



The
SHAW

Catalog Issue
1981-1983

UNIVERSITY
BULLETIN



Non-Discriminatory Policy: Shaw University admits students of any race, color, sex, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, sex, national and ethnic origin in administration of its education policies, admissions policies, scholarship and loan programs, athletics or other school-administered programs.

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Raleigh, North Carolina 27611

ACADEMIC CALENDAR

FIRST SEMESTER

| 1981 | | 1982 |
|------------------|--|-------|
| August | | |
| 16 | Residence Halls Open for New Students | 15 |
| 17 | Orientation for New Students Financial Clearance for New Students Placement Testing—Students K-Z | 16 |
| 18 | Financial Clearance for New Students Placement Testing—Students A-J | 17 |
| 19 | Faculty/Staff Pre-School Conference | 18 |
| 20 | CAPE Registration (Fayetteville) 6-9 p.m. | 19 |
| 22 | CAPE Registration (Raleigh) 9 a.m.—Noon | 21 |
| 23 | Residence Halls Open for Returning Students | 22 |
| 24-25 | Registration and Financial Clearance for Returning Students | 23-24 |
| 26 | Classes Begin Late Registration Begins | 25 |
| September | | |
| 7 | Labor Day: Holiday | 6 |
| 9 | Late Registration Ends | 8 |
| 11 | Last Day to Add A Course | 10 |
| 16 | Fall Convocation | 15 |
| 23 | Last Day to Withdraw and Receive Partial Refund | 22 |
| 25 | Last Day to Drop A Course Without A Grade | 24 |
| October | | |
| 16 | Last Day to Remove Incomplete Grade Mid-Term Progress Reports Due | 15 |
| November | | |
| 12 | Coronation of Miss Shaw University | 11 |
| 13 | Founder's Day Observance | 12 |
| 14 | Homecoming | 13 |
| 23-25 | Pre-Registration for Spring | 22-24 |
| 26-29 | Thanksgiving Recess | 25-28 |
| 30 | Classes Resume | 29 |

| | | |
|------------------------|---|-------------------------------|
| December | | |
| 10 | Last Day of Classes | 9 |
| 11-15 | Final Examinations | 10-14 (Including Saturday) |
| 16 | First Semester Ends | 15 |
| Second Semester | | |
| 1982 | | 1983 |
| January | | |
| 7 | CAPE Registration (Fayetteville) 6-9 p.m. | 6 |
| 9 | CAPE Registration (Raleigh) 9 a.m.—Noon | 8 |
| 10 | Residence Halls Open for New Students | 9 |
| 11-12 | Registration and Financial Clearance | 10-11 |
| 13 | Classes Begin | 12 |
| 15 | Day for Memorials | 14 |
| 29 | Late Registration Ends | 29 |
| | Last Day to Add a Course | |
| | Last Day to Apply for May Graduation | |
| February | | |
| 10 | Last Day to Drop a Course Without Grade | 9 |
| | Last Day to Withdraw and Receive Partial Refund | |
| 16-19 | Religious Emphasis Days | 15-18 |
| | Spring Vacation Begins | 28 |
| March | | |
| 1 | Spring Vacation Begins | |
| 7 | Spring Vacation Ends | 4 |
| 8 | Classes Resume | 7 |
| 10 | Last Day to Remove Incompletes | 9 |
| April | | |
| 9-12 | Easter Recess | 1-4 |
| 13 | Classes Resume | 5 |
| 21-22 | Pre-Registration for Fall Semester | 20-21 |
| 23 | Academic Awards Day | 22 |
| 26-28 | Examinations for Prospective Graduates | 27-29 |
| 30 | Service Awards Day | 29 |

| | | |
|-------------|------------------------|-----|
| May | | |
| 3 | Last Day of Classes | 2 |
| 4-7 | Final Examinations | 3-6 |
| 7 | End of Spring Semester | 6 |
| 8 | Graduation | 7 |
| 17 | Summer School Begins | 16 |
| July | Summer School Ends | |
| 9 | | 8 |



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FOREWORD

Shaw University makes a basic assumption which undergirds its operational thrust, that it is possible to be liberally educated for the world of work. Its curricula offerings are, therefore, geared to provide meaningful answers to the philosophical questions posed by Black educators to the Schools of Educational Philosophy of W. E. DuBois and Booker T. Washington. The former had advocated a liberal arts approach with emphasis on the "Talented Tenth" while the latter promoted a career oriented approach.

Shaw University seeks, however, to bring about a functional linkage between career/professional orientated and liberal arts thrusts. As a consequence, Shaw strives to attract students who are highly motivated with a potential to succeed and who possess a general sense of purpose and direction.

Its teachers must be equally highly motivated and competent, with a willingness and an ability to implement innovative teaching methodologies within the framework of an academic linkage.

Because there is a wide-spread belief that learning and personal-development are interrelated, Shaw seeks to aid students in the development of feelings of self-confidence and the simultaneous mastery of academic skills and content courses.

Holding to a holistic view of education, Shaw University draws no significant distinction operationally between academic and non-academic activities. All activities are, therefore, geared towards their learning implications for students. This includes the varied activities of student affairs.

The belief is strong among members of the Shaw family that the whole college environment must be made conducive to learning.

Stanley H. Smith
President







GENERAL INFORMATION

INSTITUTIONAL MISSION AND PURPOSE

Shaw University is a small, coeducational, church related institution historically committed to the education of those whose needs for training stem from educational and socio-economic deprivation. Recognizing the variations in the nature and degree of deprivation and its impact on the differential preparation of students for college-level work, the University seeks a student mix through which mutual reinforcement occurs at the learning level with some reliance on non-traditional approaches for the identification, screening and selection of these students.

Believing that learning and personality development are inter-related, the University seeks to help students develop self-confidence and positive introspection and self-analysis. Opportunity for this mastery is provided through the “University Core Program” that entering students are required to take, studies through which reading, writing and mathematics are taught in an interdisciplinary manner with analytical and cognitive skills permeating and reinforcing the learning process.

The University considers “quality education” to be the undergirding factor in the development of its academic programs in which students elect to major. Since quality education is tied in with the knowledge and expertise of those who teach, the University seeks to provide its students with a well trained faculty whose competencies bespeak innovative approaches to learning, curriculum development, research and grantmanship. Similarly, since instruction is interrelated with such forces as the library and bookstore, student activities, academic activities and auxiliary services are made complementary, mutually supportive and reinforcing.

The ultimate goal of the University’s educational program is the production of persons with certain basic skills and competencies in reading, writing, speaking and quantifying, coupled with intellectual, cognitive, analytical and problem-solving skills that emanate from content mastery; persons who are prepared to pursue study, professional school or embark upon certain specified careers.

Because of a commitment to innovative approaches to teaching and learning, the University seeks to accomplish the aforementioned goals not only through regular traditional instruction but also through non-traditional forms based primarily on objective assessments of prior learning experiences and independent study. Instruction of this type is offered through its Center for Alternative Programs in Education (CAPE) with emphasis on the subject matter areas of the Division of Human Resources and Human Development and the Division of

Business. Centers will be established within selected areas in and outside of North Carolina. Majors selected as fields of study, along with the basic core curriculum, are the means through which students are expected to acquire desired skills and knowledge.

To explicate the mission of the Institution, the faculty and administration have designed the following five-year goals for the period 1981-1986:

1. To provide quality instruction by a "quality faculty" that is bolstered with the provision of adequate support services.
2. To implement and enforce the use of procedures that will assure satisfactory fiscal management and budgetary control.
3. To augment academic support through improved counseling, advisement, testing, placement, library and bookstore services.
4. To recruit prospective students whose academic and socio-economic characteristics provide an educational mix in which the affluent and deprived, supra and sub-achiever learn from and reinforce each other.
5. To improve the communicative and computational competencies of entering students.
6. To continually refine, integrate, study and evaluate the "Core Studies" whose nucleus is the core curriculum which all students are required to take.
7. To develop Preprofessional Studies with special emphasis on computer science, premedical and predental areas of concentration.
8. To improve the area of education, directing attention to the development of an Adaptive Physical Education Program and improvements in Student Teaching.
9. To strengthen and expand the Center for Alternative Programs in Education (CAPE) for working adults interested in non-degree and degree offerings in preparation for graduate studies and upward mobility.
10. To improve and extend the academic major in Communications and special emphasis in the areas of Speech Pathology/Audiology and Radio, TV/Film.
11. To develop and implement academic majors in Community Development, Criminal Justice, Religious Education and Pre-Theology.

12. To strengthen the major in Business with special emphasis in management and accounting.
13. To assure the competency of those who are graduated from the institution through the use of such exit requirements as comprehensive and proficiency examinations.
14. To seek funds for assisting with the professional development of faculty and staff.
15. To upgrade the PME System (Planning, Management, Evaluation) of the University in order to reinforce the operations of the institution.
16. To provide and improve upon the ready access to computer information by such university areas as instruction, records and registration, financial aid, and institutional research.
17. To expand the center for International Studies by giving it divisional status with special emphasis on Africa, the Middle East and the Carribean.
18. To provide advanced academic preparation for individuals who seek to enter the human service professions.

IN HISTORICAL PERSPECTIVE

On December 1, 1865, when Henry Martin Tupper undertook the organization of a Theology class as a means of teaching Freedmen to read and interpret the Bible, no one envisioned the end result of this being the establishment of a university. Rapid growth in the size of this class led to the purchase of land in 1866 for the purpose of erecting a building to serve as both church and school. The school was named the "Raleigh Institute," and functioned as such until 1870 when it was supplanted by the "Shaw Collegiate Institute." In 1875 it was incorporated as the "Shaw University," which name it still bears, with the charter specifying that students were to be admitted without regard to race, creed, or sex. The school does not bear the name of its founder but of Elijah Shaw, benefactor who provided funds for the first building — Shaw Hall—erected in 1871.

The coeducational emphasis of the institution was noted with the erection of the Estey Seminary (1873), the first dormitory for "Black Women." Named for its primary benefactor, Jacob Estey, the building was used as a residence hall for women until 1968 and for men from 1968 to 1970. The building is listed in the National Register of Historic Places, and after restoration is slated to serve in the future as a cultural center for the Raleigh Community.

The University graduated its first college class in 1878, its first class of medical doctors in 1886, awarded its first law degree in 1890 and first pharmacy degree in 1893. These professional schools were closed in 1918, but the academy, normal, college and theological departments were continued. In 1909 the Normal Department was supplanted by an Education Department and in 1910 the Preparatory Department became a four year academy, the latter existing until 1926. Since 1921 the institution has functioned primarily as a liberal arts college, although it has retained its name as a university.

In 1931 the university elected its first “Black President,” Dr. William Stuart Nelson, who was president from 1931 to 1936. Each of the eight presidents since then has been of the same racial designation. In 1963 the university elected its first president who was an alumnus of the school, namely Dr. James E. Cheek. He remained president from December, 1963 through June, 1969.

Five of the original buildings of the university, erected between 1873 and 1910, are still in use at the university. Located in downtown Raleigh, Shaw University represents the old and the new in physical structures, and still stands as a landmark in the capital city of North Carolina. Its student enrollment ranges between 1200 and 1500 yearly, with fairly equal in and out-of-state proportions.

Throughout its existence the university has continued to maintain a department of religion. Now called the Shaw Divinity School, it was incorporated as a separate entity in 1969 but it continues to be housed on the campus.

PHYSICAL LOCATION AND FACILITIES

Located in Raleigh, capital of North Carolina, the University is situated adjacent to the Civic Center Complex and only five blocks from the State Capitol. Its twenty-three buildings reflect both the old and new in architectural structure, with nine of the newer buildings having been erected since 1964. Included among these are the following buildings: Administration, Student Union, Learning Resources, Core Studies, Speech and Hearing Clinic, Men’s Residence Hall and Women’s Residence Hall.

Raleigh is a governmental, educational and cultural center. It complements Chapel Hill and Durham in forming the “Research Triangle.” There are six institutions of higher education located within the city, three of which, including Shaw, are coeducational. Thus, the Shaw student has access to a variety of business, educational, governmental and industrial agencies and activities.

The many cultural advantages of the university extend beyond the confines of the campus and into the city and surrounding urban areas. State libraries, museums, art centers, and archives provide ready access to numerous cultural opportunities. The close proximity of other colleges and universities within the Triangle Area make interinstitutional activities, curricular and extra-curricular, an immediate reality.

THE COMPUTER CENTER: The Computer Center at Shaw comprises a campus-wide network that enables the Registration, Business, Cashier, Financial Aid and Personnel Offices to enter their information at the site of the transaction and have immediate access to this information through Cathode Ray Tubes/Terminals and Printouts. The Academic Computing facilities enable students to run their programs on the Data General Eclipse c/300 Computer at the Center.

THE SPEECH AND HEARING CLINIC: The University has a modern, well-equipped speech and hearing clinic as part of the Academic Program in the Department of Speech Pathology and Audiology. The clinic provides individual and group therapy and offers three-pronged services: diagnosis, treatment, and referral. The clinic serves as training laboratory for students and service center for community clients.

LIBRARY/LEARNING RESOURCES CENTER: The Learning Resources Center consists of the traditional library which includes media materials and audiovisual equipment. The library collection of printed materials provides support for the current curriculum and the general reading of the university community. The media base of the library collection consists of films, filmstrips, tapes, transparencies, phonorecords, microfilms, microfiches, slides, media kits, and maps. Print and non-print materials on the history of Afro-America are extensive and rich with sources for research and general information. Included in this group of materials are the microfilm collections Series I and II of the Schomburg Center for Research in Black Culture.

Special library collections include the Yergen Collection, 1400 plus volumes largely of African titles; Indian Collection, books and monographs on the culture of the North American Indian; and the Gilmour Collection, special books on philosophy, language, literature, and the history of religion.

Materials housed in the Curriculum Laboratory (Division of Education/Physical Education) are part of the University library collection. This collection of print and non-print materials provides for the pre-service teacher, the student, and the instructor, a variety of professional and instructional materials used particularly in the public schools of the State of North Carolina.

THE WSHA COMMUNICATIONS CENTER: The university radio station, WSHA-FM, is a fully equipped, modern broadcast facility opened in 1968. The station operates at 25,000 watts, making it possible to reach many cities beyond the Raleigh-Durham Triangle Area. The station is equipped with modern video cameras and is able, through closed circuits, to provide extensive training in television and film work for the students.

The WSHA Communications Center functions as a learning laboratory for students majoring in Radio-TV-Film. Local, regional and national news is broadcast by WSHA to the University campus and the surrounding community. Shaw professors make instructional use of it for their classes. The station's services are available to all Shaw professors who want to arrange special programs for the benefit of their classes.

ACCREDITATION: Shaw University is accredited by the Southern Association of Colleges and Schools, one of the six major regional accrediting agencies in the nation. The university is also accredited by the North Carolina Department of Public Instruction, which evaluates the educational programs for the training of teachers throughout the state.

COOPERATING RALEIGH COLLEGES: The University is a member of The Cooperating Raleigh Colleges, a consortium of accredited institutions of higher education located within the city of Raleigh. Membership therein means that persons enrolled as regular students at Shaw University may register for credit in courses offered at the other institutions. The other five institutions are: Meredith College; North Carolina State University; Peace College; St. Augustine's College; and St. Mary's College.

MEHARRY MEDICAL COLLEGE AFFILIATION: Shaw University has a cooperative agreement with Meharry Medical College of Nashville, Tennessee. Terms of the agreement permit the student to spend three years pursuing a major in Biomedical Sciences or Chemistry at his/her home institution (Shaw), followed by 9-12 months (36 semester hours) in the Biosciences Program of the School of Graduate Studies and Research at Meharry. Through this affiliation the student is awarded the Baccalaureate Degree by his/her home institution (Shaw) while concurrently qualifying for advanced admission to a graduate program (Meharry).



THE LIBRARY STAFF
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OF



ACADEMIC INFORMATION

ACADEMIC REGULATIONS AND ORGANIZATIONS

DEGREES AND GRADUATION REQUIREMENTS: Shaw University offers the Bachelor of Arts and the Bachelor of Science Degrees. In order to qualify for graduation with either degree one must earn 127 credits and have a cumulative grade point average of 1.0 (C) or above.

The student should apply for graduation by completing two copies of the “Admission to Candidacy” Form prior to the deadline set by the University Calendar for submitting the form to the Office of Records and Registration. This form, when certified by the student’s advisor, will indicate that the student has fulfilled requirements for graduation.

Every student must pass an English Proficiency Examination in the junior year. Those who show deficiencies will be required to complete a writing laboratory course. Methods of verifying the acquisition of other competencies will be introduced as developed.

All students are required to complete their two final semesters of courses as a full time student at the university.

A minimum of 127 hours of credit is required of all students for graduation.

The university reserves the right to revise academic requirements and course offerings. All students are subject to the graduation requirements as stated in the catalog in effect at the time of their matriculation. However, one who matriculates and then is absent from the university for one or more years is subject to the graduation requirements in effect at the time of his/her most recent enrollment.

Students may set their own timetables for graduation by progressing at differentiated paces. Meeting the requirements of a chosen major, and accumulating the required credit hours and grade-point average may result in early graduation—less than four years, or late graduation—five or more years.

Degrees are conferred only at graduation convocation which comes at the close of the second semester. Those who have completed requirements for graduation are expected to be present at this convocation. Degrees are only awarded in absentia to those who make the request for such in writing prior to the convocation.

CORE REQUIREMENTS: All students must complete basic core courses as designated in the “Core Studies” to be taken in the first two years of matriculation at the university. (See Core Studies Division).

In addition to the “Basic Core” requirements, students are expected to satisfy “Divisional Core” requirements as designated by the division in which their major falls.

Students who transfer from other institutions must satisfy the same requirements. However, the transfer student may satisfy these requirements through several routes: (1) Receiving credit for equivalent courses taken at prior institutions; (2) advanced placement resulting from testing; (3) taking the specifically-required course(s).

MAJORS: By the end of the sophomore year, each student is expected to have specified the major that he/she expects to pursue. The number of credits required for a major varies from 15 to 30 credits above the introductory level courses. One’s major requirements may include a given number of cognates or electives from another subject area. Specific requirements for the major are given in the subject areas of the different divisions.

A few majors are made available through interinstitutional cooperation of the Cooperating Raleigh Colleges. Where the interinstitutional major exists, it is often necessary to take courses at more than one institution.

CURRENT MAJORS AVAILABLE AT THE UNIVERSITY

| | |
|--------------------------------|------------------------------|
| Accounting | English |
| Adaptive Physical Education | International Studies |
| Behavioral Science | Mathematics |
| Biology | Music |
| Business Management | Premedical Studies |
| Chemistry (Interinstitutional) | Pre-Theology |
| Community Development | Public Administration |
| Computer Science | Radio/Television/Film |
| (Interinstitutional) | Speech Pathology & Audiology |
| Education: K-3; Intermediate | Theatre Arts |

***SECONDARY EDUCATION:** Students desiring to teach in this area must major in the subject matter area and meet requirements for certification by the State Department of Education.

If a double major is pursued the student must make this declaration at the time of designation of major in order to insure acquisition of appropriate courses for each major. In case of a double major, the student must satisfy requirements for both.

The double major will be noted on the student's record, but two diplomas will be awarded only if one major leads to a B.A. and the other to a B.S. degree. A student who desires to pursue a minor must complete a minimum of fifteen hours in the subject area selected for a minor.

DUAL DEGREE: Shaw University and the School of Engineering at North Carolina State University have entered into a dual-degree program under which a student will receive baccalaureate degrees from both institutions after completing a set of prescribed requirements at the participating institution (Shaw) followed by completion of another set at NCSU. The Policy and Procedure governing the dual-degree program are specified below.

The period of attendance at the participating institution (Shaw) will be established by that institution. Attendance at the School of Engineering of NCSU will normally require a period of two to three years depending on the choice of engineering curriculum.

REQUIREMENTS FOR DEGREE FROM PARTICIPATING INSTITUTION: The requirements for the degree from the participating institution are established by that institution.

REQUIREMENTS for DEGREE from the SCHOOL of ENGINEERING of NCSU: The degree requirements for students in the dual-degree program are the same as that for other engineering students at NCSU including the requirement that 24 of the last 30 semester hours of the program must be completed while in residency on the NCSU Campus.

When a dual-degree student is admitted to NCSU, his or her transcript from the participating institution will be evaluated and appropriate credit will be given towards the NCSU degree requirements. A list of equivalent courses for the applicable NCSU degree program will be updated annually and supplied to the Dual Degree Coordinator at the participating institution. In order to maximize transfer credit, the student will consult with the Dual-Degree Coordinator at the participating institution on a regular basis.

APPLICATION TO DUAL DEGREE PROGRAM: Participating institution students wishing to enter the dual-degree program will make application to that institution. When accepted by the participating institution for the dual-degree program, the student's name will appear on a list of declared dual-degree students. Each semester the participating institution will furnish updated copies of this list to the School of Engineering of NCSU.

ENTRANCE/TRANSFER REQUIREMENTS TO THE SCHOOL OF ENGINEERING OF NCSU: The criteria for acceptance into the School of Engineering of NCSU are the same for the dual-degree students and other transfer students with the following exception: The requirements currently include a 2.5 (4.0 base) grade-point average computed over all courses taken at the college level. If between the time of application to the dual-degree program and transfer to NCSU the GPA transfer requirement is raised, the requirements at the time of application to the dual-degree program will apply provided the student has completed the dual-degree requirements at the participating institution. If these requirements are not satisfied, then the current transfer admission requirements will apply.

QUALIFICATION FOR DEGREES: Dual-degree students at NCSU will follow the normal procedures to obtain the NCSU degree and a diploma.

It is the dual-degree student's responsibility to have a transcript sent from NCSU to the participating institution in order to qualify for the degree from the participating institution.

BIOSCIENCES: MEHARRY MEDICAL COLLEGE AFFILIATION: A student may complete three years (90 semester hours) in the Bio-medical Science or chemistry curriculum at Shaw, and spend his/her fourth year in the School of Graduate Studies and Research at Meharry Medical College. Upon successful completion of the Biosciences Program at Meharry, the student will be awarded the Bachelor's Degree by Shaw University. The year spent in this program at Meharry will count toward a graduate degree in the doctoral program at Meharry Medical College.

CREDIT BY NON-TRADITIONAL ROUTE

The traditional approach to the accumulation of credit hours has been through attendance at regularly-scheduled classes for a specified number of contact-hours. Students who enroll through CAPE (Center for Alternative Programs of Education) have several non-traditional options available to them. Included among these are: CLEP (College Level Examination Program); independent study; contract-oriented; life experiences; up to 27 credits may be assigned by the Committee which evaluates life experiences as documented in the portfolio.

CREDIT BY EXAMINATION

In order to enable students to proceed educationally at their own pace, and to benefit academically from their acquired knowledge, skills and experiences related to their field of study, students may

receive credit by taking exemption examinations. To qualify for exemption, the students must meet eligibility requirements as follows:

- A. ELIGIBILITY:** A student has to be enrolled and seeking a degree from Shaw University at the time the application for exemption is made and approved; transfer students from non-accredited institutions who wish to receive credit for work completed in their major field at previous institutions may apply for exemption examination for course credit to be honored by Shaw University, or a first-year student who needs a prerequisite for placement in a course sequence may apply.
- B. INELIGIBILITY:** Students with unsatisfactory academic records, or those who have received official warning that they are subject to be dropped from the University for academic reasons, are not eligible for exemption examinations during the period in which such notice or warning is in effect. Students are not eligible for exemption examinations in the semester in which they complete requirements for graduation. Students may not take an exemption examination in a course in which they have received a grade of "I" or "F". Students may not take an exemption examination for a course that is being substituted for a previous course failed.
- C. EXEMPTIBLE COURSES:** No exemptions shall be granted for courses listed as Honors, Seminars, Internships, Independent Studies, or Practicum. Exemption examinations are to be limited to required and cognate courses in the applicant's major field of study. Exemptions may be taken in no more than two free electives.
- D. NUMBER EXEMPTIBLE:** A student cannot exempt more than 24 units of credit. A full-time student cannot exempt more than six units or two courses of credit in a semester. A part-time student may not exempt more than three units of credit in a semester.
- E. ADMINISTRATION:** All exemption examinations are to be administered by the University Testing Committee. Exemption examinations will be administered only while the University is in session in the Fall and Spring semesters. A student may take the same exemption examination only twice. The examinations of "F" (failure) are not to be recorded on the student's transcript but must be on file with the Testing Committee.
- F. PROCEDURE:** The approved list of exemptible courses is made available to advisors and students during the registration period. Exemption examinations are scheduled no later than one month prior to final examinations.

G. HOW TO APPLY: A student desiring to take an exemption must file for the same within two weeks after the scheduled closing date for registration. Application for an exemption examination must be signed by the student's advisor. Along with the application, student should submit in writing verified credentials of previous experiences, etc. related to the course in which they seek exemption. The advisor examines the application, credentials and academic record of the student, approves or rejects the application and sends it to the Testing Committee.

Results of action taken by the Testing Committee—approval or rejection—are sent to the advisor, the Vice President of Academic Affairs and Research and the student.

For additional information on procedures, fees, and courses exemptible by examination, consult the Office of Records and Registration.

TRANSFER CREDITS

A student transferring from another institution must have an official transcript sent directly to the Office of Admissions by the institution previously attended. Up to 90 credits may be transferred from an accredited senior college and up to 70 from an accredited junior college.

Students may be admitted on a provisional basis from non-accredited institutions. One who is admitted on probation is restricted to carrying 12-13 units the first semester with subsequent matriculation contingent on performance during the first semester.

TRANSCRIPTS

The student's permanent academic record is kept in the Office of Records and Registration. Upon written request of the student, an official transcript of his/her records, one bearing the university seal, is submitted to persons or organizations designated by the student. The university recognizes the right of the student to have access to his/her records while limiting such access to others in accordance with student rights delineated under the Privacy Act.

While there is no charge for the first transcript issued, a fee of \$2.00 is charged for each subsequent transcript.

ACADEMIC HONORS

HONOR ROLL: Matriculated full-time students with averages of 2.0 and up and no I's or grade below C for the current semester in question are listed as honor-roll students for that semester.

HONOR SOCIETIES: In recognition of one's academic achievements, students who qualify are elected to membership in Alpha Chi National Honor Society and/or Alpha Kappa Mu Honor Society. Honor students in science are elected to Beta Kappa Chi, and those in Radio/TV to Alpha Epsilon Rho.

GRADUATION WITH HONORS: Students are graduated with honors who have earned 60 credits or more at Shaw University and in accordance with the following:

Cum Laude-Cumulative average of 2.25-2.49

Magna Cum Laude-Cumulative average of 2.50-2.74

Summa Cum Laude-Cumulative average of 2.75-3.00

To be eligible for membership in Alpha Chi, or for graduation with honors, a student must have earned at least 60 credits at Shaw, 30 or more of which must be graded.

ACADEMIC PROBATION AND DISQUALIFICATIONS

Students incur probationary status when their grade-point averages, established by the university faculty according to the number of semesters enrolled, fall below average set as follows:

| NUMBER OF SEMESTERS ENROLLED | GRADE POINT AVERAGE | STUDENT STATUS |
|------------------------------|---------------------|----------------|
| 1 | 0.50 | Warning |
| 2 | Below 0.50 | Probation |
| 3 | Below 0.65 | Probation |
| 4 | Below 0.75 | Probation |
| 5 | Below 0.85 | Probation |
| 6 | Below 0.95 | Probation |
| 7 | Below 1.00 | Probation |
| 8 | Below 1.00 | Probation |

When a student's performance falls below the standard set for a specified semester he/she is notified of his academic status. If the student incurs two consecutive academic probations, he/she is liable to dismissal from the university. A student so dismissed may not apply for readmission for at least one semester.

Any student who re-applies after being severed from the university a second time must petition the Academic Standards Committee for a review of his/her case before he/she can be considered for re-admission.

No course taken at another institution during the period of one's severance for probationary reasons can be transferred to Shaw University.

INTERINSTITUTIONAL ENROLLMENT

Students who desire to take courses at other Raleigh Colleges must complete interinstitutional forms which may be secured from the Office of Records and Registration. However, enrollment in courses at other institutions is encouraged only when the desired courses are not offered at the home institution. In order for an interinstitutional request to be granted, it must be approved by the student's advisor, the Vice President of Academic Affairs and the Director of Records and Registration.

The following policies govern interinstitutional registration:

1. Students enrolled in courses at another institution must pay the additional amount of tuition that is charged to Shaw University by the host institution.
2. Scholarships awarded to the student by Shaw University may not be used to pay for courses taken at another institution.

SUMMER SCHOOL ATTENDANCE

A student must attend Summer School at Shaw University if/when any of the following conditions obtain: (1) Cumulative grade-point average is below what is required; (2) Two or more "Core Course" failures are outstanding; (3) Academic Probation is incurred. Such students may not be approved for attendance at other summer schools.

OTHER INSTITUTIONAL ENROLLMENTS: Students who desire to take courses at other institutions during the summer or while not in residence, and wish to submit credit for such to the university must receive formal permission to take the courses. If approved, up to 9 hours may be taken in summer at another institution. Approval must be given by the student's major advisor, division chairman, and Vice President of Academic Affairs. The appropriately-signed form must be filed in the Office of Records and Registration.

GRADES AND GRADE POINT AVERAGES

The university grading system is geared to a three-point scale as follows:

| LETTER GRADE | GRADE POINTS PER SEMESTER HOUR |
|--------------|--------------------------------|
| A | 3 Excellent |
| B | 2 Good |
| C | 1 Average |
| D | 0 Poor but Passing |
| F | 0 Failure |
| I | Incomplete |
| WP | Withdrew Passing |
| WF | Withdrew Failing |

If a grade of D is earned in a required course in one's major, the course should be repeated.

Receipt of an incomplete assumes that the student is passing but has been unable to complete a major portion of work required in a course. If the incomplete is not removed by the date set during the ensuing semester in which he/she is in residence then the incomplete is administratively changed to F.

CLASS ATTENDANCE POLICY: Students are expected to be in classes as scheduled and on time. If a student is absent more than three times for three day-a-week classes, or two times for two day-a-week classes during a semester without an official excuse, the final grade may be affected at the discretion of the instructor. If a student is absent for more than one-third of the semester with or without an official excuse, the student's grade will be an automatic "F".

A student may be officially excused from a class for the following reasons when such reasons are verified and approved by the Director of Student Affairs and/or the Vice President for Academic Affairs:

1. A confining illness.
2. A death in the immediate family.
3. Representing the university in an official capacity.

An illness form must be completed by the Health Service at the University. Other excused absence forms must be completed by the Dean of Students and/or the Vice President for Academic Affairs and Research, as appropriate.

ADMISSIONS

Any student seeking admission to Shaw University must secure an application from the Office of Admissions and return to that office the completed form, along with a non-refundable application fee of \$10.00

First-Time College Students: In addition to the application for admission, the materials which the student is required to submit include: A high school transcript, a health form completed by a physician, and a blood test report. The student should also submit SAT and ACT scores.

Official transcripts must be sent by the originating school directly to the Office of Admissions.

High School graduates applying to the regular university program should have no less than an overall grade-point average of "C" for grades nine through twelve and should have acquired fifteen (15) acceptable units of credit: English-4, Mathematics-2, Science-2, and electives-7. Applicants who have not completed high school may be admitted when their preparation has been equated to that of high school graduates, as by G.E.D. scores.

A select number of students whose unit distribution varies from the above may be considered for admission. Each case will be reviewed individually.

An individual with an overall grade-point average of less than "C" for high school years nine through twelve may be granted conditional admissions, in consultation with the Admissions Committee. To be admitted under these circumstances, the student must have demonstrated a strong desire to attend college (through recent academic performance) and may be requested to submit two letters of recommendation from his/her secondary school instructors, counselors, and/or principal. Students granted conditional admission are restricted to carrying thirteen (13) units during their first semester at Shaw and must maintain the prescribed minimum grade-point average to matriculate beyond their first term.

An international student must show evidence of having completed his/her high school work by presenting a copy of the high school grades and diploma along with the application for admission. The applicant must take and pass the Test of English As A Foreign Language (TOEFL) (unless from an English-speaking country) and must provide the Office of Admissions with evidence that he/she is able to meet all school costs and living expenses for the duration of his/her studies.

Transfer Students: In addition to the admission, a transfer student should have an official transcript of all post-secondary studies sent directly to the Admissions Office by the institution(s) previously attended.

A student admitted on probation is restricted to carrying 12-13 hours the first semester at the university, and must maintain a prescribed minimum grade-point average to matriculate beyond the first semester.

FINANCIAL AID

The factor of need is considered for all forms of financial assistance. The financial aid program is designed to provide financial assistance to qualified and deserving students who, without it, would be unable to attend or remain in school. All financial aid awards are renewable on an annual basis, but a new application must be filed each year. The amount of the stipend and form of aid may be modified according to changes in the recipient's need or academic status.

In order to be considered for financial assistance, a student must do the following:

(1) Apply for admission to the university, and complete all forms connected with his or her application; (2) file the Financial Form with the College Scholarship Service, or the Family Financial Statement with the American College Testing Program; (3) file a separate application when seeking assistance for the summer session. Applications may be secured from the Director of Financial Aid. Financial assistance is provided through any one, or a combination of several, of the following:

NATIONAL DIRECT STUDENT LOANS: A student may borrow up to \$2,500 the first two years, with a maximum of \$5,000 for undergraduate study, and repay it monthly at 3.0 percent interest after the student completes or terminates his/her education. The repayment and interest period begins nine months after leaving college. Borrowers in this program are required to have an exit interview with the Student Loan Officer preceding graduation or other separation in order to establish a repayment schedule.

PELL GRANTS (BEOG): These are available to students who are attending college on at least a half-time basis. They are based on a federal formula which measures the ability of students' families to meet their educational expenses. An application for Basic Grant must be submitted for the academic year for which the student is applying. This form may be obtained from institutions of post-secondary education, high schools, public libraries, and other easily accessible locations.

Students should complete the form in accordance with the instructions on the application. Notification of eligibility should be received within four to six weeks. The notification should be submitted to the student's school, which will calculate the amount of Basic Grant that the student is eligible to receive. The amount of award is based on the student's determination of his or her eligibility, the cost of attendance at the student's school, and a payment schedule issued to all approved educational institutions by the U.S. Office of Education.

SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT PROGRAM (SEOG): In order to be eligible for SEOG assistance, a student must demonstrate "exceptional financial need," which indicates that one's expected family contribution may not exceed fifty percent of his or her cost of education at the institution in which the student is enrolled or accepted. The minimum SEOG which may be awarded a student is \$200 per academic year, and the maximum is \$1500 or one-half of the amount of student financial aid provided by the institution, whichever is the lesser. SEOG must be "matched" by other sources of aid such as Basic Grants, NDSL, CWS, BIA Grants, State or private scholarships, etc. Therefore, students who receive SEOG assistance can be assured that they will also receive at least an equal amount of aid from other sources.

ON AND OFF CAMPUS EMPLOYMENT: The university maintains the Federal College Work-Study Program and the University Work-Aid Program to assist students in paying part of their expenses through employment on and off campus. Under the College Work-Study Program, the employment may be part-time while a student is enrolled in classes, or full-time during the summer. Students must assume full responsibility for applying funds earned through these programs to meet their university educational expenses.

STATE GUARANTEED LOANS: These loans may be secured through the bank in one's hometown in amounts up to \$2,500 per year. In North Carolina, this program is under the College Foundation.

INSURED TUITION PAYMENT PLAN: The Richard C. Knight Insurance Agency offers the Insured Payment Plan, an interest-free plan which divides the university charges into monthly installments before the first tuition bill is due and ends a few months before the student graduates. The plan also carries provisions for extended payment. Low-cost term insurance is included so that, in the event of death or disability of the parent who pays the expenses, the student's educational expenses will be completed by the insurance.

SCHOLARSHIPS AND GRANTS IN AID: Merit Scholarships are awarded to students who are recommended by their high schools and who achieve satisfactory SAT scores. The scholarships vary in amount

up to full tuition, and they are renewable each year provided high scholastic achievement is maintained. The university also provides a limited number of grants-in-aid for students whose circumstances indicate special consideration should be given. Other scholarships are awarded according to criteria set for each by the donor.

HOW TO APPLY FOR FINANCIAL AID: Listed below are the necessary steps that must be taken to secure financial aid at Shaw University.

1. Complete a financial aid application. All questions must be answered. If they do not apply, indicate this.
2. Complete a Family Financial Statement and forward it to the appropriate regional office as indicated on the form. These forms are available at your local high school counseling center. If you cannot obtain one there, the Financial Aid Office will send you one upon request.
3. In order to be considered for aid, transfer students must submit a Financial Aid Transcript (FAT) from their most recently attended post-secondary school, college or university.
4. Students entering school for the first time, or transferring after only one year at another institution, are eligible for the Basic Educational Opportunity Grant. Shaw will not make a final decision on your aid package until your FAT and Student Eligibility Report are received. To obtain this report a B.E.O.G. application must be filed with the American College Testing Program. A.C.T. will process your application and return the report to you.

All three copies of the report must be sent to the Financial Aid Office, which will determine the amount of BEOG you are eligible to receive and send you an award letter indicating this and any other aid available to you. Out-of-state students should apply for aid programs in their state before applying for aid from Shaw.

REFUND POLICY: If a student is receiving aid and withdraws from the university during a semester, a portion of his/her financial aid award may need to be repaid. The amount to be repaid will be determined according to specifications set by the university's refund policy.

The housing deposit is refundable only prior to the first day of orientation. Tuition, room and board charges are refundable based on the effective date of withdrawal. Financial aid awards in the form of grants and loan, but not work-study, are to be repaid in the prorated forms set by the refund policy.

Based on the number of calendar days between the first day of registration and the effective withdrawal date, refunds and repayments of aid are made as follows:

| CALENDAR DAYS | PER CENT REFUND | REPAYMENTS |
|---------------|-----------------|------------|
| 1-14 | 80.0 | 80.0 |
| 15-21 | 60.0 | 60.0 |
| 22-28 | 40.0 | 40.0 |
| 29-35 | 20.0 | 20.0 |
| 36 & Over | 0.0 | 0.0 |

REGISTRATION

Students are expected to register within the dates set for registration in the University Calendar. It is to their advantage to register as early as possible in order to avoid denial of enrollment because of overcrowded classes or dormitories. Registration is not complete without the official approval of the Office of Records and Registration. Students who complete their registration after the dates set will be assessed a late registration fee.

Any changes made in a student's registration must have the official approval of the Office of Records and Registration and the student's Faculty Advisor as well as the instructors involved. A course may be added up to the tenth day after official registration. The University sets forth the dates before which a course may be dropped without academic penalty. In order to be valid, a drop and/or add form must be filed with the Office of Records and Registration.

Students withdrawing from the university must report to the Office of Records and Registration to comply with withdrawal procedure. Those who fail to comply with this procedure may receive failing grades in the courses for which they were registered.

Students desiring to enroll in courses at member institutions must complete the Interinstitutional Registration Form available at the Office of Records and Registration. All course work taken at other member institutions and completed with a "C" grade (or better) will be entered on the student's permanent record at Shaw and will be included in the grade average as computed in the Shaw University grading system.

PAYMENTS: All bills are payable on Registration Day. (Installment Plan available on request). Bills are payable by cash, certified or cashier's checks, money orders. No personal checks are acceptable. Total semester fees and charges are payable in full at registration. Any person, with the exception of those on the College Work Study Program and University Work Aid, may select the installment plan.

However, arrangements must be made with the fiscal officer for full payment at least one week before the final examination.

MAILING PAYMENTS: Persons mailing payments due at registration for a semester must mail the payment in time to reach the university at least 15 days prior to registration. Please do not mail cash. Certified or cashier's checks and money orders are preferred. They should be made payable to Shaw University and sent to the Business Manager.

CLASSIFICATION OF STUDENTS: Freshmen (First Year): Less than 30 credits; Sophomore (Second Year): 30-59 credits Passed; Junior (Third Year): 60-89 credits Passed; Senior (Fourth Year): 90 or more credits.

FULL TIME/PART TIME: In compliance with the resident credit requirements specified in higher education reports, students are classified as full or part-time according to the following schedule of hours taken: Full time: 12 hours and up; Three-fourths time: 9-11 hours; One-half time: 6-8 hours; One-fourth time: Under 6 hours.

SPECIAL STUDENTS: A student may enroll as a Special Student at Shaw University without matriculating. That is, the student is not seeking credits that will be counted toward a degree from this University.

Special students may be enrolled without conforming to regular admissions procedures and may take a maximum of six (6) hours per semester. The student registers with the registrar during the regular registration period.

A student who has authorization to take classes at Shaw for the purposes of transferring such credits to another institution may register as a special student.

Students enrolled in the Interinstitutional Program of the Cooperating Raleigh Colleges should have their authorizations sent directly to the Registrar.

A college graduate, public school teacher or teacher in a technical institute may be enrolled as a special student in courses and receive credits to be applied toward school certification, a college degree, or re-certification.

Adult students who can demonstrate their maturity, the need to enroll as special students, and the capacity to perform college-level work may enroll as special students without fulfilling regular admission requirements of degree-seeking candidates.

Special students may have their status changed to degree-seeking candidates for a subsequent term by applying and being accepted for regular admission. The Applicant must satisfy the Regular Admission Requirements of the University.

A maximum of fifteen (15) semester hours earned as a special student may be credited toward the Shaw degree.

All students admitted to Shaw University, whether special or regular, must follow the appropriate procedures for enrollment. The University reserves the right to suspend, or to exclude at any time, any student whose academic standing or conduct is regarded by Shaw University as undesirable or unacceptable. Excluding essential and pertinent information, distorting facts, or falsifying data on an application are grounds for exclusion or dismissal.

COURSE LOADS: No first year student may take more than 12 semester hours of credit, except that one additional hour of credit may be earned for work in the Shaw Band, the University Chorale, or the Shaw Players and Company, making a maximum total of 13 hours of credit. Hours taken by first year students may exceed 13 only by special permission.

Students classified as Second Year Students or beyond may take a maximum of 18 hours of credit, except that one additional hour of credit may be earned for work in the Shaw Band, the University Chorale, or the Shaw Players and Company making a maximum total of 19 hours of credit.

Students who are classified as Senior or Fourth Year Students, and who have been certified as candidates for a degree, may register for more than 18 hours of work with permission of their advisor and the Vice President for Academic Affairs.

Students enrolled in the CAPE Program take up to 18 hours per semester. Students of any classification who are on academic probation are limited to a maximum of 12 hours of credit. Students enrolled for 12 or more hours of credit are considered full-time students.

COURSE CREDIT: (The Unit of Instruction). Course credit at Shaw University is designed in terms of semester hours. The semester hour is the unit of instruction used for computing the amount of work required for graduation. One semester hour is equivalent to the fifty-minute period of academic instruction. In athletic skills courses, one-half semester hour is equivalent to one fifty-minute period of practice. In science laboratory courses, one semester hour is equivalent to two hours of laboratory experience per week. In co-curricular activities such as the Shaw Band, the University Chorale, or the Shaw Players and Company, one semester hour is earned for participation as negotiated by the instructor with the student.

INDEPENDENT STUDY: (Via individual instruction) Is restricted to graduating seniors and to be used where given courses are needed to meet the requirements of one's program. Courses taken in this way

must have the approval of the chairman of the division in which the program falls, and the Vice President of Academic Affairs and Research. No student can take more than six (6) credits through independent study.

INTERNSHIP COURSES: These are restricted to juniors and seniors. A student may participate in more than one internship, but they must come at alternate periods of time. The number of credits that may be earned through internship varies from one to six (1-6). The number of total credits that can be earned via internships is six (6).

WITHDRAWAL

FROM A COURSE: A student may officially withdraw from a course by securing a revision form from the Office of Records and Registration, having it signed by his/her advisor and initialed by the instructor. The completed form must be returned to the Office of Records and Registration. Failure to follow this procedure will result in the student receiving a failing grade for the course. To withdraw from a course in the fourth week of class, a student must complete a schedule revision form which bears the signatures of his/her advisor, the Vice President of Academic Affairs, the Business Manager, and the Director of Financial Aid. Students withdrawing from a course at this time will receive grades of WP (Withdrew Passing) or WF (Withdrew Failing). If withdrawal from a course occurs beyond mid-semester, the student receives a grade of F, unless prior exceptional circumstances (documented) justify the contrary.

FROM THE UNIVERSITY: A matriculating student who wishes to withdraw from the university must file a complete withdrawal form with the Office of Records and Registration and the Dean of Student Affairs. Students who stop attending classes but who fail to officially withdraw will receive failing grades in the courses for which they were registered.

ORGANIZATION OF ACADEMIC AREAS

Division of Core Studies

- Basic Core Program

- Special Services

- Upward Bound

- Tutorial Center

Division of Business & Public Administration

- Accounting

- Business Management

- Public Administration

Division of Communications

- Art
- English
- Foreign Language
- Music
- Radio/TV/Film
- Speech Pathology & Audiology
- Theater Arts

Military Science

Division of Education

- K-3; Intermediate
- Adaptive Physical Education
- Health & Physical Education
- (CDA) Child Development Associates
Training Program

Division of Preprofessional Studies

- Biology; Chemistry
- Computer Science
- Mathematics
- Pre-Medical Studies

Division of Human Resources & Human Development

- Behavioral Science
- Criminal Justice
- Community Development

Center for Alternative Programs in Education (CAPE)

International Studies Center for Africa, Caribbean
and the Middle East

Associate of Arts Programs

- Accounting
- Behavioral Science
- Criminal Justice

THE CENTER FOR ALTERNATIVE PROGRAMS IN EDUCATION (CAPE)

CAPE is an External Degree Program and is planned as a response to the current needs of potential students for whom many existing traditional undergraduate programs are too limited, too prescribed, inflexible and unadaptable to the life conditions of mature working adults. It provides innovative educational delivery systems for many self-directed, highly motivated persons who are otherwise unable to attend institutions of higher education. CAPE is designed specifically for the mature learner, who has demonstrated a deep interest, strong desire, clear vocational choice, and an expressed need to participate in an alternative form of education. It offers educational opportunities to those who, because of job or family situations, military service obligations, offerings, have been unable to attend institutions of higher education.

Through CAPE the faculty affords students a unique opportunity to participate in a process of learning that goes beyond the traditions of a sharply circumscribed campus and calendar; students are able to earn as they learn through such instructional modes as independent study, internships, seminars, life experiences, and regular classes at Shaw's campus in Raleigh, North Carolina or at the university off-campus centers at Fayetteville and High Point, N.C., and Charleston, S.C.

As a delivery system, CAPE has no separate faculty, majors or degrees of its own. Instead, designated majors and selected course offerings are made available through which the student may pursue his/her studies through combinations of the following alternative routes of study: (1) Independent Study; (2) Specifically Arranged Seminars; (3) Evening Classes; (4) Week-End Classes; (5) Day-Time Classes; (6) Courses Taken at Other Accredited Colleges and Universities; (7) Internship Programs.

A student may also accelerate his program through CAPE by a combination of the following: (1) College Level Examination Program (CLEP), Subject Standardized Test (SST), Military Schools, Transfer Credits; (2) Exemption Examination; (3) Life Experience Credits.

ADMISSIONS, (CAPE): All adults and working students who have completed high school, or who hold certificates of high school equivalency, are eligible to apply for admission to the program. Application for admission should follow the general procedure for being admitted to the university.

FINANCIAL AID, (CAPE): Specific information on financial aid may be obtained from the Office of Financial Aid. Assistance is available to students through State or Federal programs.

DEGREE PROGRAMS, (CAPE): Courses of study leading to the bachelor's degree are available in the following areas: Business Management; Criminal Justice; Behavioral Science; Public Administration and Special Major. All students in the CAPE Program are requested to take EVR-CAPE 300 (See code number under Evaluation Research).

HOW TO APPLY FOR LIFE EXPERIENCE CREDITS

Applicants who have had out of class experience through which learning has occurred at the college level and who can document and/or demonstrate such learning may petition the University to recognize such learning and to grant them academic credits for life experiences. The applicant should first obtain a copy of the pamphlet on Assessing Life Experience for Academic Credits.

ASSOCIATE OF ARTS DEGREE PROGRAMS

The University currently has three programs for which the Associate of Arts Degree is awarded. These programs are outlined as follows:

REQUIREMENTS FOR ASSOCIATE OF ARTS DEGREE IN ACCOUNTING

PURPOSE: The Associate of Arts Degree in Accounting is intended to prepare students for the accounting profession and for careers involving accounting and for further study in accounting, business or government.

OBJECTIVES:

- 1) To provide students with the minimum training in accounting and liberal studies necessary to pursue jobs in the profession.
- 2) To provide a basic understanding of the American business and governmental environment.
- 3) To provide the basis for further study and development in accounting, business management or government.

COURSE SEQUENCE

YEAR 1

First Semester

| | |
|---------|------------------------|
| CSK 111 | Communicative Skills |
| MAT 111 | Mathematics |
| BUS 214 | Principles of Business |
| BUS 341 | Accounting Prin. I |
| BUS 381 | Business Law |

Second Semester

| | |
|---------|-----------------------|
| CSK 112 | Communicative Skills |
| MAT 112 | Mathematics |
| BIO 111 | Intro. to Bio Science |
| BUS 341 | Accounting Prin. I |
| BUS 361 | Human Resources Mgt. |

YEAR 2

First Semester

| | |
|---------|-------------------------|
| CSK 113 | Communicative Skills |
| BUS 311 | Microeconomic Anal. |
| BUS 343 | Intermediate Acct. I |
| BUS 371 | Marketing Management |
| EVR 200 | Statistics |
| MAT 250 | Intro. to Comp. & Prog. |

Second Semester

| | |
|---------|---------------------------|
| SSC 111 | Intro. to Soc. Science |
| HIS 111 | World Civilization |
| PUB 226 | Public Fin. & Budgeting |
| BUS 344 | Intermediate Acct. II |
| BUS 345 | Fed. Corp. Inc. Tax Acct. |
| BUS 413 | Financial Management |

DIVISION OF HUMAN RESOURCES AND HUMAN DEVELOPMENT PROGRAM FOR THE ASSOCIATE DEGREE IN APPLIED BEHAVIORAL SCIENCE


The program provides an education for students whose interests lie in careers within the helping professions. The program provides the skills that will lead to gainful employment in mental hospitals, custodial care centers, retardation centers and many other agencies providing intervention or the delivery of services to meet human needs.

Graduates of the program would be qualified to take the North Carolina Department of Human Resources Examination and become immediately employable. Other graduates already employed in Human Services Agencies would improve their employment status. Still other graduates may prefer the option of continuing their education and receive the baccalaureate degree in Behavioral Science.

The educational program consists of four components especially suitable for the development of competence in servicing human needs. These include a basic education component, a health and rehabilitation component, a behavioral science component, and an internship component.

1. BASIC EDUCATION

The basic education component provides the students with basic knowledge and concepts in science, computational skills and communication skills. This component consists of the following:

| | | | |
|---|-----|----------------------|---|
| CSK | 111 | Communicative Skills | 3 |
| CSK | 112 | Communicative Skills | 3 |
| MAT | 111 | Mathematics | 3 |
| MAT | 112 | Mathematics | 3 |
| BIO  | 111 | Biological Science | 3 |

The student must also complete a minimum of six hours from the following:

| | | | |
|-----|-----|--------------------------|---|
| HUM | 211 | Humanities | 3 |
| HIS | 111 | World Civilization | 3 |
| SSC | 111 | Intro. to Social Science | 3 |

2. HEALTH AND REHABILITATION

The health and rehabilitation component consists of a core of courses designed to develop competencies necessary for areas of which health and rehabilitation are paramount. These include:

| | | | |
|-------|-----|--|----------|
| HPE | 274 | First Aid and Safety | 3 |
| HPE | 342 | Physical Education and Therapeutic Practice for the Handicapped | 3 |
| HPE | 423 | Adapted and Corrective Physical Education | 3 |
| HPE | 376 | Therapeutic Exercise | <u>3</u> |
| Total | | | 12 |

3. BEHAVIORAL SCIENCE COMPONENT

The behavioral science component comprises courses that prepare students to become familiar with major emotional and behavior problems of both hospitalized and walk-in clients.

| | | | |
|-------|-----|----------------------------|----------|
| BES | 201 | Introduction to Psychology | 3 |
| BES | 203 | Deviant Behavior | 3 |
| BES | 204 | Personality | 3 |
| BES | 210 | Human Development | 3 |
| BES | 215 | The Family | 3 |
| BES | 241 | The Helping Professions | 3 |
| BES | 301 | Human Relations Laboratory | 3 |
| BES | 304 | Behavior Disorders | 3 |
| BES | 315 | Race and Ethnic Relations | <u>3</u> |
| Total | | | 27 |

4. INTERNSHIP COMPONENTS

Students may receive up to six credits for creditable internship experience following placement and successful work experience with various agencies. Students already employed in such agencies may receive a maximum of six semester credits for their experience awarded on the basis of an evaluation by the Life Experience Assessment Committee.

ASSOCIATE DEGREE PROGRAM IN CRIMINAL JUSTICE

The associate degree program in Criminal Justice is designed to provide educational opportunities that are appropriate to the needs and interests of students contemplating careers in law, law enforcement, corrections and rehabilitation.

The program is offered for those who wish to move directly into law-related careers, as well as for those who wish to improve their employment status in such careers. In addition, the program of courses is directly transferable to four year degree programs in pre-law, law enforcement, and corrections and rehabilitation.

The program requires the completion of 66 semester hours of credits and may be completed in four semesters.

Students may transfer a maximum of 35 semester hours toward the associate degree. In all transfer courses the student must have earned a grade of at least C.

Associate degree students must spend their last semester in residence at Shaw University and must earn at least 24 semester hours credit during this total period.

UNIVERSITY CORE REQUIREMENTS

Students must complete all of the following:

| | | | |
|-------|-----|------------------------------------|----------|
| CSK | 111 | Communicative Skills | 3 |
| CSK | 112 | Communicative Skills | 3 |
| CSK | 113 | Communicative Skills | 3 |
| MAT | 111 | Mathematics | 3 |
| MAT | 112 | Mathematics | 3 |
| BIO | 111 | Introduction to Biological Science | <u>3</u> |
| Total | | | 18 |

The student must also complete a minimum of three semester hours from the following courses.

| | | | |
|-----|-----|--------------------|---|
| HUM | 211 | Humanities | 3 |
| HIS | 111 | World Civilization | 3 |

REQUIREMENTS

| | | | |
|-----|-----|---------------------------|-------|
| BES | 211 | Introduction to Sociology | 3 |
| BES | 203 | Deviant Behavior | 3 |
| HIS | 201 | Afro-American History | 3 |
| REL | 330 | Social Ethics | 3 |
| UPL | 215 | Social Planning | 3 |
| EVR | 200 | Elementary Statistics | 3 |
| | | | Total |
| | | | 24 |

CRIMINAL JUSTICE REQUIREMENTS

| | | | |
|-----|-----|----------------------------------|-------|
| CRJ | 200 | Introduction to Criminal Justice | 3 |
| CRJ | 203 | Criminology | 3 |
| CRJ | 300 | Introduction to Law Enforcement | 3 |
| CRJ | 301 | Court Administration | 3 |
| CRJ | 302 | Juvenile Delinquency | 3 |
| CRJ | 307 | Probation & Parole | 3 |
| CRJ | 310 | Introduction to Corrections | 3 |
| CRJ | 311 | Evidence for Law Enforcement | 3 |
| CRJ | 313 | Basic Criminal Procedures | 3 |
| | | | Total |
| | | | 30 |

TOTAL 66

INSTRUCTIONAL DIVISIONS

Academic programs are designed by specific divisions and the courses of instruction are listed according to the divisions to which they have been assigned. Shaw University awards the Bachelor of Science degree for majors in the Pre-Professional division and for the majors in Adaptive Physical Education and Speech Pathology and Audiology. The Bachelor of Arts degree is awarded for all other majors.

Division of Core Studies

All University requirements except those so stated

Division of Business & Public Administration

Accounting

Business Management

Public Administration

Division of Communications

Art
English
Music
Radio/TV/Film
Speech Pathology/Audiology
Theater Arts

Division of Education

Adaptive Physical Education
Early Childhood Education
Intermediate (Elementary) Education
Secondary Education (History, Science, English)
Child Development Associate Training Program

Division of Human Resources/Human Development

Behavioral Science
Community Development
Criminal Justice
Pre-Theology

Division of Pre-Professional Studies

Biology (Pre-Med)
Chemistry
Computer Science
Engineering
Mathematics

Center for International Studies**Core Studies**

The University Core Curriculum is designed to provide all students with the basic knowledge, concepts, principles and skills in the arts and sciences comprising the curriculum. All courses are integrated in such a way as to provide the student with an essential understanding of the inter-relationships between learning and life in an increasingly knowledge-oriented world. At the base of the curriculum is the sequence of courses in Core Studies which provides for the mastery of basic skills in reading, writing, speaking, reasoning, and problem solving. These skills are approached in the context of and in direct application to other required subject matter courses in the humanities, the natural sciences and the social sciences. In addition, a series of Core Curriculum Seminars, taught by curriculum instructors, is designed to provide the students with opportunity for development; students entering Shaw are required to enroll in the Core Curriculum (except where alternate courses are required for certain major fields). Completing the Core Curriculum is required prior to concentration in a major field.

All students entering Shaw University for the first time will be given placement-tests in English, Reading and Mathematics. The results of the English test will determine the level of English the student will be assigned—ESL-110, CSK-111, CSK-112. The same may be the case in Mathematics. All students must successfully complete each level of English by passing a common examination and a competency examination after completing CSK-113.

Core Studies Requirements:

| | | | |
|-----|---------------|----------------------|-----|
| CSK | 111, 112, 113 | Communicative Skills | 9cr |
| HIS | 111, 112 | World Civilization | 6cr |
| HUM | 111, 112 | Humanities | 6cr |
| MAT | 111, 112 | General Mathematics | 6cr |

Pre-Professional majors check major requirements

| | | | |
|----------------|----------|------------------------------------|-----|
| SCC | 111, 112 | Social Science Survey | 6cr |
| BIO | 111 | Introduction to Biological Science | 3cr |
| PHY | 112 | Introduction to Physical Science | 3cr |
| HPE | 111, 112 | Health & Physical Education | 2cr |
| FCS | 111 | Freshman Core Seminar | 1cr |
| COM | 210 | Public Speaking Logic | 3cr |
| Total Required | | | 48 |
| ESL | 110 | English As A Second Language | 3cr |

COURSE DESCRIPTIONS FOR CORE STUDIES

- CSK 111** (3) Basic English grammar required for college, i.e. parts of speech, punctuation, subject/verb association, vocabulary, spelling and sentence structure. The overall purpose of the course is to further the development of the communicative skills of speaking and listening.
- CSK 112** (3) A continuation of CSK-111. The course is designed to further develop the communicative skills through usage in writing with special emphasis on such areas as paragraph development, precis, paraphrasing, essay and report writing.
- CSK 113** (3) A course in advanced composition and research writing which will emphasize the research skills required for such writing, i.e. documentation. Each student must complete a short research paper as a part of the final evaluation.
- ESL 110** (3) This course is taught as English as a second language in which the skills of listening, speaking, reading and writing are developed. Beginning American English grammar, vocabulary and reading comprehension are studied.

EVALUATION RESEARCH COURSE DESCRIPTIONS

- EVR 200 Elementary Statistics (3):** Introductory course in statistics covering descriptive statistics and statistical inference; frequency distributions, measures of location, measures of variation, elementary probability, theoretical distributions, estimation, testing hypotheses and correlation techniques.
- EVR 322 Introduction to Research (3) Pre: 200:** The techniques of social research with an emphasis on research design, instrument design, collection, analysis, and interpretation of data.
- EVR 323 Survey Research Methods (3) Pre: 200:** The techniques of survey research design, sampling, and statistical analysis.
- EVR 324 Intermediate Statistics (3) Pre: 200:** Second course in statistics, including basic statistical concepts and techniques used in the area of Human Resources and Human Development, with emphasis on testing hypotheses, chi-square, regression and correlation, analysis of variance, and introduction to design of experiments.
- EVR 325 Program Evaluation (3) Pre: 200:** A study of systematic designs and analytical procedures for measuring the impact and effectiveness of programs initiated for specific purposes. The measurement of program outcomes and inputs, and the use of evaluation results in future program decisions.
- EVR (Cape) Research and Portfolio Development: 300** This course is required of all CAPE students. It should be taken during the first semester that the student enrolls, but not later than the second semester.

THE DIVISION OF BUSINESS AND PUBLIC ADMINISTRATION

PHILOSOPHY: The primary purpose of the Division of Business is to provide viable academic programs and educational experiences for those students seeking management careers in industry and government or teaching careers in public and private educational institutions.

OBJECTIVES: It shall be the objective of the Division of Business to develop students for professional careers in the areas of business management, accounting and public administration and to prepare students for research oriented projects and teaching assignments in a graduate study program. Through a structured program in liberal arts and fundamental business areas supplemented by intensive study in accounting, management, computer and information systems, finance and marketing, students' personal and career objectives will be met.

GENERAL REQUIREMENTS: Prospective majors are required to complete the general university core program before registering for courses in their major course of study. The general university core

program requires students to spend no less than four semesters in a basic liberal arts program emphasizing English, Mathematics, Reading, Physical and Social Sciences, Arts and Humanities, with the objective of preparing the students for two years of intensive study in their major course of study. Introduction courses under the Divisional core requirement will also be completed during this time.

PROGRAM REQUIREMENTS: The Division of Business and Public Administration requires the student to meet the following criteria for graduation:

1. Completion of a minimum of 127 semester hours (general university core and major course of study).
2. A minimum cumulative grade point average of 1.0 (3.0 grade scale).
3. Completion of the university residence requirements established by the university.
4. Certification by the faculty of the Division of Business and Public Administration.

DIVISIONAL CORE REQUIREMENTS: Students enrolled in the Division of Business and Public Administration working toward the undergraduate bachelor of arts degree must complete at least six of the courses listed below as Divisional core requirements.

| | | |
|---------|---------------------------------------|---|
| BUS 361 | Human Resources Management | 3 |
| BUS 214 | Principles of Business | 3 |
| BUS 311 | Microeconomic Analysis | 3 |
| BUS 312 | Macroeconomic Analysis | 3 |
| BUS 341 | Accounting Principles I | 3 |
| BUS 342 | Accounting Principles II | 3 |
| BUS 381 | Business Law | 3 |
| EVR 200 | Statistics | 3 |
| MAT 250 | Introduction to Computers & Program | 3 |
| PUB 200 | Introduction to Public Administration | 3 |
| PUB 226 | Public Finance & Budgeting | 3 |

COURSE DESCRIPTIONS

- BUS 212 Elementary College Typewriting (3):** A study of the fundamentals of typing including technical typing operations (touch system), business correspondence, formal letter writing and report writing, preparing of various types of budgets and correspondence.
- BUS 214 Principles of Business (3):** Introduction to the basic functions and operations of the free enterprise system in America. Students will be introduced to the primary disciplines: marketing, production, finance, accounting, and human resource management.

- BUS 311 Microeconomic Analysis (3):** A study of the role of prices in resource allocation, with the individual firm as the focal point. The course includes a discussion of price determination in various types of market structures and a consideration of market structures and the public interest.
- BUS 312 Macroeconomic Analysis (3):** A study of the determinants of national income, relating households, business and government to determination of employment, output and prices. Problems of achieving growth in the midst of inflation are discussed. Prerequisite: BUS 211
- BUS 341 Accounting Principles I (3):** A study of the theories of debits and credits, principles of various accounting records, classification of accounts and problems of balance sheets and income statements.
- BUS 342 Accounting Principles II (3):** More extensive study of accounting theory how accounting can be applied to the keeping of records in various types of professional offices. Prerequisite: BUS 341
- BUS 343 Intermediate Accounting I (3):** Applications of accounting to special situations such as taxation, business associations, factory and cost accounting. Prerequisite: BUS 341, 342
- BUS 344 Intermediate Accounting II (3):** A study of current, non-current, and contingent liabilities and owner's equity accounts, preparation of statement of changes in financial position. Prerequisites: BUS 341, 342, 343
- BUS 345 Federal Corporate Income Tax Accounting (3):** A survey of substantive federal tax provisions relating to business firms with major emphasis on corporate income tax accounting. The course includes laboratory exercises in the preparation of tax returns for the corporation. Prerequisites: BUS 213, 341
- BUS 347 Principles of Insurance (3):** The study of the function of insurance in the economic life of businesses and individuals, risk planning, conservation and management.
- BUS 351 Labor Problems (3):** A study of the impact of industrialization on the labor market and resulting economic problem areas of wages, working conditions, unemployment and disability. Labor market institutions, unions and government, and the effects of roles played by them in the economy are discussed.
- BUS 371 Marketing Management (3):** An introductory course emphasizing the changing nature of marketing. The study of distribution systems, controllable variables in the marketing system with emphasis placed on the new marketing concept.
- BUS 375 Retailing (3):** The development of the present retail structure, functions performed, principles governing effective operations, modern store policies and practices and managerial problems.
- BUS 413 Financial Management (3):** The study of the economic and financial structure of firms and their impact on the financial and operational requirements of the firm. Concepts such as Capital, Budgeting, Cost of Capital, Leverage, Long and Short Term Funding are discussed. Prerequisites: BUS 341, 342

- BUS 414 Cost Accounting (3):** A study of cost accounting systems with emphasis on the basic elements of manufacturing cost. Determination of standard costs, variance and budgetary controls of management decision making. Prerequisites: BUS 341, 342
- BUS 417 Advanced Accounting I (3):** A study of special problems of partnerships, home office and branch accounting, corporate merger, acquisitions, liquidations, reorganizations and international operations. Prerequisites: BUS 341, 342, 343, 344
- BUS 418 Advanced Accounting II (3):** A study of advanced financial reporting including segment reporting, interim statements, financial forecasts, financial reporting by multinational companies, bankruptcy and corporate reorganization and accounting for estates and trusts. Additionally, students will be introduced to accounting for governmental and non-profit entities. Prerequisite: BUS 417
- BUS 419 Auditing (3):** A study of auditing reports, standards and procedures, verification of balance sheets and related nominal accounts in the framework of generally accepted accounting principles. Prerequisites: BUS 341, 342, 343
- BUS 421 Modern Real Estate (3):** The theoretical and practical application of principles relating to modern real estate transactions.
- BUS 422 Monetary Economics (3):** A basic study of the principles and functions of money. Attention will be directed to banking organization and operations with special emphasis on central banking in the United States. Prerequisites: BUS 211, 311, 312
- BUS 423 Advanced Economics (3):** A bringing together of advanced macro and micro economics analytic tools including input-output analysis, welfare economics, general equilibrium and maximization and minimization of functions. This course will also include a brief introduction to econometrics.
- BUS 424 Seminar in Economics (3):** An investigation of major economic topics of concern to the nation and to the world. Students will be required to suggest solutions to problems of inflation, unemployment, the energy shortage, international monetary problems and others.
- BUS 451 Production Management (3):** This course prepares the students to solve problems in the management of production operations. Linear programming and inventory control models are discussed. Students will be able to develop production policies which support total operational goals under varying constraints.
- BUS 453 International Business (3):** The basic principles and operational procedures of international production, marketing, finance, and personnel. A study of the exchange of goods and services between nations, stressing international flows of technology, capital, management and investment. The area of international law will be considered. Prerequisites: BUS 214, 261

- BUS 455 Investment Analysis (3):** Course involves the theory of security analysis and portfolio management and evaluation techniques of various investment instruments used in business today. Analysis of Value Line and Standard and Poors indices of the performance of various securities.
- BUS 470 Managerial Accounting (3):** An intensive course for business managers in the fundamental principles of financial and managerial accounting. Accounting information will be used as tools for decision making, emphasizing the relationship of fundamental accounting techniques to the overall operation of the business. Prerequisites: BUS 341, 342
- BUS 481 Quantitative Methods in Management (3):** A study of quantitative methods used in business and economics including methods of maximizing and minimizing objective functions, the analysis and use of statistical methods for planning, decision making and forecasting and simulation and queing theory.
- BUS 482 Quantitative Analysis (3):** An indepth study of quantitative techniques involved in management decision making including decision analysis, Program Evaluation Review Techniques (PERT) and other modern quantitative methods for achieving the firm's major objectives. The emphasis is on managerial decision making.
- BUS 485 CPA Review (3):** A review of major areas and topics covered on the CPA examination including required training and preparation for the examination.
- BUS 491 Seminar in Business Management (3):** Seniors only. This seminar is intended to assist the graduating senior in doing research in various areas of business administration. Previous knowledge of prior business courses will enable the students to solve selected business problems. Oral and written reports will be required.
- PUB 231 Public Personnel Administration (3):** Concepts of man and of work, manpower development, governmental personnel systems including merit concepts, classification, testing, collective bargaining, training, and organizational development.
- PUB 320 Organizational Theory and Behavior (3):** Social, psychological and behavioral aspects of organization; concepts of administrative leadership, organization and the individual; emphasis on governmental organizations.
- PUB 331 Governmental Employer-Employee Relations (3):** A survey of developments in employer-employee relationship in public services; examines the issues of collective negotiations, bargaining rights, right to strike, impasse resolution and employee grievances.
- PUB 351 Urban Administration and Social Change (3):** The theories and concepts of social change and their impact and relationships to the administrative process; examination of social change in urban areas while focusing on the role of the public administrator in bringing about those changes.

- PUB 355 Comparative Public Administration (3):** Methodology, theory and models of comparison of administrative systems of different countries; functional processes of administration of developing nations compared; role of bureaucracy in development and nation-building.
- PUB 372 Public Policy Analysis (3):** Dichotomy between policy and administration; process of public policy formulation, implementation and evaluation.
- PUB 401 Management of State and Local Government (3):** Problems of state and local government in a post-industrial society; structure and functioning of state and local governments; the legal basis of state and local charters with an emphasis on North Carolina governmental units.
- PUB 404 Intergovernmental Relations in the United States (3):** Constitution, political and administrative characteristics of American Federalism including regionalism, interstate compacts, grants-in-aid, monetary and fiscal policies.
- PUB 412 Management of Health Services (3):** Organization characteristics of health agencies, management problems of program development, agency building, staffing, budgeting and controlling, performance standards, research needs, interagency coordination.
- PUB 416 Comprehensive Public Administration (3):** Review and analysis of various developments and complexities of public administration and the role of public administration in social, economic and political systems; emphasis on case studies.
- PUB 498 Internships in Public Administration (3-6):** Students will be assigned to public agencies in their area of interest. Participation in staff and internship conferences. Prerequisite: PUB 200 and consent of advisor.

THE DIVISION OF COMMUNICATIONS

The Division of Communications encompasses the areas of Art, English, Foreign Language, Music, Radio-TV-Film, Speech Pathology and Audiology, and Theatre Arts. It offers programs leading to the Bachelor of Arts degree with majors in English, Music, Radio-TV-Film and Theatre Arts and to the Bachelor of Science degree in Speech Pathology and Audiology. The Division is integrated in its emphasis presupposing a broad and interdisciplinary context of studies in the arts and sciences of human expression.

The primary objectives of the Division of Communication are to develop to the students' best abilities, their knowledge and synthesis of the important ideas of the past and present and their appreciation of the skill in communicating their thoughts, feelings, and ideas to others.

| Course No. | Course Titles | Credits |
|------------|---|---------|
| ART | | |
| ART 190 | Introduction to Visual Arts | 3 |
| ART 222 | Drawing and Composition | 3 |
| ART 230 | The Black Expression | 3 |
| ART 313 | Basic Design | 3 |
| ART 331 | Sculpture and Three-Dimensional Design I. Pre: 313 (Fee: \$5.00) | 3 |
| ART 332 | Sculpture and Three-Dimensional Design II. Pre: 313 and 331 (Fee: \$5.00) | 3 |
| ART 411 | Ceramics I (Fee: \$7.00) | 3 |
| ART 412 | Ceramics II Pre: 411 (Fee: \$7.00) | 3 |
| ART 413 | Crafts | 3 |
| ART 421 | Graphic Design. Pre: 222 and 313 or by permission. (Fee: \$5.00) | 3 |
| ART 423 | Twentieth Century Art. Pre: 190 | 3 |
| ART 431 | Painting I. Pre: 322, 313 or by permission | 3 |
| ART 432 | Painting II. Pre: 222, 313, 431 or by permission | 3 |
| ART 490 | Art in the Elementary and Secondary School. (See EDU 455) | 3 |

ART COURSE DESCRIPTIONS

- ART 190 Introduction To The Visual Arts (3):** An introductory survey of the visual arts (painting, sculpture, and architecture) from prehistoric times to the present, with an emphasis on representative works of major periods and cultures.
- ART 222 Drawing And Composition (3):** An introduction to the principles and techniques of representational drawing and the investigation of various media.
- ART 230 The Black Expression (3):** Basically, an art history course dealing primarily with the artistic expressions of the peoples of Africa, Haiti, and Black America. Recommended for the student capable of independent research.
- ART 313 Basic Design (3):** A study of art fundamentals. Projects are assigned to facilitate investigations in line, form, color and texture.
- ART 331 Sculpture And Three-Dimensional Design I (3):** Pre: 313: A study in volume design with exploration in various materials and sculptural techniques, and some direct carving in wood and stone. Fee: \$5.00.
- ART 332 Sculpture And Three-Dimensional Design II (3):** Pre: 313 and 331: Advanced work in sculptural techniques with concentration in one of the permanent media. Fee: \$5.00.

- ART 411 Ceramics I (3):** A study in pottery design and production and uses of ceramic materials. Practice in the basic hand-building techniques involving the slab, coil, and pinch methods and firing practices. Fee: \$7.00.
- ART 412 Ceramics II (3):** Pre: 411: Advanced study in pottery designs and production, and uses of ceramics. Fee: \$7.00.
- ART 413 Crafts (3):** A workshop in the development and fabrication of such projects as enameling, hooked rugs, wall-hangings, candles, macrame, weaving. Students must supply their own materials.
- ART 421 Graphic Design (3):** Pre: 222 and 313 or by permission: Etching and engraving, monotype, dry-point, sugar-lift and aquatint with some basic instruction in layout and paste-up techniques. Fee: \$5.00.
- ART 423 Twentieth Century Art (3):** Pre: 190: An analysis and interpretation of contemporary America and European art as it has evolved from the late nineteenth century to the present. An effort is made to identify major and significant developments in painting and sculpture.
- ART 431 Painting I (3):** Pre: 322, 313 or by permission: An introductory course in painting designed to expose the student to the use of color and basic techniques in water color, oil, acrylic, and other accepted media.
- ART 432 Painting II (3):** Pre: 222, 313, 431 or by permission: Advanced painting and continuation of Painting I.
- ART 490 Art In The Elementary And Secondary School (3):** Practice in art for the classroom teacher in accordance with evaluations prescribed by the State Department of Public Instruction. The course is designed for those students who plan to teach art in the public schools, and is geared toward curriculum planning, organization, and classroom teaching. Students will be required to make observations in the public schools. See EDU 455.

COMMUNICATIONS

| | | |
|---------|---|---|
| COM 201 | Bases of Speech Communication | 3 |
| COM 210 | Public Speaking | 3 |
| COM 211 | Advanced Public Speaking. Pre: COM 210 | 3 |
| COM 301 | Communication Theories & Models | 3 |
| COM 310 | Problem Solving through Group Interaction | 3 |
| COM 320 | Forensic Speaking | 3 |

ENGLISH

REQUIREMENTS FOR MAJOR: ENG: 310 or 312; six credits selected from ENG 300, 301, 314, 351, or 360; ENG 321 or 322; six credits from ENG 355, 337, 340 or 342; six credits from ENG 400, 403, 407 or 422; ENG 450, 452 and 453—Total 33 credits. Also, any foreign language through college intermediate level. (French recommended, not required)

NOTE: English majors may also be advised to take courses at St. Augustine's College.

| Course No. | Course Titles | Credits |
|------------|---|---------|
| ENG 211 | Introduction to Literature | 3 |
| ENG 212 | Classics and Contemporaries Pre: 211 | 3 |
| ENG 300 | Modern Dance | 3 |
| ENG 301 | Short Fiction | 3 |
| ENG 310 | English Poetry | 3 |
| ENG 312 | American Literature | 3 |
| ENG 314 | Afro-American Literature | 3 |
| ENG 321 | History of the English Language | 3 |
| ENG 322 | Structure of the English Language | 3 |
| ENG 335 | Advanced Composition | 3 |
| ENG 337 | Business and Technical Writing | 3 |
| ENG 340 | News Reporting | 3 |
| ENG 342 | News Editing | 3 |
| ENG 351 | Special Topics in Literature | 3 |
| ENG 360 | Shakespeare | 3 |
| ENG 401 | Modern Poetry | 3 |
| ENG 403 | African Literature | 3 |
| ENG 403 | Major Author(s) | 3 |
| ENG 422 | Methods and Materials in Teaching Language Arts in Intermediate and Secondary Schools | 3 |
| ENG 450 | Senior Seminar in Literary Criticism | 3 |
| ENG 452 | Readings in English and American Literature | 3 |
| ENG 453 | Readings in English and Literature II. Pre: ENG 452 | 3 |

The Bachelor of Arts Degree in English

The Bachelor of Arts degree in English at Shaw University is awarded for achievement in three main areas: 1) literary analysis and the history of literature, 2) the craft of writing and 3) the study of the English language. The degree certifies that its holder is a liberally-educated individual, one possessed of developed verbal and analytical skills, a habit of reading, a broad understanding of human motivation and behavior, a sense of history, and an awareness of language as a symbol system. To be sure, a student often chooses in the first place to major in English because he or she likes to read, to question, to analyze, and to write. Still, sustained attention to the three main areas of the English curriculum does serve to bring forth a learned, a problem-solver, and a communicator—an individual fit for many futures in a rapidly changing world.

In order to enhance the range and variety of courses in English available to their students, Shaw University and its neighbor, St. Augustine's College, agree to limited reciprocity of courses. Interested students at Shaw should consult with their faculty advisor.

Goals of the English Curriculum

1. To develop reading, writing, speaking and listening skills and interpersonal competency to a high level so that graduates may enter a wide variety of jobs as exceptionally effective communicators.
2. To create an emotional and intellectual responsiveness to good literature.
3. To insure familiarity with major works of English and American literature in historical, aesthetic, and critical contexts.
4. To stimulate interest in language itself.
5. To provide a solid base for graduate study in literature, journalism, education, linguistics, and related areas.

Major Field Requirements

| Course No. | Credits |
|-------------------------------|----------|
| ENG 211 | |
| ENG 310 or 312 | 3 |
| ENG 300, 301, 314, 351 or 360 | 6 |
| ENG 321 or 322 | 3 |
| ENG 335, 337, 340 or 333 | 6 |
| ENG 401, 403, 407 or 422 | 6 |
| ENG 450, 452 and 453 | <u>9</u> |
| | 33 |

FOREIGN LANGUAGE

Any language through the college intermediate level. French is recommended.

ENGLISH COURSE DESCRIPTIONS

Unless otherwise noted, courses are offered once every four semesters.

- ENG 211 Introduction To Literature (3):** Readings in following types: plays, stories, poems, essays. Papers on readings. (Every semester). Does not count toward major.
- ENG 212 Classics And Contemporaries (3):** Comparative study of literary treatments of common themes by authors from Homer to Shakespeare and by authors of our time. Pre: Eng 211 or simultaneous enrollment. (Every semester). Does not count toward major.
- ENG 300 Modern Drama (3):** A study of dramatic literature from Ibsen to the present. (Fall, 1980).
- ENG 301 Short Fiction (3):** A study of the development of the short story and novelette. (Spring, 1982).
- ENG 310 English Poetry (3):** Survey of English poetry from the Middle Ages to the modern period. (Fall, 1982).
- ENG 312 American Literature (3):** Survey of the literature of the United States from the colonial period to the present. (Fall, 1981).

- ENG 314 Afro-American Literature (3):** A study of Afro-American literature with emphasis on major writers from the Harlem Renaissance to the present. (Fall, 1981).
- ENG 321 History Of The English Language (3):** A study of the origins and development of English vocabulary and syntax. (Spring, 1982).
- ENG 322 Structure Of The English Language (3):** Intensive study and review of the semantic-structural principles of phonology, morphology, and syntax according to traditional and transformational grammars. (Fall, 1980).
- ENG 335 Advanced Composition (3):** Intensive exercise in critical and expository writing with emphasis on the development of style. Pre: consent of instructor. (Spring, 1982).
- ENG 337 Business And Technical Writing (3):** Principles and practice of gathering, analysis, storage, and retrieving of information for business and technical writing.
- ENG 340 News Reporting (3):** Study of basic journalistic techniques common to all media with emphasis upon integration of news gathering and writing; elements of libel law.
- ENG 342 News Editing (3):** Study of depth reporting and editing for all media.
- ENG 351 Special Topics In Literature (3):** Topics to be treated are proposed by interested students or individual English Professors and approved by the English faculty. Tentative: American Renaissance: Study of Poe, Emerson, Thoreau, Hawthorne, Melville, and Whitman.
- ENG 360 Shakespeare (3):** Study of the sonnets and selected comedies, histories, tragedies, and romances in the context of the Renaissance.
- ENG 401 Modern Poetry (3):** Study of representative twentieth century American and British poetry.
- ENG 403 African Literature (3):** Study of the poetry, fiction, and drama of subsaharan Africa.
- ENG 407 Major Author(s):** Author(s) proposed by interested students or individual English professors and approved by the English faculty. Tentative: Milton.
- ENG 422 Methods And Materials For Teaching Language Arts In Intermediate And Secondary Schools (3):** Study of contemporary theories and methods of teaching reading, writing, speaking, and listening. Extensive reading and investigation of media materials.
- ENG 450 Senior Seminar In Literary Criticism (3):** The history and forms of critical study of literature, with emphasis on individual research into present-day critical directions such as explication, structuralism, and myth criticism. (Every Fall; beginning in 1981. Must be taken in conjunction with Eng. 452).

- ENG 452 Readings In English And American Literature I (3):** Intensive, individualized reading program of literature, literary history, and literary criticism from the beginnings to mid-nineteenth century. Emphasis to suit individual needs. (Every Spring, beginning 1981).
- ENG 453 Readings In English And American Literature II (3):** Continuation of Eng. 452 from the mid-nineteenth century to the present. (Every spring, beginning 1982)

ARABIC

| | | |
|---------|----------------------|---|
| ARA 151 | Arabic I | 3 |
| ARA 152 | Arabic II. Pre: 151 | 3 |
| ARA 153 | Arabic III. Pre: 152 | 3 |
| ARA 154 | Arabic IV. Pre: 153 | 3 |

FRENCH

| | | |
|---------|------------------------------|---|
| FRE 151 | Elementary French I Co: 152 | 3 |
| FRE 152 | Elementary French II Co: 151 | 3 |
| FRE 153 | Intermediate French Co: 154 | 3 |
| FRE 154 | Intermediate French Co: 153 | 3 |

GERMAN

| | | |
|---------|---|---|
| GRE 151 | Elementary German for Science Majors I Co: 152 | 3 |
| GRE 152 | Elementary German for Science Majors II Co: 151 | 3 |
| GRE 211 | Scientific German. Pre: 151, 152 | 3 |

SPANISH

| | | |
|---------|-----------------------|---|
| SPN 151 | Elementary Spanish I | 3 |
| SPN 152 | Elementary Spanish II | 3 |
| SPN 153 | Intermediate Spanish | 3 |
| SPN 154 | Intermediate Spanish | 3 |

FRENCH COURSE DESCRIPTIONS

- FRE 151 Elementary French I (3):** Designed to provide the student with a basic knowledge of the French language, including, pronunciation and the basic elements of grammar with emphasis on comprehension, speaking, writing, and the reading of simple French texts.
- FRE 152 Elementary French II (3):** Continuation of a coterminous course with 151.
- FRE 153 Intermediate French I (3):** Designed to intensify the student's knowledge of French and the French people, to increase the student's fluency in spoken French, review and reinforce the student's knowledge of French grammar, and acquaint the student with some works of French literature and aspects of French life and culture.
- FRE 154 Intermediate French II (3):** A continuation of 153.

- FRE 222 Basic Conversational French (3):** Pre: 154: Intensive oral practice to improve comprehension and speaking abilities and to increase the student's vocabulary.
- FRE 322 French Civilization (3):** Pre: 154: A study of the political, historical and artistic developments in France starting at the time of ancient Gaul with particular attention to current French civilization.
- FRE 330 Early French Literature (3):** Pre: 154: A survey of early French literature from Les Chansons de Geste and Les Romans Courtois to Francois Villon and the Renaissance.
- FRE 331 Le Grand Siecle (3):** Pre: 154: A survey of 17th century French literature, including Pascal, Descartes, La Fontaine, La Rochefoucauld, Corneille, Racine, Moliere and others.
- FRE 332 Le Siecle Des Philosophes (3):** Pre: 154: A survey of the philosophical and social outlook of the Eighteenth century as reflected in the works of the social philosophers and encyclopedists: Montesquieu, Voltaire, Rousseau, Diderot, and others.
- FRE 333 French Literature From Romanticism To Realism (3):** Pre: 154: A detailed study of French literature starting with some of the late works of Rousseau by way of Chateaubriand, Hugo, Balsac, Flaubert, etc., to Emile Zola.
- FRE 334 Contemporary French Literature (3):** Pre: 154: A detailed study of French literature from Symbolism by way of Proust, Gide, the Surrealist poets, Malraux, Giraudoux, and others to the existentialists, the Theatre of the Absurd and the nouveau roman.

GERMAN

- GER 151 Elementary German For Science Majors I (3):** Co: 152: A coterminous course with 152 designed to provide a basic knowledge of the German language with emphasis on reading, listening to and understanding both written and spoken German. Also, to familiarize the student with German pronunciation and the basic elements of German grammar and sentence structure.
- GER 152 Elementary German For Science Majors II (3):** Co: 151: A coterminous course with 151 and a continuation of 151.
- GER 211 Scientific German (3):** Pre: 151, 152: Designed to enable the student to read progressively difficult scientific German texts and to understand, answer and, if necessary, compose single questions related to the text.

SPANISH

- SPN 151 Elementary Spanish I (3):** This course and the one following it is an introduction to the Spanish language through listening practice, conversation, simple readings, and elementary writing.

- SPN 152 Elementary Spanish II (3):** A continuation of 151.
- SPN 153 Intermediate Spanish Conversation And Grammar (3):** A continuation of Elementary Spanish with expanded opportunities for comprehension and speaking proficiency.
- SPN 154 Intermediate Spanish Composition And Grammar (3):** A continuation of Spanish 153 with expanded opportunities for reading and writing proficiency.

MUSIC

REQUIREMENTS: The major in Music is a program leading to the Bachelor of Arts degree. It consists of a 30 unit sequence of courses in Music which must include 111, 112, 211, 212, 441, 442. In addition, the student must take MUS 215 or 216 each semester plus one unit of applied music in his chosen area of voice, keyboard or instrument.

Each major is also required to participate in Performance Seminar each semester and present senior recital (MUS 451) during the senior year.

| Course No. | Course Titles | Credits |
|------------|---|---------|
| MUS 100 | Elements of Music | 3 |
| MUS 101 | Performance Seminar | 1 |
| MUS 111 | Music Theory I | 3 |
| MUS 112 | Music Theory II | 3 |
| MUS 150 | Applied Music I | 1 |
| MUS 151 | Applied Music Co: 150 (Fee: \$22.50) | 3 |
| MUS 152 | Class Guitar I | 1 |
| MUS 153 | Class Guitar II Co: 152 | 1 |
| MUS 154 | Class Piano I | 1 |
| MUS 155 | Class Piano II | 1 |
| MUS 211 | Music Theory III | 3 |
| MUS 212 | Music Theory IV | 3 |
| MUS 215 | University Chorale | 1 |
| MUS 216 | University Band | 1 |
| MUS 225 | Music Appreciation | 3 |
| MUS 227 | American Popular Music | 3 |
| MUS 250 | Applied Music II (Fee: \$22.50) | 1 |
| MUS 251 | Applied Music Co: 250 (Fee: \$22.50) | 1 |
| MUS 350 | Applied Music III (Fee: \$22.50) | 1 |
| MUS 351 | Applied Music Co: 350 (Fee: \$22.50) | 1 |
| MUS 353 | JazzImprovisation I Pre: MUS 212 | 3 |
| MUS 354 | Jazz Improvisation II Pre: MUS 353 | 3 |
| MUS 355 | Jazz History and Literature I | 3 |
| MUS 356 | Jazz History and Literature II | 3 |
| MUS 441 | Music History—Form and Analysis I | 3 |
| MUS 442 | Music History—Form and Analysis II Pre: 441 | 3 |
| MUS 450 | Applied Music IV (Fee: \$22.50) | 1 |
| MUS 451 | Applied Music (Senior Recital) Co: 450 | 1 |
| MUS 454 | String Techniques Class | 2 |

| | | | |
|-----|-----|---------------------------------|---|
| MUS | 456 | Brass Instrumental Methods | 2 |
| MUS | 457 | Woodwind Instrumental Methods | 2 |
| MUS | 458 | Percussion Instrumental Methods | 2 |
| MUS | 464 | Band Arranging | 3 |
| MUS | 465 | Conducting | 3 |
| MUS | 466 | Orchestration | 3 |
| MUS | 471 | Elementary Music Methods | 3 |
| MUS | 490 | Secondary Music Methods | 3 |

MUSIC

COURSE DESCRIPTIONS

- MUS 100 Elements Of Music (3):** Rudiments of musical notation scales and structure, fundamental training in reading music.
- MUS 101 Performance Seminar (1):** A laboratory course involving student performances at informal and formal recitals and attendance at faculty and visiting artist concerts and lecture-recitals.
- MUS 111 Theory I (3):** A comprehensive course including intervals, triads, partwriting, sight singing keyboard harmony and ear training.
- MUS 112 Theory II (3):** Four part-writing procedures continued including borrowed chords and secondary sevenths with suitable ear training, sight singing and keyboard assignments.
- MUS 150 Applied Music I (1):** First year classification. Private lessons in instrument or voice or piano. Intensive practice. Fee of \$22.50.
- MUS 151 Applied Music:** Continuation of 150. Additional fee of \$22.50
- MUS 152 Class Guitar I (1):** Group instruction in the fundamental principles of guitar playing. Open to music majors and to other students by permission of the instructor.
- MUS 153 Class Guitar II (1):** Continuation of 152.
- MUS 154 Class Piano I (1):** Instruction in piano designed to develop fundamental technical knowledge at the keyboard. This course is designed for the non-keyboard music major.
- MUS 155 Class Piano II (1):** Continuation of 154.
- MUS 211 Theory III (3):** The integrated study of chromatic harmony and modulation to all keys. Construction and function of ninth eleventh and thirteenth chords. Sight singing of more complex melodies, greater rhythmic variety with correlated four part dictation.
- MUS 212 Theory IV (3):** Examination of linear writings and combination of contrapuntal voices. Techniques of contemporary music advanced exercises in analysis, sight singing dictation and keyboard harmony.
- MUS 215 University Chorale (1):** Open to all students. Extensive rehearsal and performance required.

- MUS 216 University Bands (1):** Open to all students who play a band instrument. Study of repertoire from all eras, development and study of ensemble playing, rehearsal techniques, preparation and presentation of concerts; participation in parades and marching exhibitions as required.
- MUS 225 Music Appreciation (3):** A non-technical survey of the basic elements of music and how to listen to music of various historical eras and styles.
- MUS 227 American Popular Music (3):** A non-technical survey of the development of American popular music through the twentieth-century, sacred and secular aspects; folk, rock, Broadway, Tin Pan Alley, rhythm and blues, Gospel, and other styles.
- MUS 250 Applied Music II (1):** Second year classification. Private lessons in instrument or voice or piano and intensive practice. Additional fee \$22.50.
- MUS 251 Applied Music (1):** Continuation of 250. Fee of \$22.50.
- MUS 350 Applied Music III (1):** Third year classification. Private lessons in instrument or voice or piano. Intensive practice required. Fee of \$22.50.
- MUS 351 Applied Music (1):** Continuation of 350. Fee of \$22.50.
- MUS 353 Jazz Improvisation I (3):** Prerequisite, MUS 212. A study of the various styles of improvisation as they relate to scales and chord progressions of jazz. Students required to master this material on the piano as well as their individual instrument. Participation in jazz ensemble.
- MUS 354 Jazz Improvisation II (3):** Prerequisite, MUS 353. A practical application of material learned in MUS 353 in actual performance on individual instrument. Participation in jazz ensemble.
- MUS 355 Jazz History and Literature I (3):** A study of the development of jazz in America, its roots in European and African music, and development out of blues and ragtime to the early “New Orleans” styles through the new developments of the Twenties.
- MUS 356 Jazz History and Literature II (3):** A continuation of Music 355, studying the later developments and styles, important performers and works.
- MUS 441 Music History—Form and Analysis I (3):** Prerequisite, MUS 212. A study of the earliest developments that led to Western European music of the Medieval and Renaissance eras.
- MUS 442 Music History II—Form and Analysis (3):** Prerequisite, MUS 441. A study of Western European music during the Baroque, Classical, Romantic, and twentieth-century eras.
- MUS 450 Applied Music IV (1):** Fourth year classification. Private instruction. Intensive practice required. Fee of \$22.50.
- MUS 451 Applied Music (Senior Recital) (1):** Continuation of 450. Fee of \$22.50.

- MUS 454 String Techniques Class (2):** The study of stringed instruments (violin, viola, cello, bass) in a heterogeneous class with emphasis on general principles of string playing and teaching methods for use in beginning and intermediate instruction in the schools.
- MUS 456 Brass Instrumental Methods (2):** Heterogeneous class in fundamentals of embouchure for motion, fingering, playing, breathing, principles of pedagogy, relating to brass instrument's use and relationship for band methods and materials.
- MUS 457 Woodwind Instrumental Methods (2):** Techniques and methods of playing and teaching woodwind instruments.
- MUS 458 Percussion Instrumental Methods (2):** Fundamentals of drumming, principles of pedagogy relating to the instrument and its family; its use and relationship in the band: methods, materials and history.
- MUS 464 Band Arranging: (3):** Study of band instruments, transpositions, their ranges, musical functions, technical and tonal possibilities; arranging of various kinds of pieces for different small ensemble combinations and the concert band.
- MUS 465 Conducting (3):** Theory and practice of conducting, basic skills, score reading and rehearsal techniques.
- MUS 466 Orchestration (3):** The study of orchestral instruments, scoring for small ensembles and for the full orchestra.
- MUS 471 Elementary Music Methods (3):** A survey-study of the methods and materials for teaching music in the elementary school.
- MUS 490 Secondary Music Methods (3):** A survey-study of the methods and materials for teaching music in the secondary school.

RADIO-TV-FILM

REQUIREMENTS: The major consists of a 30 unit sequence of courses which include RTF 155, 281, 287, 322 and 323. No later than the fifth semester, the student will select an area of emphasis from among Broadcast theory, Broadcast Production or Broadcast Management. The emphasis on Broadcast theory will be completed by selecting fewer than five, and no more than seven, courses from RTF 282, 327, 329, 355, 412, 481, 491. In addition, the student will complete a minor area sequence of 15 units drawn from the field of History and/or Public Affairs.

The emphasis in Broadcast Production will be completed by selecting no fewer than five courses from RTF 263, 321, 324, 328, 423, 424, 485. In addition, the student will complete a minor sequence of 15 units drawn from Art, English, and/or Theatre.

The emphasis in Broadcast Management will be completed by selecting no fewer than five courses from RTF 326, 327, 412, 435, 481, 485. In addition, the student will complete a minor of 18 units in Business.

| Course No. | Course Titles | Credits |
|----------------------|---|---------|
| RADIO/TV/FILM | | |
| RTF 155 | Fundamentals of Radio-TV-Film | 3 |
| RTF 263 | Acting for the Camera | 3 |
| RTF 281 | History of Broadcasting. Pre: 155 | 3 |
| RTF 282 | History of Motion Pictures. Pre: 155 | 3 |
| RTF 287 | Regulation and Freedom in Broadcasting. Pre: 155 | 3 |
| RTF 321 | News and Public Affairs in Broadcasting. Pre: 155 | 3 |
| RTF 322 | Modern Radio Production. Pre: 155 | 3 |
| RTF 323 | Television Production. Pre: 155 | 3 |
| RTF 324 | Basic Cinematography. Pre: 155 | 3 |
| RTF 326 | Motion Picture Management. Pre: 155 | 3 |
| RTF 327 | Educational & Public Broadcasting. Pre: 155 | 3 |
| RTF 328 | Radio, TV, Film Writing. Pre: 155 | 3 |
| RTF 329 | Media, Man and Myth | 3 |
| RTF 377 | Public Relations & Advertising. Pre: 155 | 3 |
| RTF 412 | Research Methods in Communications. Pre: 301 | 3 |
| RTF 423 | Television Direction. Pre: 323 | 3 |
| RTF 424 | Advanced Film Production. Pre: 324 | 3 |
| RTF 435 | Broadcast Management. Pre: 281 | 3 |
| RTF 481 | Seminar in Radio, TV and Film | 3 |
| RTF 485 | Internship in Communication | 3 |
| RTF 491 | Independent Study | 3 |
| RTF 355 | Minorities in the Mass Media | 3 |

- RTF 155 Fundamentals Of Radio-TV-Film (4):** Introduction to broadcasting and film including history and structure of the industries, the issues of regulation and freedom, basics of management and basic technology to acquaint the student with a professional vocabulary. Basic skills are the focus of three hours of lecture and two hours of lab each week.
- RTF 263 Acting For The Camera (3):** Basic principles of acting for film and television.
- RTF 281 History Of Broadcasting (3):** Pre: 155: The history and development of the American system of radio and television as it fits into the nexus of a developing American society.
- RTF 282 History Of The Motion Picture (3):** Pe: 155: The history of the motion picture emphasizing the development of the American film industry and taking into consideration the major contributions of foreign film-makers.
- RTF 287 Regulation And Freedom in Broadcasting (3):** Pre: 155: Laws, rules and regulations governing the broadcast industry in the United States; relationship of government, the general public and the professional critic to the broadcast media. The responsibilities of the broadcaster are stressed.
- RTF 321 News And Public Affairs In Broadcasting (3):** Pre: 155: Principles, techniques and forms of broadcast journalism for radio and television. Planning and producing of public affairs programs.

- RTF 322 Modern Radio Production (3):** Pre: 155: Principles and applications of radio production, including those skills necessary to function in a modern radio production studio. Skill development is stressed.
- RTF 323 Television Production (3):** Pre: 155: Elements in television production with experience in producing short television programs.
- RTF 324 Basic Cinematography (3):** Pre: 155: The theory and principles of film making for the theatre and for television with experience in all phases of scripting, producing, and editing.
- RTF 326 Motion Picture Management (3):** Pre: 155: Principles of budgeting in the production and distribution of a film made for theatre. The nature of film contracts, the distribution system and the principle as well. The course provides insights into the responsibilities of a film producer.
- RTF 327 Educational And Public Broadcasting (3):** Pre: 155: Origin, organization, regulation and responsibilities of the non-commercial broadcaster with strong consideration given to what kinds of programming the non-commercial facility should offer. Consideration is also given to the financing of non-commercial operations.
- RTF 328 Radio, TV, Film Writing (3):** Pre: 155: Development of basic writing skills needed to produce copy for the broadcast media as well as develop interesting material for motion pictures. Consideration of the inherent differences in content from one medium to another is included, contrasting development of an idea for radio, for TV, and for film and noting the adjustments necessary to communicate with each medium.
- RTF 329 Media, Man And Myth (3):** Media of mass communications are examined for their social and cultural roles in society, roles reflecting, modifying or creativity of attitudes, tastes and opinions. The processes of communication and the characteristics of mass communication receive attention. While the emphasis is on the present, the social setting giving use to mass communication is examined historically.
- RTF 355 Minorities In The Mass Media (3):** Depiction and changing images of minorities in the mass media; effects of the media's projected image on society; ways in which social developments have contributed to and altered that image.
- RTF 377 Public Relations And Advertising (3):** Pre: 155: A survey of the public relations and advertising fields today with emphasis on methods and practices, case studies and individual projects.
- RTF 412 Research Methods In Communications (3):** Pre: 301: Methods, techniques and measuring instruments currently used in the study of communication behavior.
- RTF 423 Television Director (3):** Pre: 323: A workshop giving experience in producing and directing television productions.

- RTF 424 *Advanced Film Production (3):*** Pre: 324: The scripting and production of an ambitious film presentation in which the student is given practical experience directing the efforts of a cast and film crew.
- RTF 435 *Broadcast Management (3):*** Pre: 281: Principles of radio and television station management. Study of administrative organization and procedures as they apply to the broadcast industry, including detailed consideration of the economics of the industry.
- RTF 481 *Seminar In Radio, TV, And Film (3):*** Rotating topics. For advanced students only by permission of the instructor.
- RTF 485 *Internship In Communication (3):*** Practical, on-the-job experience in the field of broadcasting or film production at WSHA-FM or at an off-campus facility approved by the area coordinator. For advanced students only.
- RTF 491 *Independent Study (3):*** Special projects in advanced topics. Open to seniors with permission of the instructor. Senior project.

SPEECH PATHOLOGY AND AUDIOLOGY

The major consists of 30-unit sequence of courses relative to normal development, of speech and language, and the diagnosis and remediation of disorders of oral communications. All students are required to participate in various practicums developed by faculty, and to complete at least four additional electives from the speech pathology/audiology curriculum. Students are strongly encouraged to enroll in science related electives outside the major.

REQUIREMENTS FOR MAJOR: SPA 245; SPA 251; SPA 351; SPA 352; SPA 361; SPA 365

REQUIRED MINOR: BES 201; BES 210; BES 310; BES 330; EDU 260; EDU 261; EDU 415.

- SPA 151 *Introduction To Oral Communications Disorders (3):*** This course is meant to provide a survey of the various types of disorders commonly encountered by persons in the speech and hearing professions. Topics generally include normal conditions and disorders, and the roles and responsibilities of persons who diagnose and treat these disorders.
- SPA 245 *Nature Of Language (3):*** This course seeks to explain the nature of human symbolization. Areas of consideration include the acquisition and development of language in children, the role of spoken and written language in society, and an exploratory look at how language determines cultural factors and our preceptions of reality.
- SPA 251 *Phonetic (3):*** This course is designed to provide students with a basic understanding and workable knowledge of the International Phonetic Alphabet as an important tool in the speech and hearing professions. Mastery of the underlying principles as well as practical applications are stressed. Consideration is limited however, to "correct" any defective English pronunciation.

- SPA 351 Anatomy And Physiology Of The Vocal And Auditory Mechanisms (3):** This course provides an in-depth study of those organs and systems of the body that contribute to the production or reception of speech. While the focus of attention is directed toward the already existing body of anatomical and physiological data, some consideration is given to the current methods and techniques for collection of such data.
- SPA 352 Disorders Of Articulation Pre: 151 (3):** This course is concerned with the nature and prevalence of speech articulation disorders, particularly in children. Attention is directed toward the causes, diagnosis, and treatment of such disorders. Clinical observation of therapy is required.
- SPA 353 Disorders Of Voice Pre: 351 (3):** This course is designed to provide a broad introduction to the field of functional and organic voice disorders. The course will survey the nature and causes of these disorders, the problems encountered by persons manifesting such disorders, as well as diagnosis and rehabilitative techniques.
- SPA 355 Stuttering Pre: 151 (3):** This course explores the nature of one of the least understood disorders of human communication, stuttering. Major emphasis is focused upon the theories advanced that seek to explain the causes of this disorder. An analysis of the more prominent therapy techniques is also undertaken.
- SPA 361 Introduction To Audiology Pre: 351 (3):** This course covers the anatomical, psychological, and physiological aspect of hearing. Included is a survey of those pathologies that result in hearing loss, and practice in administering basic tests to identify and determine extent of hearing loss.
- SPA 362 Audiometry Pre: SPA 361 (3):** This course covers the rationale and applications of the various specialized procedures, techniques, and tools used in the assessment of hearing loss.
- SPA 363 Aural Rehabilitation Pre: SPA 362 and 361 (3):** This course explores the major experimental and clinical work in the rehabilitation of persons who are deaf or hard of hearing. Therapy procedures as well as amplification are considered. Information is drawn from professional journals, theses and dissertations.
- SPA 365 Speech And Hearing Science Pre: SPA 351 and 361 (3):** This course explores current topics in the speech and hearing processes. The focus of attention is directed toward a consideration of research techniques, including instrumentation and experimental design, as well as results and practical application of these results. Information is drawn from the most current published as well as unpublished scientific sources.
- SPA 451 Diagnostic Methods In Speech Pathology Pre: 453 (3):** This course is intended to provide the student with an understanding of, and practice in, the basic clinical procedures involved in the evaluation of speech disorders. Procedures for case reporting, testing, recommendation for treatment, and referral are included.

- SPA 452 Physiogenic Disorders: Speech Pathology Pre: SPA 351 (3):** This course considers the procedures involved in the appraisal and treatment of speech problems that often accompany cerebral palsy, cleft palate, other maxillofacial injuries, and other physiogenically based disorders.
- SPA 453 Disorders Of Language Pre: SPA 245 (3):** This course concentrates on the various disorders associated with inability to either develop or utilize language effectively. Among the topics considered are delayed language development in children due to retardation or emotional difficulties, delayed language development due to hearing loss of previously acquired language during advanced age.
- SPA 456 Clinical Practicum (3):** Practice in diagnosis and therapy of communicative disorders in children and adults.
- SPA 468 Clinical Practicum (3):** Practice in diagnosis and therapy of communicative disorders in children and adults.
- SPA 491** This course is open to seniors who have completed all required courses. Its purpose is to allow the student to pursue a topic independently because his or her interest extends beyond the scope of its consideration in other courses. The student chooses the topic with the advice and consent of a faculty member.

THEATRE ARTS

The major in Theatre Arts is a program leading to the Bachelor of Arts degree. It consists of 33 unit sequence of courses including 161, 211, 212, 217, 230, 231, 323, 440, 461 and 475. At least three but no more than five additional courses must be selected from the theatre arts curriculum.

Additionally, the theatre arts major must take RTF 155, 263 and 323 plus two (2) semesters of foreign language.

ALL majors are required to participate in a technical, managerial or performance aspect of the Shaw Players and Company's dramatic productions on a continuous basis while in residence at Shaw, for which one unit of credit may be earned each semester. The Senior Production Project (THR 475) requires the student to direct a play, from script selection through live performance, during the senior year.

NOTE: A minor may be chosen from other related areas, e.g., Speech Pathology and Audiology, Music, Radio-TV-Film.

| Course No. | Course Titles | Credits |
|------------|------------------------------|---------|
| THR 100 | The Shaw Players and Company | 8 |
| THR 161 | Voice and Diction | 3 |
| THR 211 | History of Theatre | 3 |
| THR 212 | History of Theatre | 3 |
| THR 217 | Oral Interpretation | 3 |
| THR 230 | Acting I | 3 |

| | | | |
|--------|-----|--------------------------------|-------|
| THR | 231 | Acting II | 3 |
| THR | 251 | Playwriting | 3 |
| THR | 271 | Theatre Management | 3 |
| THR | 321 | Stagecraft and Scene Design I | 3 |
| THR | 322 | Stagecraft and Scene Design II | 3 |
| THR | 323 | Techniques of Makeup | 3 |
| THR | 440 | Directing | 3 |
| THR | 461 | Seminar in Theatre and Drama | 3 |
| THR | 475 | Senior Production Project | 1 |
| | | | <hr/> |
| TOTAL: | | | 48 |

*One (1) unit of credit per semester

In addition, the Theatre Arts major must take the following:

| | | |
|-----|-----|-------------------------------|
| RTF | 155 | Fundamentals of Radio-TV-Film |
| RTF | 323 | Television Production |
| RTF | 423 | Television Directing |

Plus two (2) semesters of a foreign language

Non-teaching Theatre majors are required to take the following additional courses:

| | | |
|-----|-----|-----------------------|
| THR | 226 | Afro-American Theatre |
| THR | 421 | Creative Dramatics |
| THR | 451 | Advanced Playwriting |

THEATRE ARTS (THR) COURSE DESCRIPTIONS

- THR 161 Voice And Diction (3):** A course designed to provide students with the principles, procedures and applied techniques needed to develop skill in the use of the voice for the stage and effective communication in various speaking situations.
- THR 211 History Of The Theatre I (3):** A study of the major periods of theatre from the ancient and classical age to the eighteenth century with emphasis on theatre architecture, costumes, scenery, staging and production, styles of acting and representative playwrights.
- THR 212 History Of Theatre II (3):** Pre: 211: A continuation of History of Theatre I beginning with the Restoration period and continuing through Realism, Naturalism, Symbolism, Expressionism, and Neo-Romanticism in Theatre down to the Avant-Garde Theatre in Europe into the spread of theatre in America.
- THR 217 Oral Interpretation (3):** Pre: 161: The study and practice of presentation of literature for oral interpretation.

- THR 226 Afro-American Theatre (3):** A study of the problems and styles of Black playwrights and the development of Black theatre in America.
- THR 230 Acting I (3):** Training in basic stage fundamentals, acting theories and techniques. Laboratory-oriented and serves as feeder into Shaw Players and Company.
- THR 231 Acting II (3):** Pre: 230: A continuation of 230. Emphasis on laboratory exercises of increasing difficulty, problem solving and development of techniques and style.
- THR 251 Playwriting (3):** Pre: ENG 152: An analytical approach to the writing of plays: developing the germinal idea, statement and theme, plot structure and completion of a one-act play.
- THR 271 Theatre Management (3):** An intensive course in performing arts management stressing theories and structures of organization and planning, roles and functions, psychology in promotion and publicity, budgeting, facilities planning, unions, contracts and personnel relations. Special emphasis on practical application through use of students as a resource for campus services. (Required elective).
- THR 321 Stagecraft and Scene Design I (3):** A combined study of scene design with emphasis on spatial visualization in three dimensions, the study and use and control of lighting instruments, color psychology, sound techniques and reproduction, building and handling of all types of scenery, use of stage equipment, and techniques of scenic painting.
- THR 322 Stagecraft and Scene Design II (3):** Pre: 321: Second semester continuation.
- THR 323 Techniques of Makeup (3):** An introduction to stage makeup with emphasis on straight, special effects, and character makeup and a thorough study of materials and techniques of application. Fee: \$10.00.
- THR 421 Creative Dramatics (3):** Required of all English and Education majors. Not required of Theatre Art majors. A composite and practical course designed for prospective teachers who are often required to produce and direct some plays on the elementary or secondary level. Fee: \$3.00.
- THR 440 Directing (3):** A laboratory in which student-directed scenes are presented for discussion and criticism. Basic concepts of directional approaches and functions are studied. Thesis project required.
- THR 451 Advanced Playwriting (3):** Pre: 251: Guided writing of plays for advanced students. Each student is guided to the writing and completion of a full-length play.
- THR 461 Seminar in Theatre and Drama (3):** A broad course that covers: dramatic theory and criticism, vision, perception and attitudinal adjustments for the performing artist, the market and current trends, exit preparation for commercial and educational theatre. (Required elective).

THR 475 Senior Project (1): All majors are required to produce and direct a play from inception of script selection to production.

THE SHAW PLAYERS AND COMPANY: An active theatre production company that schedules several theatrical productions throughout the year. Tours widely during the year, in-state and out-of-state. Open to all students, faculty and community persons. The Company and the Theatre Department hold membership in the National Association of Dramatic and Speech Arts.

THE DIVISION OF EDUCATION

PHILOSOPHY: The program in teacher education at Shaw University aims at providing students who desire to enter the profession of teaching with a solid foundation in liberal arts studies, combined with the necessary balance of professional course work; to produce teachers who are well educated and knowledgeable about the world, as well as competent in the methods and techniques of instruction to be used in a classroom setting. The basic structure of teacher education is competency based, which is consistent with the guidelines furnished by the North Carolina Department of Public Instruction, and provides a meaningful way of educating future teachers in the public schools.

COMMITMENT TO TEACHER EDUCATION: The university statement describes aspirations and values totally consistent with a quality teacher education program. This commitment has been reaffirmed by the Board of Trustees, President, and Vice President of Academic Affairs and Research of Shaw University. The Board and Administration have strongly encouraged and supported the improvement of teacher education.

PROGRAM: The faculty members of the Division of Teacher Education are fully prepared, by reason of graduate study and experience, to provide learning experiences in course work, laboratory activities and supervise teachers, in Elementary Education (K-3) and personnel in other divisions, also prepare students who seek careers in secondary education to serve as teachers of English, Social Science, and Natural Science.

THE TEACHER EDUCATION COUNCIL: The Teacher Education council, a standing committee of the University, is responsible for overall coordinating, planning and implementing of the teacher education program. It is broadly representative of all those areas on campus which participate in the preparation of teachers. It includes among its membership, students enrolled in teacher education and professional educators from the local community.

Final approval and recommendation from the Teacher Education Council is requisite for all candidates in teacher education prior to graduation.

STUDENT TEACHING: The student teaching experience is required of all teacher education majors at Shaw University who desire certification. The criteria for admission to student teaching are recorded in two places (1) the University Catalogue and (2) the student teacher's handbook.

GENERAL REQUIREMENTS: Students are expected to have completed all courses required by the University's general education program before seeking to enroll in teacher education. Generally this means that students will not be enrolled in teacher education courses before the second semester of their sophomore year. When a student has finished all of his/her general education requirements, he/she should fill out a form requesting admission to teacher education. (The Admission Form can be picked up in the Office of the Chairman of the Division of Education). In order to be officially admitted to teacher education, a student must take a standardized achievement test that is administered by the Division of Education. (The results from this test will be used in advising the student with respect to his/her strengths and weaknesses and the proper sequence of courses as he/she advances through the program). Once a student has been admitted, he/she is expected to maintain a "B" average in his/her education course work as well as in his academic major (if he/she happens to be enrolled in a secondary program). Final approval by the Teacher Education Council to do student teaching is dependent upon the student's total performance.

ELIGIBILITY: The specific eligibility requirements for student teaching are as follows:

1. Admittance to Teacher Education and classification of a Senior.
2. Completion of the three field laboratory experiences.
3. Successful completion of all methods courses.
4. A cumulative grade point average of 1.50 or better and a minimum grade of "B" or better in all professional education courses.
5. Need no more than 9 semester hours for completion of the degree requirements after having completed the student teaching experience. Such requirements needed for the degree must be electives as opposed to professional or specialization requirements.

6. Final clearance for student teaching is as follows:
 - a. Successfully passed two oral interviews.
 - b. Certification that their physical conditions are satisfactory to engage in those activities usually required of teachers.
 - c. Certification, by test and other means, that they have demonstrated competency in communication skills (having ability, oral expression, and composition-writing skills) required in teaching.
 - d. Documentation and certification that they have exhibited the ability to adjust to the standards of conduct expected of teachers.
 - e. They have been positively recommended to the Teacher Education Council to do student teaching by the Director of Student Teaching.
 - f. They must receive unconditional and final approval for the student teaching experience by the Teacher Education Council.

EXIT POLICIES AND PROCEDURES: After completing the student teaching experience, a student must complete the following exit policy. Failure to perform satisfactorily on the exit criteria could result in the student completing an additional semester of course work.

1. Satisfactory performance on a Professional Education Examination. Failure to pass the Professional Education Examination would require an additional semester of course work for the student.
2. Final oral examination.
3. National Teacher Examination: It is hoped that the forementioned procedures will prepare the students to pass successfully the National Teachers Examination.

FOLLOW-UP: After one year following graduation, a follow-up survey designed to assess the quality of the Teacher Education Program, as well as the teaching performance and the effectiveness of the graduate, will be continued.

GENERAL REQUIREMENTS FOR K-3, INTERMEDIATE, SECONDARY EDUCATION MAJORS:

EDU 211 The American School System (3): This is a survey course in the social foundations of education. It looks at the problems of education from an interdisciplinary standpoint using the findings of history, philosophy, and the behavioral sciences.

- EDU 212 Educational Psychology I (3):** This is a survey course in the application of learning theory to different classroom settings. Emphasis is placed on individual diagnosis, planning, and prescription of learning problems along with the implementation of an effective learning environment.
- EDU 216 Field Laboratory Experience (1):** Opportunity is provided for students to visit and observe public schools prior to their student teaching experience.
- EDU 230 Elements Of Music (3):** (See Music 230).
- EDU 260 Child Psychology (3):** This course provides for an indepth study of the principles of growth and development as they effect learning in the early childhood years. It provides students with an understanding of behavior in relationship to such factors as age, sex, cultural background, and how these factors influence the creation of learning environment.
- EDU 310 The Early Childhood Education Curriculum (3):** This course places emphasis upon the methods, materials, instructional strategies and activities used in the early childhood program. Students have opportunities to develop and present creative materials for use with children in a K-3 program.
- EDU 312 Exceptionalities In Education (3):** In this course, mental, physical, emotional, and social traits of several types of exceptional children will be discussed. Learning characteristics of gifted, learning disabled, and physically handicapped children will be studied as well as their effects upon the classroom.
- EDU 316 Field Laboratory Experience (3):** Opportunity is provided for students to visit and observe public schools prior to their student teaching experience.
- EDU 322 Educational Psychology II (3):** This course presents a general survey of the principles of growth and development as they relate to the learning process. Stress is placed on the wide range of differences found among children with respect to intellectual, physical, emotional and social development.
- EDU 323 The Role Of The Teacher (3):** This course is designed to interpret the organizational and administrative structure of the public school as it relates to the various roles expected of the classroom teacher. Emphasis is placed upon the function of the teacher in curriculum change, organization of instruction, extraclass activities, faculty-pupil relations, teacher-administrator relations and other professional roles.
- EDU 333 Diagnostic Reading (3):** A laboratory course concerned with analysis and study of factors which contribute to precipitate reading disabilities in elementary and/or secondary schools.
- EDU 350 Children's Literature (3):** This course offers a survey of literature and stories appropriate for children in the early childhood and intermediate school years. Part of the emphasis of the course is to strengthen the teaching of reading in the public schools.

- EDU 415 Tests and Measurements (3):** This course examines the principles and concepts of tests and measurement as they relate to teacher performance in a public school setting. It examines major standardized tests and helps the student to prepare teacher made tests.
- EDU 416 Field Laboratory Experience (3):** Opportunity is provided for students to visit and observe public schools prior to their student teaching experience.
- EDU 455 Teaching Art In The Public Schools (3):** This is a general course designed to help teachers prepare art materials for use in the public schools. Students are given instruction in the preparation and use of different aesthetic media.
- EDU 460 Teaching Mathematics In The Public Schools (3):** This course is designed to prepare prospective teachers to provide meaningful learning experiences in mathematics, including a study of those elements that contribute to the modern mathematics program.
- EDU 461 Teaching Language Arts In The Public Schools (3):** This course is designed to strengthen the teaching of communication skills. Also intended to provide for instruction in those techniques and strategies that will enhance speaking, writing, listening, and reading skills.
- EDU 463 Teaching Social Studies In The Public Schools (3):** This course is designed to furnish students with experiences related to the goals and materials used in a social studies program. The course combines concepts drawn from history, geography, economics, sociology, and anthropology and helps the student construct appropriate units for use in the public schools.
- EDU 464 Teaching Health And Physical Education In The Public Schools (3):** (See HPE 315 or 464).
- EDU 465 Teaching Science In The Public Schools (3):** This is a survey course in the concepts, methods, and materials that are important for teaching science in the lower grades. Stress is placed on the preparation of appropriate science units and experiments. Time is also devoted to explaining the metric system.
- EDU 467 Teaching Reading In The Public Schools (3):** This course is a survey of the basic concepts and strategies for teaching reading in the public schools. Stress is placed on current theories of teaching reading and the selection and development of appropriate materials for use in the classroom.
- EDU 480 Student Teaching At The Early Childhood Level (12):** The student is placed in K-3 public schools setting for a 12-week period. The student is also expected to attend a week of seminar throughout the semester.
- EDU 480 Student Teaching At The Intermediate Level (12):** The student is placed in a 4-9 public school setting for a 12 week period. The student is also expected to attend a weekly seminar throughout the semester.

- EDU 480 Student Teaching At The High School Level (12):** The student is placed in a 10-12 public school setting for a 10 week period. The student is also expected to attend a weekly seminar throughout the semester.
- EDU 499 Senior Seminar (0):** This course offers a review of test materials to prepare the student to take the National Teacher Examinations.
- EDU 428 Introduction To Educational Media (3):** A required elective of educational technology, designed to produce competencies in the use of projectors, teaching machines, recorders, educational television, reading machines, language laboratory and other types of audiovisual materials. Special attention will be given to the programming of such media.
- EDU 479 Fundamental Math For Teachers (3):** A course recommended for all teachers. It is designed to aid teachers in the techniques and practices in the solution of the common mathematical problems encountered in everyday life.
- EDU 478 Learning Disabilities (3):** A course concerned with theories, diagnosis and teaching strategies pertaining to learning-disabled children, adolescents and adults.

SPECIAL REQUIREMENTS FOR SECONDARY MAJORS: Secondary majors are available in the areas of English, history, science and mathematics. Students should plan their programs to include 30 hours of subject-matter concentration. The proper sequence of courses should be worked out between the student and his/her advisor.

AREA OF HEALTH, PHYSICAL EDUCATION AND RECREATION

The curricula designs in this area provide specific cognitive, psychomotor and affective competencies in the techniques of rehabilitation for those who aspire to teach in the field of physical education or work in any of its allied health fields where the health and rehabilitation of the handicapped are paramount.

Students may concentrate in the teacher education certification program where emphasis is directed toward teaching adapted and corrective physical education in elementary and secondary schools.

A second option provides for professional preparation in the therapeutic recreation and physical education for the handicapped in non-teaching institutions.

PREREQUISITES: Upon completion of thirty semester hours in the basic education program, a student may apply for admission to the program of his choice in rehabilitation of the handicapped.

EVALUATION: After being admitted, the student must maintain at least a 1.5 cumulative academic average and a 2.0 average in his area of concentration to be eligible for certification and graduation.

COURSE REQUIREMENTS

Applied Science

| | | | |
|-----|-----|--|----|
| HPE | 371 | Human Anatomy | 4 |
| HPE | 372 | Human Physiology | 4 |
| HPE | 373 | Physiology of Exercise | 3 |
| HPE | 374 | Kinesiology and Analysis of Human Movement | 3 |
| BIO | 332 | Pathology (Bacteriology) | 4 |
| | | | 18 |

Health and Physical Education

| | | | |
|-----|-----|---|----|
| HPE | 221 | Introduction to Physical Education and Allied Health Professions | 3 |
| HPE | 233 | Personal, School and Community Health | 3 |
| HPE | 274 | First Aid and Safety | 2 |
| HPE | 312 | Techniques & Skills in Seasonal Sports I | 3 |
| HPE | 313 | Techniques & Skills in Seasonal Sports II | 3 |
| HPE | 432 | Principles of Organization and Administration in Physical Education and Allied Health | 3 |
| HPE | 472 | Measurement and Evaluation in Physical Education for the Normal and Atypical | 3 |
| | | | 20 |

Therapeutic Physical Education and Recreation

| | | | |
|-----|-----|---|----|
| HEP | 217 | Therapeutic Recreation Service: Principles and Practices | 3 |
| HPE | 281 | Principles and Techniques of Recreation Leadership | 3 |
| HPE | 285 | Supervised Experience in Therapeutic Field Experience I | 1 |
| HPE | 342 | Physical Education and Recreation Activities for the Handicapped | 3 |
| HPE | 375 | Kinesiotherapy: Prevention & Care of Athletic Injuries | 3 |
| HPE | 376 | Therapeutic Exercise | 3 |
| HPE | 385 | Supervised Experience in Therapeutic Field Work II | 1 |
| HPE | 423 | Adapted and Corrective Physical Education | 3 |
| HPE | 424 | Pre-Corrective Therapy Clinical Practicum | 3 |
| HPE | 492 | Clinical Internship in Therapeutic Recreation or Corrective Therapy | 6 |
| | | | 31 |

HEALTH AND PHYSICAL EDUCATION (HPE)

Concentration in Adapted Physical Education and Allied Health

COURSE DESCRIPTIONS

- HPE 217 Therapeutic Recreation Service: Principles and Practices (3):** This course is designed to provide introductory information on therapeutic recreation and other allied health professions. It provides a theoretical rationale for the development of therapeutic recreation services for such groups as the physically disabled, mentally ill, mentally retarded, socially deviant, and dependent aging. It also provides practical guidelines for the operation of such programs.
- HPE 221 History and Principles of Health, Physical Education and Recreation (3):** Designed to enhance professional competencies in the cognitive and affective domains, with a broad understanding and interpretation of the historical, scientific, and philosophical foundations and principles of health, physical education, recreation and the allied health professions.
- HPE 281 Principles and Techniques of Recreation Leadership (3):** This course presents the history, theory, and philosophy of recreation, emphasizing the significance of recreation in an age of leisure. Practical leadership techniques for organized recreational activities are also discussed and demonstrated. Special emphasis is placed on program and leadership for the handicapped and aged populations.
- HPE 274 First Aid and Safety (2):** This course is designed to provide competencies in knowledge and skills to give immediate care to a person who has been injured or has been suddenly taken ill. It includes self-help and home care if medical assistance is not available or is delayed.
- HPE 285 Supervised Experience Physical Education, Recreation and Therapeutic Clinical Settings (1):** This course is designed to provide students with opportunities to observe experienced practitioners as an aid in pursuing a teaching or non-teaching career. Fifty (50) clock hours of observation is a minimum requirement for this course.
- HPE 312 Techniques & Methods In Seasonal Sports (3):** This course is primarily designed to provide a common medium for HPE majors to learn professional skills with emphasis on techniques and materials of teaching a variety of sports that are usually engaged in during the fall and early winter months.
- HPE 313 Techniques & Methods In Seasonal Sports II (3):** This course presents a progressive athletic program for women, and men with emphasis on techniques and materials of teaching a variety of sports that are usually engaged in during the winter, spring and summer months.

- HPE 342 Physical Education And Therapeutic Recreation Activities For The Handicapped (3):** This course includes theory skills and techniques in the development of physical education and therapeutic recreation programs for the physically, mentally, and socially handicapped.
- HPE 371 Human Anatomy (4):** A study of the structure of the human body. Emphasis is placed on the basic concepts and their application to various body components. The didactic part of the course is supplemented by weekly laboratory sessions for the study of gross anatomy using frogs, cats, anatomical charts and models.
- HPE 372 Human Physiology (4):** A study of the various systematic functions in the human body. This course is supplemented by weekly laboratory sessions for the study of human body functions through experimentations, demonstrations and observations. Animal-specimens and models are utilized to conduct laboratory exercises. Prerequisite: Human anatomy.
- HPE 373 Physiology Of Exercise (3):** This course is concerned with the application of physiological principles of muscular activity. Study of integration of the human body systems in performance of exercise including measurement of various physiological parameters during exercise. Prerequisite: Human Physiology.
- HPE 374 Kinesiology And Analysis Of Human Movement (3):** A study of the principles of human motion. Anatomical and mechanical analysis of everyday physical education activities for the purpose of promoting normal development and improvement of performance. Prerequisite: Human Anatomy.
- HPE 375 Kinesiotherapy (Prevention And Care Of Injuries) (3):** This course is concerned with human movement and action. The attainment of knowledge and skills related to handicapping conditions, prevention and care of athletic injuries, development and rehabilitation techniques utilizing diagnostic procedures, massage, taping, bandaging, hydrotherapy, electrotherapy, handling emergency conditions, training facilities and hygiene. Prerequisite: Human Physiology and Kinesiology.
- HPE 376 Therapeutic Exercise (3):** This course is designed to provide competencies in the theory and practice of therapeutic exercise in its application to physical rehabilitation of the physically handicapped and the physiological and kinesiological principles related to kinesiotherapy. Preventive and adapted physical education are identified and discussed. Prerequisites: Anatomy, physiology, physiology of exercise.
- HPE 385 Supervised Experience In Physical Education, Recreation And Therapeutic Clinical Settings (1):** Opportunities are provided for students to gain practical experience by working in areas of professional interest under certified practitioners. A minimum of seventyfive (75) clock hours of practical experiences is required. Prerequisites: HPE 285.

- HPE 423 Adapted And Corrective Physical Education (3):** This course is designed to provide students with the cognitive, psychomotor and effective competencies that will enable them as professionals to design programs to meet the needs of those who have faulty physical, mental or emotional conditions that have adaptive and/or corrective psychomotor involvements. Prerequisites: Anatomy and physiology, kinesiology, kinesiotherapy.
- HPE 424 Pre-Corrective Therapy Clinical Practicum (3):** This course is designed to provide advanced students in pre-therapy clinical experience with specific concerns related to physical medicine and rehabilitation, electrotherapy, patient care, therapeutic-exercise, massage, muscle testing, review of professional literature, thermotherapy, their modalities and contraindications when in use. Prerequisites: Anatomy, physiology, kinesiology, kinesiotherapy, adapted and corrective physical education.
- HPE 492 Clinical Internship In Therapeutic Recreation Or Corrective Therapeutic Physical Education (6-12):** Upon completion of all required courses, the student will be assigned to a therapeutic agency specifically related to his area of concentration. Students are required to complete a minimum of six-hundred (600) clock hours in corrective therapy of therapeutic recreation setting. Six hours credit. For teacher education certification in adapted and corrective physical education the student is expected to complete one semester of teaching adapted physical education in a school setting. Twelve hours credit (12).

COGNATE COURSE REQUIREMENTS IN PSYCHOLOGY: (See course descriptions in Behavioral Science Area).

Physical Education Skill Courses:

Skills and Techniques

- s200 Sports Appreciation (1):** This course is designed to provide various experiences in a variety of sport activities through the media of motion pictures, slides, television, athletic events, guest speakers, models and discussions. Students who cannot participate in the regular required skill courses may elect to take this course to meet the core physical education requirement.
- s211 Archery (1):** Fundamental skills in target shooting and practice experience in archery games. Fee: \$4.00.
- s212 Baseball (1):** Practice fundamental individual baseball skills and strategies and the elements of position play.
- s213 Basketball (1):** Practice experience in fundamental basketball skills and the elements of team play from the coaching standpoint.
- s214 Beginning Swimming (1):** Offers a fundamental skill and teaching knowledge of the basic strokes. \$10.00 .
- s215 Intermediate Swimming (1):** Continuation of techniques of elementary swimming with emphasis on endurance, breath control, water agility and the ability to cope successfully with a wide variety of aquatic rescue situations. Fee: \$10.00.

- s221 **Fundamentals of Rhythm (1):** Fundamentals of movement and rhythmic response, both of which are essential to competence in the various fields of dance and in meeting the needs of daily living.
- s222 **Field Hockey (1):** A basic course covering practice in the fundamentals of stock work and team play.
- s223 **Football (1):** Emphasis on the practice of fundamentals, essentials such as theory of position play and field strategy are coordinated.
- s224 **Tap, Folk And Square Dance (2):** Emphasis is on the basic techniques of tap, folk and square dance.
- s225 **Modern Dance (2):** A study of the fundamentals of modern dance, including an analysis of movement, conditioning techniques, choreography, composition, settings, costuming and exhibition.
- s226 **Recreation Activities (1):** Fundamental techniques, knowledge and appreciation of recreational activities from childhood to adulthood. Shuffleboard, table tennis, croquet, modified bowling, horseshoes, darts, table games, party games and group games. Students who cannot participate in the regular skill courses may elect to take this course to meet the core physical education requirement.
- s241 **Golf (1):** Fundamentals of golf: grip, stance, swing, rules and etiquette. Practice will be given in use of long and short irons, the drive and putting. Practice and play on local golf courses.
- s242 **Bowling (1):** Fundamentals of duck pin and ten pin bowling. Practice in nearby commercial alleys. Fee: \$8.50.
- s243 **Tumbling and Gymnastics (1):** Instruction in elementary gymnastics including calisthenics, apparatus and tumbling. Opportunity is provided for learning the techniques of teaching gymnastics.
- s244 **Advanced Gymnastics (1):** The development of advanced skills in gymnastics and trampolining.
- s251 **Soccer (1):** Practice in basic skills of kicking, trapping, heading and tackling.
- s252 **Softball (1):** Fundamentals of softball, the correct form of throwing, catching, pitching, batting and the play of different positions demonstrated and practiced.
- s253 **Tennis (1):** Demonstration and drill in mechanics of grips, stances, footwork, strokes, services, fundamentals of court play, rules and strategy.
- s254 **Badminton (1):** Demonstration and drill in mechanics of grips, stances, footwork, strokes, services, fundamentals of court play, rules and strategy.
- s261 **Volleyball (1):** Training and coaching in the fundamentals of beginning and advanced volleyball, ball handling, serving, set-up, attack, blocking and strategy. Rule interpretation, officiating and skill tests.

- s262 **Wrestling (1):** Fundamental skills, individual and group methods of wrestling instruction.
- s263 **Track And Field (1):** Development of fundamental skills in the various track and field events ordinarily used in secondary schools and colleges.
- s265 **Self-Defense (Karate & Judo) (1):** A practical course in self-defense designed to provide the basic skills, knowledge and understanding in judo and karate techniques. This course is designed for beginners only. Attainment of White Belt Rank.
- s271 **Fencing (1):** This course is designed to provide students with the fundamental skills of foil, sabre and epee fencing.
- s273 **Handball (1):** This course aims to develop an understanding of rules, strategy and performance skills in handball; accuracy, agility, coordination and endurance are stressed.
- s274 **Paddle Tennis (1):** To develop an understanding of rules, strategy and performance of skills in paddle tennis. Physical conditioning is stressed.
- s275 **Slimnastics (1):** This course is designed to provide students with appropriate knowledge and skills in body development and weight control.

CHILD DEVELOPMENT ASSOCIATE (CDA) PROGRAM: This competency-based preschool teacher training program provides theoretical-practical preservice and inservice instruction for child care teachers of children ages three to five. It adheres to the Administration of Children, Youth and Families (ACYF), Department of Health, Education and Welfare's guidelines for training: (1) Training centered around the 6 CDA competencies; (2) Individualization; (3) Integration of Academic and Field Experiences; (4) Flexible Scheduling; (5) Supervised Field Experiences; and (6) The award of valid credit.

Competency development is provided for through child development and preschool theories and practices as described in CDA curriculum. Upon the satisfactory completion of the training program, one may be awarded the national CDA credential.

| Course No. | Course Title | Credits |
|------------------------------------|--|---------|
| CDU (EDU) 110 | Child Development: Prenatal to Six Years with Practicum | 6 |
| CDU (EDU) 115 125 135 145 | Portfolio Development (A total of 3 Credit hours for 115, 125, 135, 145) | 3 |
| CDA (EDU) 120 | Foundations of Early Childhood Education with Practicum | 6 |
| CDA (EDU) 130 | A Development Approach to Early Childhood Curriculum With Practicum | 6 |

| | | |
|---------------|--|---|
| CDA (EDU) 140 | Applications of Early Childhood Education with Practicum | 6 |
| CDA (EDU) 150 | Early Childhood Multi-Media Resources with Practicum | 6 |
| CDA (EDU) 160 | Preschool Creativity with Practicum | 6 |
| CDA (EDU) 190 | Independent Study | 6 |

THE DIVISION OF HUMAN RESOURCES AND HUMAN DEVELOPMENT

PHILOSOPHY: The purpose of the Division of Human Resources and Human Development is to provide Shaw University students with knowledge, techniques, and skills that are necessary for meeting the living and changing needs of our society. The Division provides an interdisciplinary thrust through a program of core courses required of all students within the Division, while simultaneously promoting specialization within specific areas through intensively relevant, and contemporary course-work in major areas. Major and minor concentrations are within those areas that have particular relevance for preparing students to contribute professionally to enhancing the quality of life and life satisfaction by the fullest use of Human Resources. The program areas included rest on the notion that Human Resources and Human Development is a broad area of concern, and in order to have a full program it requires an extensive approach that encompasses all the dimensions of current social crisis.

DIVISIONAL CORE REQUIREMENTS (MINI-CORE)

| | | |
|---------|----------------------------------|---|
| BES 211 | Introduction to Sociology | 3 |
| CJR 200 | Introduction to Criminal Justice | 3 |
| HIS 201 | Afro-American History | 3 |
| REL 330 | Social Ethics | 3 |
| UPL 215 | Social Planning | 3 |
| BES 202 | Introduction to Gerontology | 3 |

BEHAVIORAL SCIENCES

PURPOSE OF PROGRAM: The Behavioral Sciences major is an interdisciplinary program which simultaneously promotes a broad background at the micro and macro level of Sociology-Psychology, in addition to providing specialization within each of these areas through intensively relevant, responsive and contemporary course work. The thrust of the program is to provide a quality educational experience for the student and prepare him/her to take their place in the community, capable of bringing his/her knowledge to bear on the individual and collective problems of contemporary society. The individual receives a Bachelor Degree in Behavioral Science with an emphasis on his/her choice in either Psychology or Sociology.

OBJECTIVES: To provide a thorough grounding in the behavioral sciences sufficient to attain a Bachelor's Degree and to prepare the student with necessary knowledge and skills to competitively pursue professional education in the field of Psychology or Sociology.

To prepare the student with broad and specialized understanding of these fields of study and enable him/her to enter the labor market with above average expectations of success. These areas may include such jobs as probation-parole officers, personnel work, juvenile advisors, social/welfare workers and public relations or advertising.

Finally, to prepare the student to take his place in society as a fully functional citizen. To become a more aware, independent, self-directing individual capable of coping and successfully dealing with his environment.

Behavioral Science Requirements BES Core:

| | | | |
|-----|-----|-----------------------------|-----------|
| BES | 201 | Introduction to Psychology | 3 |
| BES | 301 | Human Relations | 3 |
| EVR | 321 | Introduction to Statistics | 3 |
| EVR | 322 | Introduction to Research | 3 |
| BES | 341 | Social Psychology | 3 |
| BES | 202 | Introduction to Gerontology | 3 |
| | | | <u>18</u> |

Psychology Emphasis

| | | | |
|-----|-----|----------------------------|-----------|
| BES | 210 | Human Development | 3 |
| BES | 310 | Experimental Psychology I | 3 |
| BES | 311 | Experimental Psychology II | 3 |
| BES | 330 | Physiological Psychology | 3 |
| BES | 440 | History and Systems | 3 |
| | | | <u>15</u> |

Sociology Emphasis

| | | | |
|-----|-----|-----------------------|-----------|
| BES | 203 | Deviant Behavior | 3 |
| BES | 215 | The Family | 3 |
| BES | 312 | Social Stratification | 3 |
| BES | 450 | Sociological Theory | 3 |
| BES | 491 | Senior Seminar | 3 |
| | | | <u>15</u> |

Cognates

| | | | |
|-----|-----|--|-----------|
| BES | 204 | Psychology of Personality | 3 |
| BES | 241 | The Helping Professions | 3 |
| BES | 304 | Behavior Disorders | 3 |
| BES | 314 | The Contemporary Community | 3 |
| BES | 315 | Race and Ethnic Relations | 3 |
| BES | 342 | Cultural Anthropology | 3 |
| BES | 412 | Contemporary Social Movements | 3 |
| BES | 420 | Techniques of Psychological Assessment | 3 |
| BES | 430 | Techniques of Psychological Intervention | 3 |
| BES | 470 | Special Topics in Behavioral Research | 3 |
| | | | <u>30</u> |

COURSE DESCRIPTIONS

- BES 201 The Dynamics Of Behavior (3):** (Introduction to Psychology). This introductory level course includes the study of human behavior with emphasis on common behavior patterns, motivation, personality, emotions, learning, coping and psychological disorders.
- BES 204 The Psychology Of Personality (3):** Pre: 201. The study of man's basic nature, his social, intellectual and emotional development. How he perceives himself and how he is motivated to act.
- BES 210 Human Development (3):** (Developmental Psychology Pre: 201). The study of growth patterns and behavior changes throughout the human life span. Provides an understanding of the physical, psychological, cognitive and social development of the human being from conception to old age. Also deals with the influence of heredity, maturation and environment of development.
- BES 301 Human Relations Laboratory (3):** (Pre: 211). A study of group theory, transactional theory, of groups, group dynamics, role playing, psychodrama, interviewing and history taking. This course will also promote the development of insight into interpersonal transaction through the use of sensitivity training.
- BES 304 The Behavior Disorders (3):** (Pre: 201). The study of the etiology of Behavior Disorders with emphasis on the neuroses, psychoses and personality disorders. An analysis of stress, anxiety, guilt and physical disorders in relationship to abnormal behavior.
- BES 310 Experimental Psychology I (4):** (Pre: 201 and HRD 321): A study of classical and operant learning, perception and sensory processes through lectures and laboratory exercises.
- BES 311 Experimental Psychology II (4):** Pre: BES 201, HRD 310, HRD 321. A study of motivation, cognition, and social processes through lectures and laboratory exercises.
- BES 321 Elementary Statistics (3):** Pre: 201 (HRD 321). The techniques of social research with an emphasis on survey design, attitude measurement, collection, analysis, and interpretation of data.
- BES 322 Research (3):** Pre: 201 and 321 (HRD 322). A continuation of 321 with emphasis on application of research methodology, including the use of computer technology, field experiments and surveys.
- BES 330 Physiological Psychology (3):** Pre: 201. An examination of the physiological correlates of behavior. Emphasis is on the study of the brain, emotions, memory, and motivation.
- BES 341 Social Psychology (3):** Pre: 201, 211. Emphasis is placed on the relationship of the individual to the group, with a central focus on group dynamics, attitudes, attitude change, balance theories and cognitive dissonance.

- BES 420 Techniques Of Psychological Assessment (3):** Pre: 201 and 12 hours in psychology. Emphasis is placed on the philosophy and methodology of psychological testing. Laboratory exercises will include the administration of standard intelligence tests of organic damage and projective techniques.
- BES 440 History and System (History and Systems of Psychology) (3):** Pre: 201 and 12 hours in psychology. History of psychology as reflected in the schools and systems of psychology. Emphasis is placed on the major leaders in psychology and their influence on research and modern psychology.
- BES 470 Special Topics In Behavior Research (3):** Pre: 321 and HRD 322. A continuation of the two course research sequence. An examination of advanced issues in research such as advanced statistics, research design, model building and theory causality, usage of data banks, and computer techniques.
- BES 430 Techniques of Psychological Intervention (3):** Pre: 301 and 12 hours in psychology. Emphasis is placed on the techniques of individual and group counseling, problem solving, supportive relationships and crisis intervention.

SOCIOLOGY COURSE DESCRIPTIONS

- BES 203 Deviant Behavior (3):** Pre: Sociological approaches to deviant behavior, with emphasis on societal reaction and symbolic interaction, will be described and evaluated. Some specific forms of behavior, such as suicide, homosexuality, mental illness, and prostitution, will be considered in detail.
- BES 211 Man And The Social Order (3):** The social foundation, perspectives, levels of generalization, and the basic concepts of understanding and analyzing human behavior and social structure.
- BES 215 The Family (3):** Pre: 211: The study of the family in different cultures including the changes and functions of the family, family disorganization, and reorganization, of the modern family. Special emphasis will be placed on the unique experience of the Black family both historically and contemporary. This will include a look at the strengths demonstrated by the Black family in the survival process as a primary social unit.
- BES 241 The Helping Professions (3):** A survey of the helping professions and an assessment of formal and informal community agencies, their strengths and weaknesses, and a study of the role of the community services examined from philosophical and practical perspectives.

- BES 301 Human Relations Laboratory (3):** Pre: 211: A study of group theory, transactional theory of groups, group dynamics, role playing, psychodrama, interviewing, and history taking. The course will also promote the development of insight into interpersonal transaction through the use of sensitivity training.
- BES 312 Social Stratification (3):** Pre: 211: Introduction to the study of structured social inequality. Special topics include: theories of the nature of social classes, behavioral and attitudinal correlates and consequences of social class, social mobility (popular conceptions and reality), the analysis of stratification in the community, and relationships of class and race.
- BES 314 The Contemporary Community (3):** Pre: 211: A sociological analysis of social aspects of communities, with perspective on the urban community. Attention is given to changing community characteristics, roles, and institutions within the American context.
- BES 315 Race And Ethnic Relations (3):** Pre: 211: The course of study will deal with the social, economic, cultural and political forces responsible for group control that breeds discrimination, segregation, hostility, etc. It will also include the nature and theories of prejudice and explore ethnic differences.
- BES 321 Behavioral Statistics (3):** Pre: 211: Same as EVR 200.
- BES 322 Research (3):** Pre: 201, 211, 321: A continuation of 321 with emphasis on application of research methodology, including the use of computer technology, field experiments, and surveys.
- BES 330 Physiological Psychology (3):** Pre: 201: An examination of the physiological correlates of behavior. Emphasis is on the study of the brain, emotions, memory and motivation.
- BES 341 Social Psychology (3):** Pre: 201, 211: Emphasis is placed on the relationship of the individual to the group, with a central focus of group dynamics, attitudes, attitude change, balance theories and cognitive dissonance.
- BES 342 Cultural Anthropology (3):** Pre: 201: A study of physical and cultural anthropology with an emphasis on comparative cultures, and a survey of general anthropology.
- BES 412 Contemporary Social Movements (3):** Pre: 211: A systematic approach to the study of large, ideological oriented groups and their members, including a brief review of the history of social movements, and a study of the ideologies that give rise to movements, how they relate to social problems, and the consequences of membership in movements.
- BES 450 Sociological Theory (3):** Pre: 12 hours in BES including 211: The course is designed to provide an opportunity for an in-depth exposure to the contributions of the founders of sociological thought. Relationship to modern social systems will be made using the classical insights of the discipline.

- BES 470 Special Topics In Behavioral Research (3):** A continuation of the two-course research sequences. An examination of advanced issues in research such as advanced statistics (correlation, regression, multi-variate analysis), research design, model building and theory, causality, usage of data banks, and computer techniques.
- BES 491 Senior Seminar (3-6):** Pre: Senior status or permission of the Department: Special topics designed to integrate the students' total exposure to the discipline.

CRIMINAL JUSTICE MAJOR: The Bachelor of Arts program in Criminal Justice provides educational preparation for the students contemplating careers in Police Science, Corrections, Law, Probation, Juvenile Law and in the Court System.

The student majoring in Criminal Justice at Shaw University may earn a Bachelor of Arts in Criminal Justice with a concentration in: Law Enforcement, Corrections and Rehabilitation, or Pre-Law and Criminal Justice.

All students majoring in Criminal Justice must complete the University Core.

Law Enforcement and Police Science University Core

Courses appropriate to area of Concentration (Recommended Electives)

| | | | |
|-----|-----|--|----------|
| PUB | 200 | Introduction to Public Admin. | 3 |
| UPO | 223 | United States Government | 3 |
| CRJ | 200 | Introduction to Criminal Justice | 3 |
| CRJ | 203 | Criminology | 3 |
| CRJ | 310 | Introduction to Correction | 3 |
| CSM | 350 | Introduction to Computer & Programming | 3 |
| BUS | 211 | Principles of Business | 3 |
| EVR | 200 | Elementary Statistics | 3 |
| | | Mini Core | <u>9</u> |
| | | | 35 |

Area of Concentration:

| | |
|---|----------|
| CRJ 300, 301, 302, 307, 311, 313, 400, 403, 407, 408, 431 | 33 |
| Minor | 15 |
| Electives | <u>9</u> |
| | 129 |

CORRECTIONS AND SOCIAL REHABILITATION

| | | | |
|--|---|---|------------|
| University Core | | | 39 |
| Courses appropriate to Area of Concentration (Recommended Electives) | | | |
| BES | 201 | Introduction to Psychology | 3 |
| BES | 310 | Experimental Psychology I (Pre: BES 201, EVR 200) | 3 |
| BES | 311 | Experimental Psychology II (Pre: BES 310) | 3 |
| BES | 420 | Techniques of Psychological Assessments (Pre: BES 201, EVR 200) | 3 |
| CRJ | 300, 301, 302, 307, 311, 313, 400, 403, 407, 408, 431 | | 3 |
| BUS | 211 | Principles of Economics | 3 |
| UPO | 223 | United States Government | 3 |
| PUB | 200 | Introduction to Public Administration | 3 |
| | | Mini-Core | <u>9</u> |
| | | | 36 |
| Area of Concentration | | | |
| | | Criminal Justice 203, 300 or 405, 301, 302, 307, 310, 311, 313, 401, 402, 431 | 33 |
| | | Minor | 15 |
| | | Electives | 9 |
| | | | <u>132</u> |

Pre-Law and Criminal Justice**University Core**

| | | | |
|--|-----|--|----------|
| Courses Appropriate to Area of Concentration (Recommended Electives) | | | |
| COM | 210 | Public Speaking | 3 |
| COM | 211 | Advance Public Speaking (Pre: COM 210) | 3 |
| COM | 310 | Problem Solving Through Group Interaction | 3 |
| COM | 320 | Forensic Speaking | 3 |
| ENG | 211 | Introduction to Literature | 3 |
| BUS | 213 | Mathematics of Finance | 3 |
| BUS | 341 | Accounting Principles I (Pre: BUS 213) | 3 |
| UPO | 223 | United States Government | 3 |
| BUS | 211 | Principles of Economics | 3 |
| BUS | 381 | Business Law | 3 |
| PHI | 351 | Vision and Perception | 3 |
| CRJ | 200 | Introduction to Criminal Justice Mini-Core | 9 |
| BES | 201 | Introduction to Psychology | <u>3</u> |
| | | | 48 |

Area of Concentration

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|--|--|--|-----------|
| | | Criminal Justice 202, 203, 301, 304, 311, 313, 320, 321, 400, 401, 431 | 33 |
| | | Minor | <u>15</u> |
| | | | 15 |

Minors in Criminal Justice:**Corrections****Semester Hours**

| | |
|----------------------------------|----------|
| Introduction to Criminal Justice | 3 |
| Criminology 203 | 3 |
| Introduction to Corrections 310 | 3 |
| Law and Corrections 401 | 3 |
| Criminal Justice Elective | 3 |
| | <hr/> 15 |

Law Enforcement

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| Introduction to Criminal Justice 200 | 3 |
| Criminology 203 | 3 |
| Introduction to Law Enforcement 300 | 3 |
| Criminal Procedure 313 | 3 |
| Criminal Justice Elective | 3 |
| | <hr/> 15 |

Criminal Justice

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| Introduction to Criminal Justice 200 | 3 |
| Criminology 203 | 3 |
| Criminal Justice Electives | 9 |
| | <hr/> 15 |

COURSE DESCRIPTIONS

- CRJ 200 Introduction to Criminal Justice (3):** This course deals with the philosophical background to criminal justice and cultural origins of the criminal justice system in the United States. Special topics include the constitutional limitations of criminal justice, the agencies involved in criminal justice, the processes of criminal justice, and evaluating criminal justice today. Fall, Spring.
- CRJ 202 Introduction to Legal Research and Writing (3):** This course involves the application of Legal Research and Writing Techniques in solving various types of legal problems. Fall or Spring.
- CRJ 203 Criminology (3):** This course deals with the causes, nature, and extent of crime and the policies used in dealing with crime and the criminal. Specific topics include the definition of crime; crime statistics; theories of crime causation; and crime typologies. Prerequisite: Criminal Justice, 200. Fall.
- CRJ 300 Introduction to Law Enforcement (3):** This course deals with the philosophical, cultural, and historical backgrounds of the police role in the criminal justice system. Fall.
- CRJ 301 Court Administration (3):** This course examines the courts and law enforcement's role in the criminal justice process. Specific topics discussed include courts as a political subsystem in comparative perspective, judicial decision-making and the development of public policy through the judicial process. Prerequisite: Criminal Justice 200. Spring.

- CRJ 302 Juvenile Delinquency (3):** Studies both the legal and social character of juvenile delinquency. A survey of theories of juvenile delinquency, contributing social problems, adolescence as a sub-culture; the adjudication process for juveniles, and the modern trends in prevention or treatment. Prerequisite: Criminal Justice 200 or consent of instructor. Spring.
- CRJ 303 Criminalistics (3):** This course deals with the scientific aspect of criminal investigation: Emphasis will be placed on familiarizing the student with the role of science technology in modern law enforcement.
- CRJ 304 Exam Techniques (1):** This course deals with the preparation and the techniques needed to pass the Law School Admission Test and Criminal Justice Exit Examination. Prerequisite: Junior
- CRJ 305 Constitutional Law for Law Enforcement Officers (3):** This course will examine in detail those articles and constitutional amendments which deal exclusively and specifically with police powers and implied law enforcement operational activities.
- CRJ 306 Criminal Psychology (3):** An examination of the law enforcement officer's role in recognizing and handling the criminal psychopath.
- CRJ 307 Probation and Parole (3):** This course deals with the development, organization, operation and results of systems of probation and parole as substitutes for incarceration. Prerequisite: Criminal Justice 310 or consent of the instructor. Spring.
- CRJ 308 Drug Controls and Dangerous Drug Abuse (3):** This course deals with an in-depth study of federal, state, and local agencies' attempts to control narcotics and dangerous drugs in the United States.
- CRJ 309 Traffic Control and Safety (3):** This course is designed to prepare students interested in pursuing careers in police traffic administration and control. The course will examine current laws, both state and federal, affecting traffic and automobile safety.
- CRJ 310 Introduction to Corrections (3):** This course provides an overview of the American Correctional System. Special topics include analysis and evaluation of the historical and contemporary correctional system, the development, organization and results of different systems. Fall.
- CRJ 311 Evidence in Law Enforcement (3):** This course deals with the rules of evidence and their value in law enforcement operations. Special topics include: Classification of evidence, recognition of evidence, utilization of evidence, investigative leads and courtroom presentations, the hearsay rule and its exceptions, impeachment and cross-examination, governmental privileges, scientific and demonstrative evidence and the federal rules of evidence when applicable. Prerequisite: Criminal Justice 200, 301 or consent of the instructor.

- CRJ 312 Human Relations in Law Enforcement (3):** This course will deal in the area of human relations as a means of controlling and changing people. Specific topics include the role of law enforcement agencies in the community, effective listening and effective communication.
- CRJ 313 Basic Criminal Procedure (3):** An examination of the role of the courts and law enforcement agencies in the criminal justice system process. Special topics include search and seizure, arrest, the use of informants, entrapment, police interrogations and confessions, the exclusionary rules, police lineups and an analysis of leading court decisions relative to procedural rights emanating from the United States Constitution. Prerequisite: Criminal Justice 200 or consent of the instructor. Fall or Spring.
- CRJ 320 Court Procedures (3):** An analysis of all aspects of the formal judicial procedures following an arrest, and taking the suspect from his arraignment to final case disposition and/or sentencing in a state or federal felony trial. Specific topics will include current trial techniques, legal defenses, courtroom procedures and a study of the trial records. Prerequisite: Criminal Justice 313.
- CRJ 321 Professional Responsibility (3):** This course will study the professional responsibility of lawyers, law enforcement, and correctional personnel. This course in professional responsibility points the way to the aspiring, and provides standards by which to judge the transgressor within the criminal justice system. Prerequisite: Criminal Justice 200, 201, 301.
- CRJ 322 Correctional Counseling (3):** This course deals with the nature and function of counseling in the correctional setting. Scientific topics included: Counseling psychology with emphasis on principles and procedures, the theoretical foundations of therapeutic psychology, and therapeutic techniques. Offered on demand. Prerequisite: Criminal Justice 200, 300.
- CRJ 400 Criminal Law (3):** Studies the nature, sources and types of criminal law; the purpose and functions of the substantive criminal law, historical foundations; focus upon the case study approach. Special emphasis will be placed upon the North Carolina Penal Code. Fall.
- CRJ 401 Law and Corrections (3):** A survey of legal aspects of incarceration, institutionalization, rehabilitation, and post release programs. Specific topics: Inmate rights, sentence investigation, sentence, probation and parole, loss and restoration of civil rights. Prerequisite: Criminal Justice 201, 307 or consent of the instructor. Fall.
- CRJ 402 Community Based Correction (3):** An analysis of history, philosophy, theory, and functions of halfway houses, work release centers and other forms of community based treatment for the offender. This course will explore current innovations such as using volunteers and offenders as correctional manpower resources. Prerequisite: Criminal Justice 200, 307.

- CRJ 403 Basic Criminal Investigation (3):** This course deals with the role of the criminal investigator and investigative methodology. Specific topics include: Investigative techniques, crime scene searches, use of investigative resources and the techniques of surveillance, as well as the presentation of police cases in court.
- CRJ 405 Law and Society (3):** This course deals with the historical and philosophical development of law and its relationship to society. Specific topics include: The nature and functions of law; meaning of jurisprudence, private law, administrative law, labor law, and law of the poor, and the urban law. Prerequisite: Criminal Justice 200. Fall or Spring.
- CRJ 406 Civil Rights (3):** Examination of Civil Rights in the light of possible violation of both criminal and civil statutes in the United States. Strong emphasis will be placed on a clear understanding of current judicial interpretation in this field.
- CRJ 407 Middle Management of Law Enforcement Personnel (3):** Evaluation and analysis of supervisory practices for the experienced middle command officer, patrol and line operations, application of sound middle management business practices to police agencies in the United States. Prerequisite: Criminal Justice 300.
- CRJ 408 Law Enforcement Planning and Research (3):** This course deals with problems and practices of police agency planning, budget, manpower, community needs. Prerequisite: Criminal Justice 300.
- CRJ 430 Seminar in Current Constitutional Problems (2):** This seminar will examine in detail the recent United States Supreme Court decisions, and those articles and constitutional amendments which deal with police powers and implied law enforcement operational activities. Prerequisite: Juniors and Seniors.
- CRJ 431 Seminar in Criminal Justice (3):** This course analyzes the legal policy and operational procedures to be followed in investigating and resolving various specialization situations of crime and criminal behavior. In addition, modern police practices, law enforcement facilities, training, recruiting and utilization of men and equipment are discussed. Prerequisite: Senior. Senior Criminal Justice majors are required to take an institutional comprehensive exit examination in their field.
- CRJ 432 Individual Study (1 to 3):** Surveys and projects in law enforcement or corrections or pre-law enforcement or corrections or pre-law. This course is designed to give the advanced undergraduate student academic flexibility. This course provides an opportunity for students to do supervised individual reading and research in the above fields. Prerequisite: Open only to qualified Juniors and Seniors.
- CRJ 433 Seminar on Political and Civil Rights (2):** Basic problems in the relation of the individual to government, the protection of political and civil rights. Selectives will be considered, such as preventive detention, and political trial.

- CRJ 434 Internship in Law Enforcement, Corrections or Law (6):** Open only to upper level Criminal Justice majors. This course is designed to provide the student with an opportunity to apply academic training in the practical criminal justice setting. Settings will include law enforcement agencies (State and Federal), community treatment facilities, and the courts. This course will be jointly supervised by criminal justice staff and law enforcement, correctional and court officials.

EVALUATION RESEARCH COURSES

Major Requirements for Evaluation Research

- EVR 200 Elementary Statistics (3):** Introductory course in statistics covering descriptive statistics and statistical inference; frequency distributions, measures of location, measures of variation, elementary probability, theoretical distributionism, estimation, testing hypotheses and correlation techniques.
- EVR 300 (CAPE) Research and Portfolio Development (3):** This course is required of all CAPE students. It should be taken during the first semester that the student enrolls, but not later than the second semester.
- EVR 322 Introduction to Research (3): Pre: 200:** The techniques of social research with an emphasis on research design, instrument design, collection, analysis, and interpretation of data.
- EVR 323 Survey Research Methods (3): Pre: 200:** The techniques of survey research with an emphasis on survey research design, sampling, and statistical analysis.
- EVR 324 Intermediate Statistics (3): Pre: 200:** Second course in statistics including basic statistical concepts and techniques used in the area of Human Resources and Human Development with emphasis on testing hypotheses, chi-square, regression and correlation, analysis of variance, and introduction to design of experiments.
- EVR 325 Program Evaluation (3): Pre: 200:** A study of systematic designs and analytical procedures for measuring the impact and effectiveness of programs initiated for specific purposes. The measurement of program outcomes and inputs, and the use of evaluation results in future program decisions.

In addition, all Evaluation Research concentrations must include ten cognate courses from the following:

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| BES | 201 | The Dynamics of Behavior | 3 |
| BES | 204 | The Psychology of Personality | 3 |
| BUS | 311 | Macroeconomic Analysis | 3 |
| BES | 241 | The Helping Professions | 3 |
| BUS | 361 | Human Resources Management | 3 |
| BES | 420 | Techniques of Psychological Assessment | 3 |
| BUS | 451 | Production Management | 3 |
| MAT | 250 | Introduction to Computers and Programming | 3 |
| PUB | 200 | Concepts and Issues in Public Administration | 3 |

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| PUB | 320 | Public Organizational Theory Behavior and Decision Making | 3 |
| CRJ | 200 | Introduction to Criminal Justice | 3 |
| UPO | 223 | United States Government | 3 |
| EDU | 415 | Tests and Measurements | 4 |

HISTORY COURSES:

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| HIS | 151 | United States History I | 3 |
| HIS | 152 | United States History II Pre: 151 | 3 |
| HIS | 201 | Afro-America | 3 |
| HIS | 250 | Modern European History | 3 |
| HIS | 262 | North Carolina History | 3 |
| HIS | 480 | Open Seminar | 3 |
| HIS | 491 | Seminar: United States History | 3 |
| HIS | 492 | Seminar: Black in White America | 3 |
| GEO | 211 | Introduction | 3 |
| GEO | 313 | Regional | 3 |

HIS 151 United States History I (3): History of the United States from the age of Discovery to the end of the Civil War.

HIS 152 United States History II (3): Pre: His 151: History of the United States from 1865 to the present.

HIS 201 Afro-American History (3): A survey of the history of Black Americans from 1619 to the present, with special emphasis on the struggle for equality and events since the Great Depression.

HIS 250 Modern European History (3): Pre: World Civ.: A survey of the development of the nation state in Europe since the fall of Napoleon, with special reference to the global expansion of European power, the impact of World Wars I & II, and the decline of European hegemony.

HIS 262 A survey of the political, social, and economic history of North Carolina from the colonial period to the present, this course places the development of the state in both the regional and national context. While designed primarily for students in Teacher Education, the course helps all students understand the growth and development of this complex southern state.

HIS 480 Open Seminar (3): Pre: HIS 111-112: An advanced concentration on selected topics in the History of the United States, Europe, or the Far East, with students preparing a research paper on a specific topic.

HIS 491 Seminar In United States History (3): Pre: HIS 151-152 and/or permission of the instructor: An advanced investigation of selected topics in American History, with students preparing a research paper on a specific topic. The temporal and subject focus of the seminar will vary from year to year.

HIS 492 Seminar: Black In White America (3): Pre: HIS 151-152, HIS 201, or permission of the instructor: An in-depth investigation of selected topics relating to the Black experience in American History, with emphasis on student-originated research. Emphasis will vary annually.

Geography Courses

- GEO 211 Introduction To Geography (3):** An overview of the discipline of Geography, with emphasis on the major subdivisions of the field, including such areas as Physical, Regional, Cultural, and Economic Geography. Designed to provide Teacher Education students with a thorough exposure to the basic principles of the discipline.
- GEO 313 Regional Geography (3):** A review of the major cultural/physical realms of the globe, with emphasis on how man adjusts culturally to varying environments.

PRE-THEOLOGICAL STUDIES MAJOR

OBJECTIVES: To provide a thorough grounding in religious studies for a liberal arts degree or for a pre-professional program.

To prepare the pre-theological student for an informed entry into professional education, with a broad understanding of the fields of study and the skills required for successful performance in the appropriate fields of advanced study. Such fields include parish ministry, religious education, chaplaincies, missions, religious journalism, and the teaching of religion in higher education.

AREAS OF CONCENTRATION

BIBLICAL AND HISTORICAL STUDIES: The student will be introduced to the scholarly study of the Bible, and will become acquainted with the major world religions and the history of Christianity, including the Black religious experience in America.

The required courses in this area will be:

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| REL | 234 | World Religions |
| REL | 236 | Bible I |
| REL | 237 | Bible II |
| REL | 305 | Black Religion |

PHILOSOPHY, THEOLOGY AND ETHICS: The student will explore the major questions of theology and philosophy, become acquainted with some of the chief figures in the Western intellectual tradition, and consider the significance of these permanent questions for society and personal life today.

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| REL | 325 | Introduction to Theology |
| REL | 330 | Religious Social Ethics |
| REL | 241 | Ancient Philosophy |
| REL | 360 | Earth, World, Consciousness |

RELIGION, CULTURE AND PERSONALITY: The student will examine religion through the social sciences and literature, to become aware of the manifold forms of expression of religion in the whole life of the contemporary community.

Required courses in the field:

- REL 360 Psychology of Religion
REL 361 Sociology of Religion

PROFESSIONAL STUDIES: A senior thesis will be required of all students, and those considering professional ministerial careers will be introduced to pastoral psychology and counseling.

Required course in this field:

- REL 499 Senior Project

COURSES IN RELIGION

REL 225 Introduction to Religion (3): The place of religion in human affairs, as seen through its theoretical, practical, and sociological expressions. An introduction to the various methods of studying religion as an academic discipline.

I. BIBLICAL AND HISTORICAL STUDIES.

REL 234 World Religions (3): The major religions of the world, including Islam, Judaism, Christianity, Hinduism, Buddhism, and the religions of China, Japan, and Africa. The course will examine their origins, basic beliefs and rituals, and historical development.

REL 236 Bible I (3): The study of the books of the Old Testament: their history, literature, and teachings.

REL 237 Bible II (3): The study of the books of the New Testament: their history, literature, and teachings.

REL 300 Judaism (3): Pre: 234 or 236: Advanced study of the Jewish religion, its history, practices, and teachings.

REL 301 Christianity (3): Pre: 234 or 237: Advanced study of the Christian religion, its history, practices, and teachings.

REL 302 Islam (3): Pre: 234: Advanced study of the Muslim religion, its history, practices, and teachings.

REL 304 African Religions (3): Pre: 234: A survey of the many forms of religion in Africa, including the traditional religions, Islam and Christianity.

REL 305 Black Religion (3): A psychohistorical, psychosocial, and theological interpretation of the Black religious experience in America.

REL 306 Religion in America (3): A study of the major religious groups in America with consideration of the growth and organization, beliefs and practices of each group. The relevance of religion to the crucial issues of American life in the areas of politics, education, economics and human welfare will be covered.

II. PHILOSOPHY, THEOLOGY, AND ETHICS.

- REL 325 Introduction to Theology (3): Pre: 236 and 237:** A study of the historical formulation and development of the major Christian doctrines about God, Jesus Christ, Holy Spirit, man.
- REL 327 Contemporary Religious Thought (3):** An analysis of some religious and secular writers whose thought represents the crisis and possibilities of contemporary faith, aiming at an understanding of the contemporary image of man.
- REL 330 Religious Social Ethics (3):** An analysis of major areas of modern life in the light of the ethical teaching of Christianity; and also a critical study of Christian ethical teaching and practice. Attention will be given to such issues as war, revolution, economic life, sex, family, and politics.
- REL 331 Gandhi and King (3): Pre 234 or 305:** The lives and work of two religious social revolutionaries, Mahatma Gandhi of India and Martin Luther King, Jr. of the USA.

III. RELIGION, CULTURE, AND PERSONALITY.

- REL 350 Self Analysis and Identity (3):** An examination of the self from biological, sociological, psychological, and theological perspectives, aimed at assisting the learner in the decision-making process affecting his/her personal, vocational, marital, religious and existential choices.
- REL 361 Psychology of Religion (3):** Psychological means of comprehending and interpreting religious experiences in the light of modern scientific methodology. An examination of the meaning of Biblical, historical, and psychological experiences of the whole person—cognitive, psychomotor, affective, moral.
- REL 362 Sociology of Religion (3):** The study of the relationships between religion and other segments and forces of society, such as economics, politics, and social structure. The influence of social patterns on religious behavior and organizations will be analyzed, as well as the forms of religious power and influence in society.
- REL 365 Christianity and the Family (3):** A survey of the impact and influences of the Christian religion, especially the Bible, on the stability and permanency of the modern symbiotic family.
- REL 366 Religious Cults (3):** A scientific study of the history, beliefs, practices and behavior of present day cults and sects. Cases will be drawn from specific groups.
- REL 370 Religion in Literature (3):** The theological perspective as it is embodied in current and classical poetry, fiction, and other imaginative writing.

IV. PROFESSIONAL STUDIES.

- REL 400 Pastoral Psychology (3): Pre: 361:** An examination and application of psychological insights and techniques in understanding pastor and people. Specific areas will include dynamics of leadership, group dynamics, psychotherapy and other areas of personal and interpersonal interaction.
- REL 471 Special Topics (3):** Inquiries into particular problems and issues which may arise from the interest and questioning of students and faculty.
- REL 481 Independent Study (3):** A study developed by the student and undertaken independently with the guidance of the instructor.
- REL 499 Senior Project (3):** In the last semester of the undergraduate program, each student shall make an intensive inquiry into a particular problem, the discussion of which shall be submitted in the form of a senior thesis.

COURSES IN PHILOSOPHY

- PHI 240 Question and Being (3):** What does it mean to question humanness and world? Where does question receive its right and authority to question? And how does question find its proper direction and limits in human existence? This course shall undertake a preliminary task: to allow students to become involved in questioning the nature and limits, not only of their own thinking and being, but of the world's being and movement. To achieve this task, the course shall attempt a dialogue between the questioning of our understanding of the present world situation and the thinking of the past.
- PHI 241 Ancient: The Structure of Being (3):** The origin of questioning in the West springs from man's attunement of awe and wonderment of standing in the "unboundedness" of Being. The course undertakes, through a study of the pre-Socratics, to gain access to this attunement of thinking and to expose the attempt by Plato and Aristotle to structure and delimit the truth of Being within the bounds of reason and logic. The consequences of this attempt for the development of western thinking will be discussed.
- PHI 242 Modern: The Rise of Skepticism (3):** A study of the rise of skepticism in Western thinking during the 17th century through a discussion of the works of Descartes, Hume and Kant. The purpose of the inquiry is to expose the roots of skepticism concerning the question of truth and self-understanding, and to clarify its development in the ever-widening division in our thinking between "objective" knowledge and "subjective" experience.
- PHI 243 Contemporary: Reductionism and Rebellion (3):** Contemporary thinking is involved in a confusion of self-understanding by its own reduction of man to either an object, which is defined by a summation of "empirical" data, or to a subject, which is isolated from any context of meaning and is left only with its freedom to make of itself what it will. The course attempts to penetrate this reductionism and formulate a way of thinking more appropriate to man's being and destiny.

- PHI 350 Poetry and Language (3):** Poetry is not an embellishment or an ornament of language, nor is it simply the expression of feeling, leaving thinking to philosophy and “common sense.” Rather, poetry holds within it the essence of language and thinking, and it is the poet who leads the thinker. The course shall undertake an inquiry of this thesis through a dialogue with poets and thinkers.
- PHI 351 Vision and Perception (3):** Is the perceived world simply the sum of objects identified by a detached observer, controlled by verifiable propositions, and secured by rational principles? Or, is perception, rather, the activity of bodily-consciousness in the world which forms the foundation of all thinking, value and existence? The course attempts to expose the nature of perception through a discussion of music, art and beauty, and to articulate an understanding of vision as the projection of perception which catches a glimpse of hidden forms and meanings in the world of the present.
- PHI 360 Earth, World and Consciousness (3):** “The mind is the meaning of the body.” The purpose of the course shall be to investigate the meaning and significance of this statement for establishing a basis of dialogue between the biological and behavioral sciences, and the questioning of truth which comes to expression through man’s bodily activity and commitment to self-understanding and to the care for the earth in which he is rooted.
- PHI 471 Special Topics (3):** Inquiries into particular problems and issues which may arise from the interest and questioning of students and instructor.
- PHI 481 Independent Study (3):** A study developed by the student and undertaken independently with the instructor.

DIVISION OF PREPROFESSIONAL STUDIES

The Division of Preprofessional Studies offers a wide range of courses in the disciplines of Biology, Chemistry, Physics and Mathematics. The curriculum has been developed to meet the needs of the students in acquiring the basic skills at a preprofessional level that would make them competent for any related profession they may choose in the future.

BIOLOGY: The programs of study offered are designed to provide fundamental training in the Life Sciences for students planning careers in teaching, industry, government, and research related to biological sciences or choosing careers in health professions. Most students major in one of the sciences, usually Biology or Chemistry.

PROGRAM FOR STUDENTS SEEKING HEALTH SCIENCE PROFESSIONS:

PRE—MED PROGRAM: Shaw University strives to provide a high caliber of pre-professional education, so that the graduates of this

program are well prepared to assume the responsibility of training in a health science related professional school.

The Pre-Med program of undergraduate studies leads to entrance in a school of Medicine, Dentistry, Podiatry, Osteopathy, Pharmacy, Medical Technology or Veterinary Science.

Chemistry majors planning to join this program will elect BIO 432—Biochemistry and Biology majors will select BIO 433—Histology and BIO 234—Parasitology.

MEDICAL TECHNOLOGY: Shaw University offers a four plus one program in medical technology. It is a four-year curriculum with a Bachelor of Science degree in Biology followed by a year of successful training in an accredited clinical hospital laboratory school.

The twelve-month training course in Medical Technology at an affiliated hospital will include Blood Bank Coagulation, Clinical Chemistry, Hematology, Serology-Immunology, and Urinalysis (40-50 credits).

MEHARRY AFFILIATION: Recently, Shaw University and Meharry Medical College, Nashville, Tennessee entered into an agreement on an affiliation with the Meharry Graduate School—early entrance program.

Under this program, Meharry Medical College will admit motivated and well-qualified science majors in June after completion of the third year of undergraduate education at Shaw and the students would continue for the succeeding academic year at the Graduate School of Meharry Medical College.

Upon the satisfactory completion of the academic year at Meharry, Shaw will award the baccalaureate degree to the participating student.

CHEMISTRY

MAJOR FIELD REQUIREMENTS

| Course Number | Course Title | Credits |
|---------------|---|---------|
| CHE 141 | General Chemistry. Pre: MAT 211 | 4 |
| CHE 142 | General Chemistry. Pre: CHE 141 | 4 |
| CHE 341 | Organic Chemistry. Pre: CHE 142 | 4 |
| CHE 342 | Organic Chemistry. Pre: CHE 341 | 4 |
| CHE 432 | Biochemistry. Pre: CHE 342 Identical with BIO 432 | 4 |
| CHE 481 | Seminar I. Pre: Advisor's Consent | 1 |
| CHE 482 | Seminar I. Pre: CHE 481 | 1 |
| CHM 241 | Semi-Micro Qualitative Analysis. Pre: CHE 141 | 4 |
| CHM 242 | Elementary Quantitative Analysis. Pre: CHE 142 | 4 |

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| CHM 441 | Elementary Quantitative Analysis. Pre: CHE 342 PHY 214 | 4 |
| CHM 442 | Elementary Physical Chem II. Pre: CHM 441 | 4 |

IN ADDITION STUDENT MUST TAKE:

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| MAT 210 | Algebra | 3 |
| MAT 222 | Analytical Geometry & Calculus I | 4 |
| MAT 223 | Analytical Geometry & Calculus II | 4 |
| MAT 224 | Analytical Geometry & Calculus III | 4 |
| PHY 212 | General Physics I | 4 |
| PHY 214 | General Physics II | 4 |
| BIO 211 | General Biology | 4 |

BIOLOGY**MAJOR FIELD REQUIREMENTS:**

| Course Number | Course Title | Credits |
|---------------|--|---------|
| BIO 211 | General Biology | 4 |
| BIO 212 | General Zoology. Pre: BIO 211 | 4 |
| BIO 232 | General Botany. Pre: BIO 211 | 4 |
| BIO 234 | Parasitology. Pre: BIO 211 & 212 | 4 |
| BIO 311 | Genetics. Pre: BIO 211, CHM 341 MAT 211 | 4 |
| BIO 312 | Comparative Vertebrate Anatomy. Pre: BIO 211 & 212 | 4 |
| BIO 323 | Vertebrate Physiology. Pre: BIO 312 CHE 341 | 4 |
| BIO 331 | Embryology. Pre: BIO 211, 212, 312 | 4 |
| BIO 332 | Bacteriology. Pre: BIO 211 CHM 341 MAT 211 | 4 |
| BIO 423 | Ecology. Pre: BIO 211, 212, 232 | 3 |
| BIO 432 | Biochemistry. Pre: BIO 331, 332 CHM 341, 342 MAT 222 | 4 |
| BIO 433 | Histology. Pre: BIO 211, 212, 312 CHM 141, 142 | 4 |
| BIO 481 | Seminar. Pre: Junior & Seniors | 1 |
| BIO 482 | Seminar. Pre: BIO 481 | 1 |
| BIO 491 | Research. Pre: Advisor's Consent | 1-3 |
| BIO 492 | Research. Pre: Advisor's Consent | 1-3 |

IN ADDITION STUDENT MUST TAKE:

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|---------|-----------------------------------|---|
| CHE 141 | General Chemistry I | 4 |
| CHE 142 | General Chemistry II | 4 |
| CHE 341 | Organic Chemistry I | 4 |
| CHE 342 | Organic Chemistry II | 4 |
| CHE 242 | Quantitative Analysis | 4 |
| MAT 210 | Algebra | 3 |
| MAT 222 | Analytical Geometry & Calculus I | 4 |
| MAT 223 | Analytical Geometry & Calculus II | 4 |
| PHY 212 | General Physics I | 4 |
| PHY 214 | General Physics II | 4 |

COURSE DESCRIPTIONS

- BIO 211 General Biology (4):** A course designed to emphasize the unity of biology through the study of the following concepts: Protoplasmic and cellular organization; Growth and Differentiation; Genetic and Ecological Control; Evolution, current and past. Three hours of lecture and three hours of lab per week.
- BIO 212 General Zoology (4): Pre: BIO 211:** The biology of the major groups of animals, with emphasis on general structure plans and diversity, reproduction, and evolution. Three hours of lecture and three hours of lab per week.
- BIO 232 General Botany (4): Pre: BIO 211:** Theories, principles and concepts of plant life. Lectures concentrated on the basic structures, economic importance, physiological phenomena, and taxonomic survey of the plant kingdom. Three lectures and one three hour lab per week.
- BIO 234 Parasitology (4): Pre: BIO 211, 212:** A course involving a study of the animal parasites, emphasizing the helminths. Lectures involve the host parasite relations, morphology, classification, behavior distribution and economic importance of parasites. Three lectures and one three-hour lab per week.
- BIO 311 Genetics (4): Pre: BIO 211, CHM 341, MAT 211:** A study of the physical basis of inheritance, genes as units of heredity and development, qualitative aspects of genetic variations, and physical and chemical properties of genetic material. Three hours of lecture and three hours of lab per week.
- BIO 312 Comparative Vertebrate Anatomy (4) Pre: BIO 211 and 212:** A study of morphology, systematics and phylogenetic relationships with emphasis on the vertebrates. A consideration of various theories of and the use of comparative anatomical evidence in support of organic evolution. The laboratory work involves dissection and the study of specimen from various vertebrate classes. Three lectures and one three hour lab per week.
- BIO 323 Vertebrate Physiology (4): Pre: 321, CHM 212:** A study of the physiology of vertebrates, with particular reference to man and the lower animals. Three hours of lecture and two hours of lab per week.
- BIO 331 Embryology (4): Pre: 211:** A comparative study of the origin of sex cells and the development of vertebrate embryos with special emphasis on the frog, chick and pig. Three hours lecture and two hours lab per week.
- BIO 332 Bacteriology (4): Pre: BIO 211, CHEM 341, MAT 211:** A study of the fundamental life processes using bacteria as the prototype of living things, including a study of the principles and the techniques of handling and identifying various microorganisms, and a survey of applied fields, e.g., medicine, food and agriculture. Three hours of lecture and three hours of lab per week.

- BIO 423 Ecology (3): Pre: BIO 211, 212, and 232:** This course is designed to study the relationships between organisms and their environment, and of the interactions among organisms with particular emphasis on the human behavior in relation to the environment. Three hours of lecture per week.
- BIO 432 Biochemistry (4): Pre: BIO 331, 332, CHM 341, 343, MAT 222:** A course designed for biology and chemistry majors to study the properties of biologically active compounds, enzymology, metabolism of carbohydrates, lipids, proteins and their nitrogenous compounds and special control mechanisms of metabolism.
- BIO 433 Histology (4): Pre: BIO 211, 212, 312, CHM 141, 142:** A study of the microscopic anatomy of vertebrate animals with emphasis on the human body. Lectures include a systematic treatment of the characteristics of various types of tissue, emphasizing structure-function relationships. Laboratory work includes microscopic study of various types of tissues, demonstrations of certain histological techniques used in the making of prepared slides. Two one-hour lectures and two two-hour labs weekly.
- BIO 481 Seminar (1): Pre: Juniors and Seniors:** An indepth study on a subject of Biology. Meets once a week.
- BIO 482 Seminar (1): Pre: Juniors and Seniors:** (Identical to 481, offered in the spring semester).
- BIO 491 Research (1-3): Pre: Advisor's consent.**
- BIO 492 Research (1-3): Pre: Advisor's consent.**

PHYSICS: Physics is the fundamental science of observation, measurement and the mathematical description of the particles and processes of nature. In addition to extending our basic knowledge of the universe, physics provides the means for attacking problems of importance in modern technology. The variety of the contributions made by physicists is indicated by activities such as the discovery of new basic particles of nature, the invention and use of new instruments to probe interplanetary space, the study of the processes fundamental to the release of thermonuclear energy, the development of lasers and solid state devices, the research on the structure and the interaction of nuclei, atoms, molecules and ions.

In Physics, a program of study is offered which provides students majoring in preprofessional disciplines with a strong fundamental background and the course options allowing deeper study of selected areas of particular interest.

- PHY 212 General Physics (4): Pre: MAT 222:** A general survey course concerning fundamental concepts of physics, mechanics, heat and sound are usually included. Three hours of lecture, two hours of laboratory and one hour of tutorials.

PHY 214 General Physics (4): Pre: MAT 212, 223: A continuation of 212 to include electricity, magnetism, the nature and theories of light and some concepts of atomic and modern physics.

CHEMISTRY: Chemistry deals with the composition of all substances and changes in their composition. Chemists have contributed to a wide variety of manufacturing industries and many professions such as Medicine and Dentistry. Many jobs are open to the chemists. Chemists are employed in almost every field based on modern technology and opportunities in the field of education are many and varied.

BACHELOR OF SCIENCE IN CHEMISTRY: Students wishing to major in Chemistry should take the following courses:

CHM 212 General Chemistry I (4): Pre: MAT 210: A study of atomic and molecular structure, the Periodic Table, chemical reactions, stoichiometry, gas laws and states of matter. Three hours of lecture and one three hour laboratory per week.

CHM 214 General Chemistry II (4): Pre: CHEM 212: A continuation of General Chemistry I. Principles of chemical equilibrium, energy and chemical reactions, electrochemistry, properties of solutions, the acid base concepts, and nuclear chemistry. Three hours of lecture and one three hour laboratory per week.

CHM 311 Quantitative Analysis (4): Pre: CHM 214 and MAT 211: A study of gravimetric and volumetric analysis with an introduction to instrumental analysis. Acid-base equilibrium, buffer solutions, complex formation reactions, solubility equilibria, and oxidation reduction reactions. Theory of instrumental analysis and data processing. Three hours of lecture and one three hour laboratory per week.

CHM 341 Organic Chemistry I (4): Pre: CHM 214: A study of the physical and chemical properties of cyclic and acyclic alkanes, including a heavy emphasis on synthesis and reaction mechanisms. Three hours of lecture and one three hour laboratory per week.

CHM 342 Organic Chemistry II (4): Pre: CHM 341: A study of the physical and chemical properties of organic substances as they relate to the various functional groups. The use of modern instruments in the laboratory. Three hours of lecture and one three-hour laboratory per week.

CHM 412 Advanced Inorganic Chemistry (3): Pre: CHEM 214 and MAT 223: A study of atomic structure, ionic and covalent bonding, acid base chemistry, coordination chemistry, descriptive chemistry of the transition metals, halogens and noble gases and periodicity. Three hours of lecture per week.

CHM 428 Qualitative Organic Analysis (4): Pre: 342: A study of the theories and practices of qualitative organic analysis using modern analytical instruments and wet chemistry. Two hours of lecture and two three-hour laboratories per week.

- CHM 431 Physical Chemistry I (4): Pre: 341 and MAT 223:** Application of the principles of physics to the study of chemistry, the properties of gases, the mechanics of atoms and molecules, thermodynamics and chemical equilibrium. Three hours of lecture and one three hour lab per week.
- CHM 432 Biochemistry (4): Pre: 341:** A course designed for biology and chemistry majors (Identical with BIO 432).
- CHM 433 Physical Chemistry II (4): Pre: CHM 431 and MAT 224:** A continuation of Physical Chemistry I. Chemical bonding and the structure of molecules, chemical kinetics and reaction mechanisms, properties of condensed phases surface and colloid chemistry. Three hours of lecture and one three-hour laboratory per week.
- CHM 481 Seminar (1): Pre: Advisor's consent:** An in-depth study on a topic of advanced chemistry, its presentation in the form of a seminar and participation in the weekly seminar program.
- CHM 482 Seminar (1): Pre: Advisor's consent:** (Identical with CHM 381).
- CHM 491 Independent Study and Research (1-3): Pre: Advisor's consent:** An introduction to chemical research under faculty supervision. Includes a survey of chemical literature, preparation, and execution of the research program.

MATHEMATICS: The undergraduate major in mathematics provides a core of basic mathematics courses with a program of electives sufficiently flexible to prepare a student for graduate study in pure or applied mathematics, for careers in industry, business, or government. A carefully selected set of required courses and electives in science, humanities and modern language provides a program well adapted to the demands of modern day life.

Students with a special interest may take the applied mathematics option.

| | | |
|---------|--|---|
| MAT 261 | Computer Mathematics. Pre: 112 or equivalent | 3 |
| MAT 210 | Algebra | 3 |
| MAT 211 | Algebra and Trigonometry | 4 |
| MAT 215 | Modern Mathematics for Elementary Teachers. Pre: 112 or equivalent | 3 |
| MAT 216 | Modern Mathematics for Elementary School Teachers. Pre: 215 or equivalent | 3 |
| MAT 222 | Analytic Geometry and Calculus I. Pre: 211 | |

*These courses are required for a major in Mathematics.

| | | |
|----------|--|---|
| *MAT 223 | Analytic Geometry and Calculus II. Pre: 222 | 4 |
| *MAT 224 | Analytic Geometry and Calculus III. Pre: 223 | 4 |
| *MAT 225 | Analytic Geometry and Calculus IV. Pre: 224 | 4 |
| *MAT 232 | Theory of Numbers. Pre: 222 | 3 |
| *MAT 311 | Modern Algebra. Pre: 222 | 3 |
| *MAT 312 | Linear Algebra. Pre: 311 | 3 |

| | | |
|----------|--|---|
| MAT 313 | Mathematical Probability and Statistics Pre: 224 | 3 |
| *MAT 323 | Modern Geometry. Pre: 222 | 3 |
| *MAT 411 | Differential Equations. Pre: 225 | 3 |
| *MAT 413 | Introduction to Real Analysis | 3 |
| MAT 414 | Introduction to Complex Analysis, Pre: 225 | 3 |
| *MAT 417 | Introduction to Numerical Analysis Pre: 224 or equivalent | 3 |
| MAT 425 | Introduction to Set Theory and Topology. Pre: 413 or equivalent | 3 |
| *MAT 481 | Seminar | 1 |

*Plus the following:

| | | |
|---------|----------------------|---|
| BIO 211 | General Biology | 4 |
| BIO 212 | General Zoology | 4 |
| CHE 212 | General Chemistry I | 4 |
| CHE 214 | General Chemistry II | 4 |
| PHY 212 | General Physics I | 4 |
| PHY 214 | General Physics II | 4 |

New Mathematics Courses in the Area of Computer Science.

PROGRAM OBJECTIVES: To provide students majoring in Computer Science and other areas an understanding of computers and programming.

To develop skills in generating and applying algorithms to solve numerical and non-numerical problems.

To introduce students to high level programming languages such as COBOL and FORTRAN IV used in industry, business and government agencies.

Mathematics Courses in the Area of Computer Science.

| | | |
|---------|--|---|
| CSM 250 | Introduction to Computers and Programming | 3 |
| CSM 251 | Programming Concepts. Pre: MAT 250 | 3 |
| CSM 260 | Principles of Programming—COBOL. Pre: MAT 250 or consent of instructor | 3 |
| CSM 251 | Principles of Programming—FORTRAN IV. Pre MAT 250 or consent of instructor. | 3 |

DUAL DEGREE PROGRAM: The Dual Degree Program at Shaw University is conducted in cooperation with North Carolina State University and requires five years of study. This program provides students the opportunity to earn a B.A. or B.S. degree from Shaw University in the major of their choice, and a further degree from North Carolina State University in either Engineering or Forest Resources.

SCHOOL OF ENGINEERING

| | |
|---------------------------------------|----------------------------|
| Aerospace Engineering | Engineering Operations |
| Biological & Agricultural Engineering | Furniture Manufacturing |
| Ceramic Engineering | Geological Engineering |
| Chemical Engineering | Industrial Engineering |
| Civil Engineering | Mechanical Engineering |
| Electrical Engineering | Meteorological Engineering |
| Engineering Mechanics | Nuclear Engineering |

SCHOOL OF FOREST RESOURCES

Conservation
Forestry
Recreation Resources Administration
Pulp and Paper Science Technology
Wood Science and Technology

COMPUTER SCIENCE: Arrangements are currently in progress for offering the Computer Science major at Shaw University. Some courses are already being offered with others to be developed.

SCIENCE PROGRAM FOR SECONDARY EDUCATION TEACHERS:

Major Course Requirements In Science:

| | | | |
|-----|-----|------------------------------|---|
| CHE | 141 | General Chemistry | 4 |
| CHE | 142 | Chemistry II | 4 |
| PHY | 212 | Physics I | 4 |
| PHY | 214 | Physics II | 4 |
| MAT | 222 | Anal. Geometry & Calculus I | 4 |
| MAT | 223 | Anal. Geometry & Calculus II | 4 |
| BIO | 211 | General Biology | 4 |
| BIO | 212 | General Zoology | 4 |

One elective in Biology, Chemistry, Bacteriology, Genetics or General Biology (4)

THE INTERNATIONAL STUDIES CENTER

The International Studies Program, at Shaw, was established in 1966. Conceptually, it was designed to give students a basic foundation in international studies and affairs, and provide for travel and study abroad. A basic principle of the program is that communications is the tool by which faculty, students and staff seek greater knowledge about international realities. The program offers a B.A. degree in International Relations. From its inception the International Studies Program has had the central objective of internationalizing the thinking of students and giving them the opportunity to learn more about other students of the world, especially those relevant to the issues and

conditions of this country. Consistent with the Shaw Plan of Education, the program was established to increase the awareness of students and the integral world. Emphasis is given to Africa, the Caribbean and the Middle East.

Since its establishment the goals of the program have been:

To project the mission of the university beyond geographic boundaries.

To encourage minority students to enter diplomatic careers and to provide them with job opportunities in business related activities with global interest, such as International Tourism, International Trade, and International Banking and Marketing.

To develop a curriculum relevant to international affairs in general, and to Africa, the Caribbean and the Middle East in particular.

To inject new international dimensions in traditional disciplines.

To conduct, on campus, international panels, lectures, exhibits, etc., emphasizing Africa, the Caribbean and the Middle East.

To sponsor studies abroad for academic credit for extended periods, ranging from a few weeks to a full academic year.

International Requirements for the B.A. Degree in International Relations

Completion of the University Core requirements

Completion of the major core courses (27 hours) and they are:

| | | |
|-----|-----|--------------------------------------|
| INT | 121 | Introduction to World Politics |
| INT | 241 | U.N. and Regional Organizations |
| INT | 252 | Contemporary International Relations |
| INT | 341 | International Business |
| INT | 371 | International Law |
| INT | 411 | U.S. Foreign Policy |
| INT | 491 | The Developing Nations |
| INT | 492 | Seminar I |
| INT | 493 | Seminar II |

The completion of the following cognate courses (24 hours) and they are:

| | | |
|-----|-----|-------------------------------------|
| HIS | 151 | U.S. History I |
| HIS | 152 | U.S. History II |
| INT | 226 | Middle East History II |
| INT | 250 | Economic and Political Geography |
| INT | 372 | African History II |
| INT | 382 | Caribbean History II |
| UPO | 223 | U.S. Government |
| UPO | 345 | Comparative Government and Politics |

The completion of at least two years of foreign language—Arabic, French or Spanish.

Completion of a minimum of 24 credit hours of electives.

Completion of a minimum total of 127 credit hours.

Courses Offered in the International Studies Center

- ✓ INT 111 **World Civilization I (3):** A study of World Civilization from the beginnings of early cultures in Africa, the Middle East, and Asia, with a full discussion of the Greek, Roman, Egyptian, and Babylonian civilizations and the Islamic Expansion.
- ✓ INT 112 **World Civilization II (3):** A study of the Early, High, and Later Middle Ages, the Renaissance, Reformation, and Wars of Religion.
- INT 121 **Introduction To World Politics (3):** A general survey course to help the student understand the concepts underlying the behavior of sovereign nations in the international arena. The effect of domestic politics on foreign policy will be thoroughly explored. Other important international topics will be discussed such as the United Nations, Regional Organizations, the Non-Western World and current world problems.
- ✓ INT 151 **Arabic I (3):** Designed to acquaint the student with the Arabic alphabet, numerals, and simple grammar in addition to easy translation.
- ✓ INT 152 **Arabic II (3):** A brief review of 151, drill in pronunciation, translation, conversation, and writing. Reading of simple materials is required.
- ✓ INT 153 **Arabic III (3):** Intensive practice in grammar, reading and writing.
- ✓ INT 154 **Arabic IV (3):** A continuation of 153, with additional readings in Arabic literature and a study of Arabic culture.
- INT 211 **Principles Of Geography (3):** A study of the natural environment as related to man and his activities.
- ✓ INT 220 **Islam-Early Period (3):** A discussion of the pre-Islamic era in the Arabic Peninsula, Al-Jehalyeh, including the life of the prophet Mohammed and the message of Islam, the spread of Islam beyond the Arabian Peninsula, and the period of A-Khulafa Al-Rashidan, the Umayyads, and the Abbasids.
- ✓ INT 221 **Islam-Contemporary Period (3):** Islamic thought and philosophy from the Abbasids to the present, with special emphasis on contemporary movements serving as vehicles for social, economic, and political development and progress.
- ✓ INT 225 **Early Middle East (3):** Designed to introduce the student to the various civilizations that appeared in Middle East from the earliest times to World War I. Various important invasions and rivalries concerning this area are to be discussed.

✓ INT 226

Contemporary Middle East (3): Designed to expose the student to the importance of the Middle East to the various contemporary affairs of its people since World War I, with special attention to such topics as the Palestine question, involvement in the Cold War, strategic and economic importance, and American national interests. Present upheavals and dynamic development on the contemporary scene will also be analyzed.

✓ INT 241

United Nations And Regional Organization (3): The development of International Organizations as an important vehicle in world politics; a survey of the League of Nations and study of the United Nations: establishment, structure, functions, and contemporary problems and direction. Furthermore, the origins, functions, and roles of various important regional organizations, in their respective regions and in world affairs, will be explored.

— INT 250

Economic And Political Geography (3): A general survey of the importance of national territories and economic resources of various nations. The importance of all in the contemporary International Affairs will be explored with emphasis on Africa, the Carribbean and the Middle East.

✓ INT 252

Contemporary International Relations (3): A thorough analysis of concepts and theories underlying nations' behavior in international planes; the analysis and examination of international politics, especially those of major powers since the end of World War II. Contemporary international issues and problems will also be discussed.

✓ INT 271

Early Africa (3): An introduction to African history from the earliest times to World War I, with a general survey of the history of all parts of the continent and its contributions to human endeavors.

INT 281

Early Caribbean I (3): Designed to acquaint the student with the history of Latin America in general, and the Caribbean in particular, from the earliest times to the Era of Independence in the twentieth century, with special emphasis on the indigent cultures and the impact of colonialism resulting from the expansion of Europe.

✓ INT 341

International Business (3): The international monetary system and the basic concepts that guide international trade; international banking and marketing, the role of international economic resources and trade in shaping international politics. Relevance to U.S. and developing nations will be stressed.

INT 371

International Law (3): Origins, character and sources of international law and its importance and relevance to world affairs; some cases illustrating basic principles and the international role of the field. Special attention will be paid to some important issues such as outer space, law of the sea and human rights.

✓ INT 372

Contemporary Africa (3): An analysis of the colonial period, then a survey of African history since World War I will be presented, with emphasis on the era of independence. Important topics such as the social, political and economic developments, the non-alignment, the O.A.U., and the African-United States (mainly, Afro-American) relations will be thoroughly discussed.

- INT 381 **Contemporary Caribbean II (3):** Pre: INT 121.
- INT 411 **U.S. Foreign Policy** — Analysis of concepts shaping the conduct of international politics in general, exploring in depth the goals of U.S. Foreign policy and domestic factors that influence its course and process. Special attention will be given to U.S. relations with major powers and the developing nations. Analysis will be made of specific and relevant issues such as the “Cold War”, “Peaceful co-existence,” technology transfer, the “balance of terror and non-alignment (3).
- INT 420 **Islam—Special Issues (3).**
- INT 425 **The Middle East—Special Issues (3).**
- INT 471 **Africa—Special Issues (3).**
- INT 472 **The Caribbean—Special Issues (3).**
- INT 491 **The Developing Nations (3):** Survey of various problems of developing nations with emphasis on the contemporary era. Special attention will be given to Africa, the Middle East, the Caribbean with emphasis on the problems of change and the creation of viable economic and political systems.
- INT 493 **Seminar II—Pre:** Advisor’s Permission, Special International Issues

MILITARY SCIENCE DEPARTMENT U.S. ARMY RESERVE OFFICER TRAINING CORPS (ROTC)

GENERAL: The Military Science curriculum is general Military Science with emphasis on fundamentals common to all branches of the Army. The primary objective of the Military Science Program is to produce commissioned officers for all branches of the U.S. Army. Vital secondary objectives are to impart citizenship education, develop leadership potential, and stimulate and motivate the student for future useful service in behalf of the Nation in whatever professions he chooses.

DESIRED LEARNING OUTCOMES: The Military Science Program is structured to provide students the opportunity to acquire:

A strong sense of personal integrity, honor, and individual responsibility.

An understanding of the principles of military leadership, management, and organization.

The ability to communicate effectively in a military environment both orally and in writing.

A general knowledge of the historical development of the U.S. Army and its role in support of national objectives.

An understanding of military life to include career opportunities and obligations.

A knowledge of and the opportunity to apply principles of military science and tactics.

TEXTBOOKS, UNIFORMS AND EQUIPMENT: All textbooks, uniforms, and instructional materials and equipment are provided free of charge.

MILITARY SCIENCE PROGRAM: The program is divided into two parts, the Basic Course and the Advanced Course.

BASIC COURSE: The Basic Course consists of education and training at the Freshman and Sophomore levels and may be completed by:

Satisfactory participation in Military Science courses for a total of 6 semester hours as follows:

| | | |
|-----|-----|--|
| MIS | 109 | Introduction to Army ROTC, for 2 semester hours |
| MIS | 203 | Map Reading, for 2 semester hours |
| MIS | 201 | American Military History, for 2 semester hours. |

Satisfactory completion of a 6 week summer camp, MIS 236, conducted at a military installation. (Six semester hours credit will be awarded for MIS 236).

Basic Course requirements, if approved by the Professor of Military Science, may be waived for veterans or other persons with prior military experience and/or training.

For second semester Freshman and Sophomore students, Basic Course requirements may be partly fulfilled by placement credits awarded for satisfactory completion of other academic courses. The Professor of Military Science may award placement credits based on individual interviews and personal review of individual student academic records.

There are no military service obligations incurred by participation in the Basic Course.

ADVANCED COURSE: The Advanced Course consists of training directed toward the Junior and Senior levels.

PREREQUISITE: Completion of the Basic Course or its equivalent.

REQUIREMENTS FOR COMPLETION:

Satisfactory completion of MIS 301, 302, 401 and 402.

Attendance at a 6 week summer camp.

STIPEND: Payment of \$100 per month for 20 months is authorized to each student while enrolled in the Advanced Course.

Military Science courses may not be repeated for additional credit.

The minimum number of students for any class is ten.

Leadership Laboratory is an integral part of 11 Military Science courses and is required for all Advanced Course students except auditing students. Academic credit is not awarded for Leadership Laboratory per se.

Course Descriptions MIS:

- MIS 103 Physical Fitness (1):** A course designed to improve the general physical condition of participants, especially to increase stamina by strengthening muscles and developing circulo-respiratory system. Calisthenic type exercises and running exercises are conducted at an established rate of progression. Instruction in planning and conducting a physical fitness program is also provided. A REQUIRED COURSE FOR MIS 302 STUDENTS DURING THE SPRING SEMESTER. OPEN TO ALL STUDENTS. Fall and Spring.
- MIS 105 Swimming (1):** A course for nonswimmers and beginners designed to develop proficiency in accepted swimming techniques with special instruction in life-saving, safety, and first aid. OPEN ONLY TO ADVANCED COURSE STUDENTS WHO HAVE NOT ATTENDED ADVANCED CAMP (1). Spring.
- MIS 109 Introduction To Army ROTC (2):** A required course for all Military Science students who have not otherwise met the prerequisite requirements for the ROTC Advanced Course. Course provides general information about the Army ROTC Program and history, benefits, basic organization, missions and activities of the U.S. Army. OPEN TO ALL STUDENTS. Fall and Spring.
- MIS 201 American Military History (2):** An investigation of American Military History, with emphasis on The U.S. Army's development and role in periods of peace and war. Time span covers from colonial period through the present. OPEN TO ALL STUDENTS. Fall and Spring.
- MIS 203 Map Reading (2):** A required course for all Military Science students and a prerequisite for the Advanced Course. A detailed course in the use of military maps designed to develop proficiency in the interpretation of maps as an aid to land navigation and terrain analysis. OPEN TO ALL STUDENTS. Fall and Spring.
- MIS 205 Orienteering (2):** Prerequisite: MIS 203, Map Reading. A practical course in the use of military and civilian maps and compasses in land navigation including a review of the fundamentals of map reading. Course emphasizes terrain association, time and distance factors during movement, and direction-finding to locate specific points on the ground. OPEN TO ALL STUDENTS. Spring.

- MIS 207 ROTC Band (2):** Prerequisite: Basic music knowledge and basic playing skill with band instrument. Instruction in, and practical application of music theory, instrumental techniques and drill procedures relevant to ceremonial formations and exercises. Student leadership and management of band activities are emphasized. OPEN TO ALL STUDENTS. Fall and Spring.
- MIS 209 Applied Leadership Management I (2):** A course in basic military skills, organization for teamwork, and practical application to develop leadership and management techniques. Instruction emphasizes self-discipline and knowledge of military subjects during realistic practical exercises. OPEN TO ALL STUDENTS. Fall.
- MIS 213 Methods Of Instruction (2):** Lectures, conferences, and practical exercises in instructional methods and techniques including learning principles, communication, teaching principles, communication, teaching concepts, preparing objectives and lessons, various teaching methods, instruction aids, evaluation, and study techniques. OPEN TO ALL STUDENTS. Fall and Spring.
- MIS 219 Marksmanship (2):** A practical course designed to develop skills in small-caliber rifle marksmanship. Instruction emphasizes marksmanship theory, the use of special shooting equipment, weapons and firing range safety, individual firing positions, aiming, and trigger control. Dry and live fire exercises will be conducted to develop skills and promote competitive shooting with other institutions. OPEN ONLY TO ROTC STUDENTS. Fall and Spring.
- MIS 221 Applied Leadership Management II (2):** Prerequisite: MIS 209, Applied Leadership Management I, or equivalent prior training. A course designed to develop basic military skills and leadership with emphasis on unit drill and formations and small unit tactics. Class conducted out-of-doors when possible. OPEN TO ALL STUDENTS. Spring.
- MIS 236 Basic Camp (6):** A six week summer course conducted at a military installation. This course provides training equivalent to the Basic Course and is designed to qualify students for the ROTC Advanced Course. Emphasis is placed on training in the basic military skills of leadership, weapons, communication, tactics, map reading, and physical training. APPLICATIONS FOR BASIC CAMP MUST BE MADE THROUGH THE PROFESSOR OF MILITARY SCIENCE. Summer.
- MIS 301 Military Science (2):** Prerequisites: Basic Course or equivalent credits which may include MIS 109 and 203 or 236. Classroom instruction in military leadership, emphasizing the factors controlling soldier behavior and the problems of command; methods of military instruction, with emphasis placed on the leader's responsibility for the soldier's learning; practical leadership instruction is provided during laboratory periods where emphasis is placed on acceptance of responsibility, exercise of command, and development of self-confidence. LEADERSHIP LABORATORY IS REQUIRED. Fall.

- MIS 302 Military Science (2):** Prerequisite: MIS 301. Classroom instruction in the missions and functions of the various branches of the Army; principles of military planning and the conduct of offensive and defensive operations, to include communications in the military. Practical leadership instruction is provided during leadership laboratory activities, where emphasis is placed on acceptance of responsibility, exercise of command, and development of self-confidence. LEADERSHIP LABORATORY IS REQUIRED. Spring.
- MIS 401 Military Science (2):** Prerequisites: MIS 301 and 302. A seminar approach in management of the military team, discussing organizational theory, the philosophy and historical development of military management concepts, operational techniques and staff procedures. Leadership laboratory periods emphasize the practical application of these techniques through the exercise of full command and staff responsibility in planning, providing logistical support, execution of all phases of field training, and leadership development. LEADERSHIP LABORATORY IS REQUIRED. Fall.
- MIS 402 Military Science (2):** Prerequisites: MIS 301, 302 and 401. A seminar approach to leadership and management in the contemporary military environment discussing the problems of developing nations, the position of the U.S. on the world scene, and the leader's responsibility in the administration of military justice and management of personal affairs. Leadership laboratory periods continue to develop the practical experience begun in earlier courses using weekend training exercises as the problem vehicle to prepare the cadet for subsequent commissioning and attendance at basic branch school upon entry on active military service. LEADERSHIP LABORATORY IS REQUIRED. Spring.

SPECIAL MAJOR PROGRAM

PURPOSE: The Special Major Program is an alternative approach to earning a bachelors degree at Shaw University. The program is designed for individual students with academic needs not met in any of the existing majors within the university. Students may have career, professional and intellectual interests which do not correspond to the prescribed requirements of the other majors.

These students with special needs and interests may design their own majors in the following manner:

The student should be directed to consult with the Director of the program who will in turn take steps to determine if the Special Major Program best meets the needs and interests of the students.

THE DIRECTOR: Establishes an Advisory Committee in consultation with Division Chairpersons; coordinates a process of review/discussion needed to reach decision of approval or rejection; officially documents action by the committee. If approved, the student should be officially enrolled.

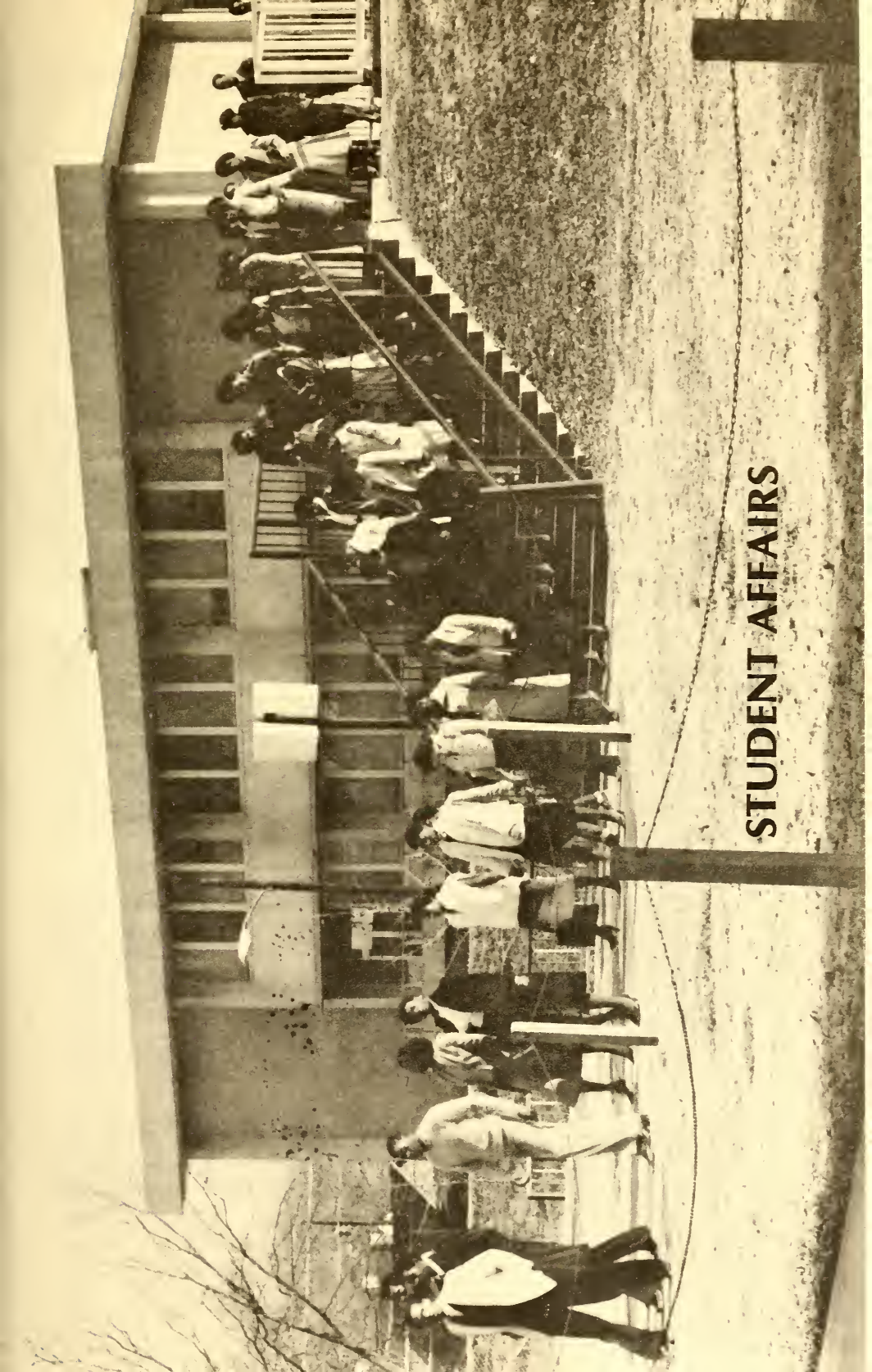
THE COMMITTEE: Advises the student in the planning, designing and carrying out of a course of study which is coherent, unified and accompanied by a statement of purpose and objectives; determines whether the proposed degree plan will lead to a bachelor of arts or bachelor of science degree.

The student's plan of study, including the title and degree designation, must have the approval of the advisory committee and either the Vice-President or Associate Vice-President for Academic Affairs and Research.

MAJOR REQUIREMENTS: Satisfactory completion of the University CORE: satisfactory completion of 127 credit hours; (Since each student will be involved in developing a course of study in a special subject, there are no specific course requirements beyond the University CORE).



STUDENT AFFAIRS



STUDENT LIFE

Shaw encourages its students to participate in those social and cultural activities which will best serve their needs. Students are encouraged to choose with some care from among the various activities so as to maintain a healthy balance between their extra-curricular life and their study program.

The university expects all members of its community to maintain high standards of personal conduct and social responsibility. Good citizenship is encouraged on and off the campus.

Housing: Two residence halls with accommodations for approximately 450 female and male students respectively exist on campus. Students not residents of Raleigh or the vicinity are required to live in university residence facilities. In unusual circumstances, and upon written request by parent or guardian to the Director of Student Life, this regulation may be waived; however, off-campus housing is not to be acquired before the student receives written authorization from the Dean of Student Affairs.

Dining: Students living on campus must take their meals in the university dining facilities provided in the University Union. Light meals, snacks, and beverages may be purchased in the snack bar area.

Health: Under a special "Student Health Plan," a limited degree of medical service is provided, which includes scheduled clinic hours at the University Health Center by the school physician who is also available for emergency consultation and medical assistance, and consultation with the university psychiatrist. Students are sent to the hospitals in the city in case of serious illness.

Counseling Center: Services of the Shaw University Counseling Center are designed to help students adjust to live in the academic community, and to facilitate the development of self-confidence and self-understanding along with positive personal and social values. Furthermore, it aims to identify and develop means of achieving personal and career goals.

To accomplish these goals the Counseling Center offers the following services:

Through academic advising and tutoring service a core of academic advisors is available to provide accurate information to each student in his or her field of study. As the need arises, these advisors may be consulted throughout the year. For those students experiencing academic difficulty, tutors are available to assist them.

The psychometric services include testing for purposes of academic placement, personality inventory, vocational interest assessment, counseling, graduate work and training in test taking skills.

The Career Guidance and Placement services seek to assist students either to gain admission to graduate school or to secure employment upon graduation. Part-time employment opportunities are also sought out for Shaw students. In addition, the career guidance and placement coordinator assists students in writing letters of application, resumes, and other similar credentials. Qualified seniors are also encouraged to apply for scholarships, fellowships, and assistantships in financing their graduate study.

Individual personal and group counseling sessions are conducted for those students in need of such. Students may come on their own volition or they may be referred by faculty or staff persons.

A referral system of off-campus agencies is maintained in the Counseling Center to provide an increased number of helping resources to Shaw students.

The Counseling Center is operated by a dedicated and concerned staff including a director, career guidance and placement coordinator, counselors, and academic advisors. Appointments may be arranged. Students may be seen on a "walk-in" basis for immediate and pressing problems..

Organizations and Activities

The essence of education at Shaw is to help prepare students for global living; to accomplish this end, and to broaden the individual intellectually and culturally, many special programs are planned at Shaw. Although students are not required to participate in all of these special programs, the university encourages their participation.

University Convocations: Each year the university sponsors university wide formal convocations which all students are required to attend. These include the fall Convocation for the opening of the academic year, Founder's Day, and assemblies such as Public Affairs Forums.

International Studies Forum: This forum is scheduled so as to bring to the campus specialists in selected subjects from other colleges, government, business, organizations and foreign governments. The series is often coordinated with special programs designed to encourage independent or group study and travel in foreign countries. The forum is open to the public and students from other colleges are encouraged to take advantage of this offering.

Lyceum and Public Affairs Forums: The Lyceum and Public Affairs Forums are designed to give the student a broad and deeper understanding of contemporary cultural, economic, political and social currents. Each year, outstanding persons in letters, the arts, and public affairs are brought to the Shaw campus under the sponsorship of this forum.

The Graduation Convocation: The Convocation for the conferring of degrees is held once a year, and all candidates for degrees are required to attend. Degrees are not awarded in absentia except for the most compelling reasons. Permission to receive a degree in absentia is granted by the president of the university and must be requested in writing.

Religious Life: Shaw University is committed to implementing its tradition as a christian institution. It is open to interact with, and respects the diversity of faiths, prespectives and lifestyles held by members of the university community.

The University provides various opportunities which are designed to vitalize its basic philosophy of christian higher education. Thereby, the university endeavors to effect its motto: "PRO CHRISTO ET HUMANITATE" (For Christ and Humanity). Opportunities for moral and religious growth help to deepen the student's insight concerning the Judaeo-Christian heritage; to aid in learning the fundamental moral and religious principles which are derived therefrom, to promote personal and social participation in the expression of these moral and religious values; and to appreciate a basic principle which guides the university, namely: "That religion and learning may go hand in hand and character grow with knowledge."

University worship services are held each Sunday morning in the university church. Although attendance is completely voluntary, students are encouraged to attend these services regularly. The services are conducted by the university minister and are designed to address themselves to the deepest needs and highest aspirations of human spirit. Students may also attend the church of their choice in the community. Prior to the worship service, Sunday School is held every Sunday.

The annual religious emphasis week brings to campus outstanding religious leaders. The Council on Religious Life, in cooperation with the faculty, staff, students are visiting personnel, leads a carefully planned, comprehensive program on vital religious themes.

Through Theological Alumni Day, Founder's Day and other special observances in the Christian year, the university family is further enriched with focus upon moral and religious values which form the main motive of Christian higher education at Shaw University.

Besides these more formal channels for enhancing the moral and religious life of the academic community, the university encourages the programs of several voluntary student Christian organizations. These organizations are the Alpha Eta Omega Christian Fellowship, the Theological Fraternity, the University Ushers, and the United Heritage Gospel Choir.

The Baptist Student Union: Serves a three-fold purpose; to produce a closer relationship between students and the church; to encourage discussions of vital themes relative to the spiritual life of the student; and to undertake benevolent activities.

The Sunday School: Is held every Sunday morning during the regular school year. Conducted by a council composed of students and a faculty advisor, it is open to all students and faculty members.

The Theological Fraternity: Is made up of students preparing for the ministry. Its objectives are to promote effectiveness in public speaking and debating, to review and express opinions on significant publications, to stimulate fellowship among ministerial students, and to further Christian ideas and service.

Academically Oriented Organizations:

National Student Education Association: An affiliate of the National Education Association, this organization is composed of students preparing to teach and is under guidance of the Division of Education.

Special Interest Clubs: The various departments of the university have organized clubs representing the field of English, science, behavioral science, art, business, education, mathematics, foreign language, and dramatics.

The Shaw Players and Company: An active theatre production company that schedules several theatrical productions throughout the year. Open to students, faculty and community persons. The Company and the academic program in Theatre hold membership in the National Association of Dramatic and Speech Arts.

University Choral Society: Several campus vocal groups are part of the society, among them the University Choir and the Women's Choir. These groups present frequent broadcasts and concerts throughout North Carolina and in states throughout the nation.

The University Concert Band: Open to students who are interested in instrumental music. Each year the group presents several concerts and provides music for many campus affairs.

The University Forensics Union: Shaw University is a member of the American Forensics Association and offers debating, oratorical, extemporaneous speaking and forensics programs, including formal instruction as well as varsity competition with other universities. The Forensics Union is open to any student interested in developing skills and talents in research techniques, the effective oral presentation of literary form, facts, and ideas, or in other phases of forensic studies.

The Marching Band: Participates in ceremonies at sports events and represents Shaw University on ceremonial occasions throughout the Southeast.

Military Science: Open to men and women students through a cooperative effort with St. Augustine's College and North Carolina State University. The program provides academic-military science curricula which offer both academic credit as well as financial assistance to participants.

The United Heritage Gospel Choir: Composed of students interested in the preservation and performance of religious musical contributions of the black American. This organization appears in concert throughout the Southeast and Northeast and performs at university convocations as an affiliated organization with the university.

Student Government:

The Student Government Association: Composed of elected student leaders who administer student affairs and represent all students in matters relating to their welfare.

The Men's Personnel Council: An organization of elected student representatives, concerned with matters affecting the co-curricular activities of the male students of the university.

The Women's Personnel Council: An organization of elected student representatives, concerned with the co-curricular activities of the female students. It serves as the major advisory student group dealing with affairs of women students.

The Student Adjustment Committee: Composed of elected students and led by the Student Council President, deals with problems in various areas of student life and conduct; the decisions rendered are subject to review by the Director of Student Life.

Class Organizations: Each class is organized by year and officers are elected for the purpose of transacting the affairs of the class while at Shaw University and to carry out such programs as the class may desire after graduation.

The Greek Council: Charged with coordinating the interests and activities of the fraternities and sororities.

Athletics: Shaw University provides a well-rounded athletic program including instruction in physical education, intercollegiate athletics, and intramural sports. The university is a member of the Central Intercollegiate Athletic Association. The Intercollegiate Sports Program includes soccer, basketball, track, tennis and golf, and is under the supervision of the Director of Athletics. The Program's objectives are the development of health, sportsmanship, group loyalty and wholesome living. Students who excel in one or more of the sports offered through this program may be eligible for financial assistance. To qualify, students are expected to meet the same standards of academic performance, need, and leadership qualities required of other Shaw students.

The intramural Sports Program promotes physical fitness, good sportsmanship, and self-reliance. The primary purpose of the intramural program is to provide every student on the Shaw campus the opportunity to participate in athletic and recreational activities. This program is supervised by the Intramural Director and student assistants.

The Pem Club: Composed of physical education majors who assist in sponsoring activities and events related to athletics at Shaw.

The Cheerleaders: Promote recognition and support for the varsity athletic teams throughout the year.

The Drill Team: Appears at sports events and on other occasions to demonstrate precision in close-order drill.

GREEK LETTER SOCIETIES AND SOCIAL FELLOWSHIPS

Four national Greek letter fraternities and four National Greek letter sororities have chapters on campus. The fraternities are Alpha Phi Alpha, Kappa Alpha Psi, Omega Phi Psi, and Phi Beta Sigma. The Sororities are Alpha Kappa Alpha, Delta Sigma Theta, Sigma Gamma Rho, and Zeta Phi Beta. Other fraternal organizations are Alpha Eta Omega Christian Fellowship, Groove Phi Groove Social Fellowship, Groove Phi Soul, Nu Gamma Alpha Social Brotherhood, Nu Gamma Mchumba and Social Sisterhood, Soul Phi Sigma, and Swing Phi Swing.





**UNIVERSITY PERSONNEL
TRUSTEES AND ADMINISTRATORS
FACULTY/STAFF**

SHAW UNIVERSITY BOARD OF TRUSTEES

Honorary

J. Melville Broughton, Jr., Raleigh, North Carolina
Attorney-at-Law

PAUL H. JOHNSON, Raleigh, North Carolina
Minister, Martin Street Baptist Church

CHANCY R. EDWARDS, Fayetteville, North Carolina
Minister, First Baptist Church

Ex Officio

ISRAEL B. SINGLETON, Adelphi, Maryland
Alumni Representative

George Wylie, Raleigh, North Carolina
Faculty Representative

JOHN R. MANLEY, Chapel Hill, North Carolina
President, General Baptist State Convention of North Carolina, Inc.

MILTON OWENS, Valley Forge, Pennsylvania
Manager, Curriculum Services Department American Baptist
Board of Education and Publication

C. C. CRAIG, Raleigh, North Carolina
Executive Secretary, General Baptist State Convention of North
Carolina

PRISCILLA BRODIE, Raleigh, North Carolina
Executive Secretary, Woman's Baptist Home and Foreign Mis-
sionary Convention of North Carolina

BRENDA NELSON, Raleigh, North Carolina
Student Representative

E. B. TURNER, Lumberton, North Carolina
Minister, First Baptist Church

Expiring 1982

KANAWHA Z. CHAVIS, Atlanta, Georgia
Director, Education Division, Leadership Development Program,
Southern Regional Council

C. MELVIN CREECY, JR., Rich Square, North Carolina
Elected Public Official, N. C. State House of Representatives

- GEORGE GOODWIN, SR.**, Raleigh, North Carolina
Retired Executive, T. A. Loving Company
- O. L. HAIRSTON**, Greensboro, North Carolina
Minister, Shiloh Baptist Church
- DOROTHY M. HAITH**, Fort Valley, Georgia
Professor and Director, Learning Resources Center, Fort Valley
State University, SECRETARY
- CLARK S. BROWN**, Winston-Salem, North Carolina
Mortician
- JOHN W. WHITE**, Asheville, North Carolina
Minister, Mount Zion Baptist Church
- JOHN H. FOSTER**, Norfolk, Virginia
Minister, Shiloh Baptist Church
- JOHN W. LUCAS**, Durham, North Carolina
Principal, Hillside High School
- G. RAYMOND CHRISTIANSEN**, Fairview, North Carolina
Retired Banker

Expiring 1983

- O. L. SHERRILL**, Raleigh, North Carolina
Retired Executive, General Baptist State Convention, CHAIRMAN
- JYLES J. COGGINS**, Raleigh, North Carolina
President, Coggins Construction Company
- WILLIAM H. JONES, JR.**, Elizabeth City, North Carolina
Retired Educator
- LESLIE A. PEARCE**, Raleigh, North Carolina
District Manager of Raleigh, Carolina Power and Light Co.
- MOSES A. RAY**, Tarboro, North Carolina
Dentist
- JOHN W. WINTERS**, Raleigh, North Carolina
Real Estate Broker and Builder
- JIMMY GREEN**, Raleigh, North Carolina
Lieutenant Governor
- MRS. DANIEL M. LOTZ**, Raleigh, North Carolina
Homemaker

Expiring 1984

A. J. TURNER, Raleigh, North Carolina
President, T & T Associates

JOHN H. BAKER, JR., Raleigh, North Carolina
Sheriff, Wake County

GEORGE C. DEBNAM, Raleigh, North Carolina
Physician, VICE CHAIRMAN

J. JASPER FREEMAN, Norfolk, Virginia
Minister, Queen Street Baptist Church

WILLIAM S. HERRMANN, Stamford, Connecticut
Attorney-at-Law

PAUL C. PERKINS, Orlando, Florida
Attorney-at-Law, TREASURER

WILLIAM C. RAINES, New York, New York
Attorney-at-Law

STEVIE WONDER, Hollywood, California
Entertainer

JOE LOUIS DUDLEY, Chicago, Illionis
President, Dudley's Beauty and Barber Supplies

FRED RICHMOND, New York, New York
Congressman

GEORGE MONK, High Point, North Carolina
President, Monk's Furniture of High Point

MILTON DANIELS, Wilson, North Carolina
Retired Educator

MRS. ELIZABETH S. RANDOLPH, Charlotte, North Carolina
Assistant Superintendent of Schools, Mecklenburg County

MRS. DIMPLE M. NEWSOME, Ahoskie, North Carolina
Public School Teacher

MRS. FLORENCE G. CHAVIS, Red Oak, North Carolina
Director, Learning Resources Center, Nash County Technical
Institute

ADMINISTRATION AND STAFF

President's Office

- Stanely H. Smith** President (1978)
 B.A., M.A., Fisk University;
 Ph.D., Washington State University
- Roberta F. Floyd** Assistant to the President (1949)
 North Carolina Central University
- Walter J. Smith** Secretary to the President and
 Coordinator of Secretarial Pool (1980)
 Cortez Peters' Business College
- Marilyn J. Fields** Director of Personnel (1976)
 B.A., Shaw University
- Genevea Highsmith** Receptionist (1969-1979, 1980)

ACADEMIC AFFAIRS & RESEARCH

- Wilmoth A. Carter** Vice-President of Academic Affairs
 and Research; Distinguished Professor
 of Sociology (1950-63; 1966)
 B.A., Shaw University; M.A., Atlanta University;
 Ph.D., University of Chicago
- McLouis Clayton** Associate Vice-President of Academic Affairs
 and Research; Grants & Contracts (1966)
 B.S., Shaw University
 M.A., Atlanta University
 Ph.D., North Carolina State University
- Robert E. Powell** Associate Vice President of Academic Affairs
 and Research; Planning & Services (1968)
 B.A., A & T State University
 M.A., North Carolina State University
- Gloria K. Smith** Assistant Vice President of Academic Affairs
 and Research, and Associate Dean of Students (1968)
 B.A., Shaw University
 M.Soc., North Carolina State University
- Martha W. Wheeler** Assistant to the Vice President
 (1940-42; 1946)
 B.A., Shaw University
 M.A., Tennessee State University
- Patrick Elliott** Director, Proposal Development (1966)
 B.A., Ottawa University
 M.A., Ph.D., University of Chicago

Mildred Hooker Administrative Assistant (1962)
B.A., St. Augustine's College

Records and Registration

Rudolph Williams Director (1966-69; 1974)
B.S., Hampton Institute
M.S., North Carolina Central University

Jennie Brown Assistant to the Director
and Veterans Coordinator (1962)
B.A., Shaw University

Library/Learning Resources Center

Clarence Toomer Director (1980)
B.A., Livingstone College
M.L.S., North Carolina Central University

Bernice Rainbow Reference Librarian (1949-49; 1962)
B.A., Spellman College
B.L.S., Atlanta University

Robena Bradley Cataloguer (1959)
B.A., Shaw University
M.L.S., North Carolina Central University

Marion Bryant Acquisitions Librarian (1969)
B.S., Library Service
Florida A & M University

Ramona Jones Public Service Librarian (1980)
B.A., Fisk University
M.L.S., Atlanta University

Beatrice Martin Circulation Librarian (1946)
B.A., Shaw University

Janice Hocutt Secretary (1979)
B.A., Shaw University

Upward Bound/Special Services

Joan Barrax Director (1970)
B.A., Howard University
M.A., University of Pittsburgh
(on leave 1981-82)

Gregory Jenkins Assistant Director/Counselor for
Upward Bound (1978)
B.A., Shaw University; M.A., Trenton State

- Karen Banks** Acting Director (1981)
B.A., M.A., Fisk University (1981)
- Robert Simmons** English Specialist (1970)
B.A., Shaw University; M.A., Columbia University
- Linda Barlow Jones** Secretary (1979)
- Sandra H. Jackson** Counselor/Coordinator (1980)
B.A., Winston-Salem State University
M.S., A & T State University
- Martha Cobb** Administrative Assistant (1980)
A.S., Hardbarger Junior College

Tutoring Center

- Rosalie B. Williams** Director (1945-54; 1967)
B.A., Shaw University; M.A., Columbia University
- Bessie Stringfellow** Coordinator of Peer Tutors (1974)
B.S., Barber Scotia College
- Caswell Carter** Mathematics Tutor (1979)
B.A., Shaw University

Military Science

- LTC J. Larry Green** Professor of Military Science (1980)
B.S., Tennessee State University
M.A., Central Michigan University
- CPT Brad M. Beasley** Assistant Professor of Military Science
B.S., Central State University
- CPT Earl L. Reeves** Assistant Professor of Military Science
B.S., Stetson University
- SSG Elsie J. Robinson** Chief Administrator NCO
Shaw University
- Captain James E. Mitchner** Assistant Professor of
Military Science (1977)
Park College
- Captain Dennis E. Weems** Assistant Professor of
Military Science (1979)
B.A., University of California
- Sergeant Major Lonnie L. Spivey, Jr.** Principal
Drill Instructor (1977)
- Master Sergeant Harry Sass** Operation NCO (1980)
A.A., Fayetteville State University
- Staff Sergeant Randall Montgomery** Supply Sergeant (1980)
- Staff Sergeant Bruce A. Williams** (1979)
A.A., Gardner School of Business

CHILD DEVELOPMENT ASSOCIATE OFFICE

- Vernice Loveless** Project Director (1978)
 B.A., Briarcliff College
 M.A., Lehtman College
- Carol Lynch** Instructor/Supervisor (1980)
 B.A., Shaw University; M.S., Queens College
- Paulette Hicks** Instructor/Center Director (1975)
 B.A., Shaw University;
 M.Ed., North Carolina Central University
- Earlyn Lawrence** CDA Field Supervisor (1981)
 B.S., Tennessee State University
 UNC Charlotte
- Sharon Brown** Secretary (1979)
 B.A., Shaw University

CENTER FOR ALTERNATIVE PROGRAMS IN EDUCATION

Administration

- McLouis Clayton** Director (1966)
 Ph.D., North Carolina State University
- Robert E. Powell** Coordinator (1968)
 M.A., North Carolina State University
- James Mikell** Recruiter (1979) (Charleston)
 B.A., Shaw University
- Jewell Mikell** Local Coordinator (Charleston)
 M.A., Columbia University
- Carolyn White** Secretary (1980)
- William McCollum** Coordinator (Fayetteville)
- William Banks** Coordinator (High Point)

Academic Division Heads

- Blanche Curry** Chairperson (1980)
 Core Studies and Assistant Dean of Students
- Rejendra De** Chairman, Pre-Professional Studies (1959)
- H. Donnell Lewis** Chairman, Communications (1973)
- Ivory Lyons** . . . Chairman, Business and Public Administration (1980)
- Urabi Mustafa** Director, International Studies (1966)
- George Wylie** Chairman, Education (1979)
- Robert Williams** Chairman, Human
 Resources & Human Development (1979)

INSTRUCTIONAL FACULTY

(Full-Time)

- Orus Barker** Professor (1968)
 B.A., Duke University;
 M.Div., Union Theological Seminary;
 Ph.D., Duke University
- Henri A. Belfon** Assistant Professor (1981)
 B.A., M.A., Columbia University
- Charles Biney** Instructor (1980)
 B.S., St. Augustine's College;
 M.B.A., Atlanta University
- Lynn S. Bitting** Instructor (1979)
 B.A., Shaw University;
 M.S., Long Island University
- Carolyn L. Blaine** Instructor (1979)
 B.S., Virginia Union University;
 M.A., Pennsylvania State University
- Joanne Booth** Instructor (1980)
 B.A., M.B.A., West Virginia University
- James E. Byers** Director of Educational Self-Study (1973)
 A.B., Shaw University; M.A., Columbia University
- Horace Caple** Associate Professor (1969)
 B.A., Hampton Institute; M.A., UNC Chapel Hill
- Patricia C. Caple** Associate Professor (1969)
 B.A., Hampton Institute;
 Ph.D., Union for Experimenting College & Universities
- Elizabeth Cofield** Associate Professor (1946)
 B.S., Hampton Institute;
 M.A., Professional Diploma, Columbia University
- Benjamin Cuker** Assistant Professor (1981)
 B.S., M.S., Ph.D., N.C. State University
- Blanche Curry** Associate Professor &
 Assistant Dean of Students (1980)
 B.A., Clark College; M.A., Ph.D., Brown University
- Grady Davis** Professor, Assistant Dean of Students
 (1952-65; 1977)
 A.B., Shaw University;
 M.Div., Andover-Newton Theological School;
 Ph.D., Boston University
- Nancy Elliott** Assistant Professor (1966)
 B.A., Malone College; M.A., University of South Dakota

- Patrick Elliott** Professor (1966)
 B.A., Ottawa University;
 B.D.; M.A., Ph.D., University of Chicago
- Jesus D. Farias** Professor (1964)
 S.Sc.D., University of Havana;
 M.A., University of North Carolina;
 LL.D., University of Havana
- Sarah E. Foster** Instructor (1981)
 B.A., N.C. State University
 M.Ed., N.C. Central University
- Lawrence Gould** Associate Professor (1966)
 B.S., M.S., Virginia State University
- Ruby Hargrove** Instructor (1977)
 B.S.C., M.B.A., North Carolina Central University
- Robert Hastings** Associate Professor (1979)
 B.A., Drew University; D.A., University of Oregon
- George Hatcher** Instructor (1971)
 B.A., North Carolina Central University;
 M.A., UNC-Greensboro
- Willie High** Associate Professor (1966)
 B.A., Shaw University; M.A., New York University
- James Hunt** Associate Professor (1968)
 B.A., Tufts University;
 S.T.B., S.T.M., Boston University;
 Ph.D., Syracuse University
- Arnold Kajumbula** Assistant Professor (1981)
 LL.B., University of Thessaloniki
 M.C.J., Howard University Law School
 S.J.D., George Washington University
- Elizabeth Laizner** Professor (1965)
 Ph.D., Matura Humanistisches Gymnasium, Vienna
- H. Donnell Lewis** Associate Professor (1973)
 B.A., Shaw University;
 M.A., Central Michigan University;
 Ph.D., University of Illinois
- Sherma H. Lindsey** Instructor (1980)
 B.A., Talladega College;
 M.S., University of Wisconsin
- Thomas Lominac** Assistant Professor (1975)
 A.B., M.S., Ph.D., University of North Carolina
- James Longmire, Artist in Residence (1981)**
 B.A., St. Augustine's College
 M.A., UNC-Greensboro

- Ivory L. Lyons** Professor (1980)
A.B., Morehouse College; A.M.; Ph.D., Harvard University
- Willie McElroy** Assistant Professor (1979)
B.A., Alabama State University;
M.A., Morgan State University
- Jerry McLeod** Instructor (1976)
B.A., Fisk University; M.B.A., Atlanta University
- Minnie W. McMillan** Assistant Professor (1966)
B.A., Bennett College;
M.F.A., Catholic University of America
- Bishetta Merritt** Associate Professor (1980)
B.A., Fisk University; M.A., Ph.D., Ohio State University
- Saliva Mishriky** Assistant Professor (1981)
B.A., M.A., Ph.D., University of North Carolina, Chapel Hill
- Munawar Mustafa** Associate Professor (1966)
B.A., American University of Beirut;
M.A., American University of Washington;
Ph.D., Duke University
- Urabi Mustafa** Professor (1966)
Ph.D., American University of Washington
- John Newell** Associate Professor (1979)
B.S., M.S., Ph.D., Northwestern University
- John O'Connell** Associate Professor (1980)
A.B., Atlantic Christian College;
M.A., University of Alabama;
Ph.D., North Carolina State University
- Alexander Okafor** Instructor (1980)
B.S., St. Augustine's College; M.S., Appalachian State
- David K. Osborne** Associate Professor (1980)
B.A., Herain College; M.A., Ph.D., Ohio State College
- Kanti Patel** Associate Professor (1966)
B.S., B.A., M.S., Gujrat University;
A.M., Duke University;
Ph.D., North Carolina State University
- Vaid Prakash** Associate Professor (1976)
B.Sc., M.Sc., Rajasthan University;
M.A., Nagpur University;
M.P.A., Ph.D., University of Southern California
- Minnie Pratt** Assistant Professor (1980)
B.A., University of Alabama; Ph.D., UNC Chapel Hill
- Jasper Pressley** Assistant Professor (1980)
B.A., M.A., Federal City; Ph.D., Howard University

- Mohammad M. Qasim** Assistant Professor (1980)
 B.S., Findlay College;
 M.A., Bowling Green State University;
 Ph.D., University of Cincinnati
- Warren Reynolds** Instructor (1979)
 B.S., Tuskegee Institute;
 M.A., North Carolina A & T State University
- Nancy Ping** Associate Professor (1979)
 B.A., Indiana University;
 M.A., University of Northern Colorado;
 Ph.D., University of Colorado, Boulder
- Lee A. Royster** Instructor (1965-67; 1976)
 B.A., Florida A & M; M.S., Kansas State Teachers College
- Laila Russell** Associate Professor (1969)
 B.S., University of Ein Shams;
 M.S., Ph.D., University of Wisconsin
- George Russell** Assistant Professor (1980)
 B.S., M.S., Ph.D., University of Wisconsin
- Minnie Sangster** Assistant Professor (1980)
 B.A., St. Andrews Presbyterian College;
 M.A., University of North Carolina, Chapel Hill
- Vivian Sansom** Associate Professor (1960)
 B.A., Talladega College; M.Ed., Boston University
- Souad Shehata** Assistant Professor (1968)
 B.S.C., Cairo University;
 M.B.A., George Washington University
 (On Leave)
- William M. Spann** Associate Professor (1960)
 B.A., Shaw University;
 M.A., Teachers College, Columbia University;
 D.A., Middle Tennessee State University
- Robert Williams** Associate Professor &
 Assistant Dean of Students (1979)
 B.S., M.S., Howard University;
 Ph.D., University of Minnesota
- Colonel Vaughn Witten** Instructor (1979)
 B.A., North Carolina State University;
 M.A., Northern Colorado University
- George Wylie, Jr.**, Associate Professor (1979)
 B.S., Winston-Salem State University;
 M.S., North Carolina A & T State University;
 Ed.D., Virginia Polytechnic University

BUSINESS OFFICE

William E. Love Business Manager (1967)
B.A., Shaw University

Marie Clark Administrative assistant (1971)
A.A., Durham Business College

Accounting

Gloria Jones NDSL Clerk & Purchasing (1972)
A.A., King's Business College

Hazel L. Smith Accounting Clerk (1974)
Sanford Business College

James Gambrell Accountant (1968)
A.B., Morehouse College

Arthur Anthony Accountant Clerk (1975)
B.A., Shaw University

Lamma Adams Chief Accountant (1973)
B.S., National Business College

Cashier's Office

Polly Watson Cashier (1973)
Johnson Technical Institute & Shaw University

Lauren Braxton Cashier (1979)
Drakes School of Business

STUDENT AFFAIRS

Mack Sowell Dean of Student Affairs (1970)
B.A., Shaw University

Ronald Swain University Minister and
Associate Dean of Students (1974)
B.A., M.Ed., Duquesne University
M.Div., Shaw University

Theodore Hindsman Director of Financial Aid (1968)
B.A., Shaw University

Wanda Cox Abdulla Assistant Director of Financial Aid (1979)
B.A., Shaw University

Regina Phifer Director of Counseling (1979)
B.A., Shaw University
M.A., Montclair State College

Fred Langley Director of Student Loans (1979)
A.A., Beaufort County Community College;
B.A., Shaw University

- Deborah McManus** Financial Aid (1980)
- Ann H. Griffin** Director of Women's Residence (1974)
B.A., Elizabeth City State University
- Bobby Lee Sanders** Acting Director of Men's Residence (1978)
B.S., Shaw University
M.S.H.P., North Carolina Central University
- Louise W. Lewis** Coordinator of Career Placement
and Planning (1960)
Payne's Business School; Butler University
- Carolyn McCory** Staff Nurse (1981)
A.A., Wake Technical Institute
- Mayme L. Banks** Residence Counselor (1973)
A.A.S., Wake Technical Institute
- David Lee Howard** Residence Counselor (1979)
- Daniel Damon White** Administrative Assistant (1971-72; 1975)
B.A., Shaw University
- Yvonne C. Joyner** Secretary, Financial Aid (1979)
- Barbara A. Byrd** Secretary (1979)
Hardbarger Business College

UNIVERSITY RELATIONS

- Thomas E. Kee** Vice President (1948)
B.A., Shaw University; M.A., Columbia University
- Lillie Mae Dunn** Administrative Assistant (1961)
- James M. Mitchell** Special Assistant to the Vice President and
Director of Recruitment and Admissions (1974)
B.A., Shaw University
- Constance Mitchell** Assistant Director of Admissions (1980)
- Kenneth C. Wilkins** Special Assistant to the Vice President and
Director of Development and Alumni Relations (1979)
B.A., Shaw University; M.A., Bowling Green State University;
J.D., University of Kentucky
- Thalmus Rasulala** Associate Director of Development and
Artist in Residence (1978)
B.A., University of Redlands
- Vivian Galbreath** Secretary for Development (1973)
- Elizabeth Badgett** Secretary (1979)
A.A., Wake Technical Institute
- Robert A. McManus** Information/Communications
Specialist (1980)
B.S., Baylor University

Delmar Grant Harris Recruiter (1978)
B.A., Shaw University

Patricia Payne Harris Recruiter (1979)
B.A., Shaw University

Radio Station

Cathis Hall News/Sports Director (1980)
B.A., Shaw University

David C. Linton General Manager, WSHA (1980)
B.A., Shaw University

National Weather Service

Gary Mayo Announcer/Supervisor (1980)
B.A., Shaw University

Sharon Newkirk Announcer/Supervisor (1980)
B.A., A&T State University

Church Relations

John W. Fleming Special Assistant to the Vice President and
Director of Church Relations (1953-54; 1964)
A.B., Shaw University; M.D., Vanderbilt Divinity School;
D.M., Columbia University

O.A. Dupree Assistant to the Director of Church Relations
B.S., A&T State University;
M.A., University of Michigan

Intercollegiate Athletics

William M. Spann Athletic Director (1960)
B.A., Shaw University; M.A., Columbia University;
D.A., Middle Tennessee State University

Warren Reynolds Assistant Athletic Director &
Head Basketball Coach (1979)
B.S., Tuskegee Institute;
M.A., North Carolina A & T State University

Lynn Bitting Coordinator, Women's Athletics &
Coach, Softball & Women's Volleyball &
Coordinator of Intramural Athletics (1979)
B.A., Shaw University; M.S., Long Island University

Alfonza Carter Assistant Basketball Coach;
Coach, Tennis & Men's Volleyball &
Coordinator of Intramural Athletics (1980)
B.S., North Carolina A & T State University

- Lee A. Royster** Coach, Track & Cross Country (1965-67; 1976)
B.A., Florida A & M; M.S., Kansas State Teachers College
- Gregory Jenkins** Women's Basketball Coach (1978)
B.A., Shaw University; M.A., Trenton State
- Jerry McLeod** Golf Coach (Part-Time)
- Bobby Sanders** Baseball Coach (Part-Time)
- Robert McManus** Sports Information Director (1980)

PLANNING, MANAGEMENT, EVALUATION/ MANAGEMENT INFORMATION SYSTEM AND UNIVERSITY SERVICES

- Robert E. Powell** Special Assistant to the President (1968)
B.S., A & T State University;
M.A., North Carolina State University
- Brenda S. Pegues** Administrative Assistant - (1979)
- Elnora Kee** Manager, Bookstore (1945)
B.A., Shaw University
- Janice Tomlinson** Assistant Bookstore Manager (1978)
B.A., St. Augustine's College
- Princess Haywood** Manager, Post Office (1971)
- Vyneder Burwell** P.O. Assistant (1980)
- Calvin Swinson** Director of Services (1971)
B.S., University of Maine; A & T State University
- George Parker** Supervisor/Janitorial Services (1979)
Wake Technical Institute
- Eugene Howell** Superintendent of Grounds (1932)
- Felix Anderson** .. Director, Management Information System (1979)
B.S., Baruch College;
C.D.P., City University of New York
- James W. Harris** Senior Programmer Analyst (1976)
B.S., North Carolina State University
- Melvin Bullock** Junior Programmer (1979)
A.A., Vance-Granville Community College
- Jessie B. Smith** Stenographer Specialist II (1972-78; 1979)

- Joe Lewis** Manager, ARA Services (1975)
A.S., University of Maryland;
Fayetteville Technical Institute

- Alice Fleming** Assistant Grant Coordinator/
Administrative Assistant (1980)
A.A.S., Halifax Community College
B.A., N.C. Wesleyan College

- Jarden Gibson** Director, University Graphics (1980)
B.S., M.S., State University of N.Y.
U.L.C. California

- Susan Harrison** Secretary (1980)
Shaw University

- Phyllis M. Murray** Secretary (1980)

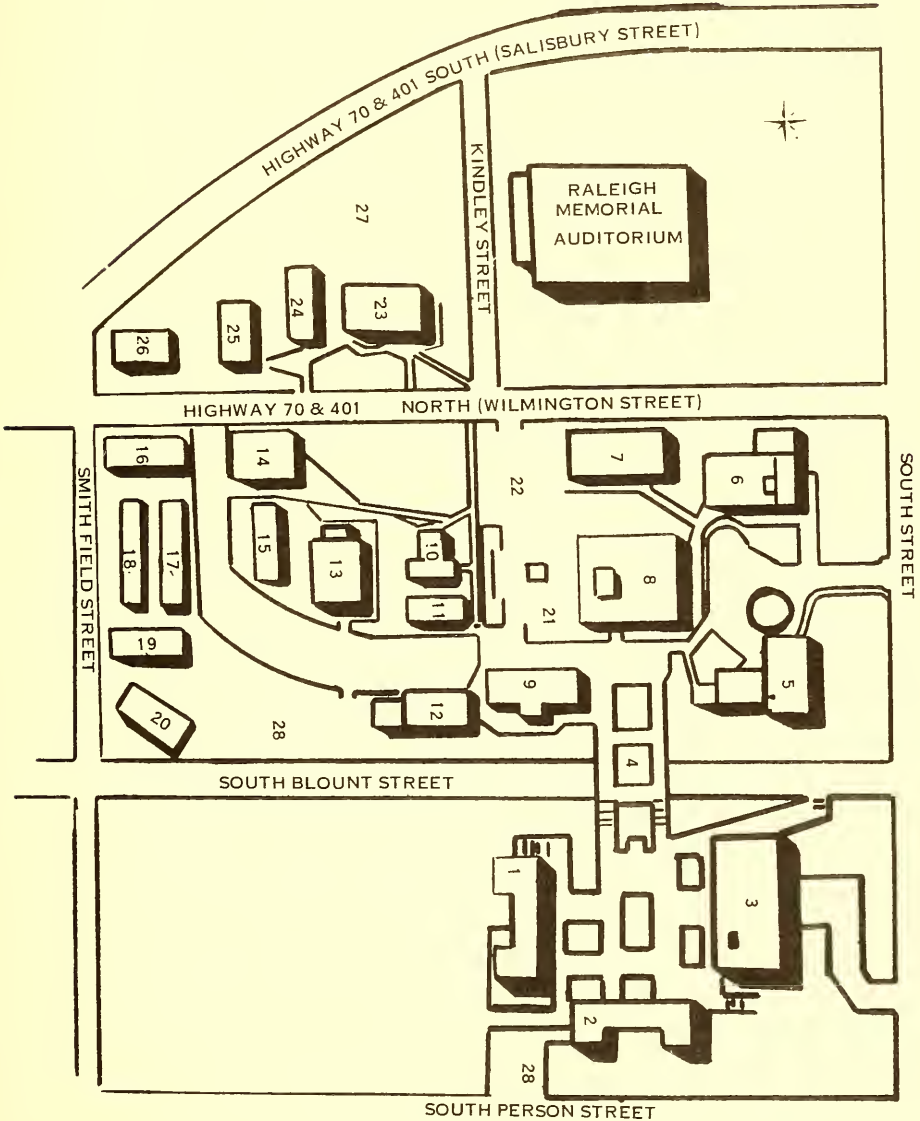
- Sylvia Tabron** Secretary (1977)



SHAW UNIVERSITY CAMPUS

LEGEND

1. Men's Residence
2. Women's Residence
3. Student Union
4. Blount Street Bridge and Mall
5. Estey Hall
6. Messerve Hall
7. Roberts Science Hall
8. Learning Resources Center (Library), and WSHA-FM
9. Administration Building
10. University Church
11. University Graphics
12. Greenleaf Hall
13. Spaulding Gymnasium
14. Tupper Hall
15. Physical Plant (Boiler)
16. Physical Plant (Offices)
17. North Hall (Drama Department) (Secretarial Pool)
18. South Hall
19. Administrative and Urban Sciences Building
20. Speech and Hearing Clinic
21. Tupper Memorial Garden
22. Parking Lots
23. Tyler Hall
24. Leonard Hall
25. Teacher Education Building
26. Duplex Building
27. Parking Lots
28. Parking Lots



SOUTH PERSON STREET

