



The
**SHAW
PLAN**

1975 - 1977



**SHAW UNIVERSITY
RALEIGH
NORTH CAROLINA**

Dr George C. Debnam
Rene 1615 E Davis
834-4602

524 S. Brent
832-1667

George E. Debraun

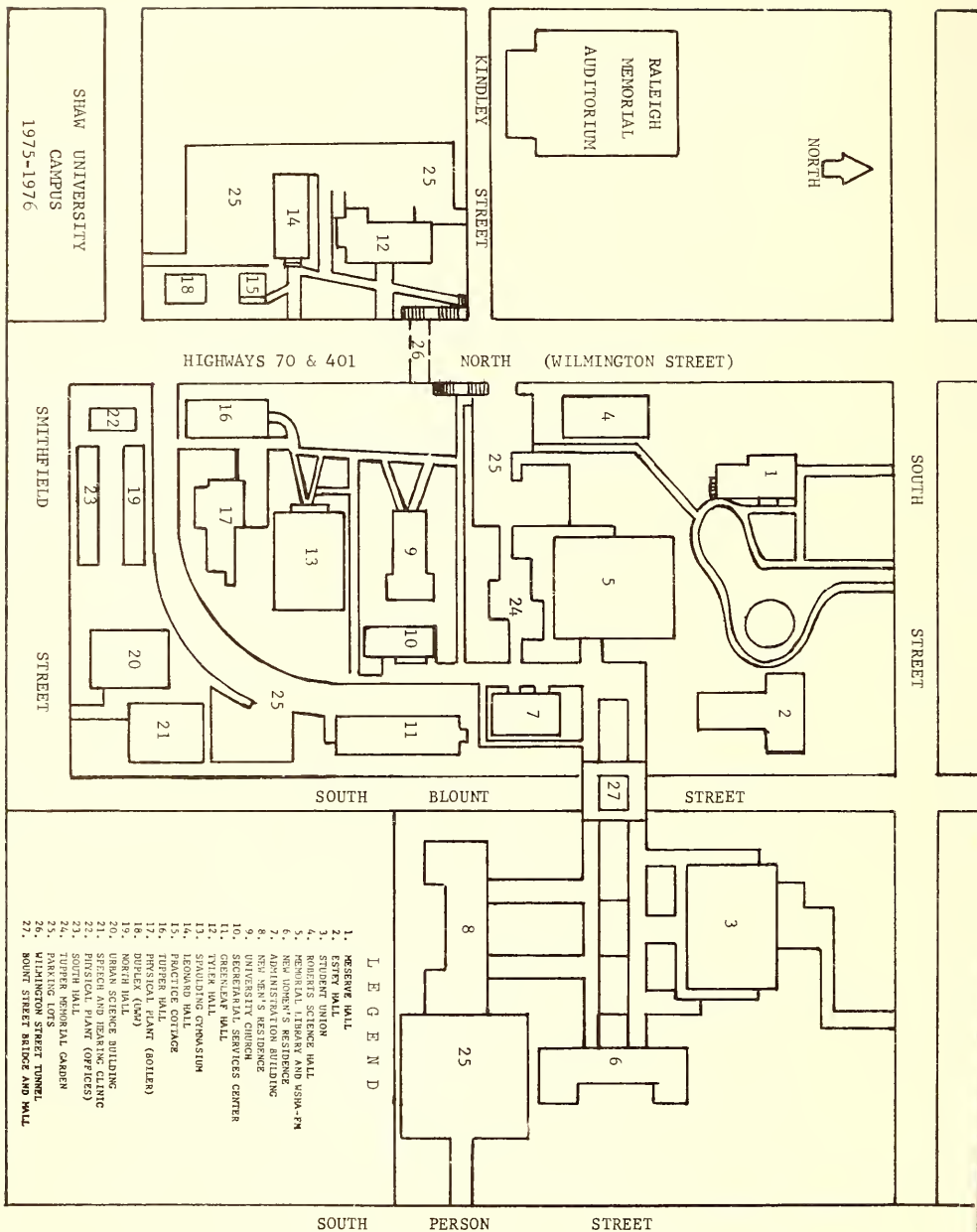
Stanley H. Smith

The
SHAW
PLAN

1975 - 1977



HIGHWAYS 70 & 401 SOUTH (SALISBURY STREET)



SHAW UNIVERSITY
CAMPUS
1975-1976

- L E G E N D
1. RESERVE MALL
 2. ESTRY MALL
 3. STUBBIE UNION
 4. MURPHY MALL
 5. MEMORIAL LIBRARY AND USIA-FM
 6. NEW WOMEN'S RESIDENCE
 7. ADMINISTRATION BUILDING
 8. UNIVERSITY RESIDENCE
 9. UNIVERSITY RESIDENCE
 10. SENATORIAL SERVICES CENTER
 11. GREENLEAF MALL
 12. STYER MALL
 13. COMPASSION
 14. LEONARD MALL
 15. PRACTICE COTTAGE
 16. TUOPER MALL
 17. TUOPER MALL (GOLFER)
 18. DUPREY (GOLF)
 19. NORTH HALL
 20. URBAN SCIENCE BUILDING
 21. PHYSIO AND HEARING CLINIC
 22. TUOPER MALL (1975-1976)
 23. SOUTH HALL
 24. TUOPER MEMORIAL GARDEN
 25. PARKING LOTS
 26. UNDERGROUNDE TUNNEL
 27. ROUTE STREET BRIDGE AND MALL

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UNIVERSITY CALENDAR - 1975-76

FALL SEMESTER - 1975

AUGUST

- 16 Residence halls open for new students
- 18 Orientation for new students begins and financial clearance for new students A-J
- 19 Financial clearance for new students K-Z
- 20 Placement testing
- 22 Academic registration for new students
- 24 Residence halls open for returning students
- 25 Registration and financial clearance for returning students A-J
- 26 Registration and financial clearance for returning students K-Z
- 27 Classes begin
Late registration starts

SEPTEMBER

- 3 Late registration ends
- 5 Last day to add a course
- 19 Fall Opening Convocation
Last day to apply for December graduation
- 26 Last day to drop a course without a grade
Last day to withdraw and receive partial tuition refund

OCTOBER

- 22 All incomplete grades must be removed
Mid-semester reports

NOVEMBER

- 5 Coronation of Miss Shaw
- 7 Founder's Day
- 8 Homecoming
- 27-30 Thanksgiving recess

DECEMBER

- 1 Classes resume
- 12 Last day of class
- 15-18 Final Examinations
- 19 Fall semester ends for students

SPRING SEMESTER - 1976

JANUARY

- 5 Faculty workshop
- 10 Residence halls open for all students
- 11 Orientation for new students
- 12 Registration and financial clearance A-J
- 13 Registration and financial clearance K-Z
- 15 Special day for memorial
- 16 First day of classes
Late registration begins
- 22 Late registration ends
Last day to add a course
- 30 Last day to apply for May graduation

FEBRUARY

- 16 Last day to drop a course without a grade
Last day to withdraw and apply for partial tuition refund
- 22-27 Religious emphasis week

MARCH

- 5 Last day to remove incomplete grades
Mid-semester progress reports

APRIL

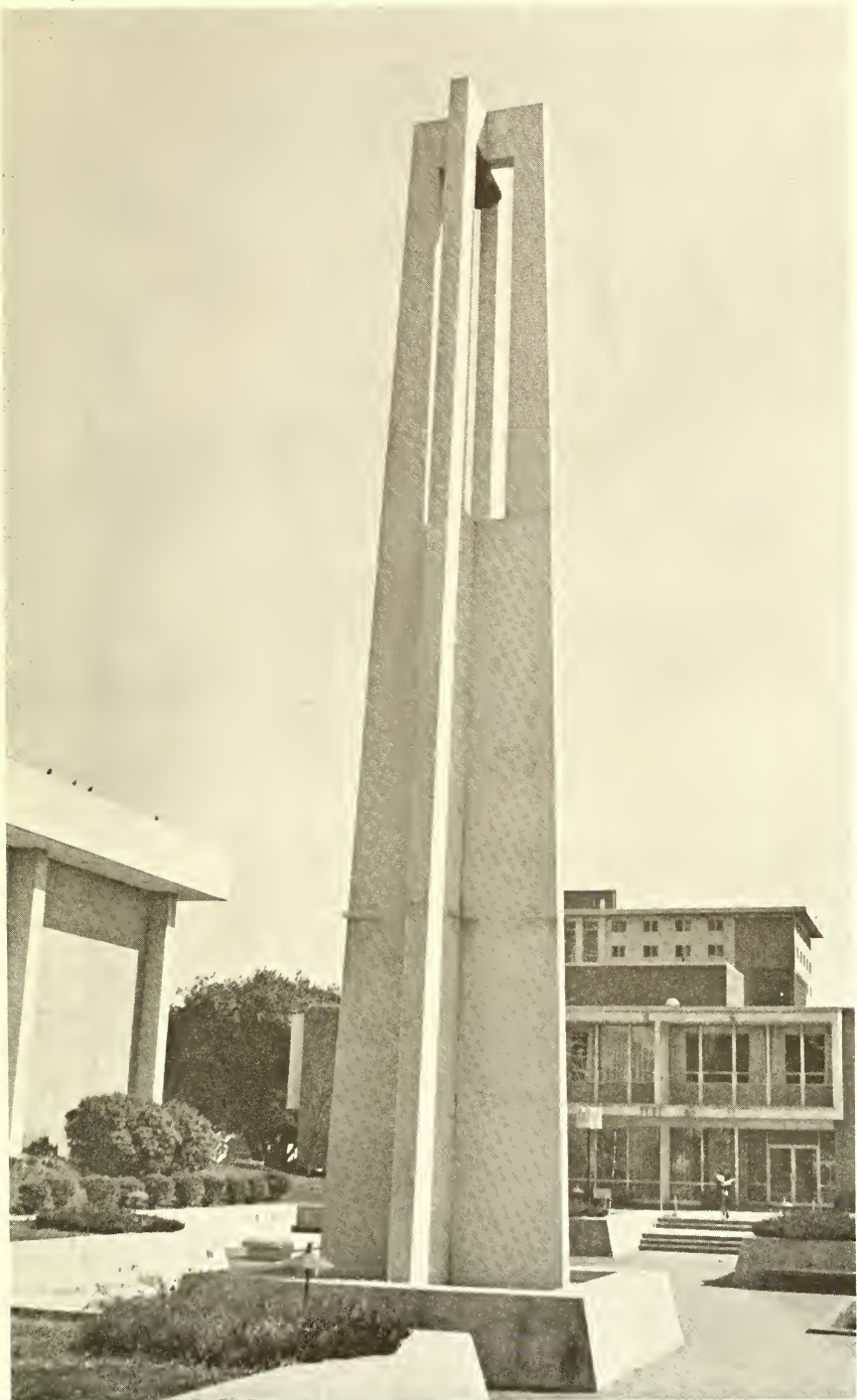
- 16-25 Easter recess
- 26 Classes resume

MAY

- 4 Examinations for prospective graduates
Last day of classes
- 7-12 General examinations
- 14 Post school conference
Spring semester ends
- 16 Graduation

(Note: The Shaw University Calendar for 1976 - 77 will be published as an addenda during the Spring Semester of 1976.)







Wales Mass.

PAST, PRESENT, AND FUTURE



THE HISTORY OF SHAW

On December 1, 1865, Henry Martin Tupper, of Monson, Massachusetts, assembled a class of freedmen in a room of the old Guion Hotel, located in the Capitol Square area of Raleigh, North Carolina.

Tupper's announced purpose for the class was to provide instruction in the Bible in order that these freedmen might become leaders and establish churches, conventions, and associations to carry on the work of the Baptist church. As this class grew in size it formed the basis for the organization of a school, the RALEIGH INSTITUTE, which became a part of a church-school complex erected in 1866 out of funds provided by the New England Freedman's Aid Society and Tupper's savings from his Civil War service.

In 1870, the school was relocated on the Daniel Barringer estate facing East South Street, and purchased for \$13,000. The purchase was made possible through Elijah Shaw, a woolen goods manufacturer of Wales, Massachusetts, who contributed \$5,000, the Freedman's Bureau which gave \$4,000, and solicitations made by Tupper himself in the amount of \$4,000. The school erected on this site became known as the SHAW COLLEGIATE INSTITUTE.

In 1875, it was incorporated as THE SHAW UNIVERSITY, named for its principal benefactor, Elijah Shaw. The character of the school indicates its establishment with respect to race, creed, or sex. It has been church-related and coeducational from its inception. The first college class was graduated in 1878.

In 1881, the university established the Leonard Medical School, the first four-year medical school in the nation. This medical school was followed by the establishment of a law school in 1886, and a school of pharmacy in 1891.

In March 1894, four months after the demise of Tupper, Charles Francis Meserve became president and remained at the helm until 1919.

In 1918, as a result of inadequate financial resources, the schools of medicine, law, and pharmacy were closed.

When Joseph Leishman Peacock became president in 1920, the major emphases of the university were expressed through the School of Theology and the College of Arts and Sciences. These emphases con-

tinued under the successive administrations of William Stuart Nelson, 1931 - 1936; Robert Prentiss Daniel, 1936 - 1950; William Russell Strassner, 1951 - 1961; James Edward Cheek, 1963 - 1969; and King Virgil Cheek, 1969 - 1971.

In January, 1971, J. Archie Hargraves was elected president and in July, 1971, he began his office. 1971-*Hargraves* ✓

From its inception to the present, the university has taken an innovative approach to education, a most recent one being the introduction of cooperative education coupled with broadened objectives and curriculum development.

The academic structure is encompassed within the divisions of Administrative and Urban Sciences, the Humanities and Arts, the Natural Sciences, Teacher Education, and the University Without Walls. Another unit, the Special Services Program is also a part of the total academic structure.

The physical plant of the university now consists of twenty-three buildings, nine of which have been completed since 1964. The campus is thus a mixture of new and old buildings. Plans for renovation of some older structures are underway at the present time. One such structure, Estey Hall, built in stages and completed in 1873, is under consideration for restoration as a National Historic Monument. The campus covers fifteen acres of grounds on the south edge of downtown Raleigh, adjacent to Raleigh Memorial Auditorium and the new Raleigh Civic Center complex to be completed in 1977.

PHILOSOPHY AND GOALS

Shaw University is an independent, privately-endowed college, whose founder established it for the purpose of teaching freedmen to read and interpret the Bible. This led to the formal training of ministers and teachers, followed by the preparation of doctors, lawyers, and pharmacists. Through the decades the university has continued to adjust its goals and objectives within the general framework of its motto, "Pro Christo et Humanitate".

While modifications have brought the deletion of the professional schools on the one hand, and separation of the Divinity School on the other, the original purpose of training teachers remains an expressed goal of the institution. Existent goals of the university, however, embrace more than the training of teachers, for the institution trains large numbers of students for a variety of fields.

THE SHAW PLAN

The Shaw Plan of education, inaugurated in the Fall of 1965, was the result of an in-depth study of educational and social needs of the contemporary student, taking cognizance of the resources and facilities of a rapidly developing college, and a re-evaluation of the vital role and purposes of the university as an institution of higher learning in twentieth century America.

Although the Shaw Plan continues to be modified and refined, it remains firmly committed to its original philosophy of education. More recently the plan was affirmed with the decision to make Shaw a center for research and community services, in addition to providing leaders, in order to assist students in becoming qualified participants in the systems and affairs of the nation.

Conceived principally as a program to discover and develop untapped talent, the Shaw Plan is designed to provide an unparalleled opportunity for a student to seek a college education and proceed toward the accomplishment of his educational and behavioral objectives within a period of time commensurate with his background, previous academic preparation, and achievement progress. By combining flexible admission requirements with rigorous graduation requirements, the Shaw Plan contributes to the continuing process of discovering new ways to teach and new ways to learn. Through these media, the university seeks to accomplish its institutional goals and missions.

INSTITUTIONAL MISSION

As a response to indigenous and universal conditions now obtaining, with veneration for a past contributed throughout many traditions and profound hope in spite of cloudy perceptions of a complex future, Shaw University enunciates the following missions:

1. To accept its historic role as a black college in identifying with the aspirations and problems of black people and to act as a vehicle for their liberation and base for their intellectual empowerment.
2. Do this by calling out of the black masses and into being a special cadre of liberated men and women through a process of higher education aimed at increasing black cope-ability in all dimensions. Due to increased urbanization, rationalization, and the advent of analytic machines and sophisticated capability, the black masses have come to understand that they are in a revolutionary situation which calls for blacks in producing a new reordering of principles, a new ethic and a new esthetic. Creation and development of what is called for is what such a cadre should be about.
3. To generate a new image of what black people may be, personally and socially, and specifically to have them discover knowledge, acquire understanding and reach profundity, while they simultaneously reach equality, affect transactions and move people into solidarity with other humans.
4. To develop a new breed of men and women in kind, consciousness, history, potential, power, methodology, value judgments, role and skill; able to think systematically and critically, ~~participate in~~ reflective actions, challenge outmoded mythologies, ~~ideologies~~ and orthodoxies, resist the pressures of conformity and ~~place~~ their lives on the line with regard to crucial issues as a result of positive self-concepts as black, whites or what else; and able also to create, and help others to create, a qualitatively different context for living.
5. To develop Shaw as the center of a learning network with guaranteed open access to those traditionally left out of higher education, so that they may experience a variety of exposures, involvements, learning resources, teaching styles, and research methods, in which all are about learning new languages of mind, body and spirit, facing new cultures and developing new capacities.

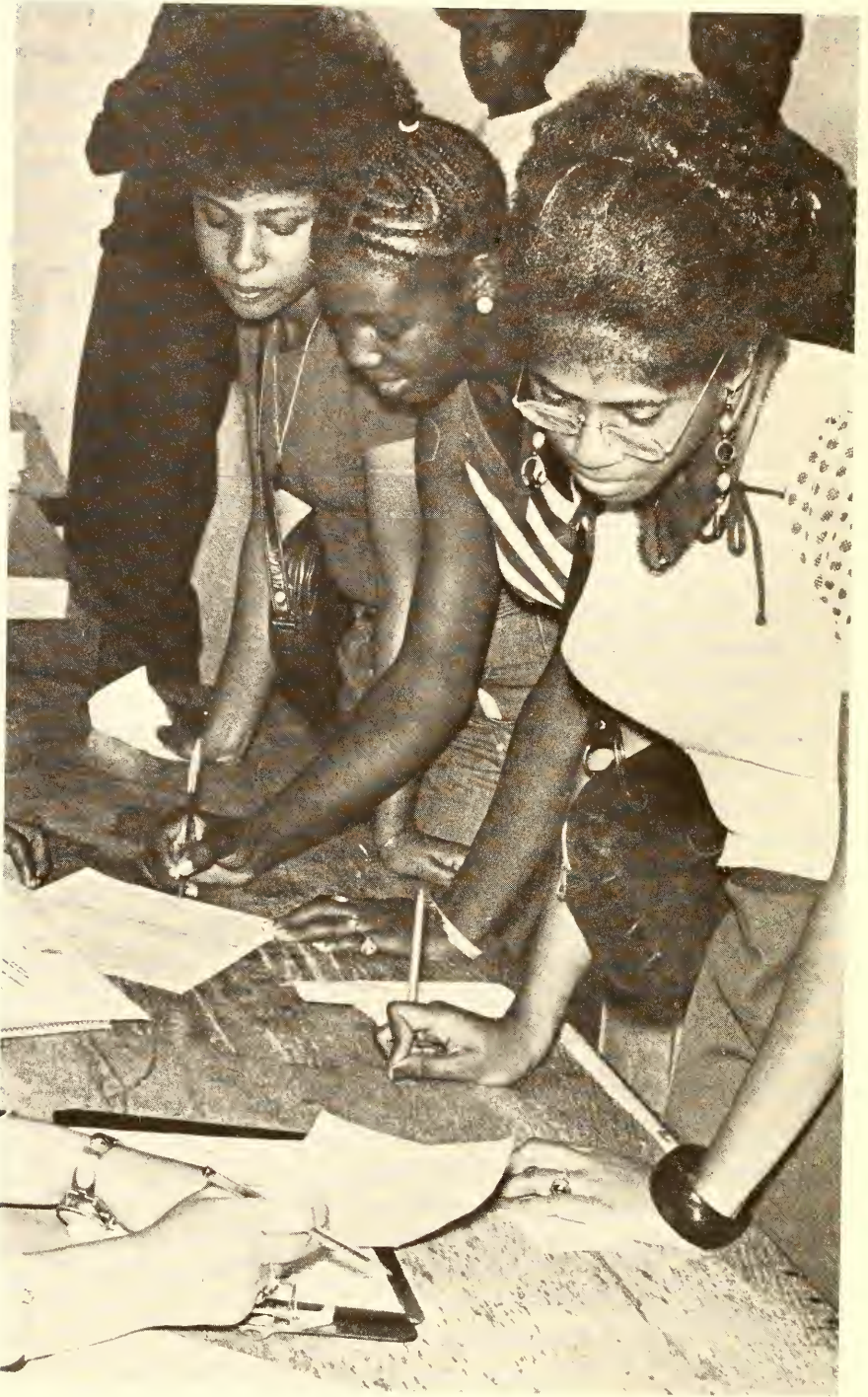
6. To gain financial and management stability so that Shaw is able to make a distinctive contribution to research, scholarship, speculative thought, and renewal and transformation of the educational process. In this connection, Shaw is about pushing back the frontiers of the human dilemma with the impact of the black dilemma, and utilizing the concerns and methodologies, thus generated as starting points for research into a variety of problems unhampered by traditional disciplinary contours.

H The stated missions of the institution are based on the philosophy of a black institution that is deep-rooted in black history and black experience. Nevertheless, time and time again the institution has renewed its mission when needed to respond to needs of the students, the society and the nation. In response, the institution's mission was reviewed and restated in 1964, 1969, 1972 and again in 1974. The Institutional Self-Study in 1971 has helped in renewing the mission based on hard data relating student's career objectives, the source and characteristics of the students the institution serves and the placement of the end product. This is also influenced by such factors as social trends, future direction of manpower needs and the educational programs to satisfy such trends. These influences have clearly dictated that within the constraints of resource limitations the institution would fulfill a set of well defined and specified goals as it moves along the rest of the decade of 1970.

The university community has developed a set of goals which the university wants to fulfill in the short and long-range period through its developmental processes. The goals are:

1. To recruit and maintain a diverse student body with different mixtures according to age, racial, ethnic and socio-economic strata, academic skills, and geographic regions.
2. To develop students who can synthesize, use and act upon information, experiences and learning methods from varied sources and different times.
3. To aid each student in developing self-confidence, self-understanding, a positive self-image, and values consonant with what he is, where he is, and what he is to do with what he develops.
4. To insure that students and faculty pursue and maintain high intellectual performance at all times.

5. To develop and implement solid fiscal stability.
6. To help students identify and develop means of achieving their personal and career goals.
7. To insure that students achieve adequate competencies in reading, writing and mathematics, and master no less than one academic discipline.
8. To develop, improve and perfect any student's foundation in communications, humanities and sciences.
- ✓ 9. To prepare students for advanced academic and professional work.
- ✓ 10. To help student and faculty development in scholarly inquiry, scientific research, problem definition and problem solution.
- ✓ 11. Continually to explore and develop innovative programs which stimulate their imagination, creativity, critical thinking and judgment.
- ✓ 12. Continually to evaluate and improve the effectiveness, efficiency and relevance of all university programs and operations.
- ✓ 13. To involve the total university in extending the boundaries of knowledge by encouraging and sponsoring community oriented services, speculative thought and university research.
14. To encourage the pursuit of excellent performance from all students and personnel.
15. To implement Shaw's tradition as a Christian and black university as something living handed over to the contemporary scene, rather than something dead handed down, as a basis for forging new, creative and critical perspectives which illuminate, respect, inspire, complement, and interface tradition, while being open to, interacting with, and respecting the diversity of faiths, perspectives and lifestyles now held by members of the university community.





ADMISSIONS

ADMISSIONS

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

The application 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 have Scholastic Aptitude Test or ACT scores on file with the Office of Admissions at Shaw University.

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

High school graduates who apply for admission to the regular university program must have no less than an overall average of "C" and should have acquired fifteen (15) acceptable units of credit: English - 4, Math - 2, Science - 3, and electives - 7. Non-high school graduates may be admitted when their preparation has been equated to that of high school graduates, as by G.E.D. scores.

An individual with an overall average of less than "C" may be considered for admission to the Special Services Program. He must exhibit a strong desire to attend college, and be recommended by his high school counselor.

An international student must show evidence of having completed his high school work by presenting a copy of his grades and diploma along with his application for admission. He must take and pass the T.O.F.E.L. examination and provide the Office of Admissions with evidence that he is able to meet all school costs and living expenses.

TRANSFER STUDENTS

A transfer student must submit an official transcript from each school that he previously attended. He is expected to have maintained a "C" average in previous college work. In cases where the minimum average has not been maintained, a student may become eligible for admission to Shaw by passing a prescribed examination(s).

Transfer of Credit from Accredited Institutions: Shaw University accepts transfer credits from all accredited institutions of higher education. Students must have received grades of "C" and above in the courses to be accepted. When transferring to Shaw, an official tran-

script from the institution previously attended must be sent to the Office of Records and Registration. No more than 90 semester units of credit from an accredited senior college, and no more than 70 semester units of credit from an accredited junior college may be accepted by Shaw.

Other Institutions: Credit from institutions not accredited by regional associations but which are credited by recognized, independent accrediting associations may be transferred to Shaw upon careful evaluation by the Office of Records and Registration and appropriate faculty. A maximum of 30 credits from such institutions may be transferred.

INTERINSTITUTIONAL PROGRAM

Students who desire to take courses at other Raleigh college campuses may secure Interinstitutional Forms from the Office of Records and Registration. Students are encouraged to enroll in courses at these institutions only when the desired courses are not offered at the home institution. This form of five copies must be approved by adviser and Director of Records and Registration.

ORIENTATION FOR NEW STUDENTS

Each year, Shaw conducts a program of orientation for students newly admitted. During this period all new students participate in a program which is planned to aid in adjustment to college life. Each student is assigned to an academic adviser at the time of registration.



REGISTRATION



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. Students who are registered late should consult their instructors regarding make-up work before completing registration.

Any changes made in a student's registration must have the official approval of the Office of Records and Registration and the student's academic adviser as well as of the instructors involved. A course may be added up to the tenth day after official registration. The **University Calendar** 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 within 48 hours of approval by a student's adviser.

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.

RALEIGH COOPERATING COLLEGES

Shaw University is a member of Raleigh Cooperating Colleges, a consortium of six accredited institutions of higher education in the city of Raleigh. Membership in this consortium affords unusual enrichment and resources availability to students in member schools.

Regularly enrolled students in member colleges and universities may register for credit in courses offered at other institutions provided that:

1. He has obtained his adviser's consent.
2. He satisfies all course prerequisites and is acceptable to the host institution.
3. Space is available in the desired course.

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.** Make checks and money orders payable to Shaw University.

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

If payments are mailed, the mailing address is as follows:

Vice President For Fiscal Affairs
Shaw University
Raleigh, North Carolina, 27602

PART-TIME AND FULL-TIME STUDENTS

A part-time student is any student registering from 1 through 11 credit hours. The cost is \$64.00 per credit hour plus fees.

A full-time student is any student registering for 12 or more credit hours. Any student taking over 18 hours will be charged an additional \$64.00 per credit hour.

COST OF BOOKS AND SUPPLIES

Books and supplies are estimated to cost \$75.00 per semester.

TUITION

Tuition is adjusted according to the following scale.

All Tuition is Cancelled	1 - 5 Class Days
3/4 Tuition is Cancelled	6 - 10 Class Days
1/2 Tuition is Cancelled	11 - 15 Class Days
1/4 Tuition is Cancelled	16 - 20 Class Days
No Cancellation of Tuition	21 Plus Class Days

BASIC EXPENSE SHEET 1975 - 76

	ON CAMPUS PER SEMESTER	OFF CAMPUS PER SEMESTER
Tuition	\$810.00	\$810.00
Fees	130.00	130.00
Room	165.00	<u> </u>
Board	270.00	<u> </u>
Insurance	<u>10.00</u>	<u>10.00</u>
TOTAL	\$1,385.00	\$950.00
TOTAL COST ON CAMPUS PER YEAR	\$2,770.00	\$2,770.00 ✓
TOTAL COST OFF CAMPUS PER YEAR		\$1,900.00

INSTALLMENT PLAN

FIRST SEMESTER

	ON CAMPUS	OFF CAMPUS
Registration	\$985.00	\$570.00
October 15	\$200.00	\$190.00
November 15	<u>\$200.00</u>	<u>\$190.00</u>
TOTAL	\$1,385.00	\$950.00

SECOND SEMESTER

	ON CAMPUS	OFF CAMPUS
Registration	\$985.00	\$570.00
February 15	\$200.00	\$190.00
March 15	<u>\$200.00</u>	<u>190.00</u>
TOTAL	\$1,385.00	\$950.00

CASH REFUND

If a student's adjusted account shows a credit after adjustment, a cash refund may be issued. This refund will be sent to the student within three weeks following his official withdrawal.

FINANCIAL AID

The factors of need and good citizenship are 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, and 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.

Any student who operates a motor vehicle on campus may be ineligible to receive any form of financial assistance from the university.

In order to be considered for financial assistance, a student must apply for admission to the university and complete all of the forms connected with his application. In addition, the student must also file the parents' Confidential Statement with the College Scholarship Service. A separate application for financial aid is required for students seeking assistance for the summer session.

By one application, the student receives consideration for all the available types of financial assistance for which he is eligible, including scholarships, loans and work assignments.

Applications for financial assistance and information concerning the overall program of financial aid at Shaw University may be secured from the Director of Financial Aid.

Financial assistance is designed to supplement when the student and his family are able to contribute toward the student's educational expenses. Assistance is provided through any one, or a combination of several, of the following:

DIRECT STUDENT LOAN. A student may borrow up to \$2,500 the first two years, with a maximum of \$5,000 for undergraduate study, and repay it quarterly at 3.0 percent interest after he completes or terminates his education. The repayment and interest period begins nine months after separation. Borrowers in this program are required to have an exit interview with the Director of Financial Aid preceding graduation or other separation in order to establish a repayment schedule.

SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS. Basic grants are available to students who began their post high school education after April 1, 1973, and who are attending college on a full-time basis. These grants are based on a federal formula which measures the ability of the student and his family to meet his education expenses. An "Application for Determination of Basic Grant Eligibility" must be submitted for the academic year for which the student is applying. This form may be obtained from institutions of postsecondary education, high schools, public libraries, and other locations easily accessible to students. complete the form in accordance with the instructions on the application. Within four weeks you will receive a notification of your eligibility. Submit the notification to your school which will calculate the amount of the Basic Grant you are eligible to receive. The amount of award will be based on your determination of eligibility, the cost of attendance at your school, and a payment schedule issued to all approved educational institutions by the U.S. Office of Education.

ON AND OFF-CAMPUS STUDENT 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 or through certification as a Cooperative Education work-study experience. The student must assume full responsibility for applying funds earned through these programs to meet his university educational expenses.

STATE GUARANTEED LOANS. These loans may be secured through the bank in one's hometown in amounts ranging from \$1,000 to \$1,500 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 Tuition 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 repayment. 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.

ACADEMIC SCHOLARSHIPS AND AWARDS

INCENTIVE SCHOLARSHIPS. Awarded annually to two high-ranking students in the first, second, and third-year classes. In order to be eligible to receive these awards, the student must have demonstrated academic excellence, be loyal to the university life and spirit, and show evidence of need.

THE RENAISSANCE SCHOLARSHIPS. In commemoration of the one hundredth Anniversary of the university, full tuition scholarships for four years are awarded to outstanding high school graduates on the basis of rank in graduating class, special talents, and academic promise.

THE CATHERINE HUGHES WADDELL SCHOLARSHIP. a full tuition scholarship awarded annually to a student who is outstanding in scholarship, personal qualities, student activities and citizenship in the university community. Each recipient is designated the "Catherine Hughes Waddell Scholar."

THE A.M. MOORE MEMORIAL PRIZE. Given annually by Dr. A.T. Spaulding to the student who through his efforts at self-help merits commendation for faithfulness in application to work responsibly, and for earnestness in the endeavor to secure a college education.

THE WENDELL C. SOMERVILLE SCHOLARSHIP. Awarded to the student who is most deserving, taking into consideration financial need, scholarship, conduct, and manifestation of a helpful influence in the development of a spirit of loyalty and service to the university.

THE BROOKS DICKENS MEMORIAL AWARD IN EDUCATION. Given by Mrs. Alma West to the senior who excels in the field of education.

THE CLIFFEIOUS BROCK SCHOLARSHIP. Awarded to students from designated counties in North Carolina on the basis of academic achievement, financial need, and contribution to the university community.

THE JOHN W. WINTERS ACADEMIC EXCELLENCE AWARDS. Given annually to the students who have achieved the highest academic distinction in their fields of major study.

THE F.C. WEST AND R.A. WYCHE MEMORIAL SCHOLARSHIP AWARD. A partial tuition scholarship given annually to the student who best exemplifies the Christian principles of the founder of Shaw University, Dr. Henry Martin Tupper. The recipient must be a rising junior and have an above-average academic record. Given in honor of the parents of Dr. and Mrs. G.L. West.

THE DR. CHARLES CALVIN SMITH MEMORIAL SCHOLARSHIP. Awarded annually in memory of the late Dr. Charles Calvin Smith, a graduate of The Shaw University School of Pharmacy, who enhanced the principles of Shaw University by living a life of service as a churchman, as a civic leader, and as a participant in the affairs of his community.

THE W.C. LAWRENCE SCHOLARSHIP. Awarded annually in memory of the late W.C. Lawrence to a deserving student who possesses academic promise.

THE J. MILTON NEWMAN SCHOLARSHIP. Awarded annually in memory of the late J. Milton Newman on the basis of financial need and scholarship.

THE READER'S DIGEST FOUNDATION SCHOLARSHIP. Awarded on the basis of demonstrated continued scholastic growth, participation in civic and cultural affairs, and overall contribution and service to the university community.

THE CARY D. JACOBS FELLOWSHIP. Awarded annually to a graduating senior for advanced study in the field of law.

THE JAMAICA SAVINGS BANK SCHOLARSHIP. This scholarship is given annually by the Jamaica Savings Bank to a student from the New York area who is outstanding in scholarship and personal qualities. Each recipient is designated "The Jamaica Savings Bank Scholar."

THE OSCAR S. BULLOCK MEMORIAL SCHOLARSHIP. Awarded annually to a student enrolled in the Urban Sciences or the Humanities and Arts who has demonstrated a serious commitment to a career in social, community, and human services. The recipient must have demonstrated the ability to perform on an above average academic

level. The scholarship is provided from funds received from the Oscar S. Bullock Memorial Fund established by Dr. Nancy Bullock McGhee in memory of her father.

THE I.L. JOHNS SCHOLARSHIP. Awarded to young men of academic promise who are making a significant contribution to the university community, taking into consideration character, leadership ability, social conscience, personal initiative, and potential professional competency.

THE GULF OIL CORPORATION HONORS SCHOLARSHIP. Renewable scholarships awarded to a freshman, sophomore, junior, and senior. Each recipient must be a full-time student of proven scholastic ability and a United States citizen, must have demonstrated a potential for leadership, and must have selected a curriculum that will prepare him for a career in business.

THE GEORGE W. CODRINGTON FOUNDATION SCHOLARSHIP. Awarded to a student from the greater Cleveland, Ohio area, taking into consideration academic promise, service to the community, character, and personal initiative.

THE DOROTHY MAY HAITH SCHOLARSHIP AWARD. Given annually to a student who exemplifies industriousness and possesses good character and scholarship, an amiable personality, and leadership ability.

THE ALPHA THETA OMEGA CHAPTER OF ALPHA KAPPA ALPHA SORORITY SCHOLARSHIP. Awarded to a worthy young woman who ranks high in scholarship and is a wholesome participant in the civic, cultural, religious, and social life of the university community.

THE IOTA IOTA CHAPTER OF OMEGA PSI PHI FRATERNITY AWARD. A scholarship awarded annually to the young man who best exemplifies manhood, scholarship, perseverance and uplift.

THE PHI LAMBDA CHAPTER OF ALPHA PHI ALPHA FRATERNITY AWARD. A scholarship awarded to a young man in the sophomore or junior class who exemplifies outstanding traits of character and unselfish service to the university, taking into consideration financial need and academic promise.

THE BETA LAMBDA SIGMA CHAPTER OF SIGMA GAMMA RHO SORORITY. An annual scholarship to the member of the Aurora Club who has the highest average.

THE DR. GEORGE A. AND MRS. ROSE W. NEWTON FUND
Provided to the student who has demonstrated exemplary concern for university development and is in need of financial assistance to complete his education, taking into consideration character and academic performance.

MERIT SCHOLARSHIPS

Merit scholarships, awarded to students of outstanding ability who are recommended by their high school and have achieved satisfactory SAT scores, vary in amounts up to full tuition and are renewable each year provided high scholastic achievement is maintained.

Renaissance scholarships are awarded annually to two high-ranking students in the first, second, and third year classes.

Other scholarships are awarded according to criteria set for each by the donor.

LIFE AND LEARNING





STUDENT LIFE

Shaw encourages its students to participate in those social and cultural activities which will best serve their needs. The student is encouraged to choose with some care from among the various activities as to maintain a healthy balance between his extra-curricular and co-curricular life and his 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 400 male and female students respectively exist on campus. Students not residents of Raleigh or 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 is waived; however, off-campus housing is not to be acquired before the student receives written authorization from the Director of Student Life.

DINING. Students living on campus must take their meals in the university dining facilities provided for 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 services is provided, which include 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.

ADVISERS

An academic adviser is assigned to each student on entering the university. This person will be a faculty member from the area in which the student intends to major, or if a major field has not been chosen, a faculty member at large. He will serve as the student's counselor in scheduling courses for the year. The student should plan for conferences with his advisor during each semester, but at the same time, each student is encouraged to assume major responsibility for planning.

Other helpful counseling programs and services are available through the Office of Student Life and Development, both personal

and academic. During the senior year, the Office of Career Guidance and Placement will assist the student in arranging for interviews for employment for those students entering industry, government, teaching, graduate work, and other career opportunities.

COUNSELING CENTER

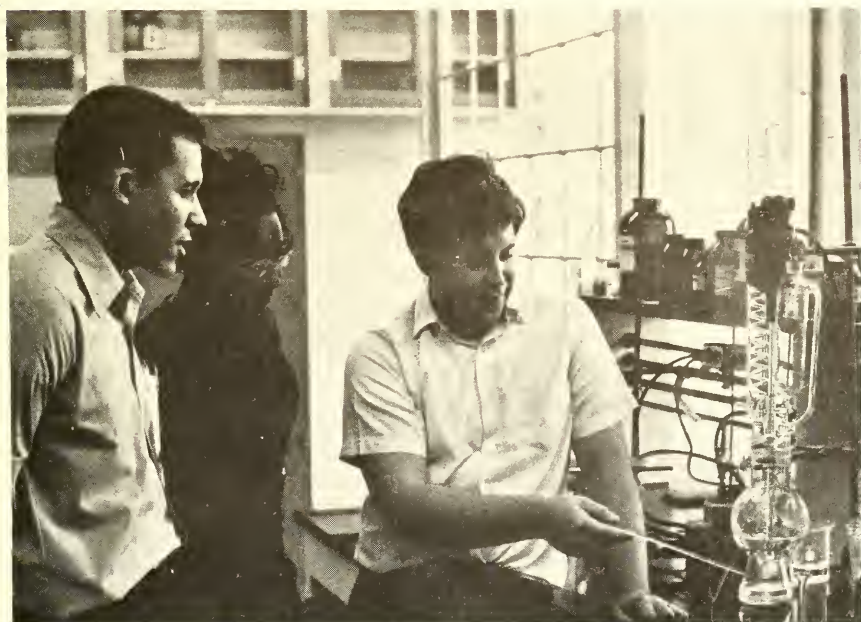
Services of the Shaw University Counseling Center are designed to help students adjust to life in the academic community, and to facilitate the development of self-confidence, self-understanding along with positive personal and social values. Furthermore, it aims to identify and develop means of achieving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

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

1. Through academic advising and tutoring service a core of academic advisers is available to provide accurate information to each student in his field of study. As the need arises these advisers may be consulted throughout the year. For those student experiencing academic difficulty tutors are available to assist them.
2. The psychometric services include testing for purposes of academic placement, personality inventory, vocational interest assessment, counseling, graduate work and training in test taking skills.
3. 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.
4. Individual personal and group counseling sessions will be 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.
5. A referral system of off-campus agencies is maintained in the Counseling Center to provide an increased number of helping resources available to Shaw students.



Rehabilitation
Endorsement and training



The Counseling Center is operated by a dedicated and concerned staff including a director, a psychometrist, career guidance and placement coordinator, academic advisers and tutors. These experienced and capable persons are ready to assist you with the above areas of concern. Appointments may be arranged, although students may be seen on a "walk-in" basis for immediate and pressing problems.

All counseling is confidential.

ORGANIZATIONS AND ACTIVITIES

Shaw University offers a variety of programs and activities designed for the pleasure and enrichment of students. The essence of the Shaw Plan of education 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, Shaw encourages their participation. Shaw students find them a stimulating extension of classroom study.

Assistance, information, services and guidance for students in their activities and organizations are available through the faculty and members of the Student Personal Services staff. At Shaw, students are urged to participate in organizations, advised as to their privileges and obligations, and directed to sources of help and information to promote their programs.

GENERAL ASSEMBLIES: In addition to the formal convocations, the university conducts scheduled assemblies which students may be required to attend according to classification or because of the special nature of the assembly. Students who find it necessary to be absent from such assemblies must secure an excuse from the Vice President for Instruction.

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.

INTERNATIONAL STUDIES FORUM: This forum is scheduled annually 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 counties. The forum is open to the public and students from other colleges are encouraged to take advantage of this offering.

LYCEUM AND PUBLIC AFFAIRS FORUM: The Lyceum and Public Affairs Forum is 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.

UNIVERSITY CONVOCATION: 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. Other formal convocations may be scheduled during the year.

RELIGIOUS LIFE

Shaw University is committed to implementing its tradition as a Christian and black institution as something living handed over to the contemporary scene, rather than something dead handed down, as a basis for forging new, creative and critical perspectives which illuminate, respect, inspire, complement, and interface tradition; while being open to, interacting with, and respecting the diversity of faiths, perspectives and lifestyles now held by members of the university community.

Shaw University further 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" so "That Religion and Learning may go hand in hand and character grow with knowledge." These opportunities for moral and religious growth seek to deepen the student's insight concerning the Judaeo-Christian heritage; to aid in learning therefrom the fundamental moral and religious principles which are derived; to guide principles which are derived; to guide in developing an understanding and appreciation of the moral structure of society and the universe; and to promote personal and social participation in the expression of these moral and religious values.

Through formal classroom study of the Bible and basic Christian ethics, students may gain a comprehensive perspective of the historic development of the Christian interpretation of the meaning of human existence, and the relevance of this view to contemporary personal and social problems.

The Council on Religious Life, composed of students, faculty and staff persons, endeavors: (1) to plan, promote and implement all religious programs and observances sponsored by the university; (2) to assist student organizations with their programs and projects; and (3) to evaluate religious programs and make recommendations for improvements.

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 the 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.

Periodically scheduled assemblies aid in promoting a sense of community in maintaining the academic, social, cultural, moral, and religious ideals of Shaw University. These assemblies are varied in program content.

The annual religious emphasis week brings to campus outstanding religious leaders. The Council on Religious Life, in cooperation with the faculty, staff, students and 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. Through these organizations students have the opportunity for study, fellowship, a weekly prayer service and worship, attendance at conferences, retreats and the development of

a sense of community with other Christian students. New and returning students are cordially invited to affiliate with one or more of the voluntary organizations as a means of further growth.

Through these various opportunities, formal and informal, it is our sincere hope that each student who pursues his education at Shaw University will find there meaningful experiences in the development of religious insight and Christian character.

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 STUDENT CHRISTIAN ASSOCIATION is the result of a merger between the branches of the Y.M.C.A. and Y.W.C.A. at Shaw University. It is concerned with religious life at the university and cooperates with similar Christian organizations at state and national levels.

THE SUNDAY SCHOOL is held every Sunday morning during the regular school year. Conducted by a council composed of students and a faculty adviser, 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 ideals and service.

ACADEMIC ORGANIZATIONS

NATIONAL STUDENT EDUCATION ASSOCIATION: An affiliate of the National Education Association, this organization is composed of students preparing to teach and is under the guidance of the Program of Education. Meetings combining professional and social activities are held monthly.

SPECIAL INTEREST CLUBS: The various department of the university have organized clubs representing the fields of English, science, sociology, urban science, art, business, education, mathematics, foreign language, and dramatics.

THE SHAW PLAYERS: The group encourages interest in drama and presents several plays during each school year. Shaw University is a

member of the Intercollegiate Dramatics Association.

UNIVERSITY CHORALE SOCIETY: Several campus vocal groups are part of this 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 all 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 complete 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 his skills and talents in research techniques, the effective oral presentation of literary forms, 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.

THE R.O.T.C. PROGRAM: Open to men and women students through a cooperative effort with North Carolina State University. The program is an academic-military science curriculum which offers both academic credit as well as financial assistance for 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 performs at university convocations as an affiliated organization with the university.

SOCIAL ACTION ORGANIZATIONS: Community service groups of students organize at various times to meet certain needs as they may arise in the community. Tutorial services, recreational and cultural programs, political activities, and programs for the needy are examples of their services.

BLACK STUDENTS UNITED CLUB: An organization for students majoring in one of the sciences at Shaw.

HONOR SOCIETIES

ALPHA CHI HONOR SOCIETY: A national collegiate honor society for students of high academic achievement. Students selected for this society are usually upperclassmen.

ALPHA KAPPA MU HONOR SOCIETY: The Alpha Omicron Chapter of this national honor society, which has chapters in many of the nation's outstanding Negro colleges and universities, is active at Shaw. Its purpose is to promote higher scholarship, encourage exploration in all fields of knowledge, develop an appreciation for scholarly pursuits, and cultivate a higher order of personal living. Membership is by election.

BETA KAPPA CHI HONOR SOCIETY: A chapter of the national science honor society functions under the guidance of the area of mathematics and sciences. Membership is based upon scholastic achievement in the sciences.

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, is 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, is 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 PAN HELLENIC COUNCIL: Charged with coordinating the interests and activities of the Greek Community.

Football.
Basketball
Track

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 for male students includes football, 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. Male 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.

FRATERNITIES, SORORITIES, AND FRATERNAL ORGANIZATIONS

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. The fraternal organizations are Alpha Eta Omega Christian Fellowship, Groove Phi Groove Social Fellowship, Nu Gamma Alpha Social Brotherhood, and Swing Phi Swing.

UNIVERSITY ADMINISTRATION

Representative students, elected or appointed, serve on all university committees, commissions, and councils, including the Board of

Trustees. A complete list of these organizations is available at the president's office. Their responsibilities and functions are described in the **Shaw University Faculty - Staff Handbook**.

UNIVERSITY PUBLICATIONS: The following publications are official documents of Shaw University:

1. **Access:** A faculty-staff news review, published by the Vice President for Academic Affairs two or three times a year.
2. **The Alumni Newsletter:** An alumni news and review, published by the Vice President for University Relations four times a year.
3. **The Shaw Bear:** A student yearbook publication presented annually by the Student Government Association.
4. **The Shaw Journal:** A newspaper publication of current events, opinion, and creativity from Shaw's campus, published by the Student Government Association periodically throughout the academic year.
5. **The Shaw Plan:** The official catalog of Shaw University, published biennially by the faculty and staff of Shaw University.
6. **The Student Handbook:** Published each year and contains official regulations and guidelines for students enrolled at Shaw.
7. **The Faculty-Staff Handbook:** Published each year by the faculty and staff and contains the professional regulations, standards and procedures for academic and administrative order at Shaw University.
8. **The University Calendar:** Published annually by the university and included in the official catalog, designates days and holidays commencing, during, and concluding the university year.



**SOMETHING OLD,
SOMETHING NEW**



COOPERATIVE EDUCATION

The Cooperative Education Program is an approach to learning that emphasizes the integration of theory and practice in the developmental process. Its applicability permeates the whole spectrum of majors offered at the university. While the basic model for implementation is that of alternating periods of study and work in an orderly sequence, modifications are not precluded where flexibility is essential to the mission. The semester plan constitutes the basic Shaw implementation strategy, and modified mini-plans will be utilized as needed to accomplish objectives set forth.

The purpose of the Cooperative Education Program is to strengthen and to enrich the education received by the students. This program is an effort to generate creative cooperation among employers, students, faculty, and staff in connection with the educational process. Students are exposed to situations culturally, and, in many instances, geographically different from life as experienced at Shaw or at their previous locations. It is hoped that one of the results of the program will be to give Shaw students a broader understanding of the world in which they live.

The types of placements that students receive will be determined by their majors and/or career goals. The assignments will provide opportunities for them to explore their own abilities in connection with real jobs and to gain information and guidance not only about the area in which they are employed but also about a number of related fields.

Faculty members in all disciplines are encouraged to participate in planning and implementing Cooperative Education experiences. Faculty-Initiated projects (FIPs) for some students may reflect more creativity and educational soundness than those available via business and industry, governmental agencies, or social services; however, FIPs must be subject to the general criteria established for Cooperative Education, and faculty and students should consult with the Cooperative Education staff as needed.

Student input in the Cooperative Education process is recognized as invaluable and is encouraged. Students finding the program offerings too restrictive in terms of their own special needs and interests may elect to design their own cooperative learning projects in collaboration with the Cooperative Education staff. Student-Initiated Projects (SIPs), however, must be in compliance with established criteria, and students electing this alternative must agree to assume certain responsibilities stipulated by the staff.

Shaw students may earn up to 27 hours of credit toward graduation through successful participation in the Cooperative Education Program. But participation is entirely optional, and the Cooperative Education courses are classified as electives.

Credit is awarded at the rate of 3 credits for four weeks of satisfactory full-time work or its equivalent. Normally, the student must be employed at least six weeks to receive Cooperative Education credit. However, the Co-op staff may approve an assignment of less than six weeks if it involves intensive work and study. The typical Co-op assignment (twelve to sixteen weeks) continues for an entire academic term, and the student who successfully completes such an assignment receives 9 credits. The student who registers for and successfully completes a full-time assignment of eight to twelve weeks is eligible for 6 credits.

A student may become eligible to receive 12 Co-op credits in one term by engaging in a program of independent study under the supervision of a faculty member. The agreement between the student and the faculty member must be acknowledged by the Co-op staff at the time of registration. The faculty member then becomes responsible for evaluating the independent study portion of the Co-op assignment.

METHODS OF EVALUATION

Student performance on the Co-op assignment is evaluated on the basis of a job description, employer evaluations of the student, a Co-op paper written by the student, and on-the-job visitations by faculty or Co-op staff members. Upon successful completion of an assignment, the student receives a grade of A, B, or C, which is officially recorded on his or her transcript. If the student does not successfully complete the assignment, no record of the experience is made on the transcript.

The overall evaluation of student performance is conducted by the Co-op Staff in consultation with the faculty. Responsibility for evaluating individual students is delegated to the staff persons or faculty members who are most knowledgeable about the individual assignments.

TUITION

The cost of enrolling in Cooperative Education is \$32.00 per credit hour. Thus, a typical assignment cost \$288.00. This fee becomes due at the time of registration, but the student may elect to pay in in-

stallments, out of earnings, by forming an agreement with the Fiscal Affairs Office.

COOPERATIVE EDUCATION 101: This initial learning experience aims to assist the learner with career explorations and the development of professional competencies through the process of relating theory to practice. Businesses, governmental agencies and social service institutions constitute a few of the life learning laboratories open to students in all majors offered at the university. After a practicum, the student has an opportunity to employ his formal learning, experiential encounters, and creativity in the production of the project that communicates to his evaluators what his competencies are.

COOPERATIVE EDUCATION 202: In the second integrated learning experience, the learner is expected to demonstrate more sophistication in terms of self-direction, quality and quantity of production, skills of critical analysis, and the ability to cope with the complexities of the world external to the university. Institutions marginal to academia will continue to provide much of the content from which competencies will be derived.

COOPERATIVE EDUCATION 303: The third integrated learning experience requires of the participant a level of competence commensurate with that of the practicing professional. He is measured by professional standards in an area that requires a thorough knowledge of theories and principles, and familiarity with sophisticated systems and subsystems in his specialty. It is during this encounter that the participant brings to bear all of his competencies in conceptualizing and solving problems required for him.

COOPERATIVE EDUCATION 111 - 119 (Mini co-op): An alternative to the typical 9 credit Co-op assignment is the Mini Co-op plan. This plan allows for part-time assignments during regular periods of study on campus. A student enrolled for less than the maximum number of classroom hours may earn 3 credits by working a minimum of 160 hours on an educationally significant part-time job. Example: 12 hours per week over a period of fourteen weeks.

Career planning and permanent placement activities, natural extensions of the educational process, are subsumed under the overall umbrella of Cooperative Education. Students, alumni and others feeling a need to avail themselves of the services offered are encouraged to register with the office and to keep their personal data files current.

EVENING SCHOOL

During the fall and spring semesters of each academic year, the university makes available, on sufficient demand, selected curricular offerings which are taught by Shaw faculty members. Information regarding courses offered, tuition, and schedules may be obtained at the Office of Records and Registration during the regular registration periods.

LIBERAL STUDIES

The Liberal Studies program is a special program for students earning a bachelor of arts degree at Shaw who are enrolled as regular students or in the cooperating engineering program and will develop their own program of courses to be taken in consultation with the faculty adviser. There is no prescribed set of courses, but it is expected that the courses taken will reflect a broad spectrum of studies in the arts and sciences beyond the university core courses and will satisfy all graduation requirements for a degree at Shaw.

RALEIGH COOPERATING COLLEGES

In cooperation with the Raleigh Cooperating Colleges Program, Shaw students may enroll in a number of major fields not offered at Shaw by taking courses at any one of the six Raleigh area colleges and universities. The six other institutions are:

- Meredith College ✓
- North Carolina State University ✓
- Peace College ✓
- St. Augustine's College ✓
- St. Mary's College ✓
- Southeastern Baptist Seminary ✓

For details on enrollment and registration, see pages 10 and 11, or contact the Office of Records and Registration at Shaw University.

SPECIAL SERVICES

The Special Services Program is designed to assist students who have experienced academic difficulty and/or are handicapped physically. Students are selected for this program either prior to admission at Shaw or by referral following enrollment. Special programs in tutoring, counseling, career education, drug education, vocational education are conducted. For further information, write:



University Without Walls
Shaw University
Raleigh, N.C. 27602

UNIVERSITY YEAR OF ACTION

The University Year of Action is a specially funded program designed for students in their sophomore and junior years of college to spend the academic year off-campus in experiential learning service to the poor for which up to 39 semester hours of credit may be earned. Students, selected by the university, will live and work in poor communities under the supervision of community and poverty agencies and faculty advisers as "participant observers." The university will provide basic subsistence funds for each student and arrange for academic credits to be awarded appropriate to the type of service rendered by the student.

UPWARD BOUND

Shaw University sponsors an Upward Bound Program throughout the year. The program is designed for high school students experiencing academic difficulty and attempts to assist such students in not only completing their high school work but insuring their continuance in an institution of higher education. During the fall and spring semesters, Upward Bound students spend alternate Saturdays on the campus at Shaw in special classes in English and mathematics, lunching and socializing with regular Shaw students, and then engaging in a dialogue, Career Focus, as well as in special sessions on drug education and vocational education. The summer component of the program requires Upward Bound students to be in residence on the campus with daily, intensive academic work in English, mathematics, and reading. For further information, write:

Director, Upward Bound
Shaw University
Raleigh, N.C. 27602

COMPUTER CENTER

The Computer Center, located on the campus, provides keyboard terminals for Shaw students and faculty research and instruction. The Center is connected to the IBM 370 Computer and the Hewlett-Packard 2000F computers located in the Research Triangle Park, a few miles west of Raleigh. Some computer experience is taught to all Shaw students enrolled in the Core mathematics course. Advanced

students and faculty make additional use of the facility in specialized research in many fields of study.

THE READING CLINIC

The Reading Laboratory, an aid to reading improvement, is equipped with reading machines which allow students to practice reading techniques, including expanded line techniques, serial tachistoscopic training, and perceptual training.

Although students who need to strengthen their reading ability are assigned to the laboratory on a regular basis, all students may take advantage of this facility.

SPEECH AND HEARING CLINIC

This provides individual and group therapy and offers three-pronged services: diagnosis, treatment, and referral. Current clients are primarily pre-schoolers from the local community.

UNIVERSITY LIBRARY

The memorial library, known as the Learning Resources Center, consists of the traditional library, including multi-media materials and audio-visual equipment, the electronic learning laboratory, known as the CEL (Center for Electronic Learning), and the WSHA-FM Communications Center.

The CEL affords the implementation of learning through programmed facilities, mostly audio-lingual equipment, and a dial-retrieval system with a thirty program capacity. Students may dial a variety of taped programs at any one of 120 carrels located throughout the Center. A large library of subject-matter tapes and series are maintained.

The library collection supports the academic curriculum and provides for the general printed materials of the university community. Notable among the special collections are the Black Collection, the 10,000 slide library of world art, and the microfilm selections of the Schomburg Collection of Negro Literature and History.

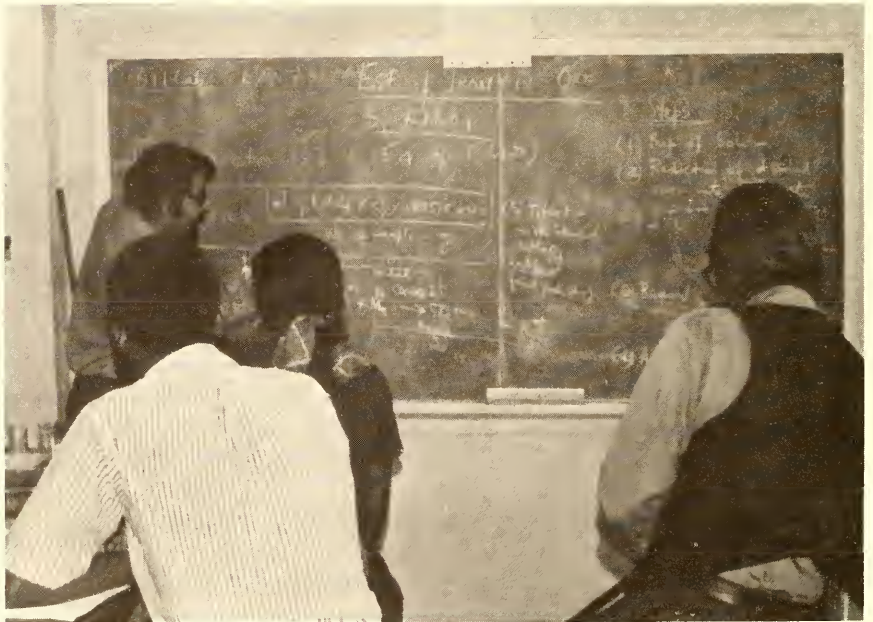
WSHA-FM RADIO COMMUNICATIONS CENTER

Radio Station WSHA-FM is a combined service facility to the Shaw community as well as to the entire Raleigh community. The station's

services are available to all Shaw professors who want to arrange special programs for benefit of their classes. As a news operation, WSHA tries to broadcast all pertinent campus news and local, regional and national news as well as public service announcements. In progress are community dialogues wired in the form of interviews and discussions. In addition to providing information and instruction, WSHA encourages talent in the performing arts and broadcasts musical and dramatic talent on a regular basis.

Outside sources of educational, cultural and news programs include Broadcasting Foundation of America and the National Educational Radio Network which provide tapes featuring national figures and talent.

Special programs will be offered for enrichment of pre-school children via special story-time and enrichment programs to be aired daily for reception in community centers. Future plans include the airing of instructional tapes for use by the entire Wake County school system, and remote broadcasts of special university events, including sports events. Shaw students are offered contemporary music and issues of specific interest to them.



GETTING IT TOGETHER



ACADEMIC REGULATIONS

GRADUATION REQUIREMENTS:

Shaw University grants the degrees of:

Bachelor of Arts ✓
Bachelor of Science ✓

During the early part of the student's senior year, his adviser will consult with the student on his final degree requirements. Although meeting the graduation requirements is the student's own responsibility, in conjunction with his adviser he should periodically check his program of courses against graduation requirements, as various programs differ in specific requirements and may be modified from year to year.

The student should make application for graduation by completing two copies of the Admission to Candidacy form available at the Office of Records and Registration prior to the deadline for completion of this form set in the University Calendar. This form must be signed by the student's adviser as a part of the certification process that the student has fulfilled all university requirements.

In addition to the specific course requirements shown in the various divisions and major fields of instruction, the following general requirements apply to all Shaw students:

1. All Shaw students are subject to the graduation requirements as published in **The Shaw Plan** in effect at the time of their matriculation at Shaw; however, a student who matriculates but who is subsequently absent from the university for one or more academic years, will be subject to the graduation requirements at the time of his re-enrollment.
2. All students are required to complete their final two semesters in residence as a full-time student (12 or more hours of study) on the campus of Shaw University.
3. All students must complete a minimum of 127 semester-hours of credit, including credit for Cooperative Education (a maximum of 27 hours of credit may be earned through Cooperative Education).
4. Students who have successfully completed all requirements, including graduation requirements, may receive their degrees only

at the annual graduation convocation held at the end of the second semester of each year as published in the **University Calendar**.

CLASSIFICATION OF STUDENTS:

An undergraduate student at Shaw is classified as follows:

Lowerclassmen:

Freshmen: Those who have earned fewer than 30 credits.

Sophomores: Those who have earned 30 to 59 credits.

Upperclassmen:

Juniors: Those who have earned 60 to 89 credits.

Seniors: Those who have earned 90 or more credits.

SPECIAL STUDENTS:

Qualified individuals wishing to pursue a particular course of study may be admitted to instruction in the university as special students. No course credits earned as a special student may be applied for credit toward a degree at Shaw University.

SPECIAL SERVICES STUDENTS:

Students enrolled under the auspices of the Special Services Program are considered as regular students at Shaw; however, the details of their program of studies may vary from regular students during their first year. } ✓

UWW STUDENTS:

Students enrolled under the auspices of the University Without Walls Program are considered as regular students at Shaw; however, their admission, degree, and residency requirements differ (see the later section on UWW.) } ✓

STUDENT STUDY LOADS:

No first year student may take more than 15 semester hours of credit, except that 1 additional hour of credit may be earned for work

in the Shaw Band, the University Chorale, or the Shaw Players, making a maximum total of 16 hours of credit.

Students classified as sophomores or beyond may take a maximum of 18 hours of credit, except that 1 additional hour of credit may be earned for work in the Shaw Band, the University Chorale, or the Shaw Players, making a maximum total of 19 hours of credit.

Students who are classified as seniors and who have been certified as candidates for a degree may register for more than 18 hours of work with permission of their adviser and the Vice President for Academic Affairs.

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 one 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, one semester hour is earned for participation as negotiated by the instructor with the student.

GRADING AND GRADE POINTS:

At the close of each semester or summer session a letter grade indicating the quality or status of the student's work is reported by the instructor. Grade points are assigned to each semester hour and each grade in accordance with the grading system shown below. A student's grade point average for a semester, or for any number of semesters, is determined by dividing the total number of grade points earned by the total number of semester hours attempted (official **Withdrawal** grades are not computed). The cumulative grade point average for all work attempted is the average used in determining eligibility to participate in extra-curricular, co-curricular, and student life activities, including fraternities, sororities, fellowships,

brotherhoods, and representing the university in an official capacity. A student's proficiency in a course is determined in terms of the following alphabetical symbols and numerical equivalents.:

LETTER GRADE	NUMERICAL EQUIVALENT	GRADE POINTS AWARDED For each Semester Hr.
A (Excellent)	93 - 100	3
B (Good)	84 - 92	2
C (Average)	75 - 83	1
F (Failure)	74 and below	0
I (Incomplete)		
W (Official Withdrawal)		

An "F" grade indicates that the student has performed at an unsatisfactory level, qualitatively and/or quantitatively.

An "I" grade indicates that the student has performed satisfactorily, but has not been able to complete work for a course for officially recognized reasons. (See **Class Attendance Policy**). In no case will an "I" grade be awarded when a student's financial obligations to the university are outstanding. It is the student's responsibility to complete course work by the mid-point of the next semester in which he is enrolled. Failure to complete the work on time as published each mid-semester will result in an automatic "F" grade. A grade of "W" will be recorded only if a student officially withdraws from the university (See **Registration**).

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, his final grade may be affected at the discretion of the instructor. If a student is absent for more than one-third of the scheduled classes for a course during a 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 he presents an appropriate form to his instructor:

1. A confining illness.
2. A death in his 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 Office of Student Life and Development.

HONORS AT SHAW:

An honors list is published at the close of each semester. Students named on this list must be full-time students with a semester grade point average of 2.0 or better, and have no "I" grade or grade below "C" reported for the semester in which the student is listed.

Students whose cumulative grade point average is 2.0 or better at the time of their graduation will be awarded honors as follows:

- 2.0 With Honor (Cum laude)
- 2.5 With High Honor (Magna Cum Laude)
- 2.75 or more With Highest Honor (Summa Cum Laude)

ACADEMIC PROBATION AND DISQUALIFICATION:

A student is placed on academic probation when the quality of his work falls below the minimum grade point average established by the university faculty, 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

If the performance of the student is below the set standard at the close of the first semester, the student will be notified of his status. If, at the close of the second semester, the student fails to improve his academic standing, he will be notified that he is on probation. Failure to improve his academic standing at the close of his probationary period will result in disqualification as a student, and he is thereby severed from the university and may not apply for re-admission for at least one semester. A student severed from the university for a second time may not apply for re-admission to the university.

No student on probationary status is eligible for the Cooperative Education Program without permission of his academic adviser and

the Cooperative Education staff.

No course taken at another institution during the period of his severance for probationary reasons is acceptable at Shaw.

At his first opportunity a student must repeat, by official enrollment in the class, a required course which he has failed unless a substitute course is authorized in writing by the student's adviser, division chairperson, and the Vice President for Academic Affairs.

CREDIT BY EXAMINATION:

An integral part of The Shaw Plan of education is to enable each student to proceed according to his own pace, free from the traditional restraints of instruction and the classroom. In order to assist the student in recognition of his acquisition of skills and educational experiences, credit toward his degree may be earned by exemption examination which is available to all students who meet the following requirements:

1. A student is eligible when officially enrolled and seeking a degree from the university at the time when his application is filed and approved.
2. No student may apply who is on warning or probationary status or subject to academic disqualification.
3. No exemption examinations are permissible for courses listed as Seminars, Internships, Independent Study, Cooperative Education, or Practicum.
4. No exemption examinations are permissible for a course in which the student has previously received an "I" or "F" grade, or which is being substituted for such a grade.
5. A student may not exempt by examination more than thirty semester hours of credit, and no more than fifteen hours of credit in his major field.

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

SUMMER WORK AT OTHER INSTITUTIONS:

A student desiring to undertake summer session studies at another institution must receive prior approval from his major field coordinator and division chairperson. Only such work which is credited with the grade of "C" will be acceptable for transfer to the university. Students may receive credit for a maximum of 9 credit hours taken at

other institutions in a summer session. Grade points will be assigned and included in the grade point average system at Shaw.

UNIVERSITY CORE CURRICULUM:

The University Core Curriculum is designed to provide all students with the basic knowledge, concepts, and principles of the subject matters comprising the curriculum. While each part of the core is separately constructed and taught, an effort is made to integrate the studies so that the student will appreciate the interrelationships and understand the impact of each area's contribution to an understanding of the complexities of the contemporary world. At the base of the curriculum is the provision for the development of skills in reading, writing, speaking, mathematics, the sciences, and physical well-being. All students entering Shaw are required to complete the core courses listed below (or have equivalent transfer credits from another institution), except where alternate courses are indicated for certain major fields. The courses are normally completed before the student begins his concentration in a major field.

Core Curriculum

Communicative Arts 150 (if required)	CR - 3
Communicative Arts 151/152 ✓	CR - 6
Health 141 ✓	CR - 1
Humanities (2 courses elected) ✓	CR - 6
*Mathematics 151 ✓	CR - 3
Natural Science 151, 152 ✓	CR - 6
Physical Education 151 or 152	CR - 1
Reading 150 (if required)	CR - 2
Urban Sciences (2 courses elected)	CR - 6

*Science and Engineering students must take MAT 210 and 211.

The student is normally expected to complete the above core course before the end of his sophomore year. A list of those courses to be selected by the student in the humanities and urban sciences is made available during the registration period at the beginning of each semester. Communicative Arts 150 and Reading 150 are required of those students having a deficiency in these areas (as determined by placement examinations taken at the time of matriculation).

AREAS OF INSTRUCTION:

There are five instructional components at Shaw University, each of which is comprised of several areas of instruction or fields of study as indicated below:

The Division of Administrative and Urban Sciences

- Behavioral Science ✓
- Business Management and Economics ✓
- Public Administration ✓
- Urban Planning ✓
- Urban Politics ✓

The Division of Humanities and Arts

- English ✓
- History ✓
- Liberal Studies ?
- Music ✓
- Radio-TV-Film ✓
- Theater ✓

General Studies
Planning
Liberal Studies
Communication
Arts
Education
A of J

The Division of Natural Science

- Biology
- Chemistry
- Mathematics
- Speech Pathology and Audiology ✓

The Division of Teacher Education

- Headstart* (K-3) Early Childhood Education ✓
- (4-9) Intermediate Education ✓
- (10 - 12) Secondary Education ✓
- Physical Education ✓

University Without Walls (see details on page 90.) ✓

Each of the above academic components has its own specific philosophy, objectives, and requirements consistent with the overall university mission and goals. A description of these philosophies, objectives, and requirements follow.

THE DIVISION OF ADMINISTRATIVE AND URBAN SCIENCES

PHILOSOPHY: The primary purpose of the Division of Administrative and Urban Sciences is to provide undergraduate students with an interdisciplinary learning experience.

The division is truly interdisciplinary, but the real threads that bind the above departments are based on assuring that the students develop expertise in areas such as methodology, conceptualization, communication, inter-personal training, decision-making, and community functions.

OBJECTIVES: It shall be the objective of the Division of Administrative and Urban Sciences to educate and train the students by promoting a wholesale mixing of practical learning experiences, through Co-operative Education, internships and other educational activities, with academic excellence in the classroom. To assure students are able to develop along the lines of established objectives, the division emphasizes a coordinative learning approach in a triangular relationship between students, faculty, and community. Accordingly, the division attempts to provide students with the necessary training and education for advancement into graduate programs for specialized degrees.

Thusly, the division is designed to deal with the "whole" man by providing the students with knowledge, techniques, and skills necessary for coping with today's problems and the future needs of society.



Divisional Course Requirements:

In addition to the University Core requirements, all students in the division are required to take the following courses:

- BES 201: Dynamics of Behavior
- BES 211: Man and the Social Order
- BUS 211: Principles of Economics
- PUB 200: Introduction to the Administrative Process
- UPL 211: Principles and Practice of Planning
- UPO 211: Introduction to Political Science

*Human Development
Planning
Design*

Major Field Requirements:

Behavioral Science:

- BES 215: The Urban Family In Crisis
- BES 301: Human Relations Laboratory
- BES 314: The Contemporary Community
- BES 315: Ethnic Group Relations
- BES 321: Research I
- BES 322: Research II
- BES 341: Social Psychology
- BES 491: Senior Seminar

*Affirmative
Action Office
Human
Relations
Office*

Plus five elective courses selected from the following:

- BES 303: Deviant Behavior
- BES 241: The Helping Professions
- BES 304: Behavior Disorders
- BES 312: Social Stratification
- BES 342: Cultural Anthropology
- BES 412: Contemporary Social Movements
- UPO 331: The Legal Process

*Rehabilitate
Community
Development
Ad of Justice*

Business Management and Economics:

- BUS 213: Business Mathematics
- BUS 261: Elementary Statistical Methods
- BUS 311: Value and Distribution
- BUS 312: Income and Employment
- BUS 341: Accounting I
- BUS 342: Accounting II
- BUS 343: Accounting III
- BUS 345: Federal Tax Accounting
- BUS 361: Fundamentals of Management

*MA in
Human
Resources*

- BUS 371: Marketing
- BUS 422: Money and Banking
- BUS 492: Independent Study

Plus five elective courses including the following:

- BUS 241: Consumer Economics
- BUS 480: Personal Management
- PUB 320: Public Organizations, Theory, Behavior, and Decision Making
- UPL 353: Methods and Approaches
- UPO 223: United States Government

Public Administration:

- PUB 200: Introduction to the Administrative Process
- PUB 201: Public Administration Analysis
- PUB 203: Statistics in Public Administration
- PUB 226: Public Finance and Budgeting
- PUB 231: Public Personnel Administration
- PUB 310: The Minority as A Public Administrator

Plus elective courses to be taken in consultation with area adviser.

Urban Planning:

- UPI 211: Principles and Practice of Planning
- UPL 214: Housing and Government Related Programs
- UPL 215: Social Planning
- UPL 311: Regional Planning
- UPL 353: Methods and Approaches I
- UPL 355: Planning Process and Problems
- UPL 411: Land-Use Planning
- UPL 420: Community Analyses and New Town Development
- UPL 491: Planning Seminar

Plus elective courses to be taken in consultation with area adviser.

Urban Politics:

- UPO 223: United States Government
- UPO 231: The Politics of States and Urban Communities
- UPO 311: Poverty and Politics
- or
- UPO 334: Constitutional Law

- UPO 345: Comparative Government and Politics
- UPO 371: Political Theory I
- UPO 372: Political Theory II
- UPO 401: Scope and Methods of Political Science
- UPO 491: Senior Seminar

Plus five courses selected from the following:

- AAS 332: Afro-American History
- HIS 341: United States History I
- HIS 342: United States History II
- INT 151: Introduction to World Politics I
- INT 152: Introduction to World Politics II
- INT 411: United States Foreign Policy
- PUB 203: Statistics in Public Administration ✓

BEHAVIORAL SCIENCE MAJOR TYPICAL COURSE PATTERN

FIRST YEAR	SEMESTER	
	I	II
ENG 151, 152	3	3
HPE 141, 151	1	1
Humanities and Arts Electives (2)	3	3
MAT 151	3	—
SCI 151, 152	3	3
BES 201, 211	3	3
	—	—
SECOND YEAR	16	16
BUS 215, 301	3	3
BUS 314, 315	3	3
PUB 200	—	3
UPL 211	3	—
UPO 211	—	3
Electives (free or required: consult adviser)	6	6
	—	—
	15	18
THIRD YEAR		
BUS 321, 322	3	3
BUS 211	—	3
Electives (free or required: consult adviser)	12	9
	—	—
	15	15

FOURTH YEAR

BES 491	3	—
Electives (free or required: consult adviser)	15	15
	—	—
	18	15

TOTAL: 128

BUSINESS MANAGEMENT AND ECONOMICS MAJOR TYPICAL COURSE PATTERN

FIRST YEAR	SEMESTER	
	I	II
ENG 151, 152	3	3
HPE 141, 151	1	1
Humanities and Arts Electives (2)	3	3
MAT 151	3	—
SCI 151, 152	3	3
BES 201, 211	3	3
BUS 211	—	3
	—	—
	16	16

SECOND YEAR

BUS 213, 261	3	3
BUS 311, 312	3	3
BUS 341, 342	3	3
PUB 200	3	—
UPL 211	—	3
UPO 211	3	—
Electives (free or required: consult adviser)	3	3
	—	—
	18	15

THIRD YEAR

BUS 343, 345	3	3
BUS 361, 371	3	3
BUS 413	—	3
Electives (free or required: consult adviser)	9	9
	—	—
	15	18

FOURTH YEAR

BUS 422, 492	3	3
Electives (free or required: consult adviser)	12	12
	—	—
	15	15

TOTAL: 128

PUBLIC ADMINISTRATION MAJOR TYPICAL COURSE PATTERN

FIRST YEAR	SEMESTER	
	I	II
ENG 151, 152	3	3
HPE 141, 151	1	1
Humanities and Arts Electives (2)	3	3
MAT 151	3	—
SCI 151, 152	3	3
BES 201, 211	3	3
BUS 211	—	3
	—	—
	16	16

SECOND YEAR

PUB 200, 201	3	3
PUB 203	—	3
UPL 211	3	—
UPO 211	—	3
Electives (free or required: consult adviser)	12	6
	—	—
	18	15

THIRD YEAR

PUB 226, 231	3	3
PUB 310	3	—
Electives (free or required: consult adviser)	9	15
	<hr/>	<hr/>
	15	18

FOURTH YEAR

Electives (free or required: consult adviser)	15	15
	<hr/>	<hr/>
	15	15

TOTAL: 128

URBAN PLANNING MAJOR TYPICAL COURSE PATTERN

FIRST YEAR	SEMESTER	
	I	II
ENG 151, 152	3	3
HPE 141, 151	1	1
Humanities and Arts Electives (2)	3	3
MAT 151	3	—
SCI 151, 152	3	3
BES 201, 211	3	3
BUS 211	—	3
	<hr/>	<hr/>
	16	16

SECOND YEAR

PUB 200	3	—
UPL 211, 214	3	3
UPL 215, 311	3	3
UPL 353, 355	3	3
UPO 211	—	3
Electives (free or required: consult adviser)	6	3
	<hr/>	<hr/>
	18	15

THIRD YEAR

UPL 411, 420	3	3
Electives (free or required: consult adviser)	12	15
	<hr/>	<hr/>
	15	18

FOURTH YEAR

UPL 491	3	—
Electives (free or required: consult adviser)	12	15
	—	—
	15	15

TOTAL: 128

URBAN POLITICS MAJOR TYPICAL COURSE PATTERN

FIRST YEAR SEMESTER

	I	II
ENG 151, 152	3	3
HPE 141, 151	1	1
Humanities and Arts Electives (2)	3	3
MAT 151	3	—
SCI 151, 152	3	3
BES 201, 211	3	3
BUS 211	—	3
	—	—
	16	16

SECOND YEAR

PUB 200	3	—
UPL 211	—	3
UPO 211, 223	3	3
UPO 311 or 334	3	—
UPO 345	—	3
UPO 371, 372	3	3
Electives (free or required: consult adviser)	6	6
	—	—
	18	18

THIRD YEAR

UPO 401	3	—
Electives (free or required: consult adviser)	12	15
	—	—
	15	15

FOURTH YEAR

UPO 491	3	—
Electives (free or required: consult adviser)	12	15
	—	—
	15	15

TOTAL: 128

THE DIVISION OF HUMANITIES AND ARTS

PHILOSOPHY: The Division of Humanities and Arts is integrative in its emphasis, presupposing a broad and interdisciplinary context of studies in the arts and sciences of human expression and value. This concept arises out of the literal as well as the symbolic meaning of "humanities," that is the idea of exploring questions concerning human experience, its joys and sorrows, its highs and lows, its good and evil, its creativity and its destructiveness, and its mundane and imaginative impulses. Thus, students seeking a major in one of the areas of instruction in this division will be exposed to a broad range of courses both within and outside the division. He is urged to exercise his freedom in selecting courses from the arts and sciences for the purpose of exploring and identifying himself, his society and his world.

OBJECTIVES: The primary objective of the Division of Humanities and Arts is to develop to the student's best ability, his knowledge and synthesis of the arts, the important ideas of the past and present cultures and sub-cultures for the purpose of making viable judgments, both specialized and generalized, about himself, his society, and his world.

Divisional Course Requirements: Beyond the Core Curriculum, students in the Division of Humanities and Arts have only to complete the requirements in their major field and the university graduation requirements to earn a bachelor of arts degree; however, students also seeking certification by the North Carolina State Department of Public Instruction must take the additional required courses in Teacher Education.

Major Field Requirements:

English:

ENG 212: English Literature I
or

- ENG 213: English Literature II
 ENG 215: History of the English Language
 ENG 220: American Literature I
 or
 ENG 221: American Literature II
 ENG 230: World Literature I
 or
 ENG 231: World Literature II ~~or~~
 ENG 240: Afro-American Literature I
 or
 ENG 241: Afro-American Literature II ~~or~~
 ENG 321: Shakespeare I
 or
 ENG 322: Shakespeare II
 ENG 331: Advanced Grammar
 ENG 332: Advanced Composition

In addition, the student must also take:

- HIS 211: Western Civilization I + *Eastern*
 HIS 212: Western Civilization II

Plus two years of a foreign language, and a minimum of 5 **English** electives.

Teaching majors must also take professional education courses and:

- REA 409: Teaching of Reading in Secondary Schools
 THR 421: Theater Workshop
 ENG 490: Methods and Materials for Secondary Teaching

ENGLISH MAJOR TYPICAL COURSE PATTERN

FIRST YEAR	SEMESTER	
	I	II
ENG 151, 152	3	3
HPE 141, 151	1	1
Humanities and Arts Electives (2)	3	3
MAT 151	3	—
SCI 151, 152	3	3
Administrative and Urban Science Electives (2)	3	3
Electives (free or required: consult adviser)	—	3
	16	16

SECOND YEAR

ENG 212 or 220	3	—
ENG 215	3	—
FRE 151/152,153/154	6	6
HIS 211, 212	3	3
Electives or Education Courses (consult adviser)	—	6
	—	—
	15	15

THIRD YEAR

ENG 213 or 221	—	3
ENG 230 or 240	3	—
ENG 321	3	—
ENG 331, 332	3	3
Electives or Education Courses (consult adviser)	9	12
	—	—
	18	18

FOURTH YEAR (non-teaching majors)

Electives (free or required: consult adviser)	15	15
	—	—
	15	15

FOURTH YEAR (teaching majors)

ENG 480, 490	3	12
Electives or Education Courses (consult adviser)	12	—
	—	—
	15	12

TOTAL: 128

History:

HIS 311:	European History I
HIS 312:	European History II
HIS 313:	History of the Middle East I
HIS 332:	Latin American History II
HIS 341:	United States History I
HIS 342:	United States History II
HIS 343:	Twentieth Century America
HIS 351:	Far East History
HIS 371:	African History I

- HIS 372: African History II
- HIS 412: History of the Middle East II
- INT 151: Introduction To World Politics
- INT 352: United Nations and Regional Organizations
- INT 411: United States Foreign Policy

In addition, the student must take two of the following:

- AAS 322: Afro-American History II
- BUS 211: Principles of Economics
- GEO 211: Principles of Geography
- GEO 213: Regional Geography
- UPO 223: United States Government

or

Other history courses.

Music:

Expense

- MUS 150: Secondary Piano (for non-keyboard majors only)
- MUS 151: Secondary Piano II
- MUS 211: Harmony I
- MUS 212: Harmony II
- MUS 311: Harmony III
- MUS 312: Advanced Harmony and Counterpoint
- MUS 411: Music History, Form and Analysis I
- MUS 442: Music History, Form and Analysis II
- MUS 453: Improvisation
- MUS 454: String Techniques
- MUS 456: Brasswind Instrumental Methods
- MUS 457: Woodwind Instrumental Methods
- MUS 458: Percussion Instrumental Methods
- MUS 465: Conducting and Orchestration
- MUS 471: Elementary Education Music Methods
- MUS 490: Secondary Education Music Methods

In addition, the student must take MUS 215 or 216 each semester, plus:

- MUS 250: Applied Music (in chosen instrument or voice)
- MUS 251: Applied Music "
- MUS 350: Applied Music "
- MUS 351: Applied Music "
- MUS 450: Applied Music "
- MUS 451: Applied Music "
- MUS 495: Applied Music "
- MUS 496: Applied Music "

(all with bimonthly seminars)

A senior recital, formal paper, or accompaniment is also required as well as participation in instrumental or vocal ensembles.

World History

HISTORY MAJOR TYPICAL COURSE PATTERN

FIRST YEAR	SEMESTER	
	I	II
ENG 151, 152	3	3
HPE 141, 151	1	1
Humanities and Arts Electives (2)	3	3
MAT 151	3	—
SCI 151, 152	3	3
Administrative and Urban Science Electives (2)	3	3
Electives (free or required: consult adviser)	—	3
	16	16
SECOND YEAR		
GEO 211	3	—
HIS 311, 312	3	3
HIS 313, 332	3	3
INT 151, 352	3	3
Electives (free or required: consult adviser)	6	6
	18	15
THIRD YEAR		
HIS 341, 342	3	3
HIS 351	3	—
Electives (free or required: consult adviser)	9	12
	15	15
FOURTH YEAR		
HIS 371, 372	3	3
HIS 412	—	3
INT 411	3	—
Electives (free or required: consult adviser)	12	9
	18	15
		TOTAL: 128

Liberal Studies Major Course Requirement:

There is no "typical" course pattern for students majoring in Liberal Studies. Rather, the student and his assigned faculty adviser will devise a sequence of courses to be approved by his divisional chairperson which will satisfy all university graduation requirements. Students enrolled in UWW should consult with the Director of Liberal Studies.

MUSIC MAJOR TYPICAL COURSE PATTERN (Teaching Majors. Non-teaching majors should consult with area adviser).

FIRST YEAR	SEMESTER	
	I	II
Administrative and Urban Science Elective (1)	—	3
ENG 151, 152	3	3
HPE 141, 151	1	1
Humanities and Arts Electives (2)	3	3
MAT 151	3	—
MUS 150, 151	1	1
MUS 211, 212	3	3
MUS 250, 251	1	1
MUS 215 or 216	1	1
	—	—
	16	16

SECOND YEAR

Administrative and Urban Science Elective (1)	3	—
MUS 215 or 216	1	1
MUS 311, 312	3	3
MUS 350, 351	1	1
MUS 454, 456	2	2
MUS 458	—	2
SCI 151, 152	3	3
EDU 211, 212	3	3
	—	—
	16	15

THIRD YEAR

EDU 322, 323	3	3
EDU 371	3	—
MUS 215 or 216	1	1

MUS 441, 442	3	3
MUS 450, 451	1	1
MUS 457, 465	2	4
Electives (free or required: consult adviser)	6	3
	<hr/>	<hr/>
	19	15

FOURTH YEAR

EDU 480, 490	3	12
EDU 491	3	—
MUS 215 or 216	1	1
MUS 495, 496	1	1
Electives (free or required: consult adviser)	9	—
	<hr/>	<hr/>
	17	14

TOTAL: 128

Radio-TV-Film:

- RTV 155: Fundamentals of Radio-TV-Film
- RTV 156: Voice and Diction for Radio-TV-Film
- RTV 257: Oral Interpretation
- RTV 261: Radio and Television Announcing
- RTV 281: History of Broadcasting
- or
- RTV 282: History of the Motion Picture
- RTV 301: Communication Theories and Models
- or
- RTV 412: Research Methods in Communications
- RTV 322: Radio Production
- or
- RTV 323: Television Production
- or
- RTV 324: Basic Cinematography
- RTV 325: Regulations and Freedom in Broadcasting
- or
- RTV 326: Motion Picture Management
- RTV 328: Radio, TV, Film Writing

In addition, the student must take a minimum of seven RTV electives. Students will also be required to type at least 30 WPM with accuracy by the end of their junior year.

RADIO-TV-FILM MAJOR TYPICAL COURSE PATTERN

FIRST YEAR	SEMESTER	
	I	II
Administrative and Urban Science Electives (2)	3	3
ENG 151, 152	3	3
HPE 141, 151	1	1
Humanities and Arts Electives (2)	3	3
MAT 151, 152	3	—
SCI 151, 152	3	3
Electives (free or required: consult adviser)	—	3
	—	—
	16	16
SECOND YEAR		
RTV 155, 156	3	3
RTV 257, 261	3	3
RTV 281 or 282	3	—
RTV 301 or 412	—	3
Electives (free or required: consult adviser)	9	9
	—	—
	18	18
THIRD YEAR		
RTV 322 or 323 or 324	3	—
RTV 325 or 326	3	—
RTV 328	—	3
Electives (free or required: consult adviser)	9	12
	—	—
	15	15
FOURTH YEAR		
RTV Electives	9	9
Electives (free or required)	6	6
	—	—
	15	15
TOTAL: 128		

Theater:

- THR 161: Voice and Diction
- THR 211: History of the Theater I
- THR 212: History of the Theater II
- THR 217: Oral Interpretation
- THR 230: Acting I
- THR 231: Acting II
- THR 321: Stagecraft and Scene Design I
- THR 322: Stagecraft and Scene Design II
- THR 323: Techniques of Makeup
- THR 440: Directing
- THR 475: Senior Production Project

In addition, the Theater major must take a minimum of 8 courses selected from the following:

- ENG 212: English Literature I
or
 - ENG 213: English Literature II
 - ENG 215: History of the English Language
 - ENG 220: American Literature I
or
 - ENG 221: American Literature II
 - ENG 230: World Literature I
or
 - ENG 231: World Literature II
 - ENG 240: Afro-American Literature I
or
 - ENG 241: Afro-American Literature II
 - ENG 321: Shakespeare I
or
 - ENG 322: Shakespeare II
 - ENG 331: Advanced Grammar
 - ENG 332: Advanced Composition
- plus two semesters of a foreign language.

English-Theater co-majors are also required to take additional courses in the Theater Area, as follows:

- THR 326: Afro-American Theater
- THR 351: Playwriting I
- THR 421: Theater Workshop
- THR 451: Advanced Playwriting

A co-major may also be chosen from any other related area, e.g., Music, Radio-TV-Film.

All majors are required to participate in a technical or performance aspect of the Shaw Players & 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 produce a play, from script to live performance, during his senior year.

THEATER MAJOR TYPICAL COURSE PATTERN

FIRST YEAR	SEMESTER	
	I	II
Administrative and Urban Science Electives (2)	3	3
ENG 151, 152	3	3
Humanities and Arts Electives (2)	3	3
MAT 151	3	—
SCI 151, 152	3	3
THR 161	—	3
HPE 141, 151	1	1
	<hr/> 16	<hr/> 16
SECOND YEAR		
THR 211, 212	3	3
THR 217, 230	3	3
THR 231, 321	3	3
THR 322, 323	3	3
Electives, Education or co-major courses	6	6
	<hr/> 18	<hr/> 18
THIRD YEAR		
THR 440	3	—
Electives, Education or co-major courses	12	12
FRE 151, 152	—	6
	<hr/> 15	<hr/> 18
FOURTH YEAR		
THR 475	3	—
Electives, Education or co-major courses	12	12
	<hr/> 15	<hr/> 12

TOTAL: 128

THE DIVISION OF NATURAL SCIENCE AND PHYSICAL SCIENCES

PHILOSOPHY: The Division of Natural Science believes that effective citizens require at least a general scientific understanding of the nature of man and society, a society that, to a great extent, has been fashioned increasingly by the contributions of the sciences. The creative spirit of the sciences provides for the individual an opportunity to relate to man's environment in a meaningful and unique way. No truly educated person can forego the dramatic interrelationships between science and society.

OBJECTIVES: The primary objectives of the Division of Natural Science are (1) to aid the student in developing an appreciation of the natural and physical sciences as an orientation factor in the living world of which he or she is a part; and (2) to provide such training as will assist the student in the preparation for a successful vocational or professional career.

Major Field Requirements:

Biology:

- BIO 211: General Biology
- BIO 212: General Zoology
- BIO 223: General Botany
- BIO 311: Embryology
- BIO 323: Vertebrate Physiology
or
- BIO 324: Plant Physiology
- BIO 331: Genetics
- BIO 332: Bacteriology
- BIO 423: Ecology
- BIO 431: Molecular Biology
or
- BIO 432: Biochemistry
- BIO 481: Seminar in Biology
- BIO 482: Seminar in Biology

In addition, the student must take:

- CHE 212: General Chemistry I
- CHE 214: General Chemistry II
- CHE 341: Organic Chemistry I
- CHE 342: Organic Chemistry II
- CHE 311: Quantitative Analysis

MAT 222: Analytic Geometry and Calculus I
 MAT 223: Analytic Geometry and Calculus II
 PHY 212: General Physics I
 PHY 214: General Physics II

Chemistry:

CHE 212: General Chemistry I
 CHE 214: General Chemistry II
 CHE 341: Organic Chemistry I
 CHE 342: Organic Chemistry II
 CHE 412: Advanced Inorganic Chemistry
 CHE 428: Instrumental Analysis
 CHE 431: Physical Chemistry I
 CHE 433: Physical Chemistry II
 CHE 481: Seminar

plus two other electives from the Chemistry Area, and:

MAT 211: Algebra and Trigonometry
 MAT 222: Analytic Geometry and Calculus I
 MAT 223: Analytic Geometry and Calculus II
 MAT 224: Analytic Geometry and Calculus III
 PHY 212: General Physics I
 PHY 214: General Physics II
 BIO 211: General Biology

BIOLOGY MAJOR TYPICAL COURSE PATTERN

FIRST YEAR	SEMESTER	
	I	I I
ENG 151, 152	3	3
HPE 141, 151	1	1
Humanities and Arts Elective (1)	3	—
BIO 212	—	4
CHE 212, 214	4	4
MAT 221, 222	4	4
	—	—
	15	16
SECOND YEAR		
Humanities and Arts Elective (1)	3	—
Administrative and Urban Science Electives (2)	3	3
BIO 223, 311	4	4

BIO 324	—	4
CHE 341, 342	4	4
MAT 223	4	—
Electives (free or required: consult adviser)	—	3
	—	—
	18	18

THIRD YEAR

BIO 331,332	4	4
BIO 423	4	—
CHE 311	—	4
Electives (free or required: consult adviser)	9	9
	—	—
	17	17

FOURTH YEAR

BIO 432	—	4
BIO 481, 482	1	1
Electives (free or required: consult adviser)	12	9
	—	—
	13	14

TOTAL: 128

CHEMISTRY MAJOR TYPICAL COURSE PATTERN

FIRST YEAR	SEMESTER	
	I	II
ENG151, 152	3	3
HPE 141, 152	1	1
Humanities and Arts Electives (2)	3	3
MAT 211, 222	4	4
CHE 212, 214	4	4
	—	—
	15	15

SECOND YEAR

Administrative and Urban Science Elective (1)	—	3
CHE 311	4	—
CHE 341, 342	4	4
MAT 223, 224	4	4
PHY 212, 214	4	4
	—	—
	16	15

THIRD YEAR

GER 151/152	6	—
Administrative and Urban Science Elective (1)	—	3
BIO 211, 432	4	4
CHE 412	3	—
CHE 431, 433	4	4
Electives (free or required: consult adviser)	—	6
	—	—
	17	17

FOURTH YEAR

BIO 423, 431	4	4
BIO 432	—	4
BIO 481, 482	1	1
CHE 311	4	—
Electives (free or required: consult adviser)	6	6
	—	—
	15	15

TOTAL: 128

Cooperative Program In The Sciences:

Through a cooperative program between Shaw and North Carolina State University, any regular Shaw and North Carolina State University student is eligible to major in any engineering area at North Carolina State University. A host of engineering disciplines is available. In addition, a student may also major in any area of Forestry like Wood Technology, Pulp and Paper Technology, etc. Arrangement provides for a dual degree: B.S. from N.C.S.U. and B.A. from Shaw University. The length of this program is usually five years. Besides Engineering and Technology areas, cooperative programs are also available in computer science and certain physical and life sciences, but in these areas the B.S. degree is given by Shaw University. Details of these programs are available when requested of the Chairman of the Division of Natural and Physical Sciences.

A. SCHOOL OF AGRICULTURE AND LIFE SCIENCES

Agronomy ✓
Biology
Botany
Conservation
Crop Science
Entomology
Fisheries
Land Science ✓
Genetics ✓
Horticulture

Microbiology
Plant Pathology
Plant Protection ✓
Poultry Science ✓
Pre-Medical }
Pre-Dental }
Pre-Veterinary Medicine ✓
Soil Science
Wildlife Biology
Zoology ✓

B. SCHOOL OF PHYSICAL SCIENCE AND APPLIED MATHEMATICS

Chemistry
Computer Science — ✓
Physics

C. SCHOOL OF ENGINEERING

Aerospace Engineering ✓
Biological and Agricultural Engineering
Ceramic Engineering
Chemical Engineering
Civil Engineering
Electrical Engineering
Engineering Mechanics

Engineering Operations
Furniture Manufacturing
Geological Engineering
Industrial Engineering
Mechanical Engineering
Metallurgical Engineering
Nuclear Engineering

Degree Success ?

Mathematics:

- MAT 223: Analytic Geometry and Calculus II
 MAT 224: Analytic Geometry and Calculus III
 MAT 225: Analytic Geometry and Calculus IV
 MAT 311: Modern Algebra
 MAT 312: Linear Algebra
 MAT 411: Differential Equations
 MAT 412: Theory of Numbers
 MAT 413: Introduction to Real Analysis
 MAT 423: Modern Geometry
 MAT 425: Introduction to Set Theory and Topology
 MAT 481: Seminar

Plus the following:

- CHE 212: General Chemistry I
 CHE 214: General Chemistry II
 PHY 212: General Physics I
 PHY 214: General Physics II
 FRE 151/152, 153/154

or

- GER 151/152 and 211
 and one year of biology or its equivalent.

MATHEMATICS MAJOR TYPICAL COURSE PATTERN

FIRST YEAR	SEMESTER	
	I	II
Administrative and Urban Science Electives (2)	3	3
ENG 151, 152	3	3
HPE 141, 151	1	1
Humanities and Arts Electives (2)	3	3
MAT 223, 224	4	4
	<hr/>	<hr/>
	14	14
SECOND YEAR		
CHE 212, 214	4	4
FRE or GER 151/152, 153/154	6	6
MAT 412, 423	3	3
PHY 212, 214	4	4
	<hr/>	<hr/>
	17	17

THIRD YEAR

MAT 225, 311	4	3
MAT 312, 413	3	3
Electives (free or required: consult adviser)	9	12
	<hr/>	<hr/>
	16	18

FOURTH YEAR

MAT 411, 425	3	3
MAT 481	1	<hr/>
Electives (free or required: consult adviser)	12	12
	<hr/>	<hr/>
	16	15

TOTAL: 127



Pre-Medical Program:

The division also offers premedical, pre-dental and pre-health science curricular programs to prepare students for admission to medical and dental schools. Identified premedical students are counselled and advised for proper courses, placed in summer premedical programs at other institutions and given stipends for biomedical research activities on campus. This program is new, established to meet the needs of student placement in these areas where enormous opportunities are currently emerging. Students intending to pursue health careers are advised to contact the premedical advisor as soon as they enroll in the university.

Speech Pathology and Audiology: ✓ *See Page ?*

- SPP 165: Bases of Speech Behavior
 - SPP 251: Phonetics
 - SPP 252: Introduction to Oral Communication Disorders ✓
 - SPP 345: Nature of Language
 - SPP 351: Anatomy and Physiology of Vocal and Auditory Mechanisms
 - SPP 352: Disorders of Articulation ✓
 - SPP 353: Disorders of Voice ✓
 - SPP 355: Stuttering ✓
 - SPP 361: Introduction to Audiology
 - SPP 362: Audiometry
 - SPP 363: Aural Rehabilitation ✗
 - SPP 367: Clinical Practicum
or
 - SPP 368: Clinical Practicum
 - SPP 451: Diagnostic Methods in Speech Pathology ✓
 - SPP 452: Physiogenic Disorders: Speech Pathology ✓
 - BIO 211: General Biology
- and other SPP electives, as recommended by the area.

SPEECH PATHOLOGY AND AUDIOLOGY MAJOR TYPICAL COURSE PATTERN

FIRST YEAR	SEMESTER	
	I	II
Administrative and Urban Science Electives (2)	3	3
ENG 151, 152	3	3
HPE 141, 152	1	1
Humanities and Arts Electives (2)	3	3
MAT 151	3	—
SCI 151, 152	3	3
SPP 165	—	3
	—	—
	16	16
SECOND YEAR		
BIO 211	3	—
SPP 251, 252	3	3
SPP 345	3	—
SPP 351, 352	3	3
SPP 353, 355	3	3
Electives (free or required: consult adviser)	3	9
	—	—
	18	18
THIRD YEAR		
SPP 361, 362	3	3
SPP 363, 367 or 368	3	3
SPP 451, 452	3	3
Electives (free or required: consult adviser)	6	6
	—	—
	15	15
FOURTH YEAR		
Electives (free or required: consult adviser)	15	15
	—	—
	15	15
	TOTAL: 128	

THE DIVISION OF TEACHER EDUCATION

PHILOSOPHY: Although the primary mission of Shaw University reflects those goals and objectives characteristic of a four-year liberal arts institution, it has always conceived as one of its educational goals a solid commitment to and a responsibility for the preparation of prospective teachers for the public schools. A statement recently adopted by the Board of Trustees perpetuates such a commitment:

WHEREAS, the administration and faculty of Shaw University conceive as one of the university's major responsibilities to be an educational center for the preparation of prospective teachers for the public schools and the continued education of the in-service teacher through special workshops, seminars and other programs which contribute to the development of sound educational policies and procedures, and //

WHEREAS, the Shaw University has historically been one of the prime suppliers of teachers and administrators for the public schools of this nation and, in particular, of North Carolina, and

WHEREAS, the Shaw University recognizes the continuing need for teachers who are competent and well-qualified in their area of specialization, and

WHEREAS, the Shaw University administration recognizes the need to provide a strong program in Teacher Education for the large segment of the student population desiring to become teachers, and

WHEREAS, the Board of Trustees and the broader constituency see Teacher Education as a most vital and sustaining component of the university:

NOW THEREFORE BE IT RESOLVED, THAT:

- Why was this necessary?*
1. The Board of Trustees reaffirms its support and recognition of the importance of the Teacher Education Program at Shaw University and hereby pledges to strongly encourage and vigorously support the improvement and development of the Teacher Education Program, and
 2. The administration shall have included in all of its official documents describing university program offerings firm and appropriate statements that reflect the support and commitment of the Board of Trustees and the administration of Shaw University to its Teacher Education Program.

OBJECTIVES: The Division of Teacher Education aims to provide all students seeking a career in public instruction with a broad base of liberal arts studies combined with professional studies and experience

necessary to the competent instruction of young persons as reflected by the standards and guidelines of a competency-based program by the North Carolina Department of Public Instruction. For students intending to enter graduate programs in specialized areas of education, the division also aims to provide a sound base of studies designed to prepare them for this purpose. The faculty believes that, because of the importance of education for the young, only those students demonstrating a high level of academic ability and personal maturity will be admitted to and prepared for a career in teacher education.

Major Field Course Requirements:

Early Childhood Education (K-3):

- EDU 211: The American School System
- EDU 212: Educational Psychology
- EDU 216: Field Laboratory Experience ✓
- EDU 220: Social Foundations of Early Childhood ✓
- EDU 225: Innovations, Experimentation and Research in K-3 Education
- EDU 260: Child Psychology I (Birth to Six Years) ✓
- EDU 261: Child Psychology II (Six to Twelve Years) ✓
- EDU 310: Early Childhood Curriculum ✓
- EDU 316: Field Laboratory Experience ✓
- EDU 323: The Role of the Teacher
- EDU 340: Multi-Media Resources and Their Use in Education
- EDU 415; Tests and Measurements ✓
- EDU 416: Field Laboratory Experience
- EDU 455: Arts in the Elementary and Secondary Schools
- EDU 460: Teaching Mathematics in the Elementary School
- EDU 461: Teaching Language Arts in the Elementary School
- EDU 463: Teaching Social Studies in the Elementary School
- EDU 464: Teaching Physical Education in the Elementary School
- EDU 465: Teaching Science in the Elementary School
- EDU 466: Elementary Music Methods
- EDU 467: Teaching of Reading In the Elementary School (REA 408)
- EDU 480: Student Teaching and Seminar
- UPO 223: American Governmental System
- GEO 211: Principles of Geography
or
- GEO 213: Regional Geography
- HIS 341: United States History I
- HIS 342: United States History II
- MAT 215: Mathematics for Elementary Teachers I
- MAT 216: Mathematics for Elementary Teachers II

Intermediate Education (4-9):

- EDU 211: The American School System
- EDU 212: Educational Psychology
- EDU 216: Field Laboratory Experience
- EDU 316: Field Laboratory Experience
- EDU 322: Adolescent Psychology
- EDU 323: The Role of the Teacher
- EDU 340: Multi-Media Resources and Their Use in Education
- EDU 415: Tests and Measurements
- EDU 416: Field Laboratory Experience
- EDU 461: Teaching Language Arts in the Elementary School
- EDU 463: Teaching Social Studies in the Elementary School
- EDU 464: Teaching Physical Education in the Elementary School
- EDU 465: Teaching Science in the Elementary School
- EDU 466: Elementary Music Methods
- EDU 467: Teaching of Reading in the Elementary School (REA 408)
- EDU 480: Student Teaching and Seminar
- GEO 211: Principles of Geography
or
- GEO 213: Regional Geography
- HIS 341: United States History I
- HIS 342: United States History II
- MAT 215: Mathematics for Elementary Teachers I
- MAT 216: Mathematics for Elementary Teachers II
- UPO 223: American Governmental System

EARLY CHILDHOOD TYPICAL COURSE PATTERN

FIRST YEAR	SEMESTER	
	I	II
ENG 151, 152	3	3
HPE 141, 152	1	1
Administrative and Urban Science Electives (2)	3	3
MAT 151	3	—
Humanities and Arts Electives (2) (consult adviser)	3	3
SCI 151, 152	3	3
REA 151 (if required)	—	3
	—	—
	16	16

SECOND YEAR

EDU 211, 212	3	3
EDU 216	1	—
EDU 220, 323	3	3
GEO 211, 313	3	3
HIS 341, 342	3	3
MAT 215, 216	3	3
UPO 223	—	3
	—	—
	16	18

THIRD YEAR

EDU 261, 310	3	3
EDU 316, 416	1	1
EDU 260, 415	3	3
EDU 340, 463	3	3
EDU 466, 467	3	3
EDU 255, 464	3	3
	—	—
	16	16

FOURTH YEAR

EDU 461, 480	3	12
EDU 460	3	—
EDU 465	3	—
EDU 455	3	—
Electives (free or required: consult adviser)	6	—
	—	—
	18	12

TOTAL: 128

INTERMEDIATE EDUCATION (4-9) TYPICAL COURSE PATTERN

FIRST YEAR	SEMESTER	
	I	II
ENG 151, 152	3	3
Administrative and Urban Science Electives (2)	3	3
Humanities and Arts Electives (2) consult adviser	3	3

HPE 141, 151	1	1
MAT 151	3	—
SCI 151, 152	3	3
REA 151 (if required)	—	3
	—	—
	16	16

SECOND YEAR

EDU 211, 212	3	3
EDU 216	1	—
EDU 323 and EDU Electives (consult adviser)	3	6
GEO 211 or 213	3	—
HIS 341, 342	3	3
MAT 215, 216	3	—
UPO 223	3	—
	—	—
	19	18

THIRD YEAR

EDU 322, 466	3	3
EDU 316	1	—
EDU 340, 415	3	3
EDU 467, 463	3	3
EDU 464	—	3
Electives (free or required: consult adviser)	6	3
	—	—
	16	15

FOURTH YEAR

EDU 461, 480	3	12
EDU 460, 465	6	—
EDU 416, 455	4	—
Electives (free or required: consult adviser)	3	—
	—	—
	16	12

TOTAL: 128

Note: Students seeking certification in Intermediate Education must have at least one academic area of concentration; however, two are recommended from the following areas: Language Arts, Health and Physical Education, Mathematics, Natural Science, Social Sciences. The minimum requirement for an area concentration is 18 hours of credit, except for the Language Arts and Social Sciences which requires 24 hours of credit.

Secondary Education (10-12):

Completion of major area requirements in one of the following:

Biology	Mathematics
Chemistry	Music
English	Social Sciences
Health and Physical Education	Theater

plus professional education courses as follows:

- EDU 211: The American School System
- EDU 212: Educational Psychology
- EDU 216: Field Laboratory Experience
- EDU 316: Field Laboratory Experience
- EDU 322: Adolescent Psychology
- EDU 323: The Role of the Teacher
- EDU 340: Multi-Media Resources and Their Use in Education
- EDU 416: Field Laboratory Experience
- EDU 480: Student Teaching and Seminar
- EDU 490: Methods and Materials (in major area)

Health and Physical Education:

Students majoring in Health and Physical Education are required to take the courses listed below; however, a student wishing to concentrate in recreation should consult the area adviser.

Health and Physical Education:

- HPE 221: History and Principles of Health, Physical Education and Recreation
- HPE 223: Personal, School, and Community Health
- HPE 312: Techniques and Methods in Seasonal Sports I
- HPE 313: Techniques and Methods in Seasonal Sports II
- HPE 373: Kinesiology
- HPE 374: First Aid, Safety, and Prevention of Athletic Injuries
- HPE 423: Adaptive and Corrective Physical Education
- HPE 432: Organization and Administration in Health, Physical Education and Recreation
- HPE 472: Introduction to Tests and Measurements in Health, Physical Education, Recreation
- HPE s214: Beginning Swimming
- HPE s215: Intermediate Swimming
- HPE s221: Fundamentals of Rhythm
- HPE s224: Tap, Folk, and Square Dance
- HPE s243: Tumbling and Gymnastics
- HPE s244: Advanced Gymnastics

Teaching majors are also required to take the professional education courses.

HEALTH AND PHYSICAL EDUCATION MAJOR TYPICAL COURSE PATTERN

FIRST YEAR	SEMESTER	
	I	II
ENG 151, 152	3	3
BIO 211	—	4
Administrative and Urban Science Electives (2)	3	3
MAT 151	3	—
SCI 151, 152	3	3
HPE 141, 151	1	1
Humanities and Arts Elective (1)	3	—
	16	14
SECOND YEAR		
Humanities and Arts Elective (1)	3	—
EDU 216, 316	1	1
EDU 211	—	3

HPE 221, 225	3	3
HPE s221, s224	1	2
HPE s214, s244	1	1
HPE s243, s215	1	1
BIO 321, 323	4	4
HPE 312	3	—
	—	—
	17	15

THIRD YEAR

HPE 313, 432	3	3
HPE 351, 472	3	3
HPE 373, 374	6	—
EDU 212, 322	3	3
EDU 416	1	—
Electives (free or required: consult adviser)	2	9
	—	—
	18	18

FOURTH YEAR

HPE 490, 480	3	12
HPE 423	3	—
EDU 340	3	—
Electives (free or required: consult adviser)	9	—
	—	—
	18	12

TOTAL: 128

THE UNIVERSITY WITHOUT WALLS:

A description of the philosophy and objectives of UWW may be found on page 42.

UWW CURRICULA: As a delivery system, UWW does not offer curricula or degrees of its own separate from those offered by Shaw Univeristy. The UWW concentrates primarily on the following areas leading to the degree of Bachelor of Arts from Shaw:

- Behavioral Science ✓
- Business Management and Economics ✓
- History ✓
- Liberal Studies ✓
- Public Administration ✓
- Urban Planning ✓
- Urban Politics ✓

Because the policies and practices of academic administration differ from those of the university, a summary of essential features is described below:

ADMISSIONS AND FINANCIAL AID:

Admission to the UWW is limited to those applicants who meet the following basic criteria:

1. Completion of all general education requirements (the Shaw Core) either through previous college work or learning experiences and/or by examination. If an applicant does not meet these criteria he or she may be admitted provisionally pending the completion of such requirements as a resident student at Shaw. The student must pay the regular tuition costs and fees in this latter case.
2. Submission of an official copy of a high school diploma (if any).
3. Tangible evidence of intellectual maturity and capability to undertake a self-directed program of study.

Applicants for financial aid must have submitted their application for admission at least sixty days prior to the anticipated enrollment date, to be accompanied with the admission fee of \$25.00.

TRANSFER OF CREDIT:

A grade of "C" or better is required for transfer of credits earned at other regionally accredited institutions to a maximum of 70 from junior institutions and 90 from senior institutions. Credits from other types of institutions may be transferred only after the student has been enrolled a full semester in UWW and maintained a "B" or better average in 12 or more credit hours. Ordinarily, no more than 30 credit hours may be transferred from non-regionally accredited institutions. Such credits may be accepted by UWW only if the grade average is "B" or better. Credit earned through the CLEP (College Level Examination Program) may be transferred for University Core requirements only if a minimum of the 40th percentile has been achieved.

Credit earned through the United States Armed Forces Institution (USAFI) may be transferred on a two-thirds semester ratio.

Credit accumulated under a quarter system may be transferred on a two-thirds semester ratio.

✓ All credits to be transferred must be submitted on official copies of transcripts to be mailed to UWW directly from the transferring institution within sixty days of the date of enrollment.

EVALUATION OF LEARNING EXPERIENCE:

Criteria for awarding academic credit for learning experience is stated in the UWW HANDBOOK and is enforced by the UWW Academic Review Committee. Such awardable credit will be indicated on the student's permanent record as "credit by exemption" or "credit by examination." A maximum of 60 such credits may be awarded toward degree requirements at Shaw.

PLAN OF STUDY:

After UWW determines the student's educational status, a plan of study will be developed, as follows:

1. Status at enrollment.
2. Remaining requirements for a degree.
3. Sequential enrollment by semester.
4. Concepts and competencies required for each course or experience.
5. Fiscal obligations.

The applicant will be notified of the above at least 30 days prior to matriculation in UWW.

ENROLLMENT:

Enrollment is the act of beginning a period of study, and will occur in September, January, or May. Students may make an adjustment, in cooperation with UWW, within the first 15 days of their enrollment. The plan of study, when finalized, must be signed by the student and his faculty adviser and returned to UWW at least 15 days prior to date of enrollment. Upon approval by UWW, the student may then begin the program of study.

EVALUATION SYSTEM:

There are two evaluation systems offered by UWW. The student may select the system under which all evaluations will be made; however, once the selection has been made, it may not be changed.

I

Letter Grade	Numerical Equivalent	Grade Points
A	93-100	3
B	84-92	2
C	75-83	1
I	—	Incomplete
W	<i>no!</i> $\frac{no!}{-}$	Withdrawal
	II	<i>consideration of I+II - maximum</i>
P	—	<i>Pass</i>
I	—	Incomplete
W	—	Withdrawal

ADJUNCT FACULTY ADVISER SYSTEM:

Selection Criteria: In the selection of UWW faculty, emphasis is placed upon scholarship as demonstrated through academic achievement, research and publications; multidisciplinary teaching ability and competence as attested by prior experience in other institutions; commitment to the principles of liberal education; orientation toward new approaches in higher learning; and involvement and awareness of contemporary issues and problems. In case of persons who are selected without prior teaching experience on the college level, letters of recommendation attesting to the individual's professional promise are required.

All UWW faculty are required to have on file completed records of academic and practical training before an appointment is made.

Appointment: The appointment of UWW faculty is based on existing and anticipated needs of students in various locales. UWW faculty are appointed by the president on a yearly basis. The faculty consists of selected members from the regular university teaching faculty and qualified educators selected in other locales. Persons from business, industry, government, the professions, and others, who because of their special credentials can serve the needs of UWW students may also be included.

FEES:

1. A non-refundable admission fee of \$25.00 must accompany the application for admission.
2. A learning experience assessment fee, paid prior to enrollment, is charged when credit is awarded, as follows:
 - a) 1-15 credits — \$100.00 (non-refundable)
 - b) 15 or more credits — \$200.00 (non-refundable)
3. Graduation fee: \$18.75.

TUITION:

Plan A: \$1,500.00 prior to enrollment.

Plan B: \$500.00 prior to enrollment each semester.

TUITION REFUND POLICY:

(see Shaw refund policy under Financial Information)

TRANSFER OF RESIDENT SHAW STUDENTS TO UWW:

Preference for admission to UWW is given to non-resident students; however, resident students may transfer to UWW, providing:

1. All University Core requirements have been met.
2. The student has at least a "C" average.
3. The student is recommended for transfer by his or her academic adviser and divisional chairperson.
4. The student has no outstanding fiscal balance at Shaw.

CERTIFICATION FOR GRADUATION:

By March 1 of each year, names of UWW students who have successfully fulfilled all university and UWW requirements for graduation will be certified for graduation. Degrees may be conferred at the university's annual convocation or in absentia, as the student requests. Unless otherwise stated in the official UWW HANDBOOK, degree requirements are identical with regular university graduation requirements.

*Shaw's West Campus about
free to at graduation time!*

COURSE BANK

Numbering:

150 - 199	Primarily for first and second year students.
200 - 299	Primarily for second and third year students.
300 - 399	Primarily for third and fourth year students.
400 - 499	Primarily for fourth year students.

Abbreviations:

AAS	—	Afro-American Studies
ARB	—	Arabic
ART	—	Art
BES	—	Behavioral Science
BIO	—	Biology
BUS	—	Business Management & Economics
CHE	—	Chemistry
EDU	—	Teacher Education
ENG	—	English
ESC	—	Environmental Science
FRE	—	French
GER	—	German
HIS	—	History
HPE	—	Health and Physical Education
INT	—	International Studies
MAT	—	Mathematics
MUS	—	Music
PHI	—	Philosophy
PHY	—	Physics
PUB	—	Public Administration
REA	—	Reading
REL	—	Religion
RTV	—	Radio-TV-Film
s	—	Prefix for HPE skills courses
SCI	—	Science and Society
SPP	—	Speech Pathology and Audiology
THR	—	Theater
UPL	—	Urban Planning
UPO	—	Urban Politics

Number of Course Credits:

The number of course credits is indicated immediately after the course title in Arabic numbers within parentheses. Unless otherwise indicated, the number of class hours per week is the same as the number of course credits indicated.

Corequisites and prerequisites;

Courses designated as having corequisites (Co) or prerequisites (Pre) indicate the appropriate requisites. Please consult your academic adviser before registration.

Class and Program Scheduling:

Because it is not possible or necessary to offer each class listed every semester, you should consult with your adviser at the beginning of each term. Plan ahead as far as you can!

Withdrawal of Course of Programs:

Shaw University reserves the right to withdraw the offering of any course(s) and/or program of study at any time as deemed necessary by the university for any reason.

AAS AFRO-AMERICAN STUDIES

- 240 CONTEMPORARY BLACK STRUGGLE (3): An examination of the current struggle of the black people in rural and urban America as seen from a sociological and historical perspective, with special emphasis on the struggle as it is manifested in the works of black writers.
- 250 SOCIOLOGY OF THE BLACK EXPERIENCE (3): An in-depth study of the economic, social political and technical developments, contributions and aspirations of black people in America to determine their future.
- 321 AFRO-AMERICAN HISTORY I (3): An in-depth study of the economic, social, political and technical developments, contributions, and aspirations of black people in America to determine their future.

322 AFRO-AMERICAN HISTORY II (3): A continuation of AAS 321.

346 BLACK RELIGION (3): A survey of the historical, sociological, and theological dimensions of black religion viewed in both institutional and non-institutional forms, with particular attention given to the religious implications of black social movements.

451 ANALYSIS OF RACISM (3): An analytical study of racism with particular emphasis on economic, political, and social discrimination as they relate to the black community in America.

ARBARABIC

? Expense?

151 ARABIC I (3): Designed to acquaint the student with the Arabic alphabet, numerals, and simple grammar in addition to easy translation.

152 ARABIC II (3) Pre: 151: A brief review of 151, drill in pronunciation, translation, conversation, and writing. Reading of simple materials is required.

153 ARABIC III (3) Pre: 152: Intensive practice in grammar, reading and writing.

154 ARABIC IV (3) Pre: 153: A continuation of 153, with additional readings in Arabic literature and a study of Arabic culture.

ARTART

- Expense?

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.

222 DRAWING AND COMPOSITION (3): An introduction to the principles and techniques of representational drawing and the investigation of various media.

230 THE BLACK EXPRESSION (3): Basically, an art history course dealing primarily with the artistic expressions of the peoples of Africa, Haiti, and Afro-American arts in America. Recommended for the student capable of independent research.

313 BASIC DESIGN (3): A basic study of all visual and textural factors comprising a surface. Projects are assigned to investigate line, form, color, and texture.

- 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.
- 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
- 441 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.
- 412 CERAMICS II (3) Pre: 411: Advanced study in pottery design and production, and uses of ceramics.
- 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.
- 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.
- 423 TWENTIETH CENTURY ART (3) Pre: 190: An analysis and interpretation of contemporary American 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.
- 431 PAINTING I (3) Pre: 222, 313 or by permission: An introductory course in painting designed to expose the student to the use of color and basic techniques in watercolor, oil, acrylic, and other accepted media.
- 432 PAINTING II (3) Pre: 222, 313, 431, or by permission: Advanced painting and continuation of Painting I.
- 490 ARTS 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.

BES BEHAVIORAL SCIENCE

- 210 DYNAMICS OF BEHAVIOR (3): The study of human behavior with emphasis on common behavior patterns, motivation, and defense mechanisms. Some theoretical discussion is conducted, but the emphasis is on the varieties of normal patterns of interaction.
- 211 MAN AND THE SOCIAL ORDER (3): Concerned with the social foundation, perspectives, levels of generalization, and the basic concepts of understanding and analyzing human behavior and social structure. The primary frame of reference is sociological, viewing man's behavior, formal and informal, in terms of differentiating factors such as groups, systems, institutions, and classes to take into account the processes through which man becomes socialized and society-ordered, and to observe the relevance of these in explaining the on-going activity and structuring of contemporary social phenomena.
- 215 THE URBAN FAMILY IN CRISIS (3) Pre: 211: A study of its neglect, dependency, and mobility, as well as an examination of inherent strengths and ways of attaining increased stability in the family.
- 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.
- 301 HUMAN RELATIONS LABORATORY (3) Pre: 201, 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 transactions through the use of sensitivity training.
- 303 DEVIANT BEHAVIOR (3) Pre: 211: A systematic examination of social disorganization and deviant behavior in urban societies. Topical studies will include conformity and dissent, mental illnesses, youth protest, criminality, and the dilemmas of work and leisure.

- 304 BEHAVIOR DISORDERS (3) Pre: 201: The study of various types of neuroses, psychoses, and character disorders with appropriate laboratory experiences at a mental hospital.
- 312 SOCIAL STRATIFICATION (3) Pre: 211: A general focus on the nature, degree, and variable features of stratification as they relate to social structure.
- 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.
- 315 ETHNIC GROUP RELATIONS (3) Pre: 211: An analysis of the nature and dynamics of forces and situations involved in relationships between majority groups of varying ethnic, racial, and national origins and backgrounds.
- 321 RESEARCH I (3) Pre: 201, 211: The techniques of social research with an emphasis on survey design, attitude measurement, collection, analysis, and interpretation of data.
- 322 RESEARCH II (3) Pre: 201, 211, 321: A continuation of RESEARCH I, with emphasis on application of research methodology, including the use of computer technology, field experiments, and surveys.
- 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.
- 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.
- 412 CONTEMPORARY SOCIAL MOVEMENTS (3) Pre: 211: A systematic approach to the study of large, ideologically 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.
- 491 SENIOR SEMINAR (3) Pre: 201, 211, and senior standing: This course addresses itself primarily to social theory undergirding the major concepts studied in the area of behavioral science.

492 SENIOR SEMINAR³ (3) Pre: 201, 211, and senior standing: (Identical with 491, but offered in spring semester).

BIO BIOLOGY

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 two hours of laboratory per week.

212 GENERAL ZOOLOGY (4) Pre: 211: The biology of the major groups of animals, with emphasis on general structural plans and diversity, reproduction, ecology, behavior and evolution. Three hours of lecture and two hours of laboratory per week.

223 GENERAL BOTANY (4) Pre: 212: A study of the morphology, structure, classification, and physiology of plant groups. Three hours of lecture and two hours of laboratory per week.

311 EMBRYOLOGY (4) Pre: 212: A study of human anatomy with major emphasis on the structure and function of the skeletal, muscular, circulatory, nervous system, and digestive system of Homo Sapiens. Three hours of lecture and two hours of laboratory per week.

321 COMPARATIVE ANATOMY (4) Pre: 212: A comparative morphology of vertebrates, demonstrating the relationships of the organ systems of the various groups. Three hours of lecture and two hours of laboratory per week.

323 VERTEBRATE PHYSIOLOGY (4) Pre: 312 or 321: A study of the physiology of vertebrates, with particular reference to man and the lower animals. Three hours of lecture and two hours of laboratory per week.

324 PLANT PHYSIOLOGY (4) Pre: 223 and CHE 214: Designed for biology and chemistry majors as a study of the activity and regulation of enzymes, photosynthesis, respiration, minerals and nutrients, hormones, and rhythms in the plant kingdom. Three hours of lecture and two hours of laboratory per week.

- 331 GENETICS (4): A study of the physical basis of inheritance, genes as units of heredity and development, qualitative and quantitative aspects of genetic variation, and physical and chemical properties of genetic material. Three hours of lecture and two hours of laboratory per week.
- 332 BACTERIOLOGY (4) Pre: 212 or 223 and CHE 214: A study of the fundamental life processes using bacteria as the prototype of living things, including a study of the principles and techniques of handling and identifying various microorganisms, and a survey of applied fields, e.g., medicine, food, and agriculture. Three hours of lecture and two hours of laboratory per week.
- 423 ECOLOGY (4) Pre: 212, 223: A general survey of the relationships between living organisms and their environments. Three hours of lecture and two hours of laboratory per week.
- 431 MOLECULAR BIOLOGY (3) Pre: 323 or 324 and CHE 341: A study designed for biology and chemistry majors in biochemistry as a multidisciplinary subject, applying chemistry, biology, and physics to living systems, including the chemical properties of biologically active compounds, enzymology and metabolism of carbohydrates, lipids, proteins, and other nitrogen compounds, the interrelations among the carbon, nitrogen, and energy cycles, and special control mechanisms of metabolism. Three hours of lecture and two hours of laboratory per week.
- 481 SEMINAR (1): A seminar for advanced biology majors. Meets once per week, in the fall semester.
- 482 SEMINAR (1): (Identical to 481, but in the spring semester).
- 491 RESEARCH (1-3) Pre: Adviser's consent.
- 492 RESEARCH (1-3) Pre: Adviser's consent.

BUS BUSINESS MANAGEMENT AND ECONOMICS

- 211 PRINCIPLES OF ECONOMICS (3): A study of American economic institutions with emphasis upon monetary systems, employment theory, business fluctuations and price analysis.
- 213 BUSINESS MATHEMATICS (3): Technique and practice in the solution of the common mathematical problems encountered in ordinary operation of the business enterprise and various other organizations.
- 214 PRINCIPLES OF BUSINESS (3): Designed to introduce students to the field of business and business concepts. The study of business environment, structure, and problems of business enterprise.
- 241 CONSUMER ECONOMICS (3): Designed to acquaint the student with the character and significance of factors which determine and govern consumption, particularly as they are related to the prosperity and stability of the economic system.
- 261 ELEMENTARY STATISTICAL METHODS (3): Introductory course in statistics covering descriptive statistics and statistical inference; frequency distributions, measures of location, measures of variation, elementary probability, the theoretical, distributions, estimations, test of hypothesis, and correlation techniques.
- 311 VALUE AND DISTRIBUTION (3) Pre: 211: The study of price determination in various kinds of market structures, theories of microeconomics and factors allocations.
- 312 INCOME AND EMPLOYMENT (3) Pre: 211: An analysis of the determination of the level of income and employment and the fiscal and monetary policies for economic stabilization. Emphasis on Keynesial Theory.
- 341 ACCOUNTING I (3): (Beginning) Deals with the theories of debits and credits, and principles of various accounting records, classification of accounts and problems of balance sheets and income statements.
- 342 ACCOUNTING II (3) Pre: 341: (Intermediate) More extensive and intensive study of accounting theory and how accounting can be applied to the keeping of records in various types of professional offices.

- 343 ACCOUNTING III (3) Pre: 341, 342: (Advanced) Application of accounting to special situations, such as taxation, business associations, factory and cost accounting.
- 345 FEDERAL TAX ACCOUNTING (3) Pre: 341, 342, 343: The study of income tax concepts applicable to individuals and corporations. A survey of substantive federal tax provisions relating to corporations and partnerships with laboratory exercises in the preparations of tax returns for individuals, partnerships and corporations.
- 349 COMPUTER AUGMENTED ACCOUNTING (3): Electronic data processing system is introduced with major emphasis on accounting applications. The accounting cycle, inventory evaluation, interest, investment and fixed assets depreciation are among the accounting problems the students will deal with utilizing the computer.
- 351 LABOR PROBLEMS (3) Pre: 211: 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 effects of roles played by them in the economy.
- 361 FUNDAMENTALS OF MANAGEMENT (3): A study of the functions of management; planning, organizing, directing, motivating, coordinating and controlling the activities of an administrative unit. Administrative decision making, communication, and human relations will also be discussed.
- 371 MARKETING (3): A study of the marketing structure of modern business organization, and the organization and governing principles of the American System of distributing and marketing.
- 381 BUSINESS LAW (3): A study of the substantive and procedural phases of the law met in everyday business activities.
- 413 BUSINESS FINANCE (3) Pre: 211, 341, 342, 343: A study of the fiscal policy and analysis of the fiscal device of various types of business establishments, including sources of income and necessities for expenditures.
- 414 COST ACCOUNTING (3) Pre: 341,342, 343: Theory and purpose of industrial cost accounting systems of cost control and determination, analysis and interpretation of cost data.

- 422 MONEY AND BANKING (3): A basic study of the principles and function of money. Attention will be directed to banking organization and operations with special emphasis on central banking in the United States.
- 480 PERSONNEL MANAGEMENT (3): A study of the methods and procedures used by industrial and financial organization in carrying out their basic personnel policies. It is based upon selection, training, and placing of individuals in industry. Emphasis also on techniques of interviewing.
- 491 SEMINAR IN BUSINESS ADMINISTRATION (3) Pre: Senior standing: This seminar is intended to assist the advanced student in doing research in various phases of business administration. Previous knowledge of accounting, economics, finance, management, statistics and marketing will enable the students to solve selected business problems. Reports, oral and written, will be required.
- 492 INDEPENDENT STUDY (3): Designed for the advanced student who has the initiative to conceptualize, formalize, and execute a research on his own with limited assistance from a faculty member in the department.

CHEMISTRY

- 212 GENERAL CHEMISTRY I (4) Pre: MAT 210: A study of atomic and molecular structure, the Periodic Table, chemical reactions, molecular concept, stoichiometry, gas laws, and states of matter. Three hours of lecture and one three hour laboratory per week.
- 214 GENERAL CHEMISTRY II (4) Pre: 212: A continuation of GENERAL CHEMISTRY I, and a terminal course in general chemistry, including the physical principles of chemical equilibrium, energy and chemical change, electrochemistry, solutions, the acid-base concept, and nuclear chemistry. Three hours of lecture and one three hour laboratory per week.
- 311 QUANTITATIVE ANALYSIS (4) Pre: 214: A study of the theory and practice of gravimetric analysis, volumetric analysis, acid-base equilibrium, oxidation-reduction titrations, complexometric titrations, iodimetry, buffers and solubility equilibrium, and a topical study of spectroscopy, chromatograph and potentiometric titrations. Three hours of lecture and one three hour laboratory per week.

- 341 ORGANIC CHEMISTRY I (4) Pre: 212: A study of the physical and chemical properties of cyclic and acyclic alkanes, alkenes, and alkynes, including a heavy emphasis on synthesis and reaction mechanisms. Three hours of lecture and one three-hour laboratory per week.
- 342 ORGANIC CHEMISTRY II (4) Pre: 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.
- 412 ADVANCED INORGANIC CHEMISTRY (3) Pre: 214: A study of the historical development of atomic structure, chemical periodicity, chemical bonding and the electronegativity, crystal structures, and a variety of reactions. Three hours of lecture per week.
- 428 INSTRUMENTAL ANALYSIS (4) Pre: 342: A study of the theories and practices of qualitative organic analysis using both modern analytical instruments and wet chemistry. Two hours of lecture and two three-hour laboratories per week.
- 431 PHYSICAL CHEMISTRY I (4) Pre: 341 and MAT 223: A study of physical chemical principles emphasizing the first and second laws of thermodynamics, kinetic theory of gases, phase equilibria, solubility of electrolytes and non-electrolytes, solid and liquid states of matter in applied problem solving. Three hours of lecture and one three-hour laboratory per week.
- 432 BIOCHEMISTRY (4) Pre: 341: A course designed for biology and chemistry majors. (Identical with BIO 432).
- 433 PHYSICAL CHEMISTRY II (4) Pre: 431 and MAT 224: A study of surface properties, theories and application, kinetics and chemical equilibrium, catalysis, electro-chemistry, survey of physical chemistry and industrial processes, the third law of thermodynamics, particles, waves and Schrodinger Equation, solid states of matter, and micromolecules.
- 481 SEMINAR (1) Pre: Adviser's consent: An extensive reading in-depth study on a topic of advanced chemistry and presentation in the form of a seminar.
- 482 SEMINAR (1) Pre: Adviser's consent: (Identical with 481).

- 491 INDEPENDENT STUDY AND RESEARCH (1-3) Pre: Adviser's consent: An introduction to the practice and methodology of chemical research under the supervision of the area faculty which will include a survey of chemical abstracts, chemistry literature, preparation, and execution of the research program.
- 492 INDEPENDENT STUDY AND RESEARCH (1-3) Pre: Adviser's consent: (Identical with 491 but offered in the spring semester).

EDU TEACHER EDUCATION

- 211 THE AMERICAN SCHOOL SYSTEM (3): A general survey of the outstanding trends, problems and issues, and developments in education, including their historical significance. Designed to serve as an introductory course in education.
- 212 EDUCATIONAL PSYCHOLOGY (3): An introduction to the study of the principles governing learning, drives, and psychological mechanisms related to educational situations and individual differences. Students are expected to spend some time studying children in actual school conditions and to record their findings.
- 216 - 316 - 416
FIELD LABORATORY EXPERIENCES (3): Opportunities are provided students during the last three years of their undergraduate study to engage in a number of field visitations and observations related to professional education courses. Such clinical experiences provide a lead-up to full-time student teaching assignment during the last semester of the student's last year.
- 220 SOCIOLOGICAL FOUNDATIONS OF EARLY CHILDHOOD EDUCATION (3): A study of selected sociological problems in modern education leading to a systematic analysis of social structure and stratification with emphasis upon the education process and the role of the school as a complex social institution.
- 240 INTRODUCTION TO TECHNIQUES IN EDUCATION RESEARCH (3): The course is designed to familiarize the student with writing and research in education through effective use of the library; to aid the student in identifying, locating, and utilizing information resources that appear in an ever increasing variety of printed materials; and to develop the students's ability to identify and analyze education problems and subject them to systematic inquiry as a means of changing and improving

education. Special attention is given to different types of research, tools of research, and writing research reports.

- 225 **INNOVATION, EXPERIMENTATION, AND RESEARCH IN TEACHING YOUNG CHILDREN (3):** A survey is made of some of the recent innovations and experimentations in providing educational experiences for young children (i.e., Piaget's work and Sesame Street). Also, a review and study is made of a number of selected research reports and papers dealing with early childhood education.
- 260 **CHILD PSYCHOLOGY (The Child from Birth to 6 years) (3):** A study of the psychology of the growing and developing young child from birth through infancy and the pre-school years. Primary emphasis is upon depicting and explaining the young child as he develops within the physical, personal, and cultural contexts of his early life.
- 261 **CHILD PSYCHOLOGY (The child from 6 to 12 years) (3):** The purpose of this course is to provide students with a practical and functional knowledge of the physical, social, emotional and mental processes and natures of children. Students are given many opportunities to observe children under school and out-of-school conditions. Opportunities are also given students to use informal child study techniques.
- 310 **THE EARLY CHILDHOOD EDUCATION CURRICULUM (3):** Consideration is given to philosophies, principles, methods and materials underlying curricular provisions for the young child, including pre-school education. Opportunities are provided students to see at first hand educational facilities and school organizations which are offering early childhood education experiences. Also, students have opportunities to develop and present creative materials for use with children in a K-3 program.
- 322 **ADOLESCENT PSYCHOLOGY (3):** A comprehensive study of the mental, emotional, social, and physical characteristics of adolescents with emphasis on the implications of these characteristics on personality development and adjustments. Students observe adolescents both in and out of school situations.
- 323 **THE ROLE OF THE TEACHER (3):** This course is designed to interpret the organizational and administrative structure of the American public school and the role of the teacher in the process. Attention is given to the philosophical and cultural influences

upon organization and the administrative responsibilities involved in the development of the program. Emphasis is placed on the function of the teacher in (1) curriculum and change; (2) organization of instruction and scheduling; (3) extra-class activities and duties; (4) faculty-staff-pupil relationships, (5) teacher-administration relationships, and (6) pupil-personnel services.

340 MULTI-MEDIA RESOURCES AND THEIR USE IN EDUCATION (3): This course is designed to survey a wide range of multi-media audio and visual resources in education and acquaint the students with their use in the classroom. Here the student is introduced to such media as the overhead projector, micro-teaching equipment, 16mm movie projector, tape recorder, 8mm projector, film strip projector, transparencies, etc.

415 TESTS AND MEASUREMENTS (3): A course recommended for all teachers, psychologists, and social workers. It is designed to aid in the development of teacher-made tests, the use of standardized tests, and employment of statistical data in education.

455 ARTS IN THE ELEMENTARY SCHOOL (See ART 490)

460 TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL (3): Designed to prepare prospective elementary classroom teachers to provide meaningful learning experiences in mathematics, including a study of those elements which currently constitute a modern mathematics program in the elementary school.

461 TEACHING THE LANGUAGE ARTS IN THE ELEMENTARY SCHOOL (3): This course is designed to improve and strengthen the prospective student teacher in the discriminating use of English. Through this process it is hoped that teachers will be better able to strengthen human understanding through the skills embedded in communication. These skills include speaking, writing, reading and listening. Further, this course is designed to provide for and develop those methodologies that can be implemented in the elementary grades for the assurance of developing the language arts, skills, and abilities.

463 TEACHING THE SOCIAL STUDIES IN THE ELEMENTARY SCHOOL (3): Designed to prepare prospective elementary classroom teachers to provide meaningful learning experiences in

the social studies and to familiarize students with materials and resources dealing with all the social studies areas commonly found in the modern elementary school social studies curriculum.

- 464 TEACHING PHYSICAL EDUCATION (See HPE 211 or 490)
- 465 TEACHING SCIENCE IN THE ELEMENTARY SCHOOL (3): Designed to prepare prospective elementary classroom teachers to provide meaningful learning experiences and understanding, stressing teaching, via a conceptual approach of behavior objectives in the area of the biological, physical and earth sciences.
- 466 ELEMENTARY MUSIC METHODS (See MUS 471)
- 467 CONCEPTS AND STRATEGIES FOR TEACHING READING IN THE PUBLIC ELEMENTARY SCHOOL (3): Theory and practice in the principles and methods of teaching reading. (Identical with REA 408).
- 468 CONCEPTS AND STRATEGIES FOR TEACHING READING IN THE PUBLIC SECONDARY SCHOOL (3): Theory and practice in the principles and methods of teaching reading. (Identical with REA 409).
- 480
EST STUDENT TEACHING IN THE ELEMENTARY SCHOOL AND SEMINAR (12):

or

- 480
SST STUDENT TEACHING IN THE SECONDARY SCHOOL AND SEMINAR (12): A full-time student teaching experience at the appropriate grade level: for 480 EST, either Early Childhood K-3 or Intermediate 4-6 for education majors.

At the secondary school level for 480 SST in the student's major subject area of specialization. This student teaching experience is of 9 weeks duration; however, the first part of this experience is spent on campus where students are engaged in seminar with their college student teacher supervisor at which time problems or orientation, including lesson planning, are studied.

After the student reports to his student teaching placement, he spends a portion of his first days in direct observation and conferences preparatory to actual teaching in the classroom. To

receive an "A" type teacher's certificate in North Carolina (which has reciprocal licensure agreements with a number of other states), 90 to 150 clock hours of actual teaching are required.

490 METHODS AND MATERIALS (3): See major field requirements.

ENGLISH

150 COMMUNICATIVE ARTS I (3): A compensatory course of study in the basic skills of grammar, sentence structure, and usage in edited American English.

151 COMMUNICATIVE ARTS II (3) Pre: 150 if needed, Co: 152: A companion course with 152 as a study of the major forms of written communication: exposition, description, narration, argumentation.

152 COMMUNICATIVE ARTS III (3) Co: 151: A companion course with 151 as a study of the resources leading to effective communication in interpersonal and group situations involving their basic forms, variables, and processes.

212 ENGLISH LITERATURE I (3): A survey study of representative British literature from the Old English to the Neo-Classical periods. Emphasis is placed on major works.

213 ENGLISH LITERATURE II (3): A survey study of representative British literature from the Neo-Classical to the Twentieth Century periods. Emphasis is placed on major works.

215 HISTORY OF THE ENGLISH LANGUAGE (3): A study of the origins and development of the English language, with emphasis on the development of words and forms of English.

220 AMERICAN LITERATURE I (3): A survey study of representative American literature from its beginning to the late Nineteenth Century. Emphasis is placed on major works.

221 AMERICAN LITERATURE II (3): A survey study of representative American literature from the late Nineteenth Century to the present. Emphasis is placed on major works.

230 WORLD LITERATURE I (3): A survey study of representative works from Western Civilization, from Homer to Shakespeare.

- 231 WORLD LITERATURE II (3): A survey study of representative works from Western Civilization, from Shakespeare to the present.
- 240 AFRO-AMERICAN LITERATURE I (3): A study of Afro-American literature from Wheatley and Hammon to Richard Wright, including autobiographical narratives, polemical writings, the beginnings of the Afro-American novel, Dunbar's poetry, and the Harlem Renaissance to the beginnings of black literature in the thirties.
- 241 AFRO-AMERICAN LITERATURE II (3): A study of Afro-American literature from Richard Wright to the present.
- 321 SHAKESPEARE I (3) Pre: 212, 213: A study of the comedies and histories of the late 1590's, with emphasis on understanding the development of the early plays.
- 322 SHAKESPEARE II (3) Pre: 212, 213: A study of the comedies and tragedies of the later period, with emphasis on understanding the development of Shakespeare's powers as a dramatist.
- 331 ADVANCED GRAMMAR (3) Pre: Consent of instructor: An intensive study and review of the structural principles of traditional and modern generative grammar.
- 332 ADVANCED COMPOSITION (3) Pre: Consent of instructor: An intensive exercise in critical and expository writing with emphasis on the development of style.
- 333 CREATIVE WRITING (3) Pre: Consent of instructor: Intensive exercise in the creation and analysis of dramatic, fictional, and poetic forms.
- 410 THE NOVEL (3): A study of the development of the novel from Defoe to the present. Extensive reading is required.
- 411 THE SHORT STORY (3): A study of the development of short fiction, with emphasis on contemporary American writing.
- 412 MODERN POETRY (3): A study of representative American and British poetry from the Twentieth Century. Extensive reading is required.

- 413 CONTEMPORARY PROSE (3): A study of representative contemporary prose from the Twentieth Century. Extensive reading is required.
- 414 MODERN DRAMA (3): A study of dramatic literature from Ibsen to the present. Extensive reading is required.
- 480 STUDENT TEACHING (12): For secondary education English majors during teacher certification. (Identical with EDU 480SST).
- 481 ADVANCED TOPICS (3): Courses of study on advanced literary topics are offered under this title not regularly listed in the English curriculum.
- 482 ADVANCED TOPICS (3): (Identical with 481, but offered in the spring semester).
- 490 METHODS AND MATERIALS FOR TEACHING IN SECONDARY SCHOOLS (3): For secondary education English majors desiring teacher certification. (Identical with EDU 490).
- 491 INDEPENDENT STUDY (1-3) Pre: Advanced standing and consent of instructor: Independent study and research for English majors. Not to be used as a substitute for courses offered in the regular curriculum of the English area.

ESC ENVIRONMENTAL SCIENCE

- 310 INTRODUCTION TO ENVIRONMENTAL POLLUTION I (3): A general survey on the sources, criteria, emission standards, and federal regulation of air and water pollutants. Special topics include air pollution meteorology, atmospheric chemistry, and the biological effects of pollution.
- 312 INTRODUCTION TO ENVIRONMENTAL POLLUTION II (3): A survey course in sequence to 310 concerned with the sources, criteria, emission standards, and federal regulation of solid and radioactive waste disposal and pesticides. Emphasis will be placed on waste disposal methodology.
- 314 PRINCIPLES OF GEOLOGY (4): An introduction to the study of the earth from the geologist's point of view with special topics including age determination, rock and mineral identification, crustal stability, and ore and mineral accumulation.

- 320 WEATHER AND CLIMATE (3): An analysis of the effects of air pollution on the weather and climate. Special topics discussed include the cause and dissipation of inversions, and their effect on animal and plant life.
- 330 ENVIRONMENTAL CHEMISTRY (4): A study of air, water, and solid waste pollution chemistry. The various reactions that occur are discussed in detail, and procedures of sampling and testing are explored.
- 333 BIOLOGICAL EFFECTS OF POLLUTION (4): A survey of the current research on the effects of short and long term exposure to various air and water borne pollutants. Special topics include the effects of oxides of sulphur and nitrogen, pesticides, and exposure to radioactivity.
- 334 ENVIRONMENTAL GEOLOGY (4): A course offered in sequence to 314. Topics include map interpretation, ore and mineral accumulation, extraction procedures, assessment of geological hazards, and environmental planning from the geologist's point of view.
- 415 ENVIRONMENTAL MANAGEMENT (3): Designed to expose the student to theoretical and practical designs for the management of the environment. Current working models will be discussed, and students will be encouraged to design "better" models for the future.
- 434 ENVIRONMENTAL ETHICS (3): An exploration and clarification of the two opposing environmental philosophies 1), the idea of man's domination and exploitation of nature; and 2), the view of man as only the caretaker or manager of nature. The origins of these philosophies will be traced, and value clarifications concerning the application of science to the well-being of man rather than simply for profit is stressed.
- 435 SAMPLING AND ANALYSIS (4): Designed to familiarize the student with the processes and equipment involved in monitoring of the air and water for pollutants. Students will become actively involved in the process.
- 436 EMISSION CONTROL (4): Designed to show the extent of man's technology in the field of emission control. Both air and water pollution emission control systems are analyzed as to their cost/efficiency ratios as well as a review of the laws and regulations necessary in emission control implementation.

- 437 SOLID WASTE DISPOSAL (4): A review of the current technology and methods of disposing of solid waste products. Newer techniques and pilot programs involving recycling are discussed.
- 450 SEMINAR (1): Designed to give the student an opportunity to do independent research and to communicate the results before an audience. Prominent lecturers in environmental science may be asked to engage in dialogue with members of the seminar.

FRE FRENCH

- 151 ELEMENTARY FRENCH (3) Co: 152: A coterminous course with 152 designed to provide the student with a basic knowledge of the French language, including, grammar, pronunciation, idioms, and involving simple reading and writing in French.
- 152 ELEMENTARY FRENCH (3) Co: 151: A coterminous course with 151 and continuation of basic skills in French.
- 153 INTERMEDIATE FRENCH (3) Co: 154: To intensify the student's knowledge of French and the French people, to increase his fluency in speaking French, review and reinforce his knowledge of French grammar, and acquaint him with some works of French literature and aspects of French life and culture.
- 154 INTERMEDIATE FRENCH (3) Co: 153: A continuation of 153.
- 213 PHONETICS (3) Pre: 153, 154: A practical study of the important fundamentals of pronunciation, the phonetic alphabet, phonetic transcriptions, and an analysis of individual difficulties with corrective exercises.
- 222 BASIC CONVERSATIONAL FRENCH (3) Pre: 153, 154: Intensive oral practice to improve comprehension-speaking abilities, and to increase the student's vocabulary.
- 322 FRENCH CIVILIZATION (3) Pre: 153, 154: A study of the political, historical, and artistic developments in France from the times of ancient Gaul to current French civilization.
- 330 EARLY FRENCH LITERATURE (3) Pre: 153, 154: A survey of early French literature from Les Chansons de Geste and Les Romans Courtois by way of the Chantadors and French religious drama and comedy to Francios Villion and the Renaissance.

- 331 THE GOLDEN AGE OF FRENCH LITERATURE (3) Pre: 153, 154: A survey of Seventeenth Century literature including Pascal, Descartes, La Fontaine, La Rochefoucauld, Corneille, Racine, and Moliere.
- 332 THE CENTURY OF LES PHILOSOPHES (3) Pre: 153, 154: A survey of the philosophical and social outlook of the Eighteenth Century as reflected in the writings of the encyclopedists: Montesquieu, Voltaire, and Rousseau.
- 333 FRENCH LITERATURE FROM ROMANTICISM TO SYMBOLISM (3) Pre: 153, 154: A detailed study of the works and philosophies of Nineteenth Century writers: Chateaubriand, Hugo, Balzac, Flaubert, Zola, and the poets of the latter half of the Nineteenth Century.
- 334 CONTEMPORARY FRENCH LITERATURE (3) Pre: 153, 154: A detailed study of the works and philosophies of the Twentieth Century authors including Proust, Gide, and the surrealist poets by way of Giraudoux, Mauriac, and Sainte-Exupery to Sartre and le roman.
- 341 FRENCH SYNTAX AND COMPOSITION (3) Pre: One advanced course: A careful study of advanced French grammar and linguistics, developing in the student the ability to "think" in French, and to express himself well in written French.
- 342 FRENCH SYNTAX AND COMPOSITION (3) Pre: One advanced course: (Identical to 341, but offered in the spring semester).
- 411 ADVANCED FRENCH CONVERSATION (3) Pre: Consent of instructor: This course is intended to develop and perfect the ability to converse fluently in French on any given topic.
- 412 ADVANCED FRENCH CONVERSATION (3) Pre: Consent of instructor: (Identical with 411, but offered in the spring semester).
- GEO GEOGRAPHY } ,
- 211 PRINCIPLES OF GEOGRAPHY (3): A study of the natural environment as related to man and his activities.
- 313 REGIONAL GEOGRAPHY (3): A description and analysis of the major regions of the world, with emphasis on man and his use of land.

GER GERMAN ?

- 151 ELEMENTARY GERMAN FOR SCIENCE MAJORS (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.
- 152 ELEMENTARY GERMAN FOR SCIENCE MAJORS (3) Co: 151: A coterminous course with 151 and a continuation of 151.
- 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 simple questions related to the text.

HPE HEALTH AND PHYSICAL EDUCATION

- 141 PERSONAL HEALTH (1): This course is designed to explore and discuss realistic health topics that stimulate, motivate, and inspire the student to wise health behavior in such crucial matters as eating, drinking, dieting, smoking, environmental and mental health, drug use and misuse, sex education, and family living.
- 151 FUNDAMENTAL SKILLS (1): This course is designed for students who do not meet minimum standards of physical capacity and who wish to elevate general levels of physical conditioning as well as specific areas of weakness. Emphasis is placed on a wide variety of exercises, fundamental sport skills, and games of low organization.
- 152 FUNDAMENTAL SKILLS (1): (Identical with 151, but offered in the spring semester).
- 211 TEACHING PHYSICAL EDUCATION IN ELEMENTARY SCHOOLS (3): A course designed for elementary teachers. Programs of physical education suitable for primary, intermediate and upper elementary grades dealing with principles, methods, and materials are studied.
- 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 and recreation in schools and various community agencies.

- 233 PERSONAL, SCHOOL AND COMMUNITY HEALTH (3): This course correlates and emphasizes the physical, mental and emotional aspects of health as they relate to specific personal health problems; also emphasis on the school and community phase of hygiene, and the relation of the teacher to school and community health.
- 281 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.
- 284 OUTDOOR EDUCATION AND CAMPING TECHNIQUES (3): Nature, scope, and procedures in the education of children and adults for life in the out-of-doors. New uses of camping as part of total education program and integration of outdoor activities into traditional school pattern. Examples of successful programs, teachable skills, units of work, conduct of field trips, utilization of facilities in immediate vicinity of the schools as well of those for overnight, weekend, and longer term camping experiences.
- 285 SUPERVISED EXPERIENCE IN HEALTH, PHYSICAL EDUCATION, AND RECREATION (1): Identical with EDU 216 except supervised by HPE faculty.
- 312 TECHNIQUES & METHODS IN SEASONAL SPORTS I (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.
- 313 TECHNIQUES & METHODS IN SEASONAL SPORTS II (3): This course is a continuation of HPE 312 and is 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 spring and summer months.
- 333 METHODS AND MATERIALS FOR WOMEN'S SPORTS (3): This course presents a progressive athletic program for women,

stressing methods of teaching coaching and supervising women's sports. Officiating experiences are provided through the intramural and local community recreation programs.

- 341 **METHODS AND MATERIALS IN COACHING & OFFICIATING MAJOR SPORTS (3):** This course is designed to introduce and improve HPE major skills, knowledge and understanding in the proper selection, purchasing and use of athletic materials; also the how, when and why of coaching and officiating major sports.
- 342 **RECREATION FOR THE HANDICAPPED (2):** This course includes theory and practice in the development of recreation programs for the physically, mentally and socially handicapped.
- 343 **SCHOOL AND COMMUNITY RECREATION (3):** Place of school and community agencies in providing for leisure needs of the public. Attention to agencies and programs presently active in providing public recreation. emphasis on training of professional and volunteer leaders for various recreational agencies and services.
- 345 **INTRAMURAL AND RECREATIONAL SPORTS FOR HIGH SCHOOLS AND COLLEGES (2):** This course presents the organization and administration of intramural and recreational activities as practiced in modern day schools and colleges. Emphasis is placed on team selections, scheduling, officiating, policies and equipment.
- 351 **PRINCIPLES AND METHODS OF TEACHING HEALTH EDUCATION IN ELEMENTARY AND SECONDARY SCHOOLS (3):** Pre: one year of biology. An overview of the school health programs designed to acquaint the teacher with modern concepts of health and safety in elementary and secondary schools. Consideration is given to the role of the classroom teacher in understanding and meeting the health needs of children from K-1 through the 12th grade; also the various methods and materials used in teaching modern health and safety education. (See EDU 464).
- 371 **HUMAN ANATOMY (4):** (Identical with BIO 312.)
- 372 **HUMAN PHYSIOLOGY (4):** (Identical with BIO 323.)
- 373 **KINESIOLOGY (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.

- 374 FIRST AID, SAFETY AND PREVENTION OF ATHLETIC INJURIES (3): This course covers phases of school, occupational, recreation, and home safety. Techniques and practices in the care and prevention of athletic injuries are discussed and demonstrated.
- 381 PLANNING AND ADMINISTRATION OF SOCIAL RECREATION (3): Planning recreational programs for different age groups in all types of recreational agencies. Special attention to the planning and conducting of social recreation through classroom discussions and laboratory demonstrations.
- 382 PARK AND RECREATION SUPERVISION I (3): This course deals with varied aspects of parks and playground operations. Management principles and techniques as related to facilities, personnel and finance are discussed and analyzed. Care and physical maintenance are observed and demonstrated for two semesters.
- 383 PARK AND RECREATION SUPERVISION II (3): A continuation of HPE 382.
- 385 SUPERVISED EXPERIENCE IN HEALTH, PHYSICAL EDUCATION, AND RECREATION (1): Identical with EDU 316 except supervised by HPE faculty.
- 423 ADAPTIVE AND CORRECTIVE PHYSICAL EDUCATION (3): This course is designed to provide students with the cognitive, psychomotor and affective 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 call for adaptive and/or corrective psychomotor involvements.
- 432 ORGANIZATION OF HEALTH, AND PHYSICAL EDUCATION (3): This course considers administrative policies, problems and standards pertaining to the execution of the program of health and physical education in schools and colleges.
- 472 INTRODUCTION TO TESTS AND MEASUREMENTS IN HEALTH, PHYSICAL EDUCATION AND RECREATION (3): This course is designed to familiarize students with the process of

collecting statistical data, its interpretation and use in teaching health, physical education or conducting recreational programs. Students are also introduced to the techniques of test construction and assigning letter grades.

- 485 SUPERVISED EXPERIENCE IN HEALTH, PHYSICAL EDUCATION AND RECREATION (1): Identical with EDU 416 except supervised by HPE faculty.
- 490 METHODS AND MATERIALS OF TEACHING PHYSICAL EDUCATION IN SECONDARY SCHOOLS (3): This course is designed to provide the HPE major with indepth competencies in effecting the teaching and learning processes as related to the materials and methodologies of physical education in secondary schools (See EDU 464).
- 491 RECREATION AND PARK INTERNSHIP (6) Fee \$25.00: On-the-job experience in recreation planning and administration is provided by actually working in the field of recreation for public or private recreational agencies. Students are required to complete a minimum of 135 clock hours during their nine (9) weeks internship. A minimum of 3 hours per day must be arranged for on-the-job experience. Students must be equipped with adequate transportation to commute between working sites and residence.

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 discussion. 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) \$4.00 fee: Fundamental skills in target shooting and practice experience in archery games.
- s212 BASEBALL (1): Practice in 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) \$10.00 fee: Offers a fundamental skill and teaching knowledge of the basic strokes.
- s215 INTERMEDIATE SWIMMING (1) \$10.00 fee: 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.
- 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 stick 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 RECREATIONAL 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 required 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): \$4.50 fee: Fundamentals of duck pin and ten pin bowling. Practice in nearby commercial alleys.
- s243 TUMBLING AND GYMNASTICS (1): Instruction in elementary gymnastics including calisthenics, apparatus and tumbling. Op-

portunity 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.

HIS HISTORY

211 WESTERN CIVILIZATION I (3): A study of Western Civilization from the beginnings of early cultures in Africa, the Middle East, and Asia, with a full discussion of the Greek and Roman civilizations.

212 WESTERN CIVILIZATION II (3): A study of the Early, High, and Later Middle Ages, the Renaissance, Reformation, and Wars of Religion.

221 ISLAM I (3): A discussion of the pre-Islamic era in the Arabian Peninsula, Al-jahelyeh, 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.

311 EUROPEAN HISTORY I (3): Designed to acquaint the student with European history since the Seventeenth Century to World War I, with special attention to the Industrial Revolution, nationalism, and the colonial era and its impact in Europe and outside Europe.

312 EUROPEAN HISTORY II (3): Designed to acquaint the student with European history since World War I, with special emphasis on contemporary social, political, and economic affairs as they relate to the United States.

313 HISTORY OF THE MIDDLE EAST I (3): Designed to introduce the student to various civilizations that appeared in the Middle East from the earliest times to World War I. Various important invasions and rivalries concerning this area are to be discussed, with special attention given to relatively later periods and to American and Middle East relationships.

315 ISLAM II (3) Pre: 221: 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.

- 331 **LATIN AMERICA I (3):** Designed to acquaint the student with the history of Latin American from the earliest times to the Era of Independence in the 1820's, with special emphasis on the indigent cultures and the European colonial efforts.
- 332 **LATIN AMERICA II (3):** A continuation of 331 with special consideration of the independence movements, and the social, political, and economic developments between Latin America and the United States.
- 341 **UNITED STATES HISTORY I (3):** A study of the evolution of the United States up to the Civil War. Special attention will be given to the objectively analyzed roles of the black man as well as the white man during the course.
- 342 **UNITED STATES HISTORY II (3) Pre: 341:** A continuation of 341 from the Civil War up to World War I.
- 343 **TWENTIETH CENTURY AMERICA (3) Pre: 342:** A survey of American history from 1890 to the present with special emphasis on expansion, the two world wars, the New Deal, and contemporary developments.
- 351 **FAR EAST HISTORY (3):** A survey of the peoples, cultures, and politics of the Far East, with special emphasis on China, Japan, and American Asian relations.
- 371 **AFRICAN HISTORY I (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. Special attention is given to African-American relations since the Sixteenth Century, and the various aspects of the colonial era.
- 372 **AFRICAN HISTORY II (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-allignment, the O.A.U., and the African-United States (mainly, Afro-American) relations will be thoroughly discussed.
- 412 **HISTORY OF THE MIDDLE EAST II (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 developments on the contemporary scene will also be analyzed.

- 451 **RUSSIAN HISTORY (3):** A general survey of Russian history from the beginning to the present, with emphasis on the latest period starting with the Bolshevik Revolution and the contemporary era since World War II.
- 491 **SENIOR SEMINAR (3):** Advanced topics for majors and theoretical considerations are discussed.

INT INTERNATIONAL STUDIES

- 151 **INTRODUCTION TO WORLD POLITICS (Non-Western) (3):** A survey of non-Western world politics geared to help the student understand, in a simplified way, the concepts underlying the behavior of sovereign nations on international levels, the effect of the foreign policy process on domestic matters and vice-versa will be explored. To sufficient and different extents, other important topics will also be discussed. Lectures, discussions, films, and guest speakers will be featured in the course.
- 352 **THE UNITED NATIONS AND REGIONAL ORGANIZATIONS (3):** A survey of international organizations, including the League of Nations and the United Nations organizations, their establishment, structure, functions, and contemporary problems and directions, also a survey of regional organizations and their importance in world affairs is discussed.
- 411 **UNITED STATES FOREIGN POLICY (3):** A sophisticated analysis of the concepts shaping the conduct of international politics, exploring in-depth the goals of United States foreign policy and the internal and external factors which influence its process and course, with special attention to United States relations with the big powers, developing nations, and important international organizations.
- 491 **SEMINAR ON DEVELOPING NATIONS (3):** A survey of the developing nations with emphasis on those of the contemporary era. Special attention will be given to Africa, the problems of change, and the creation of viable political and economic systems.

The role of the non-Western world in international affairs and its actions and reactions to internal and external problems will be discussed in depth.

- 492 SEMINAR (3): Designed to deal with specific affairs in one country or region.

MAT MATHEMATICS

- 151 GENERAL EDUCATION MATHEMATICS (3): An introductory course for all non-science students involving a presentation of some basic concepts of mathematics based on historical development and relevant applications of general interest.
- 161 COMPUTER MATHEMATICS (3) Pre: 151 or equivalent: Designed to provide students with enough knowledge of computer programming to use the computer effectively as a tool.
- 210 ALGEBRA (3): An introduction to algebra, including the following topics: real numbers, operations on algebraic expressions, factoring, linear equations in one variable, algebraic fractions, systems of linear equations, and linear inequalities.
- 211 ALGEBRA AND TRIGONOMETRY (4): Designed to present the algebra and trigonometry required to study analytic geometry and calculus.
- 215 MODERN MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS (3) Pre: 151 or equivalent: Designed for the prospective teacher in grades K-3. Topics covered are systems of numeration, sets, relations, whole numbers, integers, rational numbers, real numbers, and informal geometry.
- 216 MODERN MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS (3) Pre: 215 or equivalent: A continuation of 215. Topics covered are informal geometry, axiomatic development of real numbers, complex numbers, properties of sequences, fundamental properties of logic, systems of linear equations and graphs, and elementary probability.
- 222 ANALYTIC GEOMETRY AND CALCULUS I (4) Pre: 211: An introduction to analytic geometry, functions, limits and derivatives, and applications of derivatives.
- 223 ANALYTIC GEOMETRY AND CALCULUS II (4) Pre: 222: A study of antiderivatives, definite integrals, and applications.

- 224 ANALYTIC GEOMETRY AND CALCULUS III (4) Pre: 223: A study of the properties of continuous and differentiable functions, polar coordinates, and infinite series.
- 225 ANALYTIC GEOMETRY AND CALCULUS IV (4) Pre: 224: A study of series, solid analytic geometry, partial derivatives, multiple integrals, and line and surface integrals.
- 311 MODERN ALGEBRA (3) Pre: 224: A study of semi-groups, groups, rings, integral domains, and fields.
- 312 LINEAR ALGEBRA (3) Pre: 311: A study of linear spaces, sequence spaces, linear dependence and independence, transformations, mapping, Euclidean and non-Euclidean vector spaces.
- 313 MATHEMATICAL PROBABILITY AND STATISTICS (3) Pre: 224: A study of probability spaces, random variables, random sampling, estimation of parameters, and testing of hypotheses.
- 317 INTRODUCTION TO NUMERICAL ANALYSIS (3) Pre: 224 or equivalent: Designed to meet the needs of students wishing to gain knowledge in the theory of computational procedures using the computer, including a study of linear systems, algebraic and transcendental equations, approximation of functions by interpolating polynomials, and numerical differentiation and integration.
- 411 DIFFERENTIAL EQUATIONS (3) Pre: 225: A study of equations of the first order and first degree, orthogonal trajectories, linear differential equations, non-homogeneous equations, inverse differential equations, inverse differential, the LaPlace transform, systems of equations, and power series solutions.
- 412 THEORY OF NUMBERS (3) Pre: 224: Elementary properties of integers, prime and composite numbers, Euclid's algorithm, congruencies, theorems of Fermat and Wilson, primitive roots, and diophantine problems.
- 413 INTRODUCTION TO REAL ANALYSIS (3) Pre: 225: A rigorous development of the real number system, sequences and convergence, point sets, limits, continuity and differentiability of functions, the Reimann integral, and series.
- 414 INTRODUCTION TO COMPLEX ANALYSIS (3) Pre: 412: A study of functions, continuity, derivatives, convergence of in-

finite series, Cauch's integral formulas, Laurent's theorem, Taylor's series, and residues.

- 423 MODERN GEOMETRY (3) Pre: 224: A study of the rise of postulational geometry, Euclid's system, non-Euclidean geometry, sets and propositions, forms of argumentation, deductive theory, postulational systems, consistency, independence and completeness of a postulational system, Hilbert's Postulates, point transformations, groups of transformations, matrices, the group of motion, projective spaces of dimension one, gross ratios, fixed points, and projectivities.
- 425 INTRODUCTION TO SET THEORY AND TOPOLOGY (3) Pre: 413 or equivalent: A study of elementary set theory, cardinal numbers, Hausdorff's maximal principle, metric and topological spaces, and including such topics as compactness, connectedness, and separation.
- 481 SEMINAR (1): Readings and problems not covered in the required curriculum. Required for fourth year majors.
- 482 SEMINAR (1): (Identical with 481, but offered in spring semester).
- MUSMUSIC *Expense?*
- 150 SECONDARY PIANO (1): Instruction in piano designed to develop fundamental technical knowledge at the keyboard. This course is designed for the non-keyboard music major.
- 151 SECONDARY PIANO (1): Continuation of 150.
- 211 HARMONY I (3): A study of notation, scales and intervals in all keys, ear training, sight singing, melodic dictation and simple triads.
- 212 HARMONY II (3): Primary and Secondary triads, and their inversions in major and minor introduction to diatonic 7th chords; sight singing, melodic and, harmonic dictation, and keyboard harmony.
- 215 UNIVERSITY CHORALE (1): Open to all students. Extensive rehearsal and performance required.
- 216 UNIVERSITY BAND (1): Open to all students. Study of repertoire from all eras, development and study of ensemble playing,

- rehearsal techniques, preparation and presentation of concerts.
- 225 MUSIC APPRECIATION (3): A non-technical survey. The Baroque and Classical periods.
- 226 MUSIC APPRECIATION (3): A non-technical survey. Romantic through Twentieth Century music.
- 230 EDUCATION/MUSIC — THE ELEMENTS OF MUSIC (3): For elementary education majors. Rudiments of musical notation and structure, fundamental training in reading music, using elementary school song material.
- 250 APPLIED MUSIC (1): 1st Year Classification. Private lessons in instrument or voice or piano. Intensive practice. Fee of \$22.50.
- 251 APPLIED MUSIC (1): Continuation of 250. Additional fee of \$22.50.
- 350 APPLIED MUSIC (1): 2nd year classification. Additional fee \$22.50. Private lessons in instrument or voice or piano and intensive practice.
- 351 APPLIED MUSIC (1): Continuation of 350. Additional fee \$22.50.
- 396 TWENTIETH CENTURY HARMONY (3) Pre: 221, 212, 311, and 312. A study of various harmonic techniques of the Twentieth Century.
- 441 MUSIC HISTORY — FORM AND ANALYSIS (3): A survey of music, ancient forms through the Baroque period.
- 442 MUSIC HISTORY — FORM AND ANALYSIS (3): Classical through Twentieth Century music.
- 450 APPLIED MUSIC (1): 3rd Year Classification. Additional fee \$22.50. Private lessons: Voice, Piano, Instrument.
- 451 APPLIED MUSIC (1): Continuation of 450. Additional fee \$22.50.
- 453 JAZZ IMPROVISATION (2): Music elective for music majors. Melodic and harmonic creation on the basis of rhythmic vitality, making use of elementary and advance forms, chord structures, and chromatic alterations.

- 454 **STRING TECHNIQUES CLASS (2):** Required course for all music majors. 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.
- 455 **VOCAL TECHNIQUES CLASS (2):** Required course for all music majors. Class instruction in fundamentals of singing, breath control, tone production, diction, and some solo repertoire.
- 456 **BRASSWIND INSTRUMENTAL METHODS (2):** A heterogeneous class in fundamentals of embouchure for motion, fingering, playing, breathing, principles of pedagogy, relating to brass instruments use and relationship for band methods and materials.
- 457 **WOODWIND INSTRUMENTAL METHODS (2):** Techniques and methods of playing and teaching woodwind instruments.
- 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.
- 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.
- 465 **CONDUCTING — ORCHESTRATION (4):** Theory and practice on conducting, the basic skills, score reading and rehearsal technique. The study of band orchestral instruments and scoring for large and small ensembles.
- 471 **ELEMENTARY MUSIC METHODS (3):** A survey-study of the methods and materials for teaching music in the elementary school.
- 490 **SECONDARY MUSIC METHODS (3):** A survey-study of the methods and materials for teaching music in the secondary school.
- 495 **APPLIED MUSIC (1):** 4th Year Classification. Additional fee \$22.50. Private instruction: Voice, Piano, Instrument.

496 APPLIED MUSIC (1): Additional fee \$22.50. Senior recital or thesis.

PHI PHILOSOPHY

240 QUESTION AND BEING (3): Essential to being human is to question humanness and world? Where does the question receive and find its proper direction and limits in human existence? Courses offered in this series shall undertake a preliminary task: to allow the student to become involved in questioning the nature and limits, not only of his own thinking and being, but of the world's being and movement. To achieve this task, the course shall attempt a dialogue presenting the world situation and the thinking of the past. The direction of a particular course will be set by focusing upon specific problems and areas of questioning such as: the division in our thinking between "objective knowledge" and "subjective experience," freedom and change, truth and beauty, the perception of feeling, the question of persons, of gods and men.

241 QUESTION AND BEING (3): (Identical with 240, but offered in spring semester).

251 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 the poets and thinkers.

252 MYTH AND REALITY (3): The world of language is the field of activity or the form of participation where the reality of man and the world are revealed and celebrated. Reality, then, is not something ready-made, to be labeled with words, but becomes what is through the power of language itself. Mythical thinking is this field of activity which underlies all forms of human expression and understanding. Through an inquiry into myth, dance, drama, and fiction, the course shall undertake a discussion of their being upon reality and thinking.

253 VISION AND PERCEPTION (3): Is the perceived world simply the sum of objects identified by as 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.

- 341 THE ORIGINS OF TECHNOLOGY (3): ~~The present technoelectronic age places into question man's understanding of himself as a person and his relationship to the world. This course undertakes an inquiry into the origins of technology for the purpose of exposing the essential relation of man to his work in the world.~~
- 342 SCIENCE AND IMAGINATION (3): The conventional understanding of scientific inquiry claims that its methods yield "precise" and "objective" knowledge. In effect, man becomes a spectator, detached, from what he knows. In thinking through the basis of "scientific" knowledge, this course shall place into question the claim for objectivity as an appropriate description for how man knows, and shall investigate what significance and understanding of the imagination has for knowledge of any kind.
- 343 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.
- 461 SEMINAR: SPECIAL TOPICS (3): Inquires into particular thinkers, problems and issues which may arise from the interest and questioning of students and instructor.
- 462 SEMINAR: SPECIAL TOPICS (3): Inquires into particular thinkers, problems and issues which may arise from the interest and questioning of students and instructor.
- 481 INDEPENDENT STUDY (3): A study developed by the student and undertaken independently with the instructor.
- 482 INDEPENDENT STUDY (3): A study developed by the student and undertaken independently with the instructor.

484 THESIS RESEARCH AND WRITING (3): Upon approval of the area coordinator a student may undertake during the last two semesters of his undergraduate study, an intensive inquiry into a particular problem, the discussion of which shall be submitted in the form of a senior thesis.

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PHY PHYSICS

212 GENERAL PHYSICS (4): Three hours of lecture and two hours of laboratory. A general survey course concerning fundamental concepts of physics. Mechanics, heat and sound are usually included.

214 GENERAL PHYSICS (4) Pre: 212: Three hours of lecture and two hours of laboratory. A continuation of the Physics 212 to include electricity, the nature and theories of light magnetism and some atomic and nuclear phenomena.

PUB PUBLIC ADMINISTRATION

200 INTRODUCTION TO THE ADMINISTRATIVE PROCESS (3): The emphasis will be on the interrelationships between public organization, the people they serve, and the political, social and economic environment that supports public organizations. We will explore functional and dysfunctional public organizations including Attica Prison, Cook County Hospital and the Los Angeles Police Department, plus related organizations and institutions in Wake County, North Carolina.

201 PUBLIC ADMINISTRATIVE ANALYSIS (3): An exploration of the most effective methodologies and techniques available to public administrators who desire to effect management planning. We will stress nontraditional methods of analyzing bureaucratic structures.

203 STATISTICS IN PUBLIC ADMINISTRATION (3): Elementary statistical techniques, descriptive measures, contingency, association and correlation of qualitative data, theory of sampling, means and proportion, theory of measurement and prediction.

- 226 PUBLIC FINANCE AND BUDGETING (3): The fiscal role of government in a mixed economy, source of public revenue and credit, administrative, political, and institutional aspects of the budget and the process, problems and trends in intergovernmental financial relations. Grassroots community project budgeting, and the overall impact of bureaucratic fiscal decision upon minority people will be stressed.
- 231 PUBLIC PERSONNEL ADMINISTRATION (3): Concepts of man and of work: manpower, government personnel systems including merit concepts, classifications, and compensation, collective bargaining, organizational justice, training and development.
- 310 THE MINORITY AS A PUBLIC ADMINISTRATOR (3): The values, skills, philosophies, and commitments required of blacks and other minorities in order to function effectively in an institutional leadership capacity. We will stress institutional, personnel, and community conflict that the minority public administrators will have to resolve.
- 320 PUBLIC ORGANIZATIONAL THEORY, BEHAVIOR, AND DECISION MAKING (3): The values, operational levels, and humanistic traits necessary to produce administrative levels; personnel and organizations which speak to the alleviations of a variety of miserable conditions imposed upon minorities. } x
- 326 THE PRACTICE OF PUBLIC ADMINISTRATION (3): The evaluation of organizational theories relating to public institutions. The politics and boundaries for the public institutions will intensely be reviewed.
- 351 URBAN ADMINISTRATION AND SOCIAL CHANGE (3): Survey of social change and administrative process. Examine change in urban areas focusing on the role of the administrator as a change agent within organizations.
- 355 COMPARATIVE PUBLIC ADMINISTRATION (3): Methodology, theory, and models of comparison; functional processes of administration of developing nations compared; role of bureaucracy in development and nation-building.
- 358 PHILOSOPHY OF PUBLIC ADMINISTRATION (3): History of administrative idea; contemporary administrative theory; nature and meaning of public service agencies in society; values as factors in administration; current issues.

372 POLITICS AND ADMINISTRATION (3): Administrative relationships to the policy processes, influence of political and economic pressures on administrative policy determination, political behavior of administrators; case analysis.

412 MANAGEMENT OF HEALTH SERVICES (3): Organizational characteristics of health agencies; management problems of program development, agency building, staffing, budgeting, and controlling; performance standards, research needs, interagency co-ordination.

414 ADMINISTRATION OF CRIMINAL JUSTICE (3): Law and procedure affecting handling of criminal offenders; overview of institutional systems involved in administration of justice; theories concerning cause and treatment of crime.

416 COMPREHENSIVE PUBLIC ADMINISTRATION (3): A blend of problems related to public personnel finance and budgeting, and administrative analysis, theories, and case studies.

RTV RADIO-TELEVISION-FILM

154 THE BLACK MAN IN THE MASS MEDIA (3): The history of the black man in the mass media, how the media have depicted blacks and how that image has changed over the years. Contribution of blacks to the industry. Consideration is given to the effects of the media's projected image on society, ways in which social developments have contributed to and altered that image.

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.

156 VOICE AND DICTION FOR RADIO-TV-FILM (3): Modifications of speech behavior based upon an understanding of the systems, producing speech and an appreciation of the requirements of broadcasting in the film industries. The course is skill oriented.

257 ORAL INTERPRETATION (3) Pre: 156: Oral interpretation of various forms of copy: determination of the varying demands of different audiences, media and types of varying demands of different audiences, media and types of copy. How to use the voice to meet the expressive demands of a particular piece of copy.

- 261 RADIO AND TELEVISION ANNOUNCING (3) Pre: 257: The development of those skills essential to a career as a broadcast performer: announcing, narration, interviewing and ad-libbing.
- 263 ACTING FOR THE CAMERA (3) Pre: 257: Basic principles of acting for film and television.
- 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.
- 282 HISTORY OF THE MOTION PICTURE (3) Pre: 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.
- 301 COMMUNICATIONS THEORIES AND MODELS (3) Pre: 155: Introduction to current multidisciplinary communication theory, including an analysis of models of communication as related to various social systems with the goal of developing an integrative theory of communications for man.
- 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.
- 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.
- 323 TELEVISION PRODUCTION (3) Pre: 155: Elements in television production with experience in producing short television programs.
- 324 BASIC CINEMATOGRAPHY (3) Pre: 155: The theory and principles of film making for the theater and for television with experience in all phases of scripting, production, and editing.
- 325 REGULATION AND FREEDOM IN BROADCASTING (3) Pre: 155: Law, 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.

- 326 MOTION PICTURE MANAGEMENT (3) Pre: 155: Principles of budgeting in the production and distribution of a film made for theater. The nature of film contracts, the distribution system and the principle of building a publicity campaign around a film are considered as well. The course provides insights into the responsibilities of a film producer.
- 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.
- 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.
- 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.
- 412 RESEARCH METHODS IN COMMUNICATIONS (3) Pre: 155: Methods, techniques and measuring instruments currently used in the study of communication behavior.
- 423 TELEVISION DIRECTION (3) Pre: 323: A workshop giving experience in producing and directing television productions.
- 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.
- 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.

- 481 SEMINAR IN RADIC, TV AND FILM (3): Rotating topics. For advanced students only by permission of the instructor.
- 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.
- 491 INDEPENDENT STUDY (3): Special projects in advanced topics. Open to seniors with permission of the instructor. Senior project.

REAREADING

- 151 COMPREHENSIVE READING (2): Diagnostic, referral, clinical, and developmental reading services and instruction.
- 250 ANALYSIS AND SYNTHESIS IN READING (3): Advanced developmental, rate and comprehension skills.
- 408 CONCEPTS AND STRATEGIES FOR TEACHING READING IN ELEMENTARY SCHOOLS (3): Theory and practice in the principles and methods of teaching reading. (See EDU 467).
- 409 CONCEPTS AND STRATEGIES FOR TEACHING READING IN SECONDARY SCHOOLS (3): Theory and practice in the principles and methods of teaching reading. (See ECU 468).

REL RELIGION

- 225 INTRODUCTION TO RELIGION (3): The nature of religion. Basic concepts: The sacred, the holy myth, ritual, science, and their relation to religion in social movement, and other theories of religion's origins. The impact of secularization and urbanization on contemporary religions.
- 226 ~~THE PSYCHOLOGY AND SOCIOLOGY OF RELIGION~~ (3): A study of modern scientific attempts to understand religious experience, thought, behavior and institutions, including consideration of the psychological sources of religion and criteria of mature religious faith.
to be taught?
- 234 RELIGIONS OF MANKIND (3): The major religions of the world, including Islam, Judaism, Christianity, Hinduism, Buddhism, the religions of China and Japan, and the traditional

- religions of Africa. The study will examine their origins, basic beliefs and rituals, and historical development.
- 235 THE BIBLE (3): The historical study of the major books and chief themes of the Hebrew-Christian Bible, to provide a foundation for the Hebrew-Christian Bible, to provide a foundation for understanding the role the Bible has played in forming Western civilization.
- 247 RELIGION IN AMERICAN LIFE (3): The historical development of the major religious groups in America is studied with primary consideration given to the growth and organization, beliefs and practices, social and moral teaching of each group, and the relevance of religion to the crucial issues of American life in the areas of politics, economics, society, and culture.
- 248 ETHICS AND SOCIETY (3): An analysis of major areas of modern life in the light of the ethical teaching of Christianity, and a critical study of Christian ethical teaching and practice. Attention will be given to such issues as war, revolution, economic life, sex and other areas.
- 327 CONTEMPORARY RELIGIOUS THOUGHT (3): An analysis of selected religious and secular writers whose thought represents the crisis and possibilities of contemporary faith, aiming at an understanding of the contemporary image of man.
- 336 THE WESTERN RELIGIOUS HERITAGE (3): Judaism, Christianity and Islam: Their common roots and divergencies, including the study of their origins, distinctive beliefs and practices, and how they relate to each other.
- 337 THE EASTERN RELIGIOUS HERITAGE (3): Hinduism, Buddhism, Confucianism, and Taoism, the religions of India and China; their origins, basic beliefs and practices, literature and historical development.
- 338 THE AFRICAN RELIGIOUS HERITAGE (3): A study of religion underlying the many forms of religious expression, myth and ritual in black Africa; the role of religion in African culture; and those aspects of the African religious heritage which form a vital part of the life and self-understanding of the black American.
- 445 SEMINAR: SPECIAL TOPICS (3): Inquiries into particular

problems and issues which may arise from the interest and questioning of student and instructor.

446 SEMINAR: SPECIAL TOPICS (3): Identical with 445 except offered in the spring semester.

481 INDEPENDENT STUDY (3): A study developed by the student and undertaken independently with the instructor.

482 INDEPENDENT STUDY (3): Identical with 481 except offered in the spring semester.

484 THESIS RESEARCH AND WRITING (3): Upon approval of the area coordinator, a student may undertake, during the last two semesters of his study and intensive inquiry into a particular problem, the discussion of which shall be submitted in the form of a senior thesis each semester.

485 THESIS RESEARCH AND WRITING (3): Identical with 484 except offered in the spring semester.

SCI SCIENCE AND SOCIETY

151 SCIENCE AND SOCIETY (3): Designed to develop basic competencies in the natural, physical, life, and environmental sciences through an integrated approach.

152 SCIENCE AND SOCIETY (3): A continuation of SCI 151. Special societal problems are studied from their scientific viewpoints showing their relationship to the social sciences and humanities. The courses consist of a series of minicourses emphasizing problem-solving approaches to current issues designed to provoke scientific thought and imagination in the physical and life sciences.

SPP SPEECH PATHOLOGY AND AUDIOLOGY

165 BASES OF SPEECH BEHAVIOR (3): This course, designed as the basic speech course, approaches the study of speech from nine different points of view. They are the social, physical, physiological, genetic, neurological, phonetic, linguistic, psychological, and semantic aspects or bases of speech. Rather than concentrating on any one or few in particular, the course seeks to provide a brief introductory view of each of these areas.

- 251 PHONETICS (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.
- 252 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 and disorders, and the development and production, the causes of these disorders, and the roles and responsibilities of persons who diagnose and treat these disorders.
- 345 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 perceptions of reality.
- 351 ANATOMY AND PHYSIOLOGY OF THE VOCAL AND AUDITORY MECHANISMS (3) Pre: 165, BIO 211: 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 collecting such data.
- 352 DISORDERS OF ARTICULATION (3) Pre: SPP 165-351 inclusive, BIO 211: 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.
- 353 DISORDERS OF VOICE (3) Pre: SPP 165-351 inclusive, BIO 211: 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.

- 355 STUTTERING (3) Pre: SPP 165-351 inclusive, B10 211: 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.
- 361 INTRODUCTION TO AUDIOLOGY (3) Pre: SPP 165, 252, & 351: This course covers the anatomical, physiological, and psychological aspect of hearing. Included are a survey of those pathologies that result in hearing loss, and practice in administering basic tests to identify and determine extent of hearing loss.
- 362 AUDIOMETRY (3) Pre: SPP 361: This course covers the rationale and applications of the various specialized procedures, techniques, and tools used in the assessment of hearing loss.
- 363 AURAL REHABILITATION (3) Pre: SPP 165, 362: 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.
- 365 SPEECH AND HEARING SCIENCE (3) Pre: SPP 165-351 inclusive, SPP 361 BIO: 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.
- 367 CLINICAL PRACTICUM (3) SPP 165-363 inclusive SPP 451, 453 corerequisites. Practice in diagnosis and therapy of communication disorders in children and adults.
- 368 CLINICAL PRACTICUM (3) SPP 165-363 inclusive, SPP 451, 453 corerequisites. Practice in diagnosis and therapy of communicative disorders in children and adults.
- 451 DIAGNOSTIC METHODS IN SPEECH PATHOLOGY (3) Pre: SPP 165-362 inclusive, SPP 453, BIO 211: 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.

- 452 **PHYSIOGENIC DISORDERS: SPEECH PATHOLOGY (3)** Pre: SPP 165-362 inclusive BIO 211: 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.
- 453 **DISORDERS OF LANGUAGE (3)** Pre: SPP 165-363 inclusive, BIO 211: 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.
- 491 **INDEPENDENT STUDY (3)** Pre: All required courses in the Area of SPEECH PATHOLOGY AND AUDIOLOGY, BIO 211: This course is open to seniors who have completed, or are in their final terms of completing 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.

THR THEATER

- 161 **VOICE AND DICTION (3)**: A course designed to uncover and present for acquisition the theories, principles, procedures and techniques prerequisite for skill in the use of the voice for the stage and effective communication in various speaking situations.
- 211 **HISTORY OF THE THEATER I (3)**: A composite picture of the major periods of theater history with special emphasis on the attention to the contrast between classical and modern theater.
- 212 **HISTORY OF THE THEATER II (3)** Pre: Theater 211.
- 217 **ORAL INTERPRETATION (3)** Pre: Theater 161: The study and practices of the presentation of literature for oral interpretation.
- 230 **ACTING I (3)**: Training in basic stage fundamentals, acting theories and technique; participation emphasized.

- 231 ACTING II (3) Pre: 230: Second semester continuation.
- 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 and design, problems of sound techniques and reproduction for dramatic use, building and handling of all types of scenery, handling of stage equipment and rigging, and scene painting.
- 322 STAGECRAFT AND SCENE DESIGN II (3) Pre: 321: Second semester continuation.
- 323 TECHNIQUES OF MAKEUP (3): Fee \$10.00. An introduction to stage makeup with emphasis on straight, special effect, and character makeup and a thorough study of materials and techniques of application.
- 326 AFRO-AMERICAN THEATER (3): A study of the problems and styles of black playwrights and the development of black theater in America.
- 351 PLAYWRITING (3): An analytical approach to the writing of plays, plot structure, character development, dialogue study and manuscript preparation and marketing. Each student is guided to the writing and completion of a one-act play.
- 421 THEATER WORKSHOP (3): Fee \$3.00. Required of all English majors. Not required of Theatre Art majors. A composite and practical course designed for English teachers who are often required to produce and direct some plays on the elementary or secondary level.
- 440 DIRECTING (3): A laboratory in which student-directed scenes are presented for discussion and criticism. Basic concepts of directorial approaches and functions are studied. Thesis project required.
- 451 ADVANCED PLAYWRITING (3) Pre: Theater 351: Guided writing of plays for advanced students. Each student is guided to the writing and completion of a full-length play.
- 475 SENIOR PROJECT (1): All majors are required to produce and direct a play from inception of script selection to production.

480 STUDENT TEACHING (12): Identical with EDU 480).

490 METHODS AND MATERIALS FOR TEACHING THEATER ART IN THE SECONDARY SCHOOLS (3): A study of the methods and materials for teaching of Theater in the secondary school. Attention is given to lesson planning and preparation and forms of methodologies as well as a broad insight into resources in the broad spectrum of theater.

UPL URBAN PLANNING

✓ 211 PRINCIPLES AND PRACTICES OF PLANNING (3): This course will examine the dawn of urbanization and organized planning from early days up until contemporary principles and practices of urbanized areas that are applied today. Assignments will center around social, political, economic and environmental forces that shape the character of urban areas.

214 HOUSING AND GOVERNMENT RELATED PROGRAMS (3): An examination of public and private housing, particularly low-income housing. Also, practices of the department corporations and the Farmer's Home Administration will be examined as they affect the quality and quantity of house.

✓ 215 SOCIAL PLANNING (3): A scrutiny of policies and institutions that seek solutions to urban problems as well as study of those agencies and organizations that perpetuate many of our social problems. A great deal of emphasis will be placed on the development of social planning and its relationship to policy planning.

311 REGIONAL PLANNING ANALYSIS (3): Examination of planning issues and problems of regional centers and metropolitan areas throughout the country. Primary concerns will be the allocation and availability of resources from economic development and the problems of conserving and protecting open spaces at the regional and metropolitan levels.

✓ 353 METHODS AND APPROACHES I (3): The primary objective is to thoroughly acquaint the student with intricates required to develop a planning methodology. Emphasis is on conceptual approaches and discussions will center around current analytical techniques, network planning, goal setting, establishing objectives, system analysis, transportation systems, cost-benefit analysis, and relevancy of planning education.

- 354 METHODS AND APPROACHES II (3): A study of planning methods.
- 355 PLANNING PROCESS AND PROBLEMS (3): An in-depth study of planning components that form the planning process. A metropolitan area will be selected and all of its significant planning activities, problems and agencies that impact on planning will be studied.
- 411 LAND-USE PLANNING (3): An analysis of developmental process that help to shape the character of urban and rural areas. This course will, also, examine demographic (migration and mobility) and the impact of governmental decision on land-use policies.
- 412 PLANNING ANALYSIS (3): This course is designed to acquaint the planning student with the techniques and problems involved in the increase and decrease in growth and development of metropolitan areas. A complete analysis will cover elements of urban areas that are encountered by the planner.
- 415 ECONOMICS OF PLANNING (3): This course covers three periods of economic development in this country: agriculture-industrial and service. Major emphasis will be placed on locational preferences of consumers and producers that lead to some growing region growing faster than others in the three economic periods.
- 420 COMMUNITY ANALYSES AND NEW TOWN DEVELOPMENT (3): The theory and practice of community development and new towns from utopia to initiated developments today. Organizers and pioneers of new towns will be discussed in terms of their philosophies of what a town should consist and how elements should be spatially distributed. Current movements in large-scale recreation communities and sizeable subdivisions will be examined.
- 491 PLANNING SEMINAR (3): An overview of pertinent planning matters and other disciplines as they relate to the functions of urban and regional areas. The student will draw upon his academic learning and practical experience in an attempt to chart the present and future of planning from a policy standpoint.
- 492 INDEPENDENT STUDY (3): Designed for the advanced student who has the initiative to conceptualize, formalize, and execute research with limited assistance from faculty members.

UPO URBAN POLITICS

- 211 INTRODUCTION TO POLITICAL SCIENCE (3): Introduction to concepts, organization, and terminology of government. Basic introductory material for the study of political parties and electoral systems. The course will allow for deeper examination of participation of the poor and minority groups in the political process.
- 223 UNITED STATES GOVERNMENT (3): This is a basic course in the American political system. Detailed coverage will be made of the origin, structure, functions and current trends of national government.
- 231 THE POLITICS OF STATES AND URBAN COMMUNITIES (3): Examinations of state and local governments, political participation, political parties at the state level, the politics of the state executive and state legislatures, power structure in the city, and forces affecting contemporary issues of public policy.
- 321 BLACK POLITICS (3): The role of the blacks in the political process on the local, state and national levels. Special attention will be given to ways and means in which the black community could articulate its interest and increase its political power.
- 331 LEGAL PROCESS (3): A study of the legal process will include an examination of judicial decision-making, the organization and jurisdiction of courts, a review of civil and criminal procedures, selection of judges, the courts relationship to the executive and legislative branches. Special emphasis will be given to civil rights and contemporary legal problems.
- 334 CONSTITUTIONAL LAW (3): A study of the origin and growth of the **United States Constitution**. Problems of interpretation and adaptation to contemporary needs. "De facto" and "de jure" constitutional concepts. Attention is given to the nature and operation of the United States Supreme Court and its role in the development of constitutional law.
- 345 COMPARATIVE GOVERNMENT AND POLITICS (3): The course will given an overview of conceptual and methodological questions, a comparative analysis of the political processes, political institutions and government structures of selected Western, non-Western and developing political systems.

- 371 POLITICAL THEORY I (3): Study of major political thinkers and their contributions from Plato through the theorists of the French Revolution.
- 372 POLITICAL THEORY II (3): A critical consideration of modern political thinkers from Marx to Niebuhr, Malcolm X, and Fanon.
- 401 SCOPE AND METHODS OF POLITICAL SCIENCE (3): Development of the discipline to its present state, nature of political inquiry and major approaches to the study of politics will be examined. Special attention will be given to empirical methods of political research.
- 491 SENIOR SEMINAR (3): Advanced topics.
- 492 INTERNSHIP I (6): Designed to give the student the opportunity to observe the political process in action on the state and local levels.



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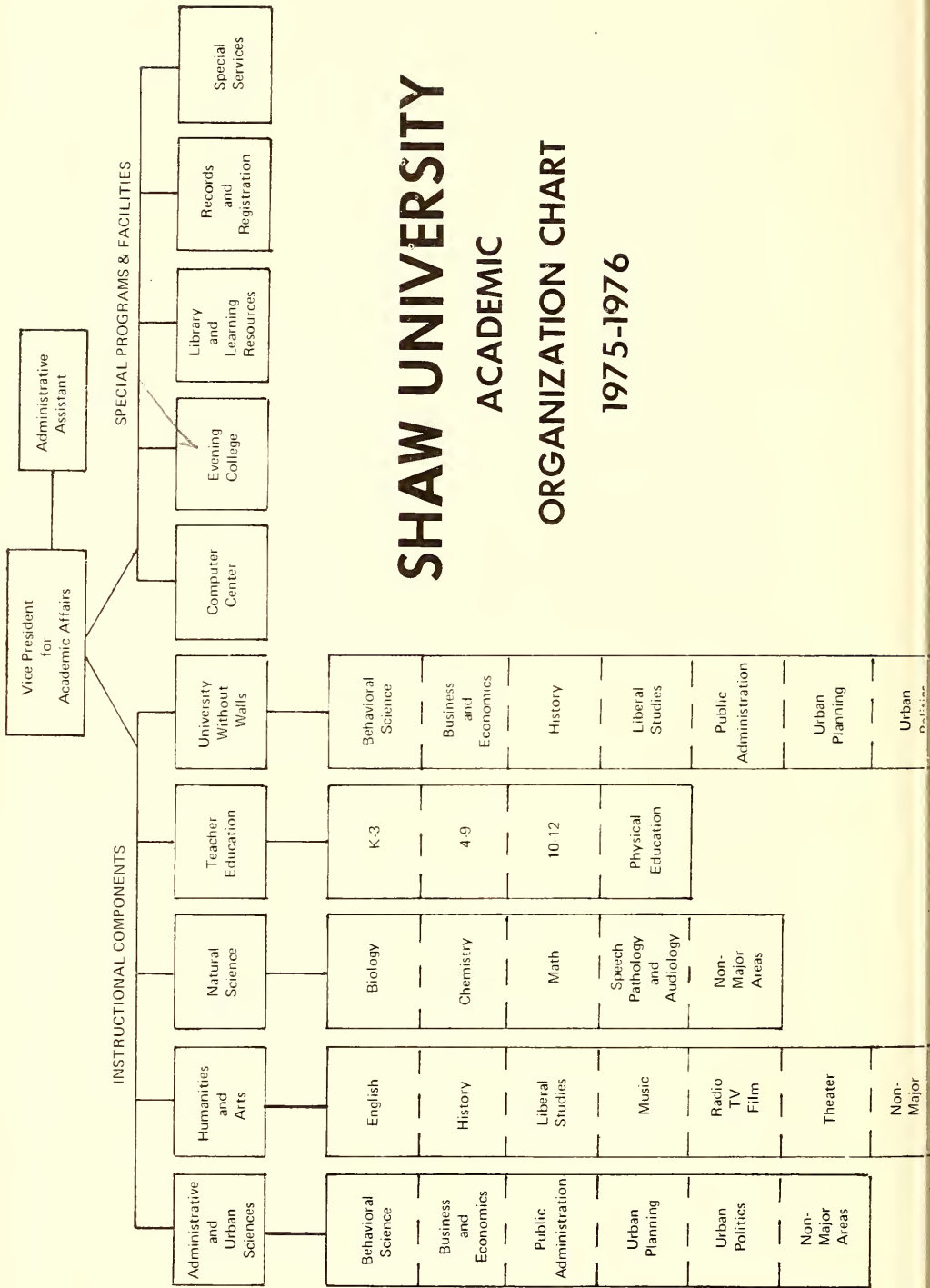
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A National Printing Book, produced in Greenville, North Carolina, by the National Printing Company, Inc. Book, cover design, and Gothic logo by Patrick Elliott. Typography set in Century 10 on 12. Shaw staff photos.

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