to knowledge. The student, in the preparation of the thesis, is concerned with knowledge and the evidential bases on which the knowledge rests. Various types of theses are required by different program areas.

The original and three copies of the thesis must be inspected in the Graduate Office for compliance with the Graduate School's requirements of form and style. The documents then must be deposited in the Office of Graduate Studies not later than the date specified in the academic calendar. The binding fee must be paid at that time. A copy of the regulations regarding form, style, and physical requirements for a thesis or research project may be obtained from the Office of Graduate Studies (see Appendix 2).

All requirements--including the written examination, thesis and the oral examination--must be completed by the dates listed in the academic calendar in order for a student to receive his/her degree during the desired semester.

PORTFOLIO

Candidates for the Master's degree in some programs must submit an acceptable portfolio. There is no course credit granted for the portfolio requirement. The purpose of the portfolio is to demonstrate competency in knowledge and skills in the proposed area of study. Competency is typically demonstrated by a class project carried out by a student in a school or classrooms. These projects or papers are developed during courses. Various types of portfolios are required by different program areas. Consult with your program coordinator or advisor about specific program portfolio requirements.

Students should keep a written log of the projects and papers that they plan to submit as part of their portfolio. Student projects should be reviewed each semester with the student's advisor. Some class projects or papers may be acceptable for a class grade, but will not be accepted as evidence of competency for a portfolio. In those cases, students will be asked to redo or revise projects or papers to meet portfolio criteria.

Portfolios are due on the same day as university comprehensive exams. Portfolios may be reviewed by two faculty members and an outside evaluator from the educational community. Students and their faculty advisor will select the outside reviewer. A student's portfolio must be rated as acceptable by all reviewers for the student to graduate. Students may be asked to revise one or more competency areas.

All requirements ---including written examination and the portfolio must be completed by the dates on the academic calendar in order for a student to receive his/her degree during the desired semester.

GRADUATION

As specified in the North Carolina Central University Catalog, students must apply for graduation at the beginning of the semester of the intended graduation date. Applications, which are available in the Registrar's Office, must be submitted by the deadline announced in the University Calendar. In addition to this requirement, students must complete a **Request for Degree Checkout** in the Office of Graduate Studies, Room 2056 School of Education during the same semester. If requirements are not met for graduation during the semester of graduation, students must apply again in the Registrar's Office. Students need not complete the request for degree checkout again.

Information concerning graduation is disseminated through the Registrar's Office. Students order academic attire (caps, gowns, hoods) for commencement exercises through the university bookstore. Students can participate in commencement exercises **only if all degree requirements have been met.**

Eligibility for graduation with honors by graduate students requires the following cumulative grade point averages: Summa Cum Laude: 3.920-4.0; Magna Cum Laude: 3.850-3.919; Cum Laude: 3.770-3.849.

RESIDENCE REQUIREMENT

The term residence designates study and research on the campus of North Carolina Central

University. Each student must earn at least two residence credits. Residence credit is calculated in the following manner:

Semester Hours	Residence Credits
9-12	1
6-8	–
less than 6	–

The required residence credit may be earned through the continuous enrollment or through part-time study.

The residence requirement must be fulfilled within a period of six years from the date of the student's registration in his/her first course of degree credit. After the lapse of this period of six years, credits will be lost as they fall outside the six-year time limit.

ADMISSION TO CANDIDACY

A graduate student is eligible for candidacy when he/she has (1) satisfactorily completed all conditional work recommended by his/her advisor, (2) satisfactorily completed at least nine semester hours of graduate work in residence, (3) satisfactorily completed a course in statistics, (4) had the major, and thesis topic approved by his/her advisor, and (5) have their portfolios in the developmental stages.

After a graduate student has been duly admitted to the Graduate Division to pursue work leading toward the master's degree, he/she must then qualify for admission to candidacy for the degree. The student's advisor submits a recommendation to the Graduate Council that the student be admitted to candidacy. This recommendation must be supported by evidence, gathered by the advisor, that the student has developed the competencies required by the program. The evidence may include the results of objective tests, of observations of the student in a work situation, portfolio submissions and of the application of other evaluation techniques approved by the School of Education. The advisor's report and recommendation are made on forms provided by the Office of Graduate Studies. Application for candidacy must be made at least four months before the commencement at which the degree is expected. The procedures established for approval of all applications for admission to candidacy for all other master's degrees in the School of Education will be used.

Students are given six years from the time they are admitted to complete a master's degree. If circumstances arise beyond the student's control and he/she is not able to complete the degree requirements, an extension may be granted. Students receiving an extension of time to complete the degree requirements are subject to all program requirements in effect at the time the extension is granted and may be required to take additional courses and/or retake major courses.

THE STUDENT'S THESIS SPECIAL COMMITTEE

The program coordinator of the student's major area appoints an advisor or serves as advisor until the student is admitted to candidacy. After a student is admitted to candidacy, a special

committee, composed of at least two members of the Graduate Faculty, is appointed. The appointment is made by the Graduate Council. The committee is the student's advisory guide in the matter of research. The coordinator of the student's thesis serves as chairperson of the committee.

COMPREHENSIVE EXAMINATIONS

In addition to individual course examinations, candidates for the master's degree are required to pass a comprehensive written examination covering the courses within the major. This examination date is established in the academic calendar. Students completing a thesis are required to take an oral examination covering the thesis and its application in the major and minor subjects. A committee of examiners representing the major administers this examination. Contact your program area coordinator for specific information about the comprehensive exam.

A student who fails to pass either the written examination or the oral examination may, after a period of one semester, apply for and secure reexamination. Should a second failure occur, a third examination is possible upon the recommendation of the program coordinator and on a favorable vote from the Graduate Council. *If the student's request to take the comprehensive examination is denied, or in the event of a third failure, the student will be dismissed from the program.*

SUMMARY OF M.A. REQUIREMENTS

The candidate must

1. have a bachelor's degree from an approved institution;
2. hold or be qualified to hold an initial teaching license if seeking public school teacher licensure;
3. meet specific requirements of the teaching license for which he/she wishes the institution to recommend him/her if seeking public school teacher licensure;
4. earn a minimum of two residence credits;
5. apply for admission to candidacy for the master's degree at least four months before the commencement at which the degree is expected;
6. apply for graduation in the Office of the Registrar the semester during which the degree requirements will be completed; this application must be on file no later than the deadline date listed in the academic calendar;
7. successfully complete at least 33 semester hours of course work;
8. successfully complete a course in statistics and a course in educational research;
9. successfully complete a comprehensive written examination in the fields of the major;
10. successfully complete a thesis (if it is a program requirement); and
11. successfully complete an oral examination covering the thesis.

SUMMARY OF M.ED. REQUIREMENTS

The candidate must

1. have a bachelor's degree from a recognized institution;
2. hold a North Carolina initial license or the equivalent (if necessary);
3. earn a minimum of two residence credits;
4. successfully complete a course in statistics and a course in educational research;
5. successfully complete at least 36 semester hours of course work;
6. apply for admission to candidacy filed at least four months prior to the

- commencement at which the degree is expected;
- 7. apply for graduation in the Office of the Registrar the semester during which degree requirements will be completed; this application must be on file no later than the deadline date listed in the academic calendar;
- 8. successfully complete a comprehensive written examination in the fields of the major;
- 9. successfully complete a thesis (if it is a program requirement);
- 10. successfully complete an oral examination of the thesis; and
- 11. successfully complete a portfolio (if it is a program requirement).

SUMMARY OF M.A.T. REQUIREMENTS

The candidate must

- 1. have a bachelor's degree from a recognized institution;
- 2. be qualified to hold an initial teaching license;
- 3. meet specific requirements of the teaching license for which he/she wishes the institution to recommend him/her;
- 4. earn a minimum of two residence credits;
- 5. successfully complete a course in statistics and a course in educational research;
- 6. successfully complete at least 36 semester hours of course work;
- 7. apply for admission to candidacy filed at least four months prior to the commencement at which the degree is expected;
- 8. apply for graduation in the Office of the Registrar the semester during which degree requirements will be completed; this application must be on file no later than the deadline date listed in the academic calendar; and
- 9. successfully complete a portfolio in the field of major.

SUMMARY OF M.S.A. REQUIREMENTS

The candidate must

- 1. have a bachelor's degree from a recognized institution;
- 2. hold an initial North Carolina teaching license;
- 3. meet specific requirements of the school administration license for which he/she wishes the institution to recommend him/her;
- 4. earn a minimum of two residence credits;
- 5. successfully complete a course in educational inquiry and program evaluation;
- 6. successfully complete 42 hours;
- 7. apply for admission to candidacy upon the successful completion of 15 hours of coursework;
- 8. apply for graduation in the Office of the Registrar; this application must be on file no later than the deadline date listed in the academic calendar;
- 9. successfully complete a comprehensive written examination in the field of major; and
- 10. successfully complete a portfolio in the field of major and successfully complete an oral presentation of the portfolio.

THE SECOND MASTER'S DEGREE

The program of graduate study of a student who wishes to earn a second master's degree must meet the following conditions:

1. Each candidate must satisfy all requirements for admission to the Graduate Division as detailed in the Graduate Handbook.
2. Each candidate must complete a minimum of 18 semester hours in addition to those completed for the first master's degree. After having completed 9 semester hours, each student's performance will be evaluated by the appropriate program coordinator awarding the second master's degree. A student should not begin taking courses for the second master's degree until he/she has satisfactorily completed all requirements for the first master's degree.
3. In addition to the minimum 18 semester hour requirement, each candidate must complete a thesis or portfolio and a comprehensive examination. A waiver of the thesis or portfolio requirement is granted for students who are matriculated for a second master's degree in instances where they satisfactorily completed thesis/portfolio requirements for the first master's degree.
4. The program coordinator has the responsibility for recommending a program of study for each prospective candidate to the Dean of the School of Education.
5. The Dean of the School of Education has the responsibility for reviewing and approving each proposed program for a second master's degree.

OVERVIEW OF PROGRAMS CONCENTRATIONS IN THE SCHOOL OF EDUCATION

Program	Degree	Thesis or Portfolio	Credit Hours	Research Tool	Exit Exam
Ed. Technology	M.A.	P or T	39	R&S	W&O
Master of School Administration	M.S.A.	P	42	R&S	W

Elementary Ed.	M.Ed.	P	36	R&S	W
Middle Grades	M.Ed.	P	39	R&S	W
Special Education Learning Disabilities	M.Ed./ MAT	P	39	R&S	W
Special Education Mental Disabilities	M.Ed./ MAT	P	39	R&S	W
Special Education Behavioral Emotional Disabilities	M.Ed./ MAT	P	39	R&S	W
Special Education Visual Impairment	M.Ed./ MAT	P	39/62	R&S	W
Special Education Orientation & Mobility	M.Ed.	P	38	R&S	W
Comm. Disorders	M.Ed.	P or T	60	R&S	W
School Counseling	M.A.		51	R&S	W
Community Agency Counseling	M.A.		51	R&S	W
Career Counseling	M.A.		48	R&S	W

Code: T = Thesis R = Research W = Written
 P = Portfolio S = Statistics O = Oral

OVERVIEW OF PROGRAMS CONCENTRATIONS IN OTHER UNITS

Program	Degree	Thesis or Portfolio	Credit Hours	Research Tool	Exit Exam
Physical Education	M.S.	Portfolio	39	R&S	W
Family and Consumer Science	M.S.	Portfolio	39	R&S	W
Library Media Coordinator	M.L.S.	N/A	36	R	N/A

Code: T = Thesis R = Research W = Written
 P = Portfolio S = Statistics O = Oral

Units outside of the SOE reserve the right to have different requirements for student matriculation. However, any policy or change that affects licensure is approved and monitored by the School of Education.

THESIS REQUIREMENTS

REQUIREMENTS FOR THESES

I. STYLE

The Graduate Division of the School of Education requires the Publication Manual of the American Psychological Association, latest edition (commonly called the APA Manual) as the standard reference for writing theses and projects. All manuscripts of theses and projects must be reviewed in the Graduate Office of the School of Education, Room 2056 School of Education Building. The inspection deals with style, form, physical requirements, and consistency in following the requirements of the Graduate Division. When theses meet Graduate School guidelines, they are sent to the Registrar's Office. It is imperative that the manuscripts reach the Graduate Division by the deadline listed on the academic calendar each semester.

The Graduate Division's requirements are described below and apply to all theses, even if at times they may be at variance with the APA Manual.

II. FORMAT

Preliminaries

A. Title Page -- The title page should bear the following information: (a) the title of the thesis or project; (b) the name of the candidate; (c) the following statement: A thesis (or project) submitted to the Faculty of North Carolina Central University in partial fulfillment of the requirements for the degree of Master of Arts (or Master of Education) in the School of Education; (d) at the bottom of the page the words: Durham, 20____; (e) on the right-hand side the words: Approved by, followed by a line for signature. (See the attached example.)

B. Abstract -- The content of the abstract should include a succinct statement of the purpose, two or three summary statements regarding the literature review, a brief explanation of the methodology or procedures used to conduct the research, and the major findings or results of the study. The abstract should not exceed 150 words or more than one typewritten page. The title shall be arranged and typed one inch from the top of the page. (See Example 1.)

Example 1

ABSTRACT

JOHN W. JONES. Educators for Diverse Cultural Contexts. (Under the director of DR. WALTER M. BROWN.)

(The summary begins here.)

Note: The names of the author and the professor directing the research are printed in capital letters.

C. Acknowledgements -- Statements of gratitude to persons who assisted you with the completion of your thesis are included in this section. This might include the advisor, subjects used in the study, persons who gave permission to conduct the study, parents for various kinds of support, friends who offered encouragement or support, and/or any other persons the student may wish to acknowledge.

D. Dedication -- The dedication page is optional. However, some students dedicate their thesis to a person or persons for various reasons.

E. Table of Contents -- Acknowledgements, Dedication, and List of Tables should be listed here. In addition, the title of each chapter should be identified, along with major or first-order headings and corresponding page numbers. The Bibliography or Reference List and Appendices are also listed in the Table of Contents.

F. List of Tables -- Each table in the paper and corresponding page numbers should be identified by number and title on this page.

III. TEXT

In general, theses have four or five chapters. Consult your advisor for his/her preference. Following is a suggested format:

Chapter 1 -- Introduction

Rationale -- Provide background information about the development of the problem or issue.

Statement of Problem -- State the purpose(s) of your study as succinctly as possible.

Significance of the Study -- Indicate the importance of studying the problem(s) specified. Point out the significance of the information or what the study will reveal. How will the findings impact on or contribute to the field of Education?

Methodology -- Briefly describe the procedures which were used to conduct the research. (This section will be presented in greater detail in Chapter III.)

Definition of Terms -- Define any words or phrases with special meanings (as used in the study) to assist the reader in better understanding the research. The definition of a term may be dependent on your use of the word in your study.

Assumptions (if any) -- In order to complete the study, what assumptions did you make? Assumptions may be phrased in the form of hypotheses or research questions.

Chapter II -- Review of Literature

Search the library and other sources for current books, journal articles, and any other materials related to the topic area. Synthesize and organize this information in a coherent, readable manner. This chapter should be divided into sub-topics as appropriate. All information from written sources should be appropriately referenced using APA style.

Chapter III -- Methodology

Description of Sample -- The subjects used in the study should be described in detail. This might include the number of subjects, age, range, gender, and any other identifying characteristics.

Description of Instrument -- The instrument used to collect the data should be described, including the name and type of instrumentation (questionnaire, etc.), how it was developed, number of items (if appropriate), etc. If a standardized instrument is chosen, reliability and validity information should be included.

Description of Procedure -- The sequence of steps taken to conduct the research study should be described in detail.

Limitations -- Shortcomings of the research study should be specified in this section. Reporting the circumstances related to sampling procedures and/or statistical analysis that may have interfered with the generalizability of the results is an example.

Note: Theses involving units of instruction or manuals should include the complete versions as part of Chapter III. Theses involving videotapes should describe them fully in Chapter III. Consult your advisor regarding guidelines for "non-traditional" projects.

Chapter IV- - Presentation and Analysis of Data

Discuss the results of the study in narrative form and, if appropriate, provide tables. Title each table and number tables in sequential order. Discuss any important and/or statistically significant findings. In some cases, findings which are not statistically

significant should be discussed.

Chapter V - Summary, Conclusions, and Recommendations

Summarize briefly chapters 1-4. Restate purpose(s); review salient literature; describe the significant findings; draw conclusions; and offer recommendations regarding future related research.

Bibliography or References

All written sources must be alphabetized (following APA guidelines) and included in this section.

Appendix (es)

Any questionnaires, letters, or other documents important to the development of the paper should be included in this section.

Remember: This is merely a suggested format. Your program area will have additional information for you regarding the thesis.

Typing Requirements

All chapter titles designed must be in large Roman numerals and typed in capital letters. Typing must begin on the tenth line from the top of the first page of each chapter. The remaining parts of each chapter must be numbered on the fifth line from the top in the upper right-hand corner.

IV. PHYSICAL REQUIREMENTS

A. Required Copies

The original and three copies of the thesis are required. Each copy shall be placed in a 10" X 13" manila envelope. Each envelope shall have a label on the upper left-hand corner bearing the student's name and the title of the thesis (with the original labeled "original").

After approval by the advisor, theses are submitted to the Office of Graduate Studies unbound, without staples or perforations in the manuscripts, in the required envelopes. After inspection, the Office will transmit the approved copies to the Office of the Registrar.

Copies of the thesis will be distributed as follows: two copies to the Shepard Memorial Library, one copy to the School of Education, and one copy to the student. The student copy can be picked up from the Registrar's Office at least one semester after

it is submitted to that office.

Note: Before copies are made and your thesis has been typed in final form, you must have it checked and approved by the Office of Graduate Programs for style, form and physical requirements.

B. Paper

Twenty lb. bond, 100 percent cotton content, 8½" X 11" paper is required. All four copies must be submitted on the required paper.

C. Pagination of the Text

Arabic numerals must be used to number the pages. These numerals shall begin with page one of the text which bears the number at the bottom of the page, with succeeding page numbers in the upper right-hand corner within the margin line at the right.

D. Type Style

Times New Roman font size 12 should be used; unusual type styles and smaller or larger sizes are not acceptable. Black ink is required. The manuscript must be neat and easily readable with the same typeface used throughout. The manuscript must be proofread accurately, and the errors corrected. Since a manuscript will not be accepted if the print and size do not conform to the above specifications, a student in doubt should consult the Office of Graduate Studies of the School of Education for guidance.

E. Margins and Spacing

The left margin should be two inches, and one inch at the top, right and bottom of the page must be left. The body of the thesis must be double spaced, using only one side of the sheet.

F. Pictures, Tables, Charts, etc.

Illustrations done by hand must be done on the same quality and size paper as the rest of the thesis. Margins must be consistent with the graphs and other visual displays. A printed page may face another printed page.

G. Symbols

Special symbols--such as Greek Letters, accent marks, or mathematical signs--must be made in India ink if not available on a computer.

H. Bibliography or References

A bibliography must be appended to the thesis. It should list alphabetically by author all references consulted by the student. All citations should be consistent with APA style.

ATTACHMENT 1

THIRD GRADE TEACHERS' RESPONSES TO INTRUCING STUDENTS AND IN PEER MEDIATION

by

John B. Jones

A thesis submitted to the Faculty of the North Carolina Central University in partial fulfillment of the requirements for the degree of Master of Arts (or Master of Education) in the School of Education.

Durham

2001

Approved by:

Advisor

APPENDICES

APPENDIX 1

GRADUATE PROGRAMS

COUNSELOR EDUCATION

Community Agency Counseling

Career Counseling

School Counseling

***COMMUNITY AGENCY
COUNSELING***

**THE GRADUATE PROGRAM IN COMMUNITY AGENCY COUNSELING
LEADING TO THE MASTER OF ARTS DEGREE**

The graduate program is designed to give adequate breadth and depth of training to prepare agency counselors to perform a counseling role in various non-school settings. Graduates will normally find employment in agencies such as social services, rehabilitation programs, mental health, correctional institutions, crisis centers, etc.

Curriculum Requirements

Area	Minimum Semester Hours
Educational Research	6
EDGR 5910 Introduction to Statistical Methods (3)	
EDGR 5920 Procedures in Educational Research (3)	
Professional Counseling.....	30-39
CON 5310 Theories and Techniques of Counseling (3)	
CON 5320 Vocational Theory and Career Development (3)	
CON 5331 Psycho-Social Development and Behavioral Dynamics (3)	
CON 5351 Principles and Procedures of Group Counseling (3)	
CON 5361 Assessment, Evaluation and Analysis in Counseling (3)	
CON 5362 Cultural Diversity and Gender Issues in Counseling (3)	
CON 5371 Pre-Practicum Counseling Skills (3)	
CON 5373 Consultative/Referral Processes in Counseling (3)	
CON 5380 Introduction Agency Counseling (3)	
CON 5390 Internship in Agency Counseling (6)	
Specialty Studies.....	9-10
CON 5380 Introduction Agency Counseling (3)	
CON 5321 Introduction to Family Counseling (3)	
PSYG 5121 Advanced Abnormal Psychology (4)*	
*Students may transfer in a 3 hour Advanced Abnormal Psychology course	
Total.....	<u>51</u>

NOTE: The Internship, CON 5390, is a 600-hour requirement, which can be completed over 1 or 2 semesters. Students must obtain a passing score on the comprehensive examination.

CAREER COUNSELING

**THE GRADUATE PROGRAM IN CAREER COUNSELING LEADING
TO THE MASTER OF ARTS DEGREE**

This graduate program is for the preparation of career counselors who will be especially qualified to assist persons from diverse cultural backgrounds in exploring and choosing appropriate careers. The program will provide formal study in counseling and related subjects and an internship in career counseling. Graduates will find employment in college and university career placement centers or in business or industrial Personnel/Human Resources Offices.

Curriculum Requirements

Area	Minimum Semester Hours
Educational Research	6
EDGR 5910 Introduction to Statistical Methods (3)	
EDGR 5920 Procedures in Educational Research (3)	
Professional Counseling	30-39
CON 5310 Theories and Techniques of Counseling (3)	
CON 5320 Vocational Theory and Career Development (3)	
CON 5331 Psycho-Social Development and Behavioral Dynamics (3)	
CON 5351 Principles and Procedures of Group Counseling (3)	
CON 5361 Assessment, Evaluation and Analysis in Counseling (3)	
CON 5362 Cultural Diversity and Gender Issues in Counseling (3)	
CON 5371 Pre-Practicum Counseling Skills (3)	
CON 5373 Consultative/Referral Processes in Counseling (3)	
CON 5390 Internship in Career Counseling (6)	
Specialty Studies	3-12
CON 5325 Advanced Career Counseling (3)	
Courses are to be selected with the student's academic advisor.	
Total	<hr style="width: 100%;"/> 48

Note: The Internship, CON 5390, is a 600-hour requirement, which can be completed over 1 or 2 semesters. Students must obtain a passing score on the comprehensive examination.

SCHOOL COUNSELING

**THE GRADUATE PROGRAM IN SCHOOL COUNSELING LEADING TO THE
MASTER OF ARTS DEGREE (WITH LICENSURE)**

This graduate program is designed to give adequate breadth and depth of training to prepare school counselors. As a result of this program, the student should become sensitive to the needs of students as well as competent in designing and executing guidance and counseling activities in schools.

Area	Curriculum Requirements	Minimum Semester Hours
Educational Research		6
EDGR 5910	Introduction to Statistical Methods (3)	
EDGR 5920	Procedures in Educational Research (3)	
Professional Counseling		30 - 39
CON 5301	Counseling in Elementary and Middle Schools (3) or	
CON 5302	Counseling in Secondary Schools (3)	
CON 5310	Theories and Techniques of Counseling (3)	
CON 5320	Vocational Theory and Career Develop. (Elem/Middle Sch) (3)	
CON 5331	Psycho-Social Development and Behavioral Dynamics (3)	
CON 5351	Principles and Procedures of Group Counseling (3)	
CON 5361	Assessment, Evaluation and Analysis in Counseling (3)	
CON 5363	Advanced Seminar on Special Issues in Counseling (3)	
CON 5371	Pre-Practicum Counseling Skills (3)	
CON 5372	Supervised Practicum in Counseling (3)	
CON 5373	Consultative/Referral Process in Counseling (3)	
CON 5390	Internship in School Counseling (6)	
	(Required of all students without teaching experience)	
Specialty Studies		6
CON 5303	Introduction to School Counseling (3)	
CON 5304	Advanced School Counseling (3)	
Total		<hr style="width: 100%; border: 0.5px solid black;"/> 51

Students must obtain a passing score on the comprehensive examination.

***ELEMENTARY
EDUCATION***

The Advanced Master's Program in Curriculum and Instruction

With a Concentration In Elementary Education

Overview

The Advanced Graduate Program in Curriculum and Instruction is offered for experienced elementary teachers who hold an initial license, have at least two years of successful classroom experience, and want to extend and enhance their knowledge and competencies in understanding and applying diversity, developmental and psychological theories to classroom practice; developing curriculum; utilizing technology; assuming a leadership role in the school and community; teaching math, science, language arts, social studies, and literacy; understanding research practices; and conducting action research.

The program broadens the teacher's understanding of the purpose and role of education in the elementary grades; extends an understanding of the nature of the learner and the learning process (including exceptional populations); assists the teacher in gaining greater insights and skills in the use of research techniques and in administering action research projects to evaluate and improve classroom instruction; provides for concentrated study in major subject areas; and assists the teacher in developing the conceptual framework and skills necessary to provide a developmentally appropriate living/learning environment for all children.

In terms of the program objectives, the students will

1. complete action research projects after being instructed in statistical methodology and educational research procedures;
2. perform literature searches both manually and by computer;
3. review past and present theories on cognitive growth and development, psychosocial development, language development, factors influencing learning and teaching, classroom management, personal-social-moral development, multiculturalism, and exceptional populations;
4. read, summarize, and evaluate current literature and research in the specific content areas and on curricular issues;
5. organize and present information on topics and units in oral, written, and multimedia formats;
6. demonstrate and participate in activities in specific content areas and at various grade levels that show application of current trends to classroom teaching.
7. discuss social concerns as priorities for social studies education – including the rationale, general content and key concepts to be developed, and activities for developing the key concepts;
8. discuss the contribution of the social sciences to the social studies program – including the rationale, general content and key concepts to be developed, and activities for developing the key concepts;
9. discuss the current trends in mathematics education – including the rationale, general

- content and key concepts to be developed, and activities for developing the key concepts;
10. define scientific literacy and explain the need for scientific literacy, the current situation in science education, and plans for science education reform;
 11. name and describe the components of a total literacy program;
 12. describe the characteristics of the competent elementary, middle grade, and secondary reader;
 13. explain the cognitive process model of writing;
 14. describe various strategies a teacher can use to help reluctant writers;
 15. define hearing, listening, and auding;
 16. name and describe the cognitive levels of listening;
 17. name the elements of speech and explain why they are important to good speaking;
 18. diagram and discuss the interrelationship of the language arts
 19. explain the factors associated with the emergence of literacy behaviors in children from birth to five years of age;
 20. explain the current research on approaches to beginning reading instruction – such as psycholinguistic theory, whole language, reading recovery, phonics, literature-based reading, balanced reading, and comprehension of expository texts;
 21. explain the factors that affect literacy development;
 22. plan instruction for special populations that may be “at risk” in terms of literacy acquisition;
 23. conduct major formal and informal assessment methods for evaluating children with literacy problems;
 24. study and discuss current research pertaining to
 - a. the diagnosis and correction of literacy problems in both classroom and clinical settings,
 - b. materials and methods for diagnosing and correcting literacy difficulties;
 25. administer and score various literacy assessment instruments;
 26. develop a profile of a reading and/or writing disabled student and share the results of the investigation in both oral and written formats;
 27. develop uses for the computer within the classroom in key subject areas;
 28. develop strategies for educating all students within an inclusion classroom that are responsive to students’ diverse learning styles;
 29. develop and enhance leadership skills as a mentor and clinical supervisor within the classroom and school; and
 30. develop an understanding of multiculturalism and diversity education, applying and infusing the principles through specific activities throughout the curriculum.

Course Requirements

Core Courses

1. EDIT 5855: Advanced Technology for Educators
2. EDGR 5910: Introduction to Statistical Methods in Education
3. EDGR 5925: Applied Research Techniques
4. EDEC 5688: Instructional Strategies for Inclusion
5. EDGR 5125: Developmental and Psychological Foundations of Education
6. EDGR 5130: Teachers as Leaders: Roles & Responsibilities
7. EDGR 5465: Multiculturalism and the Practice of Schooling

Specialty Courses

1. EDCI 5200: Current Research and Practice in Literacy for the Elementary Grades
2. EDCI 5300: Literacy Assessment and Instruction for the Elementary Grades
3. EDCI 5400: Curriculum Development and Instructional Expertise for the Elementary Grades in Math and Science
4. EDCI 5401: Curriculum Development and Instructional Expertise for the Elementary Grades in Language Arts and Social Studies
5. EDCI 5135: Teachers as Leaders: Practicum

***MIDDLE GRADES
EDUCATION***

The Advanced Master's Program in Curriculum and Instruction

With a Concentration in Middle Grades Education

Overview

The Advanced Graduate Program in Curriculum and Instruction is offered for experienced middle grade teachers who hold an initial license, have at least two years of successful classroom experience, and want to extend and enhance their knowledge and competencies in understanding and applying diversity, developmental and psychological theories to classroom practice; developing curriculum; utilizing technology; assuming a leadership role in the school and community; teaching math, science, language arts, social studies, and literacy; understanding research practices; and conducting action research.

The program broadens the teacher's understanding of the purpose and role of education in the middle grades; extends an understanding of the nature of the learner and the learning process (including exceptional populations); assists the teacher in gaining greater insights and skills in the use of research techniques and in administering action research projects to evaluate and improve classroom instruction; provides for concentrated study in major subject areas; and assists the teacher in developing the conceptual framework and skills necessary to provide a developmentally appropriate living/learning environment for all children.

In terms of the program objectives, the students will

1. complete action research projects after being instructed in statistical methodology and educational research procedures;
2. perform literature searches both manually and by computer;
3. review past and present theories on cognitive growth and development, psychosocial development, language development, factors influencing learning and teaching, classroom management, personal-social-moral development, multiculturalism, and exceptional populations;
4. read, summarize, and evaluate current literature and research in the specific content areas and on curricular issues;
5. organize and present information on topics and units in oral, written, and multimedia formats;
6. demonstrate and participate in activities in specific content areas and at various grade levels that show application of current trends to classroom teaching.
7. discuss social concerns as priorities for social studies education – including the rationale, general content and key concepts to be developed, and activities for developing the key concepts;
8. discuss the contribution of the social sciences to the social studies program – including the rationale, general content and key concepts to be developed, and activities for developing the key concepts;
9. discuss the current trends in mathematics education – including the rationale, general

- content and key concepts to be developed, and activities for developing the key concepts;
10. define scientific literacy and explain the need for scientific literacy, the current situation in science education, and plans for science education reform;
 11. name and describe the components of a total literacy program;
 12. describe the characteristics of the competent elementary, middle grade, and secondary reader;
 13. explain the cognitive process model of writing;
 14. describe various strategies a teacher can use to help reluctant writers;
 15. define hearing, listening, and auding;
 16. name and describe the cognitive levels of listening;
 17. name the elements of speech and explain why they are important to good speaking;
 18. diagram and discuss the interrelationship of the language arts
 19. explain the factors associated with the emergence of literacy behaviors in children from birth to five years of age;
 20. explain the current research on approaches to beginning reading instruction – such as psycholinguistic theory, whole language, reading recovery, phonics, literature-based reading, balanced reading, and comprehension of expository texts;
 21. explain the factors that affect literacy development;
 22. plan instruction for special populations that may be “at risk” in terms of literacy acquisition;
 23. conduct major formal and informal assessment methods for evaluating children with literacy problems;
 24. study and discuss current research pertaining to
 - a. the diagnosis and correction of literacy problems in both classroom and clinical settings,
 - b. materials and methods for diagnosing and correcting literacy difficulties;
 25. administer and score various literacy assessment instruments;
 26. develop a profile of a reading and/or writing disabled student and share the results of the investigation in both oral and written formats;
 27. develop uses for the computer within the classroom in key subject areas;
 28. develop strategies for educating all students within an inclusion classroom that are responsive to students’ diverse learning styles;
 29. develop and enhance leadership skills as a mentor and clinical supervisor within the classroom and school; and
 30. develop an understanding of multiculturalism and diversity education, applying and infusing the principles through specific activities throughout the curriculum.

Course Requirements

Core Courses

1. EDIT 5855: Advanced Technology for Educators
2. EDGR 5910: Introduction to Statistical Methods in Education
3. EDGR 5925: Applied Research Techniques
4. EDEC 5688: Instructional Strategies for Inclusion
5. EDGR 5125: Developmental and Psychological Foundations of Education
6. EDGR 5130: Teachers as Leaders: Roles & Responsibilities
7. EDGR 5465: Multiculturalism and the Practice of Schooling

Specialty Courses

1. EDMG 5520: The Middle Grades
2. EDCI 5205: Current Research and Practice in Literacy for the Middle Grades
3. EDCI 5405: Curriculum Development and Instructional Expertise for the Middle Grades
4. EDCI 5135: Teachers as Leaders: Practicum
5. an appropriate graduate course in the student's area of licensure concentration: language arts, science, mathematics, or social studies (with approval of the student's advisor)
6. an appropriate graduate course in the student's area of licensure concentration: language arts, science, mathematics, or social studies (with approval of student's advisor)

EDUCATIONAL TECHNOLOGY

THE GRADUATE PROGRAM IN EDUCATIONAL TECHNOLOGY

The Master's of Arts in Educational Technology offers two program concentrations: (1) Instructional Technology and (2) Visual Communication. The Instructional Technology Concentration (licensure) focuses on preparing students to become "practitioners of technology" in K-12 settings. This concentration requires an "A" teaching certification upon program entry, the completion of a practicum and an ePortfolio upon program exit. Students completing the program will qualify for a North Carolina Department of Public Instruction 077 – Instructional Technology Specialist Computer License and a North Carolina Department of Public Instruction 079 – Technology Endorsement. Students must apply to the Department of Public Instruction for their license. Students completing the program will serve as educators in the K-12 setting in positions including teachers, technology facilitators, or technology coordinators. The Visual Communication concentration updates the older traditional program into a more current and dynamic graduate program of study that takes advantage of current technology and prepares candidates to be more commercially viable. The Visual Communications Concentration is designed from an educational standpoint to create experts in the discipline of education who have the expertise to develop, create, and implement visual media.

Requirements for the Master of Arts in Educational Technology:

1. A minimum of 39 semester hours with a cumulative grade point average of 3.0 or higher.
2. Successful completion of an approved Plan of Study which includes:
 - A. Foundation Courses
 - B. Professional Specialization Courses
 - C. Statistics and Research Courses
 - D. Selected electives
3. Foundation Courses (3 hours minimum):
 - A. EDGR 5125 Developmental and Psychological Foundations of Education (3)
 - B. EDGR 5130 Teachers as Leaders: Roles and Responsibilities (3)
 - C. EDGR 5465 Multiculturalism and the Practice of Schooling (3) (required for both concentrations)
4. Professional specialization courses—23-27 hours from the following: EDIT 5800, EDIT 5812, EDIT 5822, EDIT 5826, EDIT 5828, EDIT 5832, EDIT 5834, EDIT 5838, EDIT 5840; EDIT 5850, EDIT 5855, EDIT 5860, EDIT 5990, EDU 4520, EDU 4530, EDU 4908, EDEC 5679 [based on *Plan of Study* and certification requirements (Instructional Technology Concentration)]
5. Required statistics and research courses:
 - A. EDGR 5910 or EDGR 5915;
 - B. EDGR 5920 or EDGR 5925;
 - C. EDGR 5900 (required for Visual Communications Concentration).
6. Successful completion and defense of an electronic portfolio (required for Instructional Technology Concentration).
7. Successful completion and defense of thesis (required for Visual Communications Concentration).

8. Successful completion of an instructional practicum (required for Instructional Technology Concentration).

EDU 4300 CLASSROOM UTILIZATION OF INSTRUCTIONAL TECHNOLOGY (3)

The familiarization of and the application of a broad range of instructional technologies including principles and techniques relating to their selection, utilization and evaluation.

EDU 4520 PHOTOGRAPHY (3)

The utilization and application of photographic skills emphasizing 35mm (and instamatic type) cameras in instruction and training with special emphasis on composition, visual literacy, and theories of non-verbal communication of visuals.

EDU 4530 INTRODUCTION TO VIDEOGRAPHY (3)

This course is designed to introduce the student to electronic imaging techniques as they apply to creating projects through the use of videography and filmmaking. The course will also stress learning basis filmmaking principles, incorporating electronic filmmaking and videographic technologies using the video camera and video equipment as a practical method of teaching basic filmmaking techniques.

EDU 4908 INDEPENDENT STUDY OF INSTRUCTIONAL TECHNOLOGY (1-3)

This course is designed to permit the independent pursuit of information on and solution of educational problems through library research of field work. The student desiring to take this course will present a proposed course of study to the School of Education for approval.

EDIT 5800 BROADCAST TECHNOLOGIES I (3)

This course is designed to provide an introduction to image editing software that is used in Instructional and Educational technology to design and produce images. This course is foundational skill builder for future courses that will focus on Graphic User Interfaces, Hypermedia, and WebPages. Candidates will explore and construct digital graphics, designs, images, and logotypes.

EDIT 5812 BROADCAST TECHNOLOGIES II (3)

This course is the second part of a year long study designed to provide an introduction to image editing software that is used in Instructional and Educational technology to design and produce images. This course continues to build the digital skills acquired in EDIT 5800 that will aid candidates in creating Graphic User Interfaces, Hypermedia, and WebPages. Candidates will explore complex software for creating digital: graphics, designs, images, and logotypes.

EDIT 5822 PROGRAM PLANNING AND STAFF DEVELOPMENT (3)

This course is a study of three main areas of technology leadership--planning and evaluating effective staff development and training, program planning and evaluation, and planning and supporting change. The course will focus on the development, implementation, and evaluation of an effective instructional technology program, including a staff development plan.

EDIT 5826: WEB DESIGN FOR EDUCATORS (3)

This course is an exploration into the creation and development of a Webpage for the Internet. Special focus is placed on topics that are online projects and activities. Course topics include the following: Internet usage, Web-based applications, Webpage construction, Webpage design, HTML coding, HTML editors, Cascading Style Sheets, and the addition of dynamic visual elements to a Webpage. (prerequisite: EDIT 5832)

EDIT 5828: MULTIMEDIA DESIGN (3)

This is an introductory course of the comprehensive study of the systematic design and production of Interactive multimedia. Students will become competent in the assessment, development, production, and training of multimedia delivery systems and innovative multimedia technologies. (prerequisite: EDIT 5832)

EDIT 5832: INSTRUCTIONAL DESIGN FOR EDUCATION AND TRAINING (3)

An introduction to systematic approaches to instructional technology, theory practical tools, and techniques necessary to successfully analyze, design, produce, evaluate, implement, and manage instruction.

EDIT 5834: HARDWARE MAINTENANCE, TROUBLESHOOTING AND NETWORKING (3)

This course primarily focuses on gaining experience with installation and maintenance of peripherals, software, operating systems, and troubleshooting. Students will learn how to configure and maintain local area networks, install and configure server software. Students will learn about wiring standards for networking.

EDIT 5838: INTERNSHIP IN INSTRUCTIONAL TECHNOLOGY (3)

Students acquire practical field experiences in instructional settings appropriate to their career goals. Students are required to demonstrate the competencies and skills required for technology facilitators or supervisors in the K-12 setting and the National Education Technology Standards for Teachers (NETS).

EDIT 5840 INSTRUCTIONAL DEVELOPMENT PRACTICUM [Portfolio and internship] (3)

Using one of the systematic approaches to instructional design, its theories, practical tools, and techniques, students will develop paper and graphic instructional training units program. (Prerequisite: 5832)

EDGR 5850 COMPUTER-ASSISTED INSTRUCTION FOR EDUCATION (3)

An introduction to computer competencies needed by teachers: uses of computers in education, including computer based instruction and computer managed instruction and uses of computers in the business area of education. Special attention is devoted to selecting, using, and evaluating computer software, identifying computer related ethical and legal issues, and using CAI software and web-based materials within the instruction computer.

EDIT 5855 ADVANCED TECHNOLOGY FOR EDUCATORS (3)

This course builds upon the application of basic computer competencies, multimedia and web

page development allowing the student to create and present classroom materials using multi-media, videography, and interactive web page design. Other advanced applications in the classroom will be explored.

EDIT 5860: VISUAL LITERACY (3)

This course includes lectures, discussions and experiences that explore the concept of “Visual Literacy” by examining the ways in which iconography, images, and symbols in various forms of media structure our understanding, perceptions, and their applications through images. The course focuses on developing skills required to use various media arts technologies, including the internet, as well as other various tools for visual expression; design, creation, and presentation using images to construct and examine meanings; a thorough examination of media influences in the arts, learning and technology environments, and their varied influences on society; also includes the development of Visual Literacy as a skill to make informed critical decisions.

EDIT 5990: MULTI-TECHNOLOGIES PROGRAM PRODUCTION (3)

This is an advanced course is a comprehensive study of the systematic design and production of Interactive multimedia. Students will become competent in the assessment, development, production, and training of multimedia delivery systems and innovative multimedia technologies. (prerequisite: EDIT 5832)

EDEC 5679: ADAPTIVE TECHNOLOGIES FOR SPECIAL POPULATIONS

This course is an exploration of the prescription, operation, and instructional strategies for current technologies and adaptive devices used by persons with disabilities, English Language Learners, students with specific learning disabilities or any exceptionality. Students may concentrate on disability-specific assistive technology.

EDGR 5900 Thesis (3)

EDGR 5910 Introduction to Statistical Methods in Education (3)

EDGR 5920 Procedures In Education Research (3)

EDGR 5925 Applied Research Techniques (3)

EDGR 5125 Developmental and Psychological Foundations of Education (3)

EDGR 5130 Teachers as Leaders: Roles and Responsibilities (3)

EDGR 5465 Multiculturalism and the Practice of Schooling (3)

Special Endorsement in Computer Education (18079)

The 18079 is an add-on licensure. Candidates seeking the 18079 must complete a graduate application with transcripts, letters of reference, a copy of their teaching certificate (A or M), and a statement of interest in the program. Upon acceptance, a plan of study will be designed by the program coordinator and an advisor will be assigned.

The following overview of this endorsement was provided by the North Carolina Department of Public Instruction:

The Special Endorsement in Computer Education was established for partial or full-time school computer teachers or computer resource teachers for one or more schools. Preparation for this position should provide educators extensive knowledge and skills to work with students and other teachers to use computers in the on-going instructional program, and to serve as a computer education leader for a school.

An individual with the Special Endorsement in Computer Education should have in-depth understanding of the competencies outlined in the ISTE Educational Computing and Technology Standards for Technology Facilitators. This individual may be identified by a variety of titles such as computer teacher, school computer coordinator, computer resource teacher, computer lab teacher, computer education specialist or instructional technology facilitator.

An individual with the Special Endorsement in Computer Education is eligible to work in a teacher position. The endorsement is awarded as an "A" license unless the individual also holds the Instructional Technology Specialist-Computers (077) license. Then, the endorsement is awarded at the "G" level.

Course Requirements

Students must complete the following 18 hours relevant to the ISTE Educational Computing and Technology Standards for Technology Facilitators or other courses as approved by the student's advisor:

- EDIT 5860 Visual Literacy
- EDIT 5822 Program Planning and Staff Development for Instructional Technology
- EDIT 5832 Instructional Design for Education and Training
- EDIT 5826 Web Design for Educators
- EDIT 5855 Advanced Technology for Educators
- EDIT 5828 Multimedia Design
- EDIT 5990 Multi-Technologies Program Production

Additional Requirements: The candidate must complete and defend a comprehensive electronic portfolio demonstrating knowledge, skills, and dispositions of a teacher entering this field.

SELECTED ELECTIVES:

Upon acceptance to the program, the candidate meets with program faculty to develop a *Plan of Study*. An approved *Plan of Study* may include additional courses to strengthen the candidate's educational background, requiring additional coursework. It may also include electives and/or a minor concentration, depending upon the candidate's experiences, interests, and future career goals. Courses may not count towards the graduation requirements, if they are not a part of an approved *Plan of Study*.

COURSES TO STRENGTHEN PREPARATION:

- EDU 2800—Computer Utilizations in Instructional Technology
- EDU 4300—Classroom Utilization of Instructional Technology (Applied)
- EDU 3700—Statistics (undergraduate)

SPECIAL EDUCATION

**BEHAVIORAL/EMOTIONAL DISABILITIES
EARLY EDUCATION AND LANGUAGE DEVELOPMENT
LEARNING DISABILITIES
MENTAL DISABILITIES
ORIENTATION AND MOBILITY
VISUAL IMPAIRMENT**

NORTH CAROLINA CENTRAL UNIVERSITY SPECIAL EDUCATION PROGRAMS

Specialty Areas

Students concentrate in one of six specialty areas: Behavioral-Emotional Disabilities, Early Education and Language Development, Learning Disabilities, Mental Disabilities, Visual Impairment or Orientation and Mobility.

Degrees Offered

Students may obtain a M.Ed. in Special Education if they currently hold a teaching license in Special Education or a M.A.T. in Special Education if they do not have a license in Special Education. The degree in Orientation and Mobility, which is a non-teaching degree, leads to an M.Ed.

M.Ed.: The Master's in Education is a 33 hour program for students who have initial licensure in one of the concentration areas in special education and at least one year of teaching experience. Courses offer students an opportunity for applied research, advanced technology, development of leadership skills, and advanced study in special education with an emphasis on understanding and using current research and policy. A 38 hour M.Ed. is also offered in Special Education with a concentration in Orientation and Mobility.

M.A.T.: The Master of the Arts of Teaching is a 39 hour program for students who have a background in education, but do not have a license in special education. The program provides students with initial license competencies in knowledge of special populations, adapting curriculum, assessing students, writing IEP's and instructional methodology. After completion of the basic courses, students take courses in statistics, and applied research, with advanced study of current research and policies in special education. Students with limited or no background in education will need up to 15 hours of pre-requisites prior to enrolling in the MAT program. Upon completion of the program, students receive an initial license in Special Education, General Curriculum and an advanced license in their concentration area.

**Master's of Education with
Concentrations in Behavioral/Emotional Disabilities,
Learning Disabilities, Mental Disabilities (33 hours)**

Gateway 1: Admission to the program requires permanent, initial license in special education and one course in educational technology in the last 5 years or technology certificate from the Department of Public Instruction or your school district

Gateway 2: Core Courses (12)

- EDGR 5915 Statistics Applied to Educational Measurement (3)
- EDGR 5925 Applied Research Techniques (3)
- EDGR 5130 Teachers as Leaders: Roles and Responsibilities (3)
- EDGR 5465 Multiculturalism and the Practice of Schooling (3)

Gateway 3: Special Education Courses (12)

- EDEC 5622 Teaching Students with Special Needs in Elementary School (3)
Or EDEC 5628 Instructional Reading Strategies
- EDEC 5632 Special Education and Disabilities Law (3)
- EDEC 5635 Current Research and Administrative Issues in
Special Education Programs (3)
- EDEC 5695 Professional Practicum (3)

Concentration Area Courses (9-14)

Behavioral/Emotional Disabilities

- EDEC 5151 Characteristics of Students with Behavioral/ Emotional Disabilities (3)
- EDEC 5641 Methods for Teaching Students with Behavioral/Emotional Disabilities (3)
Prerequisite EDEC 5151
- EDEC 5645 Advanced Seminar in Behavioral/Emotional Disabilities (3)
Prerequisite EDEC 5641

Learning Disabilities

- EDEC 5672 Characteristics of Students with Learning Disabilities (3)
- EDEC 5681 Methods for Teaching Students with Learning Disabilities (3)
Prerequisite EDEC 5672
- EDEC 5685 Advanced Seminar in Learning Disabilities (3)
Prerequisite: EDEC 5681

Mental Disabilities

- EDEC 5651 Characteristics of Students with Mental Disabilities (3)

- EDEC 5611 Methods for Teaching Students with Mental Disabilities (3)
Prerequisite EDEC 5651
- EDEC 5615 Advanced Seminar in Mental Disabilities (3)
Prerequisite EDEC 5611

**Master of Arts in Teaching
Behavioral and Emotional Disabilities, Learning Disabilities, Mental Disabilities**

Gateway 1: Admission to the Program (15 hours)

Requirements: Permanent initial licensure in elementary education or completion of prerequisite competencies

Prerequisite courses

- EDGR 5125 Psychological Foundations of Education (3)
- EDGR 5400 Philosophical, Legal & Cultural Foundations of Education (3)
- EDIT 5855 Advanced Technology for Education or EDEC 5679
Adaptive Technologies for Special Populations or EDU 4300 Computer
Utilization
- EDCI 5221 Instructional Programs in Mathematics (3)
- EDEC 5620 Introduction to Exceptional Children (3)

Gateway 2: General Curriculum Competencies (Initial Licensure Requirements 18 hours)

- EDEC 5626 Seminar in Cultural Diversity (1)
- EDEC 5621 Classroom Management (3)
- EDEC 5671 Assessment in Special Education (3)
- EDEC 5622 Teaching Students with Special Needs in Elementary School (3)
- EDEC 5623 Teaching Adolescents with Special Needs (3)
- EDEC 5624 Seminar in IEP Collaborative Planning with Parents and Professionals (2)
- EDEC 5628 Instructional Reading Strategies for Exceptional Children (3)

All students requesting initial licensure at this point in their program must complete EDEC 5690, Initial Practicum in Special Education (3)

Gateway 3: Advanced Curriculum Competencies (12 hours)

- EDGR 5915 Statistics Applied to Educational Measurement or EDGR 5910 (3)
- EDGR 5925 Applied Research Techniques or EDGR 5920 (3)
- EDEC 5635 Current Research and Leadership Issues in Special Education (3) Prerequisite is completion of Gateway 2
- EDEC 5695 Professional Practicum (3) Permission of advisor required.
Prerequisite is two years of successful teaching in specialty area or EDEC 5690 Initial Practicum.

Specialty Areas Mild Disabilities (9 hours)

Behavioral/Emotional Disabilities

EDEC 5151 Characteristics Students w/ Behavioral/Emotional Disabilities (3)

EDEC 5641 Methods for Teaching Students with Behavioral/Emotional Disabilities (3)
Prerequisite EDEC 5151

EDEC 5645 Advanced Seminar in Behavioral/Emotional Disabilities (3) Prerequisite EDEC
5641

Learning Disabilities

EDEC 5672 Characteristics of Students with Learning Disabilities (3)

EDEC 5681 Methods for Teaching Students with Learning Disabilities (3) Prerequisite EDEC
5672

EDEC 5685 Advanced Seminar in Learning Disabilities (3) Prerequisite: EDEC 5681,

Mental Disabilities

EDEC 5651 Characteristics of Students with Mental Disabilities (3)

EDEC 5611 Methods for Teaching Students with Mental Disabilities (3) Prerequisite
EDEC 5651

EDEC 5615 Advanced Seminar in Mental Disabilities (3) Prerequisite EDEC 5611

Graduation Requirements

Comprehensive Exam

Portfolio Review

Master of Arts in Teaching
Concentration: Early Education and Language Development (39 Semester Hours)
Program Requirements:

Gateway 1: Prerequisites (15 – 18)

EDEC 5810 Variations in Development, Birth to Age Eight (3)
EDSH 5700 Speech and Language Development (3)
EDEC 5628 Reading Strategies for Exceptional Students (3)
EDCI 5221 Instructional Programs in Mathematics (3)
EDEC 5620 Introduction to Exceptional Children (3)
Evidence of technology competencies required by NCDPI or EDIT 5855 or EDU 4300

Gateway 2: Foundations (18)

EDEC 5626 Seminar in Cultural Diversity (1)
EDEC 5820 Affecting the Behavior of Young Children (3)
EDEC 5870 Assessment in Early Childhood (3)
EDSH 5745 Early Intervention: Teaching and Assessing Infants and Toddlers (3)
EDEC 5840 Advanced Curriculum and Methods for Inclusive Early Education (3)
EDEC 5624 Collaborative IEP Planning (2)
EDEC 5690 Initial Practicum – (May be satisfied if candidate has 2 consecutive years of TPAI ratings of “Standard” or higher with BK populations. Faculty observation is required to validate areas of BK competence and courses needed. Initial practicum includes 5 weeks in infant-toddler setting, 5 weeks preschool, 5 weeks kindergarten (all inclusive settings) (3)

Gateway 3: Advanced Competencies for Research and Leadership (12)

EDGR 5925 Applied Research or EDGR 5920 (3)
EDEC 5635 Current Research, Leadership, Collaboration (3)
EDEC 5919 Statistics Applied to Ed. Measurement, or EDGR 5910 (3)
EDEC 5695 Professional Practicum – Prerequisite is two years successful teaching in the specialty area or EDEC 5690 Initial Practicum (3)

Specialty Area: Diversity in Language Development and Early Literacy (9)

EDSH 5780 Bilingualism and Second Language Acquisition (3)
FCSG 5500 Diversity and Transition in Family Structures (3)
EDCI 5235 Emergent Literacy in Young Children, Birth Through Kindergarten (3)

Graduation Requirements
Comprehensive Exam
Portfolio Review

**M.Ed. in Special Education
Concentration in
Visual Impairment**

Leads to Initial Licensure in Visual Impairment

Prerequisites (15 hours)

- EDGR 5125 Psychological Foundations of Education (3)
- EDGR 5400 Philosophical, Legal & Cultural Foundations of Education (3)
- EDGR 5299 Instructional Programs in Reading (3)
- EDGR 5221 Instructional Programs in Mathematics (3)
- EDEC 5620 Introduction to Exceptional Children (3)

General Curriculum Competencies (6 hours)

- EDEC 5501 Assessment and Planning for Diverse Students with Visual Impairments (3)
- EDEC 5508 Technology for the VI Learner (3) **or**
EDEC 5679 Adaptive Technologies for Special Populations (3)

Visual Impairment (20 hours)

- EDEC 5501 Introduction to Visual Impairments (3)
- EDEC 5502 Introduction to Contracted Braille (1)
- EDEC 5504 Specialized Braille Codes (1)
- EDEC 5601 Structure and Function of the Eye (3)
- EDEC 5602 Teaching Braille and Communication Skills
- EDEC 5603 Orientation and Mobility for the Classroom Teacher (3)
- EDEC 5604 Problems, Methods, and Materials for the VI Child
- EDEC 5513 Advanced Seminar in Visual Impairments (3) **or**
EDEC 5512 Advanced Seminar in VI/MI and DB

Advanced Curriculum Competencies (12 hours)

- EDGR 5910 Introduction to Statistical Methods in Education (3)
- EDGR 5925 Applied Research Techniques (3)
- EDEC 5635 Current Research and Leadership Issues in Special Education
- EDEC 5695 Professional Practicum (3)

**MAT in Special Education
Concentration in
Visual Impairment**

Leads to Initial Licensure in Special Education and Advanced Licensure in Visual Impairment

Prerequisites (15 hours)

- EDGR 5125 Psychological Foundations of Education (3)
- EDGR 5400 Philosophical, Legal & Cultural Foundations of Education (3)
- EDGR 5299 Instructional Programs in Reading (3)
- EDGR 5221 Instructional Programs in Mathematics (3)
- EDEC 5620 Introduction to Exceptional Children (3)

General Curriculum Competencies (15 hours)

- EDEC 5621 Classroom Management (3)
- EDEC 5622 Assessment and Planning for Diverse Students with Visual Impairments (3)
- EDEC 5622 Teaching Students with Special Needs in Elementary School (3)
- EDEC 5623 Teaching Adolescents with Special Needs (3)
- EDEC 5508 Technology for the VI Learner (3) **or**
EDEC 5679 Adaptive Technologies for Special Populations (3)

Visual Impairment (20 hours)

- EDEC 5501 Introduction to Visual Impairments (3)
- EDEC 5502 Introduction to Contracted Braille (1)
- EDEC 5504 Specialized Braille Codes (1)
- EDEC 5601 Structure and Function of the Eye (3)
- EDEC 5602 Teaching Braille and Communication Skills
- EDEC 5603 Orientation and Mobility for the Classroom Teacher (3)
- EDEC 5604 Problems, Methods, and Materials for the VI Child
- EDEC 5513 Advanced Seminar in Visual Impairments (3) **or**
EDEC 5512 Advanced Seminar in VI/MI and DB

Advanced Curriculum Competencies (12 hours)

- EDGR 5910 Introduction to Statistical Methods in Education (3)
- EDGR 5925 Applied Research Techniques (3)
- EDEC 5635 Current Research and Leadership Issues in Special Education
- EDEC 5695 Professional Practicum (3)

**M.Ed. in Special Education
Concentration in
Orientation and Mobility**

Prerequisites (8):

- EDEC 5620 Introduction to Exceptional Children or equivalent (3)
- EDEC 5624 Seminar in Collaborative IEP Planning or equivalent (3)
- EDEC 5671 Assessment in Special Education or equivalent (3)

Core Courses (10)

- EDGR 5910 Introduction to Statistical Method in Education (3) OR
- EDGR 5915 Statistics Applied to Educational Measurement (3)
- EDGR 5925 Applied Research Techniques (3) OR
- EDGR 5920 Procedures in Educational Research (3)
- EDEC 5632 Special Education and Disabilities Law (3)
- EDEC 5626 Cultural Diversity (1)

Orientation and Mobility Concentration Area Courses (25)

- EDEC 5501 Introduction to Visual Impairment (3)
- EDEC 5502 Introduction to Braille Code (1)
- EDEC 5601 Structure & Function of the Eye (3)
- EDEC 5603 Orientation & Mobility for the Classroom Teacher (3)
- EDEC 5605 Sensory & Motor Development (3)
- EDEC 5606 Orientation & Mobility) Praxis I (3)
- EDEC 5607 (Orientation & Mobility) Praxis II (3)
- EDEC 5608 O&M for Special Populations (3)
- EDEC 5697 Practicum/Oral and Written Exam in O&M (3)

Minimum of 3 hours of advanced electives:

- EDEC 5508 Technology for the VI Learner (3)
- EDEC 5679 Adaptive Technologies for Special Populations (3)
- EDEC 5609 Special Topic in Visual Impairments (3)
- EDEC 5511 Advanced Low Vision (3)
- EDEC 5512 Introduction to Deaf blindness/Multiple Impairments (3)
- EDEC 5513 Advanced Seminar in Visual Impairments (3)
- EDEC 5514 Advanced Seminar in Deaf blindness/Multiple Impairments (3)
- EDEC 5695 Professional Practicum (3)
- EDEC 5900 Thesis/Defense (3) (Prerequisites: EDGR 5910 & 5920)

Successful completion of comprehensive written examination

Note: Final Certification in Orientation & Mobility (COMS) and/or NOMC) is obtained directly from the independent certification agencies (ACVREP or NFB) according to their independent standards and guidelines. Typically requirements include transcripts of appropriate coursework as required in this program of studies; documented supervised internship experience; and the successful completion of national testing. Students are responsible for understanding current certification requirements for the respective certification(s) pursued.

COMMUNICATION DISORDERS

COMMUNICATION DISORDERS

The Master's degree program in Communication Disorders is designed to prepare graduates to provide diagnostic and rehabilitative services to person exhibiting disorders of speech and language. Completion of the program prepares graduates for speech/language pathology services in settings ranging from public schools and hospitals to community, state, and federal agencies. Graduates are academically eligible for certification by the American Speech-Language-Hearing Association, for licensure by the North Carolina Board of Examiners for Speech and Language Pathologists and Audiologists, and for the graduate license issued by the North Carolina Department of Public Instruction.

The academic program is nationally accredited in Speech-Language Pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Hearing-Language Association (ASHA).

Admission requirements and major steps for completing the degree are outlined below:

1. Admissions

- a. Graduates of accredited colleges/universities who hold a B.A. or a B.S. in Speech/Language Pathology and/or Audiology or holders of earned degrees in other human service areas are eligible.
- b. A formal letter and application, at least two letters of recommendation (preferably from former professors), GRE scores, and official grade transcript(s) must be submitted directly to the Graduate Office, School of Education.
- c. When practical, pre-admission interviews are strongly encouraged.
- d. The applicant's overall undergraduate average must be at least "B" (3.0) or better in the major or at least 30 semester hours or the equivalent.

2. Major

The major shall consist of at least 60 semester hours with a concentration in Speech/Language Pathology with a grade point average of 3.0.

Students without the requisite undergraduate degree in Speech/Language Pathology will be required to take additional hours in normal speech, language, and hearing development.

3. Residence

A minimum of thirty-six weeks of study at North Carolina Central University.

4. Admission

Admission to the program is contingent upon full-time enrollment of no less than 9 semester hours each semester.

5. Practicum

Students must complete a minimum of 6 semester hours of EDSH 5790 Practicum in Speech/Language Pathology with a grade of "B" or better; however, students must enroll in EDSH 5790 each semester they earn patient contact hours. Additionally, they must complete a minimum of 450 supervised patient contact hours to experience first-hand the clinical aspects of the various communication disorders. Graduate students are advised to begin the practicum experience as soon as possible upon entrance to the program.

6. Comprehensive Examination

Satisfactory achievement on a comprehensive written examination is required for the completion of the program of study. The student need not have completed all courses required prior to take the examination. However, material covered in all courses may be included on the examination. The student may substitute a passing score on the Praxis II (National Examination in Speech-Language Pathology and Audiology).

7. Admission to Candidacy:

- A graduate student is eligible for candidacy when he/she has satisfactorily completed
- a. all remedial or conditional work recommended by his/her advisor,
 - b. an approved course in statistics;
 - c. at least 18 hours of course work;
 - d. The process of filing with his/her advisor an approved plan for completion of the degree.

8. Degree

It is our intent that the successful culmination of study will be synonymous with exceptional professional service to individuals with communication disorders.

North Carolina Central University
Program for the Master of Education Degree
Communication Disorders Program

At least 60 semester hours will be selected from the courses listed below. Earning 60 hours qualifies student for sixth year license offered by NCDPI.

Preprofessional Courses:

EDU 4750	Introduction to Speech/Language Pathology (optional)
EDU 4760	Scientific Bases of Speech
EDU 4770	Hearing Science
EDU 4810	Clinic Observation
EDSH 5700	Speech and Language
EDSH 5710	Anatomy and Physiology
EDSH 5725	Scientific Bases of Speech
EDSH 5730	Phonetics
EDSH 5751	Introduction to Audiology

Professional Courses:

EDSH 5720	Neuroanatomy and Neurophysiology
EDSH 5721	Organic and Neurogenic Disorders
EDSH 5722	Language Disorders in Adults
EDSH 5723	Language Disorders in School-Age Children
EDSH 5724	Dysphagia
EDSH 5740	Diagnostic Methods in Speech/Language Pathology
EDSH 5745	Early Intervention
EDSH 5750	Articulation and Phonological Disorders
EDSH 5752	Aural Rehabilitation
EDSH 5755	Literacy Development and Communication Disorders
EDSH 5760	Auditory Verbal Development
EDSH 5770	Voice/Fluency Disorders
EDSH 5780	Bilingualism and Second Language Acquisition
EDSH 5785	Augmentative Communication
EDSH 5790	Practicum in Speech/Language Pathology
EDSH 5795	Special Topics in Speech/Language Pathology
EDSH 5796	Multicultural Issues in Communication Disorders
EDSH 5797	Seminars in Communication Disorders
EDSH 5800	Computer Utilization for Research and Clinical Application in Communication Disorders

Required Education Courses:

EDGR 5910	Introduction to Statistical Methods in Education
EDGR 5920	Procedures in Educational Research or
EDSH 5795	Special Topics in Speech/Language Pathology: Research Design

COURSE DESCRIPTIONS

EDU 4750. Introduction to Speech/Language Pathology (3)

An introduction to the processes of speech, language, and hearing; classification and description of their pathologies, their evaluation and management. The interaction of the field of speech/language pathology with other health/human service professions is also covered.

EDU 4760. Scientific Bases of Speech (2)

A survey of the physiological and acoustical aspects of speech production, its transmission and reception. Specific information regarding the processes of respiration, phonation, resonance, articulation, and audition is also covered.

EDU 4770. Hearing Science (2)

This course covers the subject of hearing from sound to sensation, including the structure and function of the auditory system.

EDU 4780. Aural Rehabilitation (3)

An introduction to the theories, methods, and systems of developing, maintaining and/or enhancing oral communication skills in children and adults with hearing impairment. Speech reading, auditory training, and amplification and other assistive listening devices are stressed.

EDU 4800. Phonetics (3)

An introduction to the study of the perception and production of the vowels, diphthongs, and consonants of spoken American English, employing an adapted version of the IPA. The focus is on broad transcription of normal and disordered speech.

EDU 4810. Clinic Observation (1)

EDSH 5700. Speech and Language Development (3)

An introductory course dealing with the study and understanding of the normal aspects of human communication. Emphasis is on development of normal speech and language, their neurological, physiological, and behavior components.

EDSH 5710. Anatomy and Physiology (3)

An introduction to the anatomical and physiological aspects of the speech mechanism. Both normal and pathological aspects of respiration, phonation, resonance, and articulation are studied.

EDSH 5720. Neuroanatomy and Neurophysiology (3)

Prerequisite: EDSH 5710. A comprehensive overview of the anatomy and physiology of the nervous system as a component of speech/language production. The primary focus is the control that the nervous system exerts in the reception and expression of speech and language.

EDSH 5721. Organic and Neurogenic Disorders (3)

A study of the pathologies in oral communication accompanying organic and neurogenic-based speech and language disorders. Emphasis is on the evaluation and management of cleft palate and oral-facial anomalies, cerebral palsy, dysarthria, and dyspraxia.

EDSH 5722. Language Disorders in Adults (3)

Prerequisites: EDSH 5700, 5710, and 5720. A study of speech and language disorders resulting from cardiovascular damage due to trauma, disease, and other adventitious CNS events, as well as a study of traumatic brain injury (an acquired injury to the brain caused by an external force, resulting in total or partial functional disability or psychosocial impairment). Current research findings and historical approaches to the evaluation and management of these disorders are discussed.

EDSH 5723. Language Disorders in Children (3)

Prerequisite: EDSH 5700. An introduction to language disorders in school-age children emphasizing their definition, identification, and remediation. Semantic, syntactic, pragmatic and other aspects of impaired language are studied, as are components of diagnostic and remediation procedures.

EDSH 5724. Dysphagia (4)

Prerequisites: EDSH 5710 and 5720. An in-depth study of swallowing problems in children and adults and their management by speech/language pathologists who are members of an interdisciplinary team. Clinical practicum experience will be a part of the course.

EDSH 5725. Scientific Bases of Speech (2)

A survey of the physiological and acoustical aspects of speech production, its transmission and reception. Specific information regarding the processes of respiration, phonation, resonance, articulation, and audition is also covered.

EDSH 5730. Phonetics (3)

An introduction to the study of the perception and production of the vowels, diphthongs, and consonants of spoken American English, employing an adapted version of the IPA. The focus is on broad transcription of normal and disordered speech.

EDSH 5740. Diagnostic Methods in Speech/Language Pathology (3)

A survey of the various test protocols, procedures, and equipment essential to the differential diagnosis of communication disorders. Development, validity, reliability, and appropriateness are covered as well as test administration, new developments, and revisions.

EDSH 5745. Early Intervention (3)

An introduction to the understanding of family-centered and family-friendly assessment and treatment of children and their families from birth to three years. Additional objectives are to increase the awareness of development in 0 to 3 year old children who have typical and atypical development, roles of other professionals working with these children, and legislation and other intervention issues.

EDSH 5750. Articulation and Phonological Disorders (3)

Prerequisites: EDSH 5700 and 5730. An overview of normal articulation and phonological development provides a basis for consideration of articulation and phonological disorders. A variety of approaches to the evaluation and management of these disorders is also presented.

EDSH 5751. Introduction to Audiology (3)

A survey of the historical development and basic concepts of the field of audiology. Psychophysical concepts are discussed, as are symptoms, causes and treatment of hearing disorders in children and adults.

EDSH 5752. Aural Rehabilitation (3)

An introduction to the theories, methods, and systems of developing, maintaining and/or enhancing oral communication skills in children and adults with hearing impairment. Speech reading, auditory training, and amplification and other assistive listening devices are stressed.

EDSH 5755. Literacy Development and Communication Disorders (3)

This course addresses issues concerning reading and literacy among children with communication disorders. The content addresses early preliteracy assessment in the home and community, early grades, and secondary education. Prevention, assessment and intervention for written language and spoken language are included. Practical application and direct clinical experience is included, along with training in phonemic awareness activities. Current readings and research on reading and literacy will be discussed.

EDSH 5760. Auditory Verbal Therapy

(3)

This course covers speech perception and the effects of hearing loss on the perception and production of speech as a background for understanding assessment and treatment with an auditory-verbal emphasis. In addition, the course provides an advanced level of knowledge and skills in the auditory-verbal approach for working with birth-five year olds who have a hearing loss.

EDSH 5770. Voice and Fluency Disorders

(3)

Prerequisites: EDSH 5710 and 5720. A study of the anatomy and physiology of the respiratory, phonatory, and resonance mechanisms used in the production of voice. Disorders and current evaluation and management procedures are the primary focus. An introduction to stuttering and other fluency disorders in children and adults. A variety of etiological, evaluation, and management theories are studied.

EDSH 5780. Bilingualism and Second Language Acquisition

(3)

This course defines and discusses the key components affecting bilingual language acquisition and development. These components include bilingualism, language proficiency, language transference and interference, interlanguage, and language gains and language attrition. This course will have a specific focus on English/Spanish language acquisition.

EDSH 5785. Augmentative Communication

(3)

Prerequisites: EDU 4770 and EDSH 5720, 5721, 5722, and 5723. A survey of methodologies and technologies used in the development of communication skills in the severely communication impaired. The impact of augmentative communication in social interaction, personal growth, educational and vocational opportunities and other aspects of human interaction is stressed.

EDSH 5790. Practicum in Speech Pathology

(1-3)

Prerequisites: EDSH 5700. An application of the content of disorders courses in the curriculum. Individually structured programs in the diagnosis and remediation of speech, language, and hearing problems. Clinical practicum sites are both in-house and off-campus.

EDSH 5795. Special Topics in Speech/Language Pathology

(1-3)

Prerequisite: Consent of the faculty. A seminar providing in-depth reviews of selected topics of contemporary interest and importance in the field. Specific topic selection will be based on perceived needs of faculty and/or students' expressed interest.

EDSH 5796. Multicultural Issues in Communication Disorders

(3)

A required advanced level curriculum in communication disorders which addresses issues concerning service delivery to culturally and linguistically diverse populations, with particular attention given to African American, Asian and Pacific American, Native American, Arab, Hispanic/Latino American and Deaf cultural groups. In addition to providing an overview of cultural characteristics, this class will discuss incidence and prevalence of disorders, communication differences versus disorders, non-biased assessment and culturally sensitive service delivery.

EDSH 5797. Seminars in Communication Disorders

(1-3)

Prerequisite: Consent of the faculty.

EDSH 57xx. Research Design in Communication Disorders(3)

The purpose of this course is to provide the graduate student with a foundation in the process of research, including types and methods of research. In reaching these goals, students will examine the scientific method of research as it applies to communication sciences and disorders, develop

a research problem, and examine findings from other research studies. Different types of research will be examined including experimental, survey, descriptive, and other qualitative types.

EDSH 5800. Computer Utilization for Research and Clinical Application in Communication Sciences and Disorders (3)

Prerequisites: EDGR 5910 and 5920. This course applies computer hardware and software for clinical and research use in communication disorders. Each student will complete a portfolio that contains samples of projects requiring the use of computer skills such as data analysis using at least two different statistical programs, a web page, a Power Point presentation, and a spreadsheet.

***SCHOOL
ADMINISTRATION***

The Vision

Public schools in America are institutions developed for citizens who are free to live their lives to the fullest as participating members of an open and equitable society, in which all persons are respected for their unique qualities and for their potential to make positive contributions to the betterment of humankind. Schools are the plant beds where the seeds of intellect, creativity, and change germinate in the lives of the young. New ideas are cultivated, and the old ways of the world are challenged and changed by each generation through their educational experiences. Persons engaged in education are instruments of school reform and societal development. Educators who promote excellence and equity in their schools, where all children benefit, become moral leaders building a more virtuous world. The Master of School Administration Program at North Carolina Central University produces educational leaders with the vision, competence, communication skills, and character to lead the entire school community to promote the success of all students.

The Program Course of Study for the Master of School Administration (MSA) degree is designed to prepare visionary school leaders for the public schools of North Carolina and the nation. These leadership roles include superintendents, central office administrators, principals, and assistant principals. The 42 semester-hour MSA program involves 30 hours in the major (10 courses), and 12 hours in a field-based, full-time internship and seminar. The Guidelines and Competencies of the North Carolina State Department of Public Instruction (NCDPI), the Interstate School Leaders Licensure Consortium (ISLLC), the Educational Leadership Constituent Council (ELCC,) and the National Council for the Accreditation of Teacher Education (NCATE) serve as the template for the design of the Master of School Administration Program. Coursework emphasizes the core functions of high achieving schools: challenging curriculum, effective instruction, and student achievement. Effective principals are those possessing knowledge of effective curriculum development combined with the skills, values, and beliefs of successful leaders.

Program Objectives

The primary objectives of the Master of School Administration Program are derived from the NCDPI and ISLLC Standards:

NCDPI Standard 1:

Graduates are educational leaders who have the knowledge, skills, and abilities to promote the success of all students by facilitating the articulation, formulation, and dissemination of a school or district vision of learning supported by the school community.

NCDPI Standard 2:

Graduates are educational leaders who have the knowledge and ability to support the success of all students by promoting and obtaining a positive school culture for learning, by promoting effective instructional programs, by applying best practices to student learning, and by designing and implementing comprehensive professional growth plans for staff.

NCDPI Standard 3:

Graduates are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

NCDPI Standard 4:

Graduates are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

NCDPI Standard 5:

Graduates are educational leaders who have the knowledge and ability to promote the success of all students by demonstrating a respect for the rights of others and by acting responsibly.

NCDPI Standard 6:

Graduates are educational leaders who have the knowledge and ability to promote the success of all students by articulating, analyzing and describing, and communicating the larger political, social, economic, legal, and cultural context and advocating for all students.

NCDPI Standard 7:

Graduates are educational leaders who have the knowledge and ability to promote the success of all students by completing an internship that provides significant opportunities for synthesizing and applying knowledge and practicing the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

Courses

EDAM 5110: School Law for Educational Leadership. An analysis of federal and state statutory and case law, and the policies, rules, and practices that impact the welfare of students and the operation of schools. Special emphasis is placed on the interconnection between school law and public policy. (3)

EDAM 5120: Politics, Policy, and Contemporary Issues in Education. An analysis of political issues, processes, and problems that influence decision-making and policy-making in elementary, middle, and secondary schools. Emphasis is on critical readings, attending school board meetings, discussions with principals, superintendents, and written work covering political structures and processes that address the nature of public schools as political entities. (3)

EDAM 5210: Curriculum Leadership and Learning Theory. A general course focusing on a learning-centered approach to understanding the current theories of teaching and learning and related practices of applied curriculum leadership. Emphasis is placed on the process of deciding upon priorities in the curriculum with regards to curriculum evaluation, curriculum planning, curriculum alignment and revision, and assessment of teacher delivery of designed curricula. Teaching and learning strategies appropriate for diverse cultural student populations are explored as well as leadership that supports student learning. (3)

EDAM 5211: Curriculum Development and Design. (Prerequisite: EDAM 5210 or permission of the instructor). Explores the process of curriculum development and implementation based on needs assessments, specific goals and objectives, and criterion referenced testing. Integrates a systematic approach to instructional design methodologies, principles, and instructional strategies as a response to the specific cognitive and affective needs of diverse learners. Current instructional design theories and models provide the basis for an understanding of curricular differentiation by content, process, product, effect, and learning environment. (3)

EDAM 5320: Principles of Education Administration. An introduction to the basic principles, concepts, theories, and practices of education administration. Emphasis is on the literature, case studies, and written work as it relates to school management, societal changes that impact public schools, and school restructuring. Emphasis is also placed on critical readings, clinical experiences, and written work that integrates theory and practice. (3)

EDAM 5330: Theory and Practice of the Principalship. The study of significant issues confronting administrators such as safety, funding, best practices, etc. This course examines critical readings and focuses on effective practices of the principal. (3)

EDAM 5350: Social Justice, Advocacy, and Ethical Leadership. An exploration of the purposes and principles of social justice, advocacy, and ethical leadership as related to public schools and the legal, socio-political, cultural, and economic contexts in which schools operate. Students are provided a theoretical framework for understanding the dynamics and forms of oppression, and afford them an opportunity to engage self-examination regarding “isms” such as racism, sexism, ableism, and classism. (3)

EDAM 5360: Resource Management and Community Relations. A study of techniques for developing good home, school-community relation programs for specific types of schools and communities. Emphasis is on critical readings, field visits, oral reports, and written work that focus on model parental involvement programs and effective school-business partnerships; also a study of the nature and concept of leadership groups. Emphasis is also placed on critical readings, research, interviews, and written work covering school-community partnerships, evaluation, and barriers to effective school-community leadership. (3)

EDAM 5370: School Finance. A study of the general distribution and utilization of financial resources for educational purposes. Critical readings, discussions with school finance experts, and written work cover issues of equity, variation in the fiscal situation of states, and other social issues relating to school finance in a culturally diverse society. A review of human resource policies, laws, and practices. (3)

EDAM 5945: Educational Inquiry and Program Evaluation. Combines topics in EDGR 5910 (Introduction to Statistical Methods in Education) and EDGR 5920 (Procedures in Educational Research) to form this introductory level research and statistics course with specific applications for program evaluation. The course covers emerging issues, theories, models, and the skills necessary for conducting evaluations specific to educational programs. (3)

EDAM 7010: Internship Seminar. During the internship, students participate in a weekly seminar on campus, develop an electronic professional portfolio, prepare for the licensing exam, and participate in related learning opportunities. By permission of instructor/advisor only, the seminar may be taken more than once. (3-6)

EDAM 7110: Internship. The internship provides an opportunity for skill development in key leadership areas including: administration and supervision, curriculum implementation and assessment, human resources and finance, legal issues, school-community relations, and the day-to-day management of a school. The internship is a full-time, ten-month (1,000 hours) endeavor. By permission of instructor/advisor only, the internship may be taken more than once. (3-6)

Course Sequence

FALL

EDAM 5110: School Law for Educational Leadership (3)
EDAM 5210: Curriculum Leadership and Learning Theory (3)
EDAM 5320: Principles of Education Administration (3)
EDAM 5360: Resource Management and Community Relations (3)
EDAM 5945: Educational Inquiry and Program Evaluation (3)

SPRING

EDAM 5120: Politics, Policy, and Contemporary Issues in Education (3)
EDAM 5211: Curriculum Development and Design (3)
EDAM 5330: Theory and Practice of the Principalship (3)
EDAM 5350: Social Justice, Advocacy, and Ethical Leadership (3)
EDAM 5370: School Finance (3)

Advising

Each candidate is assigned a faculty advisor upon enrollment in the program. Full-time students take five courses in the fall semester, and five courses in the spring semester during Year 1. It is expected that full-time candidate will have completed the Gateway 3 requirements prior to beginning Year 2 (internship). Selected courses are offered during the summer based on student demand and faculty availability. Candidates enrolled on a part-time basis are expected to complete Gateway 3 requirements prior to beginning an internship. Advisor assignments are determined by alphabet.

Gateways – Candidate Assessment

The MSA program concentrates on developing the knowledge and skills/abilities necessary for exemplary educational leadership roles. Candidate performance is assessed on these two dimensions (knowledge and skills/abilities) at several points in their program of studies to insure satisfactory progress.

GATEWAY 1: Admission

- Three years successful public school teaching experience (or equivalent), and a Class A teaching license
- Successful GRE scores

- Two letters of recommendation from persons qualified to assess professional performance and comment on potential leadership abilities. One letter of recommendation shall be from current supervisor/principal.
- Assessment team review and recommendation to the Dean of the School of Education for conditional or unconditional admission to MSA program

GATEWAY 2: Program Matriculation

- Successful completion of 15 hours of coursework (“B” or higher in coursework)
- Assessment team review at the end of 15 hours of coursework and recommendation to Graduate Council for admission to candidacy

GATEWAY 3: Candidacy

- Successful completion of an additional 15 hours of coursework. (“B” or higher in coursework)
- Portfolio Development
- Pre-internship assessment
- Recommendation to the Program Coordinator for admission to internship

GATEWAY 4: Internship

- Internship placement and Seminar Sessions
- Professional Development Work Plan
- Midyear Evaluation of Internship Experience
- Professional Portfolio Completion
- Written comprehensive examination
- School Leaders Licensure Assessment (SLLA)
- Assessment team review and evaluation of written comprehensive exam professional portfolio, professional development work plan, and end of year internship experience
- Recommendation to the Graduate Division of the School of Education and the Graduate Division of North Carolina Central University for Degree Checkout
- Recommendation to the University Registrar for Academic Approval for Graduation

GATEWAY 5: Graduation

Comprehensive Exam

Successful completion of a comprehensive written examination is required for the degree. The exam is administered three times per year according to the published university calendar. This three-hour exam is designed to: 1) afford the student an opportunity to demonstrate mastery and competence in the program of studies (coursework), and 2) to serve as preparation for the *School Leaders Licensure Assessment* examination. The exam is usually taken in the fall or spring of the internship year.

Internship in School Administration

In addition to a strong 30-hour academic program, the 12-hour internship and seminar provides an











opportunity for skill development in key leadership areas including: administration and supervision, curriculum implementation and assessment, human resources, school-community relations, and school business administration. Field experiences are supervised by a practicing administrator (building principal) and an MSA faculty member. The integration of theory, research, and practice are focused upon, along with school reform initiatives. Additional emphasis is placed on reflection and data-based decision-making with the goal of learning how to be an effective leader in a high-performing school. Prerequisites for the internship include successful completion of coursework and approval by the MSA Coordinator.

Goals

- To provide MSA candidates with practical experience in the day-to-day administration and operation of schools
- To enable candidates to carry out responsibilities requiring the use of administrative skills, under the guidance and leadership of their supervising administrators
- To encourage practicing administrators to take an active role in the preparation of future school administrators
- To allow candidates to explore different aspects of school administration
- To stimulate candidates to analyze their interests and abilities as they relate to different areas of school administration
- To sensitize future administrators to the need for creative leadership in all types of administrative functions

Procedures The administrative internship is a full-time, 10-month (1,000 hours) endeavor. Additionally, candidates are expected to participate in a weekly seminar, develop a professional portfolio, and participate in any related learning opportunities.

Examples of competencies/skills addressed in the internship:

-  Problem solving/conflict resolution
-  Time management/organizational skills
-  School-community relationships/networking
-  Faculty development
-  Presentation/public speaking skills
-  Grant/report writing
-  Organizing and conducting effective meetings
-  Knowledge of budget development and human resources issues
-  Research skills/accountability & testing data analysis
-  Program/event planning

- ✎ Discipline and student related issues
- ✎ Parental involvement initiatives

The MSA coordinator is responsible for initiating and evaluating the internship experience. The candidate is expected to work collaboratively with the site supervisor (e.g., principal) and the MSA coordinator (or university faculty supervisor) in all phases of the internship.

The site supervisor provides an opportunity for the candidate to participate in organizational activities, monitors student performance, and evaluates student accomplishments. The site supervisor shall notify the MSA coordinator (or university faculty supervisor) immediately should the candidate fail to fulfill any of the responsibilities.

The MSA coordinator provides institutional support and maintains approval authority for all plans, activities, and reports. The MSA coordinator also provides feedback on candidate reflections or journals, conducts site visits (or university faculty supervisor), and coordinates the internship seminar program. The MSA coordinator will locate internship sites and placements, and will supervise development of the candidate internship work plan in conjunction with the site supervisor.

On-the-Job Activities

Each candidate's administrative internship is individualized in design and content. The internship is developed jointly by the candidate, the site supervisor, and the MSA coordinator (or university faculty supervisor). Each experience, however, shall include the following:

- Observation by the site supervisor in a variety of settings
- Assumption by the candidate of at least one significant project or task for which the candidate will have primary responsibility
- Dialogue between the candidate and the site supervisor about the candidate's work

The candidate shall also be encouraged to visit and observe practicing administrators in other positions and at other levels in the school system.

Journals/Reflections

Candidates will make an entry in a journal to be kept specifically for the internship. This should be a "reflective" journal that documents activities and accomplishments, as well as any problems encountered. The journal shall be shared with the MSA coordinator during the weekly seminar classes.

Evaluation with Site Supervisor

The site supervisor will submit two formative evaluations, one each semester of the internship, to the program coordinator. A corrective plan of action will be devised for any candidate receiving an unsatisfactory formative evaluation. Near the end of the internship experience, the candidate and the site supervisor will meet to conduct a summative evaluation of the candidate's work and of the internship. A written final evaluation shall be completed by the site supervisor and given to the candidate, with a copy to the MSA coordinator.

Site Visit by MSA Coordinator

The MSA Coordinator (or university supervisor) will visit the internship site and meet with the candidate and the site supervisor. The primary purpose of this meeting is for the MSA coordinator to see the work site, meet the supervisor, review the internship work plan, and address any questions/concerns.

Seminar

All candidates participating in the internship program are required to attend weekly seminars to discuss the internship assignments. The purpose of the seminars is to share internship experiences with fellow candidates, review and prepare for the *School Leaders Licensure Assessment* exam, participate in professional development activities, and for development of the professional portfolio.

Internship Analysis

At the conclusion of the internship, candidates will analyze and reflect upon their experience. Each candidate will write about their contributions, their gains, and their need for further study or experience. The analysis will deal with the setting of the internship: site supervision, organizational staff, responsibilities, self-assessment and review of goals for the internship.

Portfolio Requirements

Development

Candidates are expected to:

Compile examples of the skills and knowledge specifically identified in each of the NCDPI Standards for Educational Leaders throughout the MSA Program.

Complete reflections describing, analyzing, and assessing the leadership skills represented by each example or cluster of like examples.

Analyze all the examples gathered in step one considering the task and the competencies described in the reflections. Determine which competency areas are missing, underdeveloped or simply not represented in the portfolio examples. Create a plan for compiling a complete portfolio based on the needs identified as a result of this process.

Stages

Collection is the primary activity of a working portfolio. The portfolio's purpose, audience, and future use of the artifacts will determine what is collected at this stage.

Selection examines what has been collected to decide what should be moved to a more permanent assessment or display portfolio. The selection criteria should reflect the learning objectives that the portfolio is demonstrating.

Reflection articulates the candidate's thinking about each piece in the portfolio. Through this process of reflection, the student becomes increasingly aware of himself as a learner. Reflections should be included on every piece plus an overall reflection on the entire portfolio.

At this stage, you should see patterns in your work; use these observations to help identify goals for future learning and take ownership for personal professional development.

Assemble the document.

Format

The electronic portfolio will address three primary areas - personal, educational, and professional activities. Comprehensive but succinct are the parameters to follow. The portfolio should be organized, comprehensive, and well presented for the MSA reviewers and evaluators.

Artifacts to be included:

- Artifacts and documents chronicling the “performances” area of the NCDPI and ISLLC Standards;
- Artifacts and documents highlighting knowledge and skills/abilities concerning the NCDPI and ISLLC Standards;
- Artifacts and documents providing individual philosophy, concerning action research, and practical means of educational administration (i.e. personal written statements, projects, products, assignments, and/or non-published works relevant to academic studies in the MSA Program);
- Artifacts and documents highlighting your goals and aspirations as a school administrator; and
- Artifacts and documents that catalog your academic and professional development experiences in the school administration program.

Licensing

To become licensed as an administrator in the State of North Carolina, one must meet the *Qualifications for certification* under G.S. 115C-290.7 as follows:

- (1) Submit a complete application to the State Board.**
- (2) Pay the applicable fee.**
- (3) Have a bachelor’s degree from an accredited college or accredited university.**
- (4) Either (i) have a graduate degree from a public school administration program that meets the public school administrator program approval standards set by the state Board of Education, or (ii) have a master’s degree from an accredited college or accredited university and have completed by December 31, 1999, a public school administration program that meets the public school administration approval standards set by the State Board of Education, and**
- (5) Pass the exam adopted by the State Board.**

Graduation

All requirements (including the comprehensive exam, internship, and portfolio) must be completed by the dates listed in the academic calendar for a candidate to receive his/her degree during the desired semester.

North Carolina Principal Fellows Program

This is a scholarship loan program funded by the North Carolina General Assembly and based upon academic merit (financial need is not a consideration) to assist interested individuals to earn the Master's degree in School Administration in preparation for a career in educational administration (assistant principal or principal).

The North Carolina Principal Fellows Commission is responsible for the administration of the Principal Fellows Program. Each two-year scholarship loan is in the amount of twenty thousand dollars (\$20,000) per year of full-time study. During the second year of study (the internship) the scholarship is enhanced with a stipend to bring the total amount of assistance to that of the salary level of a beginning assistant principal. The recipient agrees to seek, obtain, and maintain employment as an assistant principal or principal in a public school in North Carolina for four years to satisfy the debt. Applicants must have a baccalaureate degree, at least a 3.2 GPA (on a 4.0 scale) in the last 60 hours of study, and be unconditionally admitted to a school administration program. Additionally, applicants shall have completed no more than two courses toward the MSA degree, and have had a minimum of four (4) years of successful teaching experience, or other relevant experience. The application deadline is in January of each year for the following fall.

For Additional Information on the Principal Fellows Program

write to:	North Carolina Principal Fellows Program P.O. Box 4440 Chapel Hill, NC 27515-4440
	OR
request information by:	phone: (919) 962-4575 fax: (919) 962-4328 e-mail: PFP at mupdike@northcarolina.edu

PHYSICAL EDUCATION

North Carolina Central University
College of Behavioral and Social Sciences
Department of Physical Education and Recreation

Master of Science with Licensure in Physical Education

Education Core: 12 semester hours required

- EDIM 5855: Advanced Technology for Education (3)
- EDGR 5125: Developmental and Psychological Foundations of Education (3)
- EDCI 5130: Teachers as Leaders: Roles and Responsibilities (3)
- EDGR 5465: Multiculturalism and the Practice of Schooling (3)

EDGR 5915: Statistics Applied to Educational Measurement (3) will be used as the language substitute.

Physical Education Specialty: 27 Hours

- PEDG: 5330: Instruction in Physical Education (3)
- PEDG: 5110: Adapted Physical Education (3)
- PEDG: 5510: Analysis of Teaching (3)
- PEDG: 5120: Advanced Measurement and Evaluation in Phys. Educ. (3)
- PEDG: 5310: Motor Learning (3)
- PEDG 5500: Curriculum in Phys. Education (3)
- PEDG 5210: Research Techniques & Modern Problems in Phys. Educ. & Rec. (3)
- PEDG 5530: Clinical Supervision (3)
- PEDG 5920: Culminating Project (National Board Certification Portfolio) (3)

FAMILY AND CONSUMER SCIENCES

**M.S. in Family and Consumer Sciences with Licensure
Course Requirements**

Specialty Courses: 15 hours in Family and Consumer Sciences

1. HECG 5200 - Applied Research Techniques (3)
2. HECG 5420 - Human Growth and Development (3)
3. HECG 5300 - Curriculum and Program Planning (3)

4. Two courses from one of the following three areas (total 6 hours)
 - A. Foods and Nutrition
HECG 5130 - Nutrition Through the Life Cycle (3)
HECG 5520 - Nutrition and Family Health (3)
HECG 5600 - Advanced Nutrition (3)
HECG 5730 - Current Trends in Nutrition (3)
HECG 5830 - Special Problems in Human Sciences (3)

 - B. Textiles and Apparel
HECG 5120 - Social-Psychological Factors Related to Textiles & Apparel (3)
HECG 5320 - Recent Development in Textiles and Apparel (3)
HECG 5830 - Special Problems in Human Sciences (3)

 - C. Human Development and Family Studies
HECG 5000 - Adult Education (3)
HECG 5410 - The Sociology of the Child in the Family (3)
HECG 5500 - Diversity and Transition in Family Structures (3)
HECG 5820 - The Adult Years and Aging (3)
HECG 5400 - Child and Family Studies (3)

5. HECG 5910 - National Boards Certification Portfolio (3)

6. Education Core - 18 hours in the School of Education
EDGR 5915 - Statistics Applied to Educational Measurement (3)
EDGR 5125 - Developmental and Psychological Foundations of Education (3)
EDEC 5688 - Instructional Strategies for Inclusion (3)
EDGR 5130 - Teachers as Leaders-Roles and Responsibilities (3)
EDGR 5465 - Multiculturalism and the Practice of Schooling (3)
EDIM 5855 - Advanced Technology for Educators (3)

LIBRARY MEDIA COORDINATOR

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NCCU School of Library and Information Sciences

MLS Tracks -- School Media Coordinator

--
Objectives for the school media coordinator concentration provide experiences through the curriculum which enable the graduate to:

1. Develop and implement plans to ensure effective management of the school media center as an integral part of the educational program.
2. Provide a variety of services that extend and reinforce the instructional program of the school.
3. Coordinate effectively the identification, evaluation, selection, organization, and preservation of instructional resources.
4. Be an effective manager.
5. Demonstrate professional integrity by ethical behavior.
6. Demonstrate evidence of professional growth and development.

Required Course of Study (36 semester hours)

Students need the following undergraduate courses: Foundations of Education and Measurement and Evaluation of Learning.

Required Prerequisites to all Library Science Courses (taken in the order listed or concurrently)

LSIS 4000, Foundations of Librarianship and Information Services.

LSIS 4220, Selection and Use of Information Sources.

LSIS 5120, Management and Systems Analysis.

Other required courses (taken in the order listed or concurrently)

LSIS 4400, Organization of Information.

LSIS 4300, Uses and Users of Information (Formerly LSIS 4030, Conceptual Knowledge Processing)

Other requirements for concentration (taken in the order listed if possible)

LSIS 5505, Children's Resources and Services.

LSIS 5525, Adolescent Resources and Services.

LSIS 5130, Administration of the School Media Center.

LSIS 5620, Practicum or its equivalent (consult your advisor).

LSIS 5645, Family and Community Relationships.

LSIS 5810, Research Methods or a course that assures that students demonstrate an understanding of the methods of research that are effective in Education (consult your advisor).

Graduate Requirements

One course dealing with an understanding of the learner and the learning process

One course that extends an understanding of the basic education philosophies and the school curriculum

North Carolina Department of Public Instruction Licensure

Students who wish to receive NC Department of Public Instruction Licensure should refer to the North Carolina Central University Licensure Office at <http://www.nccu.edu/soe/iustforstudents/licensure/licensureindex.htm>.

University Requirement

For students admitted prior to Spring 2006:

Students are also required to demonstrate a reading knowledge of one modern foreign language. The pertinent language department administers the examination of the student for this purpose. Statistics or computer language courses may be substituted to fulfill this requirement under certain circumstances. No courses taken for this purpose may be counted for course credit toward the master's degree.

For students admitted in the Spring of 2006 and thereafter:

Students are also required to demonstrate knowledge of a foreign language, sign language, statistics, or a computer language. This requirement may be fulfilled by either (a) two semesters of coursework in a foreign language or sign language at the undergraduate or graduate level or (b) one semester of statistics or a computer language at the undergraduate or graduate level; original transcripts showing the pertinent courses must be provided as evidence prior to the application for graduation. Alternatively, the requirement may be fulfilled if the student passes an examination, administered for this purpose by the Modern Foreign Language Department at North Carolina Central University in French, German, or Spanish. No courses taken for this purpose may be counted for course credit toward the master's degree.

APPENDIX 2

FORMS

**THESIS
MASTERS OF ARTS**

**SCHOOL OF EDUCATION
GRADUATE DIVISION
NORTH CAROLINA CENTRAL UNIVERSITY**

IMPORTANT NOTICE

TO THE APPLICANT:

1. All applications for Admission to Candidacy must be **typewritten** and submitted in **duplicate**.
2. They **must** be submitted to your advisor for approval and for the appropriate signatures. Please **do not** submit your forms to the Graduate Dean or to the Coordinator of Graduate Programs.
3. The School of Education Graduate Council meets on the **2nd Wednesday of each month**. Make sure that your application is submitted to and approved by your advisor **at least one week** prior to the Council meeting.
4. You **must** be admitted to candidacy **at least four months** prior to your scheduled graduation date.

PLEASE CONSULT YOUR ADVISOR IF YOU NEED ASSISTANCE IN COMPLETING THIS FORM.

North Carolina Central University
 School of Education
 Division of Graduate Studies

Application for Admission to Candidacy for a Master's Degree

Name _____ SS# _____ Degree _____

Major _____ Minor _____ Expected Graduation Date _____

Highest Degree Held _____ College _____ Date Awarded _____

Research Topic _____ Thesis _____

Courses to be Applied Toward Graduate Degree Date of Completion:
 Statistics _____
 Transcript on File _____

Course Number	Course Name	Course Credit	Year Completed	Transfer Credit

Minor Courses

Course Number	Course Name	Course Credit	Year Completed	Transfer Credit

Current Address:
 Street _____ Signature _____

City, State, Zip _____ Approved _____

SCHOOL OF EDUCATION
Graduate Division

The Research Plan of the Thesis

(This page should be completed by the student.)

Please complete in duplicate and file with application for Admission to Candidacy.

1. Name _____ SS# _____
Major _____
2. Tentative Title of Thesis:
3. Purpose or Problems to be Considered (If additional space is needed, please attach extra sheets.)
4. Sequence of Steps to be Taken in Developing the Project (Attach additional sheets if needed.)
5. Brief Description of Data Gathering Devices
6. Value of Significance of the Thesis

MASTER OF ARTS

7. The School of Education recommends that the thesis be directed by _____; that the second member of the student's Committee from the major area be _____; and that the minor area be represented by _____.

8. I certify:

_____ (1). That the student has submitted evidence of his/her teaching competencies, research competencies, and has demonstrated his/her knowledge of various components of effective classroom teaching as supported by objective and/or subjective tests and observations.

_____ (2). That his/her thesis proposal has been examined and approved by the Department of the student major.

_____ (3). That the student has merit as a learning experience for the student or has a Minor problem in the current research program of the department.

_____ (4). That the student has sufficient background to undertake the thesis.

This application should follow the channels indicated below:

Approved:

1.	_____ (Advisor)	_____ Date
2.	_____ (Division Coordinator)	_____ Date
3.	_____ (Associate Dean Graduate Programs)	_____ Date
4.	_____ (Dean)	_____ Date

9. Comments by the School of Education Graduate Council:

**THESIS
MASTERS OF EDUCATION**

**SCHOOL OF EDUCATION
GRADUATE DIVISION
NORTH CAROLINA CENTRAL UNIVERSITY**

IMPORTANT NOTICE

TO THE APPLICANT:

1. All applications for Admission to Candidacy must be **typewritten** and submitted in **duplicate**.
2. They **must** be submitted to your advisor for approval and for the appropriate signatures. Please **do not** submit your forms to the Graduate Dean or to the Coordinator of Graduate Programs.
3. The School of Education Graduate Council meets on the **2nd Wednesday of each month**. Make sure that your application is submitted to and approved by your advisor **at least one week** prior to the Council meeting.
4. You **must** be admitted to candidacy **at least four months** prior to your scheduled graduation date.

PLEASE CONSULT YOUR ADVISOR IF YOU NEED ASSISTANCE IN COMPLETING THIS FORM.

North Carolina Central University
 School of Education
 Division of Graduate Studies

Application for Admission to Candidacy for a Master's Degree

Name _____ SS# _____ Degree _____

Major _____ Minor _____ Expected Graduation Date _____

Highest Degree Held _____ College _____ Date Awarded _____

Research Topic _____ Thesis _____

Courses to be Applied Toward Graduate Degree Date of Completion:
 Statistics _____
 Transcript on File _____

Course Number	Course Name	Course Credit	Year Completed	Transfer Credit

Minor Courses

Course Number	Course Name	Course Credit	Year Completed	Transfer Credit

Current Address:
 Street _____ Signature _____

City, State, Zip _____ Approved _____

SCHOOL OF EDUCATION
Graduate Division

The Research Plan of the Thesis

(This page should be completed by the student.)

Please complete in duplicate and file with application for Admission to Candidacy.

1. Name _____ SS# _____
Major _____
2. Tentative Title of Thesis:
3. Purpose or Problems to be Considered (If additional space is needed, please attach extra sheets.)
4. Sequence of Steps to be Taken in Developing the Project (Attach additional sheets if needed.)
5. Brief Description of Data Gathering Devices
6. Value of Significance of the Thesis

MASTER OF EDUCATION

7. The School of Education recommends that the thesis be directed by _____; that the second member of the student's Committee from the major area be _____; and that the minor area be represented by _____.

8. I certify:

- _____ (1). That the student has submitted evidence of his/her teaching competencies, research competencies, and has demonstrated his/her knowledge of various components of effective classroom teaching as supported by objective and/or subjective tests and observations.
- _____ (2). That his/her thesis proposal has been examined and approved by the Department of the student major.
- _____ (3). That the student has merit as a learning experience for the student or has a Minor problem in the current research program of the department.
- _____ (4). That the student has sufficient background to undertake the thesis.

This application should follow the channels indicated below:

Approved:

- 1. _____
(Advisor) _____
Date
- 2. _____
(Division Coordinator) _____
Date
- 3. _____
(Associate Dean Graduate Programs) _____
Date
- 4. _____
(Dean) _____
Date

9. Comments by the School of Education Graduate Council:

**SCHOOL OF EDUCATION
GRADUATE DIVISION
NORTH CAROLINA CENTRAL UNIVERSITY**

IMPORTANT NOTICE

TO THE APPLICANT:

1. All applications for Admission to Candidacy must be **typewritten** and submitted in **duplicate**.
2. They **must** be submitted to your advisor for approval and for the appropriate signatures. Please **do not** submit your forms to the Graduate Dean or to the Coordinator of Graduate Programs.
3. The School of Education Graduate Council meets on the **2nd Wednesday of each month**. Make sure that your application is submitted to and approved by your advisor **at least one week** prior to the Council meeting.
4. You **must** be admitted to candidacy **at least four months** prior to your scheduled graduation date.

PLEASE CONSULT YOUR ADVISOR IF YOU NEED ASSISTANCE IN COMPLETING THIS FORM.

North Carolina Central University
 School of Education
 Division of Graduate Studies

Portfolio Candidate

Name _____ SS# _____ Degree _____

Major _____ Concentration Area _____

of Courses Completed _____ GPA _____ Expected Graduation Date _____

Student Signature _____ Date _____

Course Number	Course Name	Course Credit	Year Completed	Transfer Credit

Minor Courses

Course Number	Course Name	Course Credit	Year Completed	Transfer Credit

SCHOOL OF EDUCATION
Graduate Division

Application for Master's Written
(Form must be typed and submitted in duplicate)

Name _____ SS# _____

Address _____ Major _____

_____ Admitted to Candidacy _____
(Date)

I hereby make application to take the Master's Written Examination on _____
(Date of Examination)

I have completed the following courses in the major field:

Course No	Course Title	Year Taken	Cr	Instructor

I am now taking the following courses in my major field:

Coordinator

Advisor

APPENDIX 3

ACADEMIC GRADE APPEALS POLICY

GRIEVANCE APPEALS POLICY

**NCCU SCHOOL OF EDUCATION
ACADEMIC GRADE APPEALS POLICY**

APPROVED BY THE SCHOOL OF EDUCATION FACULTY NOVEMBER 1, 1994

The student grade appeals policy is intended to provide a standardized process for undergraduate and graduate students to resolve instances of alleged unfair or improper treatment in academic matters. The policy seeks to protect students and faculty, while maintaining the integrity of the teaching and evaluation process. The policy strives to be consistent with the university's concern for due process throughout the system of appeals.

APPEAL POLICY AND PROCEDURES FOR A FINAL GRADE IN A COURSE

A student enrolled in a course in the School of Education who believes that he/she has received an incorrect or improper final grade in a course will be accorded due process. To appeal this final grade, the student must initiate action within 30 days after the end of the semester in which the grade was earned. To appeal this final grade, the student must follow the steps as outlined, understanding that failure to do so may jeopardize his/her right to appeal.

Step 1. The student must schedule a conference with the concerned faculty member to attempt to arrive at a mutual understanding and resolve differences in an informal, cooperative manner. The student will express the appeal to the instructor clearly and listen to the instructor's rationale for his/her grade assignment. The instructor will provide appropriate documentation relevant to the assignment of the grade in question.

Step 2. If the conference with the instructor does not result in a satisfactory resolution, the student will contact, in writing, the appropriate, Department Chair in the School of Education requesting a conference. This contact must be made within five working days of the conference with the instructor. The Department Chair will listen to the student's argument for the alleged incorrect grade and review the steps of this procedure, should the student choose to file a formal appeal.

The Department Chair will confer with both the concerned student and the concerned faculty member, but the role of the Department Chair in no way is to be construed as that of an advocate for either the student or the instructor. In the case of a student enrolled in a course in the School of Education but having no assigned program or where the Department Chair is the concerned faculty member, Step 2 may be omitted.

Step 3. If the meeting with the Department Chair does not result in a satisfactory resolution, and the student wishes to file a formal appeal, the student will provide a written statement explaining the grievance and requesting an appeal. An undergraduate student will send the written statement to the Assistant Dean and Director of Teaching Education, while a graduate student will send the written statement to the Associate Dean for Graduate Studies. This letter must be received in the appropriate office within five working days of the meeting with the Department Chair. This written statement must include:

1. the name, address, and phone number of the student filing the appeal.
2. the course number, title, section, and dates of the course,
3. the name of the instructor,
4. the reason(s) for the proposed grade change,
5. the date of the meeting with the instructor (Step 1),
6. the date of the meeting with the Department Chair (Step 2), and
7. copies of exams, papers, and/or other relevant materials.

Step 4. After receipt of the student's written statement requesting an appeal, the Assistant Dean or Associate Dean may arrange a meeting of the student, faculty member, and Assistant Dean or Associate Dean within 10 working days of receipt of the statement in an attempt to settle the matter in an informal, cooperative manner.

Step 5. If the meeting in Step 4 does not result in a satisfactory resolution, the Assistant or Associate Dean will forward the student's written request for an appeal, including any supporting evidence and pertinent information, to the Chairperson of the School of Education Academic Appeals Committee. This action would take place within 5 working days of the meeting in Step 4. The Chairperson of the AAC will call a meeting of the Committee for the purpose of a hearing (to be held within 10 working days after receipt of the student's request for appeal). The AAC Chairperson will notify the student and involved instructor (by telephone or registered letter) of this meeting.

Step 6. The Chairperson of the AAC will convene a closed hearing. The student will present the written grievance (Step 3). The instructor will present, in writing, reasons supporting the assigned final grade. Both student and instructor have the option of presenting their statements and documents in writing only, rather than appearing at the hearing in person. Only issues documented in the written statement (Step 3) will be considered at the hearing. After the parties are dismissed (should they choose to attend the hearing), the AAC shall determine, by majority vote, the outcome of the appeal. The Chairperson of the AAC will provide written notification of the outcome of the AAC's voting, in form of a recommendation, to the Dean.

Step 7. The Dean will make the final decision after receiving the recommendation of the AAC and all prior correspondence related to the appeal. The Dean will provide written notification of the decision to the Chairperson of the AAC, the student, the instructor, the Assistant Dean and Director of Teacher Education or the Associate Dean for Graduate Studies, and the Department Chair.

NCCU SCHOOL OF EDUCATION GRIEVANCE APPEALS POLICY

APPROVED BY THE SCHOOL OF EDUCATION FACULTY NOVEMBER 1, 1994

A student enrolled in a course or using the computer laboratories or other facilities in the School of Education who believes he/she has received incorrect or improper assessment or treatment by a faculty or staff member will be allowed to make an official complaint using the following procedures. To report such an incident, the student must initiate the report within 30 days of said incident.

Step 1. The student is advised to schedule a conference with the involved faculty or staff member to attempt to clarify, arrive at mutual understanding, and resolve the dispute in an informal, cooperative manner.

Step 2. If the conference with the faculty or staff member does not result in a satisfactory resolution, the student will contact, in writing, the Department Chair in the School of Education requesting a conference. A copy of this letter must be sent to the involved faculty or staff member. This contact must be made within 10 working days of the conference with the faculty or staff member. The Department Chair will listen to the student's complaint of inaccurate or improper assessment or treatment and review the steps of this procedure, should the student choose to file a complaint. The Department Chair will confer with both the involved student and the involved faculty member and attempt to mediate the dispute, but the role of the Department Chair in no way is to be construed as that of an advocate for either the student or the faculty or staff member.

In the case of a student enrolled in a School of Education course, but having no assigned department, or where the Department Chair is the concerned faculty or staff member, Step 2 may be omitted.

Step 3. If the meeting with the Department Chair does not result in a satisfactory resolution, and the student wishes to file a formal complaint, the student will provide a written statement explaining the complaint. An undergraduate student will send the written statement to the Assistant Dean and Director of Teaching Education, while a graduate student will send the written statement to the Associate Dean for Graduate Studies. This letter must be received in the appropriate office within 10 working days of the meeting with the Department Chair. This written statement must include:

1. the name, address, and phone number of the student filing the complaint,
2. the name of the faculty or staff member,
3. the nature of the complaint,
4. the date of the meeting with the faculty or staff member (Step 1),
5. the date of the meeting with the Department Chair (Step 2), and
6. copies of pertinent materials.

Step 4. After receipt of the student's written statement, the Assistant Dean or Associate Dean

may arrange a meeting of the concerned student, the concerned faculty or staff member, and the Assistant Dean or Associate Dean within 10 working days of receipt of the statement in an attempt to settle the matter in an informal, cooperative matter. If this meeting results in satisfactory resolution, no formal complaint will be recorded and the student's written statement will be returned to the student.

Step 5. If the meeting in Step 4 does not result in satisfactory resolution, the Assistant or Associate Dean will share, within five working days, the student's written complaint with the involved faculty or staff member. The involved faculty or staff member may prepare a rebuttal statement for the official record. The statements of complaint and rebuttal will be filed in both the student's and the faculty or staff member's permanent files within the School of Education.

Step 6. Should either party wish to appeal the action in Step 5, the written statement and a request for a hearing will be directed to the School of Education Academic Appeals Committee (AAC) by the Assistant or Associate Dean. This action must be taken within five working days of the Assistant or Associate Dean's notice in Step 5. Either party must send a copy of such a request to the concerned parties.

The Chairperson of the AAC will call a meeting of the Committee for the purpose of a hearing (to be held within ten working days after receipt of the request for a hearing). The AAC Chairperson will notify the student and involved faculty or staff member (by phone or registered letter) of this meeting.

Step 7. The Chairperson of the AAC will convene a closed hearing in which the student or faculty or staff member will present the complaint or defense, including any supporting evidence and pertinent arguments. The other party will be allowed to present arguments supporting the complaint or defense. Both student and instructor have the option of presenting their statements and documents in writing only, rather than appearing at the hearing in person. Only issues alleged or documented in the original written statement (Step 3) will be considered at the hearing. After the parties are dismissed (should they choose to attend the hearing), the AAC will determine by majority vote the outcome of the appeal. The Chairperson of the AAC will provide written notification of the outcome of the AAC's voting in the form of a recommendation to the Dean.

Step 8. The Dean will make the final decision after receiving the recommendation of the AAC and reviewing all prior correspondence relative to the grievance. The decision will result in the formal complaint and defense either being retained in or omitted from the involved parties' permanent records. The Dean will provide written notification of the decision to the Chairperson of the AAC, the student, the faculty or staff member, the Assistant Dean and Director of Teacher Education or Associate Dean for Graduate Studies, and the Department Chair.