

SHAW UNIVERSITY

Since 1865



Catalog Issue
1985-1987

SHAW UNIVERSITY

Raleigh, North Carolina 27611



Catalog Issue — 1985-1987

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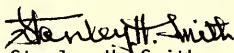
FOREWORD

Shaw University is committed to the philosophy that it is possible to be liberally educated for the world of work. The university seeks to implement this philosophy by having the student take and complete basic core courses before undertaking a specific major. The core courses are offered in the Basic College, and are designed to provide a general background in such liberal arts areas as English, humanities, mathematics, the natural sciences, social science, and world civilization.

While striving to create a functional linkage between career, professional, and liberal-arts orientations, Shaw seeks to attract students who are highly motivated, have a potential to succeed, and a general sense of purpose and direction. Teachers are also expected to be highly motivated and competent, and to use innovative teaching methodologies to assist students in the acquisition of knowledge and academic skills.

Holding to a holistic view of education, Shaw University draws no significant distinction operationally between academic and non-academic activities. All activities, including the varied aspects of student affairs, are geared towards their learning implications for students. We take this position because the belief is strong among members of the Shaw family that the whole college environment must be made conducive to learning.

It is upon these tenets and premises that we welcome to the Shaw family any student who is interested in being "liberally educated for the world of work."


Stanley H. Smith
President

SHAW UNIVERSITY
ACADEMIC CALENDAR - 1985-86
FIRST SEMESTER

1985

AUGUST

12	Monday	Faculty/Staff Pre-School Conference
13	Tuesday	CAPE Registration - Asheville 6:00-8:00 P.M.
14-15	Wednesday- Thursday	Late Registration - Asheville
14	Wednesday	CAPE Registration - Kannapolis/Charleston 6:00-8:00 P.M.
15-16	Thursday- Friday	Late Registration - Kannapolis/Charleston
15	Thursday	CAPE Registration - High Point/Wilmington 6:00-8:00 P.M.
16-19	Friday- Monday	Late Registration - High Point/Wilmington
16	Friday	CAPE Registration - Fayetteville/Ahoskie 6:00-8:00 P.M.
17	Saturday	CAPE Registration - Raleigh/Rocky Mount 9:00-12:00 Noon
18	Sunday	Residence Halls Open for New Students
19-20	Monday- Tuesday	Late Registration - Fayetteville/Ahoskie
19-20	Monday- Tuesday	Late Registration - Raleigh/Rocky Mount
19	Monday	Orientation/Registration for New Students Financial Clearance for New Students Placement Testing - Students K-Z
20	Tuesday	Financial Clearance for New Students Placement Testing - Students A-J
25	Sunday	Residence Halls Open for Returning Students
26-27	Monday- Tuesday	Registration for Financial Clearance for Returning Students
28	Wednesday	Classes Begin Late Registration Begins

SEPTEMBER

2	Monday	Labor Day: Holiday
9-10	Monday- Tuesday	Delayed Examinations
13	Friday	Late Registration Ends Last Day to Add a Course Last Day to Apply for Graduation
16	Monday	Fall Convocation
25	Wednesday	Last Day to Withdraw and Receive Partial Refund
27	Friday	Last Day to Drop a Course

OCTOBER

8	Tuesday	Career Day
18	Friday	Mid-Term Progress Reports Due
21-25	Monday-Friday	United Nations Week
23	Wednesday	Induction into Freshman Honor Society

NOVEMBER

12	Tuesday	Crowning of Miss Homecoming
14	Thursday	Basic College Competency Examination (Math)
18-20	Monday-Wednesday	Registration for Spring
19	Tuesday	Basic College Competency Examination (English)
20	Wednesday	Crowning of Miss Shaw University
20-21	Wednesday-Thursday	CAPE Staff Conference
22	Friday	Founder's Day Observance
23	Saturday	Homecoming
28	Thursday	Thanksgiving Recess Begins

DECEMBER

2	Monday	Classes Resume
9	Monday	Common Examination (Math)
10	Tuesday	Last Day of Classes
10-13	Tuesday-Friday	Common Examination (English)
14	Saturday	Final Examinations
27	Friday	First Semester Ends
30	Monday	CAPE Registration - Ahoskie/Rocky Mount 6:00-8:00 P.M.
		Late Registration Begins - Ahoskie/Rocky Mount

SECOND SEMESTER

1986

JANUARY

2	Thursday	Late Registration Ends - Ahoskie/Rocky Mount 6-8 P.M.
3 & 6	Friday	CAPE Registration - Asheville/Charleston
3	Friday-	Late Registration - Asheville/Charleston
4	Saturday	CAPE Registration - Kannapolis/Wilmington 6-8 P.M.
5	Sunday	CAPE Registration - High Point/Fayetteville 9-12 Noon
6-7	Monday-Tuesday	Residence Halls Open for Second Semester
		Late Registration - Kannapolis/Wilmington
		Late Registration - High Point/Fayetteville

JANUARY

6	Monday	CAPE Registration - Raleigh 6:00-8:00 P.M.
6-7	Monday-	Registration and Financial Clearance (Regular Program)
7-8	Tuesday-	Late Registration - Raleigh CAPE
	Wednesday	
7-8	Tuesday-	Delayed Examinations
	Wednesday	
9	Thursday	Classes Begin
		Late Registration Begins (Regular Program)
15	Wednesday	Martin Luther King, Jr.'s Birthday: Holiday
24	Friday	Late Registration Ends Last Day to Add a Course

FEBRUARY

BLACK HISTORY MONTH

5	Wednesday	Last Day to Drop a Course Last Day to Withdraw and Receive Partial Refund
16-20	Sunday-	Religious Emphasis Week
	Thursday	
24	Monday	Spring Vacation Begins

MARCH

2	Sunday	Spring Vacation Ends
3	Monday	Classes Resume
11-13	Tuesday-	Youth Motivation Task Force
	Thursday	
		Mid-Term Progress Reports Due
19	Wednesday	Freshman Honor Banquet
28-31	Friday-	Easter Recess
	Monday	

APRIL

1	Tuesday	Classes Resume
15	Tuesday	Basic College Competency Examination (Math)
16-17	Wednesday-	Registration for Fall Semester
	Thursday	
16-18	Wednesday-	International Festival
	Friday	
17	Thursday	Basic College Competency Examination (English)
24	Thursday	Health Fair 9:00 A.M.-4:00 P.M. Physical Education Exposition 7:00-10:00 P.M.
25	Friday	Academic Awards Day
30	Wednesday	Examinations for Prospective Graduates Begins

MAY

2	Friday	Examinations for Prospective Graduates Ends Service Awards Day
5	Monday	Last Day of Classes Common Final Examination (English) Athletic Awards Banquet
6	Tuesday	Common Final Examination (Math)
6-9	Tuesday- Friday	Final Examinations
9	Friday	Second Semester Ends Senior Banquet
10	Saturday	Graduation



SHAW UNIVERSITY
Academic Calendar - 1986-87

FIRST SEMESTER

AUGUST

11	Monday	Faculty/Staff Pre-School Conference
12	Tuesday	CAPE Registration - Asheville 6:00-8:00 P.M.
13-14	Wednesday- Thursday	Late Registration - Asheville
13	Wednesday	CAPE Registration - Kannapolis/Charleston 6:00-8:00 P.M.
14-15	Thursday- Friday	Late Registration - Kannapolis/Charleston
14	Thursday	CAPE Registration - High Point/Wilmington 6:00-8:00 P.M.
15-18	Friday- Saturday	Late Registration - High Point/Wilmington
15	Friday	CAPE Registration - Fayetteville/Ahoskie 6:00-8:00 P.M.
16	Saturday	CAPE Registration - Raleigh/Rocky Mount 9:00-12:00 Noon
17	Sunday	Residence Halls Open for New Students
18-19	Monday- Tuesday	Late Registration - Fayetteville/Ahoskie
18-19	Monday- Tuesday	Late Registration - Raleigh/Rocky Mount
18	Monday	Orientation/Registration for New Students Financial Clearance for New Students Placement Testing - Students K-Z
19	Tuesday	Financial Clearance for New Students Placement Testing - Students A-J
24	Sunday	Residence Halls Open for Returning Students
25-26	Monday- Tuesday	Registration for Financial Clearance for Returning Students
27	Wednesday	Classes Begin Late Registration Begins

SEPTEMBER

1	Monday	Labor Day: Holiday
8-9	Monday- Tuesday	Delayed Examinations
12	Friday	Late Registration Ends Last Day to Add a Course Last Day to Apply for Graduation
17	Wednesday	Fall Convocation
19	Friday	Coronation of Miss Shaw University
24	Wednesday	Last Day to Withdraw and Receive Partial Refund
26	Friday	Last Day to Drop a Course

OCTOBER

7	Tuesday	Career Day
17	Friday	Mid-Term Progress Reports Due
20-24	Monday- Friday	United Nations Week
22	Wednesday	Induction into Freshman Honor Society

NOVEMBER

11	Tuesday	Crowning of Miss Homecoming
13	Thursday	Basic College Competency Examination (Math)
17-19	Monday- Wednesday	Registration for Spring
18	Tuesday	Basic College Competency Examination (English)
19-20	Wednesday- Thursday	CAPE Staff Conference
21	Friday	Founder's Day Observance
22	Saturday	Homecoming

DECEMBER

1	Monday	Classes Resume
8	Monday	Common Examination (Math) Last Day of Classes
9	Tuesday	Common Examination (English)
11-15	Thursday- Monday	Final Examinations
16	Tuesday	First Semester Ends

1987

SECOND SEMESTER

JANUARY

6	Tuesday	CAPE Registration - Ahoskie/Rocky Mount	6:00-8:00 P.M.
7-8	Wednesday- Thursday	Late Registration - Ahoskie/Rocky Mount	
8	Thursday	CAPE Registration - Asheville/Charleston	6:00-8:00 P.M.
9-12	Friday- Monday	Late Registration - Asheville/Charleston	
9	Friday	CAPE Registration - Kannapolis/Wilmington	6:00-8:00 P.M.
10	Saturday	CAPE Registration - High Point/Fayetteville	9:00-12:00 Noon
11	Sunday	Orientation/Residence Halls Open for Second Semester	
12-13	Monday- Tuesday	Late Registration - Kannapolis/Wilmington	
		Late Registration - High Point/Fayetteville	
12	Monday	CAPE Registration - Raleigh	6:00-8:00 P.M.
12-13	Monday- Tuesday	Registration and Financial Clearance (Regular Program)	
13-14	Tuesday- Wednesday	Late Registration - Raleigh CAPE	
13-14	Tuesday- Wednesday	Delayed Examinations	
15	Thursday	Martin Luther King, Jr.'s Birthday: Holiday	
16	Friday	Classes Begin	
		Late Registration Begins	
		Late Registration Ends	
23	Friday	Late Day to Add a Course	

FEBRUARY

BLACK HISTORY MONTH

11	Wednesday	Last Day to Drop a Course Last Day to Withdraw and Receive Partial Refund
15-19	Sunday- Thursday	Religious Emphasis Week
23	Monday	Spring Vacation Begins

MARCH

1	Sunday	Spring Vacation Ends
2	Monday	Classes Resume
10-12	Tuesday- Thursday	Youth Motivation Task Force
18	Wednesday	Mid-Term Progress Reports Due Freshman Honor Banquet

APRIL

7	Tuesday	Basic College Competency Examination (Math)
8-10	Wednesday- Friday	Registration for Fall Semester
8-10	Wednesday- Friday	International Festival
9	Thursday	Basic College Competency Examination (English)
17-20	Friday- Monday	Easter Recess
23	Thursday	Health Fair 9:00 A.M.-4:00 P.M. Physical Education Exposition 7:00-10:00 P.M.
24	Friday	Academic Awards Day
23-24	Thursday- Saturday	Examinations for Prospective Graduates Begins

MAY

1	Friday	Service Awards Day
4	Monday	Last Day of Classes Common Final Exam (Math) Athletic Awards Banquet
5	Tuesday	Common Final Examination (English)
5-8	Tuesday- Friday	Final Examinations
8	Friday	Second Semester Ends Senior Banquet
9	Saturday	Graduation

HISTORICAL PROFILE

On December 1, 1865, Henry Martin Tupper started a class in theology for the purpose of teaching Freedmen how to read and interpret the Bible. From this Theology class there developed The Raleigh Institute (1866), later called The Shaw Collegiate Institute (1870), and incorporated as The Shaw University (1875). Named for its chief benefactor, Elijah Shaw, of Wales, Massachusetts, the school was designed by its founder to be coeducational from the beginning. Its coeducational status was assured with the establishment of Estey Seminary, the first dormitory in the nation devoted exclusively to housing Black women.

The University graduated its first college class in 1878, its first medical school class in 1882; first class in law, 1890; and first class in pharmacy, 1893. The Normal Department was changed to the Education Department in 1909, and became a part of the regular college program. With discontinuation of the academy, normal department and professional schools, between 1909 and 1926, Shaw became the first institution south of Washington devoted exclusively to college and theological work.

Presidents of the institution and the years of their administration are as follows:

Henry Martin Tupper.....	1865-1893
Charles Francis Meserve.....	1894-1919
Joseph Leishman Peacock.....	1920-1931
William Stuart Nelson.....	1931-1936
Robert Prentiss Daniel.....	1936-1950
William Russell Strassner.....	1951-1962
Nelson H. Harris (Interim).....	1962-1963
James Edward Cheek.....	1963-1969
King Virgil Cheek.....	1969-1971
J. Archie Hargraves.....	1971-1976
John W. Fleming (Interim).....	1976-1977
Richard E. Fields (Acting).....	1977-1978
Stanley H. Smith.....	1978

Historically, the buildings on campus represent a combination of the old and new. Several buildings erected between 1873 and 1910 stand alongside others built in the 1940's. And in the midst of these are modern structures built between 1964 and 1971. These include an administration building, library, student union, men and women's residence halls.

The campus is adjacent to the Raleigh Civic Center Complex, and only a few blocks from the state office building complex. When first occupied in 1870, the campus was peripheral to the city boundary lines, but is now in the heart of the Downtown Area of this state capital.

ACCREDITATION

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

AFFILIATIONS AND MEMBERSHIPS

Southern Association of Colleges and Schools
North Carolina Department of Public Instruction
Association of American Colleges
American Council on Education
National Association of Colleges and Universities
North Carolina Association of Colleges and Universities
National Association of Independent Colleges and Universities
National Alliance of Business College/Industry Cluster Program
North Carolina Association of Independent Colleges and Universities
United Negro College Fund, Incorporated
Council for the Advancement and Support of Education
Cooperating Raleigh Colleges
National Association of Student Financial Aid Administrators
Southern Association of Student Financial Aid Administrators
North Carolina Association of Student Financial Aid Administrators
National Association for Equal Opportunity in Higher Education
National Association of College and University Business Officers
Southern Association of College and University Business Officers
National Association for the Exchange of Industrial Resources
Greater Raleigh Chamber of Commerce
The College Board
Council for Advisory/Support of Education
The Carolinas Association of Collegiate Registrars and Admissions Officers
National Association of College Deans, Registrars and Admissions Officers
National Association for Foreign Student Affairs
American-Mideast Educational and Training Services, Inc.
Central Intercollegiate Athletic Association
National Collegiate Athletic Association

COOPERATING RALEIGH COLLEGES

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

MEHARRY MEDICAL COLLEGE AFFILIATION

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

INSTITUTIONAL MISSION

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

Believing that learning and personality development are interrelated, the University seeks to help students develop self-confidence and positive ego identities through the simultaneous mastery of academic skills and content courses aided by positive introspection and self-analysis. Opportunity for this mastery is provided through the "University Core Studies" that entering students are required to take, studies through which reading, writing and mathematics are taught in an interdisciplinary manner with analytical and cognitive skills permeating and reinforcing the learning process.

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

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

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

INSTITUTIONAL MISSION

Majors selected as fields of study, along with the basic core curriculum, are the means through which students are expected to acquire desired skills and knowledge.

The University remains committed to the training of persons who are interested in being teachers, lawyers, doctors, dentists and the like. Towards this end instruction is provided in Teacher Education, Preprofessional Studies, Pre-Engineering, Pre-Theology, and other areas to which a liberal arts education is pertinent. The basic philosophy undergirding instruction in preparation for achieving career goals is that "it is possible to be liberally educated for the world of work."

POLICY STATEMENT

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

NON-DISCRIMINATORY POLICY

Shaw University, in compliance with civil legislation, hereby asserts that it does not discriminate on the basis of race, color, national origin, religion, creed, sex, age or handicap, in its recruitment of and acceptance of students and in employment or educational programs and activities.

Financial Information

FINANCIAL INFORMATION

All bills are payable on registration day. Bills are payable by cash, certified or cashier's check or money orders. No Personal Checks are acceptable.

Persons mailing payments due at registration for a semester must mail the payment in time to reach the university at least 15 days prior to registration. Please do not mail cash. Checks or money orders should be made payable to Shaw University and sent to the Business Office.

Students are not permitted to take final examinations nor receive transcripts if they are delinquent in payment of their bills.

TUITION AND FEES

Description	Program	Per Semester
Full-Time Students	Regular	\$ 1125.00
International Students		1375.00
Per Credit Hour		93.75
Per Credit Hour	CAPE/Evening	93.75
Room Fee		270.00
Meal Fee		495.00
Life Experience (Portfolio)	CAPE	450.00
Comprehensive Fee (full-time)	Regular	150.00
Comprehensive Fee (part-time)		75.00
Administrative Fee	CAPE	100.00
Total Cost Per Semester		
On Campus Full-Time Students	Regular	\$ 2075.00
On Campus International Students		\$ 2325.00
Off Campus Full-Time Students		\$ 1310.00
Off Campus International Students		\$ 1560.00
CAPE		\$ 1225.00
Total Cost Per Year		
On Campus Full-Time Students	Regular	\$ 4150.00
On Campus International Students		\$ 4650.00
Off Campus Full-Time Students		\$ 2620.00
Off Campus International Students		\$ 3120.00
CAPE		\$ 2450.00
Books per semester approximately		\$ 175.00
These fees are subject to change without notice:		
Insurance		\$ 35.00
Applied Music		25.00
Bowling		16.00
Student Teaching		110.00
Swimming		16.00

SPECIAL FEES AND CHARGES

Late Registration - \$30.00 for the first day and \$6.00 for each subsequent day. THIS FEE IS NOT TO BE ADDED TO STUDENT'S REGULAR BILL.

Drop/Add courses (each)	\$ 6.00
Transcript Fee	\$ 4.00
Initial Copy to Graduates	FREE
Room Deposit (Non-refundable)	\$ 20.00
Delinquent or Delayed Exams (unless admin.)	\$ 40.00
Parking Fee (Per semester)	\$ 15.00
Graduation Fee	\$ 60.00
Key Deposit (Refundable)	\$ 20.00
Diploma Replacement	\$ 15.00
Duplicate I.D. Card	\$ 10.00
Duplicate Exam Permit	\$ 5.00

THE ABOVE WILL NOT BE CHARGED TO THE STUDENT'S ACCOUNT. These Fees are to be paid in cash at the time of the transaction.

Graduation Fee must be paid prior to Graduation.

TV'S, RADIOS, STEREOS - Per Appliance - Per semester

REFUNDS

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

CALENDAR DAYS	PER CENT REFUND	REPAYMENT
1-4	80%	80%
15-21	60%	60%
22-28	40%	40%
29-35	20%	20%
36 and over	0.0%	0.0%

Shaw University will attempt to refund each student his or her overpayment in the semester in which it occurs, but not necessarily before they depart for the Christmas vacation or for their summer recess. To be eligible for a refund for the semester, your account must carry an overpayment on it before the following semester begins. If your refund is not made prior to your departure, it will be mailed to you or you may pick it up at the Business Office.

REMISSION FOR UNIVERSITY EMPLOYEES AND THEIR DEPENDENTS

An employee of the University who is pursuing courses at the University is entitled to a tuition waiver for courses taken, but not to exceed six credit hours in any one semester. Tuition waiver applies only when there is no third party responsible for, or committed to the payment of tuition, fees and/or awards made for said student.

The dependent (spouse, children or legal dependent) of a faculty or staff employee of the University is entitled to tuition waiver for the semester in which he/she is currently enrolled.

Tuition and fee charges are assessed for students enrolled at Shaw University who are dependents of full-time employees of the University, and employees who are full-time workers at and attending the University. Such students are expected to apply for any financial aid to which they are, or may be, entitled. For these students, the University will waive the collection of only that portion of assessed charges which are not covered by financial aid awards or payments by third parties which are specifically designated for, and limited to, use by said student only if the student has applied for aid for which he/she is entitled.

Remission of student charges does not apply to the Summer Session(s) held by the University.

BOOKS AND SUPPLIES

The cost for books may vary from student to student because of the different majors but books and supplies average approximately one-hundred seventy-five dollars (\$175.00) per semester.

The student should have at least seventy-five dollars (\$75.00) per semester with him/her for supplies that are required for classes but not stocked at the University Book Store.

We will make no refunds for the purchase of books and supplies.

SUSPENSION

Those students who are academically suspended from the University, are ineligible for any Financial Aid from the University, State Government and Federal Government.

The University requires a payment of at least two-thirds of the cost for that semester with the balance being paid in Three Equal Monthly Installments. If a payment is not made on the DUE DATE, then the student is subject to DISMISSAL.

FINANCIAL AID POLICY STATEMENT

Shaw University is anxious to provide maximum assistance to its students in helping them get the maximum amount of financial aid to which they are entitled under the various federal and State Student Assistance Programs. This interest on the University's part results from its desire to reduce the student's or parents' financial burden in meeting the cost of attending Shaw University, coupled with the benefit the University derives from the cash flow these programs provide toward payment of tuition and fee charges.

Student tuition fee charges are a major source of funds on which the University must rely to meet the cost of its instructional and instructional support programs. Students are responsible for paying these charges and financial aid programs are made available to help them to do so. Such aid, however, can only be made available if the student completes the necessary application requirements.

To encourage continuing students and applicants for admission to complete these application requirements in a timely manner, the University will make all necessary forms available to the student or applicant, and, under the circumstances listed below, will pay the application processing fees required:

- a) For continuing students, if they submit the required financial aid application forms to the Director of Financial Aid by March 15 of the academic year preceding the year for which the financial assistance is being applied.
- b) For applicants for admission, if they mail the required financial aid application forms to the Director of Admissions within thirty days of the date on which the University has notified them that they have been accepted for admission.

Prior to permitting a student to register and attend classes, the University must have reasonable assurance that each student will be able to do so. Because the University recognizes that most of its students will be unable to meet the cost of education without financial aid, it has adopted the following policy:

No student or applicant will be permitted to register and attend classes without having first satisfied the Business Manager that he or she will be able to pay the tuition, fee and, if applicable, room and board charges assessed. For those students who need financial aid to do so, but to whom financial aid cannot be awarded because they have failed to provide the Director of Financial Aid with the forms and documents necessary to do so, admission will be conditional for a thirty (30) day period subject to the concurrence of the

FINANCIAL AID POLICY STATEMENT

Director of Financial Aid and the Business Manager and the willingness on the students' part to provide the Director of Financial Aid with all missing application forms and documents within the thirty (30) day period. Failure to meet this obligation within the thirty day conditional period will result in automatic dismissal from the University with remission of charges assessed unless the student can satisfy the Business Manager that he or she can meet his or her obligations to the University without receiving financial aid.

The amount of financial aid for which a student is eligible is prescribed by Federal and State Regulations. These regulations provide, in general, that the amount of assistance is related to need and enrollment status, i.e., whether the student is enrolled as a full-time student carrying 12 or more credits or as a part-time student carrying less than 12 credits. Frequently, students change their schedules after registration and, in so doing, increase or decrease the number of credits being carried. Where such increase or decrease in credit hours being carried by a student who has been awarded financial aid changes his or her enrollment status from full-time to part-time, the University is required by Federal and State regulations to adjust the amounts of financial aid awarded so that it is consistent with the new enrollment status. Conversely, when a student-enrollment status changes from part-time to full-time, the University may increase the amounts of financial aid but is not obligated to do so. The University, therefore, has adopted the following policies to deal with these situations:

1. Where course adds and drops are made prior to the published add and drop deadlines, student tuition charges will be adjusted to reflect the proper assessment of tuition and fee charges. If such adds and drops result in a change in enrollment status, the student's financial awards will be adjusted to reflect such changes in eligibility if the University has available to it unawarded financial aid funds sufficient to cover such awards.
2. After the published add and drop dates, no student will be permitted to add or drop courses without the concurrence of both the Business Manager and the Director of Financial Aid. Where such adds and drops result in an increase in the tuition and fee charges that should be assessed, such additional charges will be assessed by the Business Manager. Tuition and fee charges assessed will not be reduced after the free add and drop periods have expired, unless the Business Manager determines that the necessity to drop courses is due to circumstances which are beyond the student's control.
3. Reduction in room and board charges resulting from a change in residential status from on-campus to off-campus will be made in accordance with the University's published refund policies. Such

FINANCIAL AID POLICY STATEMENT

change in residential status does not affect a student's eligibility for financial aid.

The University is required by regulations to take into consideration, in the determination of a student's need, any funds that are available to cover the cost of his or her education, including funds made available for that purpose by a third party in the form of tuition grants or payments on the student's behalf. The student is obligated to advise the University of any funds available to him or her of which the student has knowledge. Therefore, the University has adopted the following policy:

"Where funds are received by the University or the students to cover his or her cost of education subsequent to the determination of the amount of aid to be awarded, the amount of such award shall be reduced if the combined total of the amount awarded by the University and the additional funds subsequently received exceed the student's determined need for financial aid."

FINANCIAL AID

The factor of need is considered for all forms of financial assistance. The program is designed to provide financial assistance to qualified and deserving students who, without it, would not be able to attend or remain in school. All financial aid awards are renewable on an annual basis, but a new application must be filed each year. The amount of aid may be modified according to changes in the recipients's need or academic status.

In order to be considered for financial assistance, all continuing students must submit all completed financial aid forms to the financial aid office. All new students must adhere to the following:

1. Apply for admission to the University and complete all forms connected with his/her application;
2. File the Family Financial Statement with the American College Testing Program or the Financial Aid Form with the College Scholarship Service;
3. File a separate application when seeking assistance for Summer Session. Applications for continuing students may be secured from the Director of Financial Aid. Applications for new students may be secured from the Director of Admissions.

Financial Assistance is provided through any one or a combination of the following:

NATIONAL DIRECT STUDENT LOANS: A student may borrow up to \$2500 the first two years, with a maximum of \$5000 for undergraduate study, and repay it monthly at 5.0 percent interest after the student completes or terminates his/her education. The repayment and interest period begins six months after leaving college. Borrowers in this program are required to have an exit interview with the Student Loan Officer preceding graduation or other separation in order to establish a repayment schedule.

FINANCIAL AID

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

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

SUPPLEMENTAL EDUCATION OPPORTUNITY GRANT PROGRAM (SEOG): In order to be eligible for SEOG assistance, a student must demonstrate need, which indicates that his/her expected family contribution may not exceed fifty percent of his/her cost of education at the institution in which the student is enrolled or accepted. The minimum SEOG which may be awarded a student is \$200 per academic year, and the maximum is \$2000.

STATE GUARANTEED LOANS: These loans in amounts up to \$2500 per year may be secured through participating banks in one's hometown. In North Carolina, this program is administered through the College Foundation, Incorporated. Applications must be submitted to College Foundations, Inc.

NORTH CAROLINA STATE CONTRACTUAL SCHOLARSHIP FUND (NCSASF): This grant is funded by the State Legislature especially for private institutions and is limited to students who demonstrate exceptional need and is a resident of the state.

NORTH CAROLINA STUDENT INCENTIVE GRANT (NCSIG): This grant is offered to legal residents of North Carolina who are full time students and have demonstrated financial need. In order to be considered, applicants must have submitted a processed need analysis from either American College Testing or College Scholarship Services on or before March 15 to College Foundation, Incorporated of North Carolina. The determination of eligibility is made by College Foundation, Incorporated.

NORTH CAROLINA LEGISLATIVE TUITION GRANT (NCLTG): This grant is funded by the State Legislature especially for private institutions and is limited to students who are residents of North Carolina and who are full time students.

FINANCIAL AID

On and Off Campus Employment

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

Scholarships and Grant-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 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 by each donor.

Aerospace ROTC (See course description)

How to Apply for Financial Aid: Listed below are the necessary steps that must be taken to secure financial aid at Shaw University.

1. Complete a Family Financial Statement and forward it to the appropriate regional office as indicated on the form. These forms are available at high schools counseling centers and the Financial Aid Office at Shaw University.

Transfer Students:

1. In order to be considered for aid, transfer students must submit a Financial Aid Transcript (FAT) from their most recently attended post-secondary school, college or university.
2. Students entering school for the first time, or transferring after only one year at another institution, are eligible for the PELL GRANT. Shaw will not make a final decision on the aid package until the FAT and Student Eligibility Report are received. To obtain this report an application can be filed with the American College Testing Program.

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

REFUND POLICY

If a student receiving student aid withdraws from the University during a semester, a portion of the financial aid award may need to be repaid. The amount to be repaid will be determined according to specifications set by the University's refund policy.

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

Failure to Maintain Satisfactory Progress (SUSPENSION/DISMISSAL)

Students suspended/dismissed for academic reasons are ineligible to receive financial aid.

If a student is allowed to re-enroll after being suspended/dismissed for a semester, the student will only be eligible to receive aid when he or she is in good academic standing.

Change of Enrollment

If a student becomes less than full-time during a semester or between semesters, the federal guidelines require the institution to recalculate the aid award.

If a student is enrolled for less than six hours, he/she is ineligible to receive a PELL GRANT.

Students from North Carolina that are enrolled less than full-time are ineligible to receive the North Carolina Legislative Tuition Grant (NCLTG).



Student Life

STUDENT LIFE

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

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

HOUSING: Two residence halls with accommodations for approximately 425 female and male students, respectively, exist on campus. Students not residents of Raleigh or the vicinity are required to live in university residence facilities. In unusual circumstances, and upon written request by parent or guardian to the Dean of Students, this regulation may be waived; however, off-campus housing is not to be acquired before the student receives written authorization from the Dean of Student Affairs.

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

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

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

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

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

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

STUDENT LIFE

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 encouraged to apply for scholarships, fellowships, and assistantships in financing their graduate study.

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

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

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

ORGANIZATIONS AND ACTIVITIES

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

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

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

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

STUDENT LIFE

RELIGIOUS LIFE: Shaw University is committed to implementing its tradition as a Christian institution. It is open to interact with, and respects the diversity of faiths, perspectives and lifestyles held by members of the University Community.

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

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

The annual religious emphasis week brings to campus outstanding religious leaders. The Committee 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 organization. These organizations are the Alpha Eta Omega Christian Fellowship, the Theological Fraternity, the University Ushers, and the Shaw University Gospel Choir.

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

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

STUDENT LIFE

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

ACADEMICALLY ORIENTED ORGANIZATIONS:

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

SPECIAL INTEREST CLUBS: The various departments of the University have organized clubs representing the fields of English, science, behavioral science, art, business, education, mathematics, foreign language, and dramatics.

THE SHAW PLAYERS AND COMPANY: An active theatre production company that schedules several theatrical productions throughout the year. The Company and the academic program in Theatre hold membership in the National Association of Dramatic and Speech Arts.

UNIVERSITY CHORALE SOCIETY: Several campus vocal groups are part of the society. These groups present frequent broadcasts and concerts throughout North Carolina and in states throughout the nation.

THE UNIVERSITY CONCERT AND JAZZ BANDS: Open to students who are interested in instrumental music. Each year the group presents several concerts and provides music for many campus affairs.

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

THE SHAW UNIVERSITY GOSPEL CHOIR: Composed of students interested in the preservation and performance of religious musical contributions of the black American. This organization appears in concert throughout the Southeast and Northeast and performs at university convocations as an affiliated organization with the University.

STUDENT GOVERNMENT

THE STUDENT GOVERNMENT ASSOCIATION: Composed of elected student leaders who administer student affairs and represent all students in matters relating to their welfare.

THE MEN'S PERSONNEL COUNCIL: An organization of elected student representatives, concerned with matters affecting the co-curricular activities of the male students of the University.

STUDENT LIFE

THE WOMEN'S PERSONNEL COUNCIL: An organization of elected student representatives, concerned with the co-curricular activities of the female students. It serves as the major advisory student group dealing with affairs of women students.

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 carry out such programs as the class may desire after graduation.

THE GREEK COUNCIL: Charged with coordinating the interests and activities of the fraternities, sororities and social fellowship organizations.

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 and the National Collegiate Athletic Association. The intercollegiate Sports Program includes, basketball, baseball, tennis, golf, track, cross-country, volleyball and softball, and is under the supervision of the Director of Athletics. The Program's objectives are the development of health, sportsmanship, group loyalty and wholesome living. Students who excel in one or more of the sports offered through this program may be eligible for financial assistance. To qualify, students are expected to meet the same standards of academic performance, need, and leadership qualities required of other Shaw students.

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

GREEK LETTER SOCIETIES AND SOCIAL FELLOWSHIPS

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



Description of Special Programs

WSHA-FM RADIO COMMUNICATIONS CENTER

The University radio station, WSHA-FM, is a fully equipped, modern broadcast facility. WSHA is currently operating at 25,500 watts which allows the station to be heard within a 70-mile radius. The station broadcasts from 6 a.m. to midnight, seven days a week. Additionally, the station is equipped with modern video cameras and has the capability, through closed circuits, to provide extensive training in television for the students.

The WSHA-FM Radio Communications Center is a learning laboratory in which students gain practical and valuable experience in broadcast communications. It serves as a functional laboratory and training base for students who are majoring in Radio-Television by allowing students the opportunities to apply theory and enhance and sharpen skills.

Additionally, the station serves the surrounding communities through its regular aircasts. As a news operation, WSHA-FM broadcasts all pertinent campus news and local, regional and national news as well as public service announcements. An AP teletype service makes instant news service available. In addition to providing information and instruction, the station encourages talent in the performing arts and broadcasts musical and dramatic talent on a regular basis. A regular series of varied, programmed music is aired including educational programs on the sciences, humanities, religion, health care, cultural arts, economics, urban affairs, and areas of public interest.

The station's services are available to all Shaw professors who want to arrange special programs for benefit of their classes. Outside sources of educational, cultural and news programs include Broadcasting Foundation of America and the National Educational Radio Network which provides tapes featuring national figures and talent.

THE SPEECH AND HEARING CLINIC

The University has a modern, well-equipped speech and hearing clinic as part of the Department of Speech Pathology and Audiology. The clinic provides individual and group therapy and offers three-pronged services: diagnosis, treatment, and referral. Current clients are primarily pre-schoolers from the local community.

LIBRARY/LEARNING RESOURCES CENTER

The memorial library, known as the Library/Learning Resources Center, consists of the traditional library and the media center.

The library collection of print and non-print materials provides support of the current curriculum; and the general reading of the university community.

The media base of the library collection consists of films, filmstrips, tapes, transparencies, phonorecords, microfilms, microfiches, slides, media kits, and maps.

Print and non-print materials on the history of the Afro-American are extensive and rich with sources for research and general information. Included in this group of materials are the microfilm collections Series I and II of the Schomburg Center for Research in Black Culture.

Special collections within the library collection are the Yergen Collection, a collection of books largely of African titles, 1,400 plus volumes; Indian Collection, a collection of books and monographs on the culture of the North American Indian; and, the Gilmour Collection, a collection of books on philosophy, language, literature, and the history of religion.

Materials housed in the Curriculum Laboratory in the Practice Cottage (Division of Teacher Education) are part of the university library collection. This collection of print and non-print materials provides the pre-service teacher, the student, and the instructor, with a variety of professional and instructional materials used in the public schools of the State of North Carolina, in particular.



Academic Regulations

GENERAL ACADEMIC REGULATIONS AND POLICIES

Academic Requirements

Shaw University awards the Associate of Arts, the Bachelor of Arts, and the Bachelor of Science degrees. Candidates for the Associate of Arts degree must satisfactorily complete a minimum of sixty-six (66) academic credits which must include all required courses of the core and the respective major area(s). Candidates for the Bachelor of Arts and/or Bachelor of Science must satisfactorily complete a minimum of one hundred twenty (120) academic credits which must include all required courses of the respective major(s). A minimum cumulative grade point average of 2.00 (or C) is required and must be met by each candidate for the associate and/or baccalaureate degree(s).

Each student is held responsible for the total contents of the curriculum(s) under which he/she was admitted, readmitted, or obtained at the time of change of major, except in cases of returning students who were inactive from enrollment less than one academic year. A student may elect to change his/her major at any time, with the approval of the respective advisor and the Vice President for Academic Affairs and Research. If a student withdraws from the University and remains inactive from enrollment for one year, or changes his/her major, he/she will automatically reenter under, and be held responsible for, the curriculum (core and major requirements) under which he/she enters.

Academic loads of full time regular students who elect or are assigned to five and/or six-year programs may be adjusted to increments that are commensurate with the length of such programs.

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

These policies and these guidelines are effective immediately and apply to each matriculant who is currently enrolled, without exception.

STANDARDS OF ACADEMIC PROGRESS

The final grades for completion of courses at Shaw University are alphabetical, as follows -

A = Excellent (90 or above), or 4.00 grade points per semester hour of credit

B = Above Average (80 - 89), or 3.00 grade points per semester hour of credit

C = Average (70 - 79), or 2.00 grade points per semester hour of credit

D = Fair (60 - 69), or 1.00 grade point per semester hour of credit

STANDARDS OF ACADEMIC PROGRESS

- NC = No Credit (punitive) Computed in the cumulative average
- I = Incomplete (punitive) Computed in the cumulative average
- W = Withdrew (non-punitive) Not computed in the cumulative average
- S or U = Satisfactory, or Unsatisfactory (non-punitive) May be given on such exams as for credit by exemption, advanced placement, etc. May not be given for required courses.

Required courses in the major in which the student earned a final grade of D or NC must be repeated. In all such cases, only the improved grade will be counted.

Minimum Academic Progress

Regular fulltime students are expected and required to continually progress toward graduation. Students are required to satisfactorily complete their respective curricula during a maximum of 12 academic semesters of fulltime work, or the equivalent, if part-time. Twelve credit hours, excluding courses (with a grade of D or NC) being repeated will be considered a minimum fulltime academic load. Academic loads of less than 12 credit hours are parttime and will be computed accordingly in order to determine the fractional part of a full increment of academic work. Credit hours in excess of 16 are overload hours which will require special approval of the student's advisor and the Vice President for Academic Affairs and Research. This means that students who are above average may choose to complete all academic requirements within a four or five year period, while students with deficiencies may be required or choose to take a maximum of six academic years, or its equivalent, to complete academic requirements for the baccalaureate degree. Accordingly, students in the Associate of Arts Program may take from four to eight semesters to earn the degree. This also means that each student's academic record will be reviewed at the end of each academic year, or equivalent, in order to determine whether or not satisfactory academic progress is being made. The student whose grade point average is below 2.00 (or C) at the end of one academic year will be placed on academic probation during the next semester of his enrollment. Students who are on academic probation, may be assigned to the five and/or six year programs by the Vice President for Academic Affairs upon the recommendation of their respective advisors.

	PROGRAM		
	Four-Year	Five-Year	Six Year
First Year	24 Credits	18 Credits	18 Credits
Second Year	32 Credits	25½ Credits	18 Credits
Third Year	32 Credits	25½ Credits	20 Credits
Fourth Year	32 Credits	25½ Credits	20 Credits
Fifth Year	----	25½ Credits	22 Credits
Sixth Year	----	----	22 Credits

Academic Probation and Suspension

Normal progress will be determined by evaluating each student's academic record immediately subsequent to the completion of two semesters of fulltime (or equivalent if parttime) academic work. Each fulltime student must satisfactorily complete at least the following (including grades of D) to avoid being suspended for poor scholarship.

- 24 credit hours first year of four year program
- 32 credit hours second, third, fourth years of four year program
- 18 credit hours first year of five year program and first and second years of six year program
- 25.5 credit hours second, third, fourth, fifth years of five year program
- 20 credit hours third and fourth years of six year program
- 22 credit hours fifth and sixth years of six year program

Students who are on academic suspension may earn readmission after remaining out of school at least one semester by attending an approved Summer School, registering for at least six (6) semester hours, and earning a grade point average of at least B for the session. Readmission will not be automatic in such cases, which means that the student would necessarily be required to apply, through appropriate channels, for permission to become actively enrolled.

Other students who are on academic suspension may petition the Director of Admissions and/or the appropriate committee for readmission, after being inactive for at least one semester. Such letter of appeal should give reasons to justify approval. If approved, this may mean that this student is not eligible for Federal financial assistance, unless and/or until he/she reaches a point of satisfactory academic progress, as described above. This, nevertheless, will not preclude his/her readmission with non-federal guaranteed funds. However, in the individual case(s) where it is determined by the Vice President for Academic Affairs, through careful and diligent evaluation of mitigating circumstances, that favorable consideration is valid and such student(s) may be readmitted in good standing; it is within the purview of this rule.

The Vice President for Academic Affairs and Research reserves the right to review all or any case(s) of academic probation, academic suspension, academic expulsion, or appeal; and may, for compelling reasons, waive such condition or decision, after consulting with appropriate academic advisors or other officials of the University.

The following may be acceptable reasons for an appeal.

1. Serious illness or death within one's immediate family
2. Personal illness or accident, verified by physician or hospital
3. Unusual or unfavorable weather conditions during final examinations; transportation problems, and other uncontrollable and/or unavoidable circumstances which can be substantiated.

ADMISSION TO THE UNIVERSITY

Admission of students to Shaw University is within the jurisdiction of the University but subject to the minimum standards adopted by the Board of Trustees. The admissions requirements stated herein are minimum requirements. The selection process may include such factors as grades, test scores, educational objectives, class rank, pattern of courses completed, past conduct, personal records, school and personal recommendations, and/or satisfactory completion of the General Education Development test (GED).

Each student must complete a medical statement on a form provided by the Shaw University Health Center. The form must be forwarded to the Health Center prior to registration. Shaw University reserves the right to refuse admission to any applicant whose health record indicates the existence of a condition which may be harmful to other members of the Shaw University family.

Admission to the University is contingent upon the subsequent receipt of satisfactory, official college/university and/or high school transcript(s), and verification of high school graduation. Failure to submit such documents or the submission of false, fraudulent or incomplete statements or residency affidavits may result in denial of course credit, the loss of all tuition and fees paid, and/or the loss of future registration privileges.

Persons who are seeking admission to Shaw University must submit the following (1) Shaw University Application For Admission; (2) Application fee (non-refundable) of \$10.00 by certified check or money order; (3) Completed Shaw University medical form, including physician's signature; (4) Notarized residency affidavit; (5) Completed Shaw University Financial Aid Application; and (6) Copy of transcript of college, or university attended which must be sent directly to the Shaw University Office of Admissions. SAT scores, ACT scores and any other related test scores, honors, or recognitions received should be noted on the transcript(s) submitted by the high schools.

For the first year entrants, applicants are preferred who have earned two units of English (with substantial writing requirements) two units of mathematics, two units of natural science (preferably at least one with laboratory), two units of social science, and four units (electives) from English, foreign language, mathematics, natural or social science areas.

Transfer students who are applicants for admission should have their transcripts sent directly to the Director of Admissions. Students who have already matriculated at the university should have their transcripts sent directly to the Director of Records and Registration. In all cases the Director of Admissions sends the official copy of all college or university transcripts directly to the Director of

ADMISSION TO THE UNIVERSITY

Records and Registration. Copies are then prepared and sent to the respective major areas and/or advisors along with listings of acceptable credits. These courses are reviewed by the advisors and substitutions of Shaw University courses are recommended to the Vice President for Academic Affairs and Research for final approval. A copy of each recommendation and/or approval is sent to the Director of Records and Registration, to become a part of the permanent file of the respective student. While a larger number of acceptable credits may be shown on the student's transcript, ONLY those credits shown for substitution will be counted toward fulfilling graduation requirements. This also means that, in spite of the number of credit hours transferred or transferable, the student will be held responsible for satisfactory completion of all courses that are required in his/her respective major areas for the associate or baccalaureate degree.

Transfer credits from colleges and schools that are not accredited by the North Carolina Department of Public Instruction or Southern Association of Colleges and Schools, will be tentatively accepted pending validation. Validation will require successful completion of at least 15 semester hours of credit in residence at Shaw University with at least a 2.50 average.

Transcripts from colleges and universities which are on the Quarter System must be evaluated to show values in Semester Hours. A quarter hour of academic credit is equivalent to two-thirds of a semester hour; which means that a course that carries four quarter hours would equate to two and two-thirds ($2 \frac{2}{3}$) semester hours, or a course carrying five quarter hours would equate to three and one-third ($3 \frac{1}{3}$) semester hours, etc. This also means that in at least some cases, two courses from a quarter system would be required to fully satisfy the equivalency in semester hours.

Each year Shaw University admits a limited number of students who may not fully meet the institution's regular admissions criteria but who bring to the university community other attributes of equal importance, such as being talented writers, creative artists, or skilled athletes. Students such as these, and those with significant life and career experiences that may be otherwise under-represented in the student population, are enrolled via a special program conceptualized as "Horizons Unlimited".

Admission to the Teacher Education Program is distinct from admission to Shaw University. Students interested in Teacher Education must follow the procedures for admission to that program as specified by the Division of Education.

Readmissions

Students who have previously attended Shaw University and have not been in attendance during, or withdrew from the University prior to completing the prior semester, are required to file an application for readmission with the Office of Admissions. In cases where applicants were

ADMISSION TO THE UNIVERSITY

granted admission but found it impracticable or impossible to attend, it will only be necessary for the applicant to write a letter to the Office of Admissions and request reinstatement of the application (giving the date desired to report for registration). In each case where the student(s) attended another college or university after withdrawing from Shaw University, official transcripts from each school attended must be sent directly to the Office of Admissions. In either of the above cases, the student must re-enter the same academic department or area in which last enrolled, even though a change of major is desired. The change can be made immediately after registration by going through the prescribed procedure for that purpose.

BASIC COLLEGE

The Basic College, formerly the Division of Core Studies, represents Shaw's general and liberal university core curriculum which includes courses in English, mathematics, the humanities, the natural sciences, the social sciences, and the Shaw Core Seminar. The general and liberal education program aims to provide students with life long transferable skills and competencies. Included among these are communications, reading, writing, solving problems, clarifying values, functioning within social institutions, using science, and arts.

In addition to the academic component are tutoring, counseling, and academic advising. The tutoring component consists of individualized, small group, and computer assisted tutoring. These represent three of several support programs utilized to assist students with at least a "C" (2.00) mastery of English and mathematics courses. The aim of these programs is to master those skills necessary for better performance in other university core courses. The counseling component is an integral part of the program. Counselors strive to assist students in the non-academic demands of school. In the academic advising component, each student is assigned, upon his/her entrance, a Basic College advisor who serves as his/her advisor until completion of the Basic College requirements. Additionally, the Basic College maintains a collection of resource materials to supplement the enhancement of these components, as well as its academic component.

All students entering Shaw are required to enroll in the university core curriculum. Students entering Shaw for the first time are given placement tests in the areas of English and mathematics. The results of these tests are used to determine the placement and additional needs of students. Completion of the university core curriculum is required prior to concentration in a major field. The sequential studies of the university core curriculum require three to five semester, depending on the student's course scheduling. All students must successfully complete each level of English and mathematics by passing a common final examination and competency examination after completing CSK 113-Communicative Skills or CEN 113-Comprehensive English, and MAT 112-General Mathematics.

BASIC COLLEGE CURRICULUM

*CEN 001 Basic English Skills	0
*CEN 002 Basic English Skills	0
CSK 111 Communicative Skills or	3
CEN 111 Comprehensive English I	3
CSK 112 Communicative Skills or	3
CEN 112 Comprehensive English II	3
CSK 113 Communicative Skills or	3
CEN 113 Comprehensive English III	3
COM 210 Public Speaking	3
BIO 111 Introduction to Biological Sc	3
PHY 112 Introduction to Physical Sc	3
MAT 111 General Mathematics	3
MAT 112 General Mathematics	3
HPE 111 Personal Health	1
HPE 112 Fundamental Skills	1
SCS 111 Shaw Core Seminar	1
INT 111 World Civilization I	3
INT 112 World Civilization II	3
SSC 111 Introduction to Social Sc	3
SSC 112 Introduction to Social Sc	3
HUM 211 Humanities	3
HUM 212 Humanities	3

BASIC COLLEGE CURRICULUM

Freshman Year

First Semester

Second Semester

CSK 111 Communicative Skills	3	CSK 112 Communicative Skills	3
MAT 111 General Mathematics	3	MAT 112 General Mathematics	3
SSC 111 Intro to Social Sc	3	SSC 112 Intro to Social Sc	3
INT 111 World Civilization I	3	INT 112 World Civilization II	3
SCS 111 Shaw Core Seminar	1	HPE 112 Fundamental Skills	1
HPE 111 Personal Health	1	BIO 111 Intro to Biological Sc	3
	14		16

Sophomore Year

CSK 113 Communicative Skills	3	COM 210 Public Speaking	3
PHY 112 Intro to Physical Sc	3	HUM 212 Humanities	3
HUM 211 Humanities	3		

COURSE CREDIT

Course credit at Shaw University is expressed in terms of semester hours. The semester hour is the unit of instruction used in computing the amount of work required for graduation. One semester hour is equivalent to 15 - 18 lecture/recitation hours (of 50 minutes periods) of instruction. In co-curriculum activities, such as the Shaw Band, the University Chorale and University Gospel Choir or the Shaw Players, one semester hour is earned for participation. Other laboratory type courses or experiences (for credit) usually earn one semester credit for two hours of work per week during a semester. Semester hour, academic credit, credit hour or credits are used synonymously to measure academic course work at Shaw University. Credit will not be allowed for courses taken which substantially duplicate courses already completed, or for courses for which one is not officially registered.

CREDIT EARNED AT OTHER COLLEGES

Shaw University accepts as transfer credit, from fully accredited colleges and universities, all college academic courses in which the student earned a final grade of C or above. Students transferring from accredited junior and senior colleges are required to successfully complete at least 30 semester hours or one academic year of study at Shaw University during their final year of enrollment in order to qualify for admission to candidacy for the associate or baccalaureate degree. This means that although a transfer student may have earned an associate degree or has become a rising senior at a four year institution, his/her final year of fulltime study must be taken at Shaw University.

Students transferring from a two-year institution will be required to complete at least 30 hours for the associate degree and at least 60 hours for the baccalaureate degree at Shaw University; and all students transferring from a senior college will be required to complete at least 30 hours at Shaw University.

Once a student has matriculated at Shaw University he/she may not pursue courses of any type at another institution as transfer credit towards a degree, without obtaining in advance of registration for such course(s) written approval from his/her advisor and the Vice President for Academic Affairs and Research. Acceptable credits are appropriately processed and entered on the transcript of the respective student, showing courses, descriptive titles and course credit hours. Grades are not transferable and will not be recorded nor computed in the student's average.

Even though credits earned in Cooperating Raleigh Colleges (CRC) Interinstitutional Program are not considered to be transfer credits, written permission, on forms provided therefor, is required in all such cases prior to registration at the CRC institution to be visited. CRC course credits are recorded and computed the same as courses pursued at Shaw University.

Credit for Life Experiences, Military Experiences, Military Schools, and/or similar educational experiences, is awarded on the bases of recommendations of the American Council of Education, and approval of the Vice President for Academic Affairs and Research.

CREDIT BY EXAMINATION

Shaw University recognizes the College Level Examination Program (CLEP), Departmental Examinations, Credit By Exemption Examination, CEEB, Advanced Placement Programs, and the Shaw University Portfolio of Life Experiences. These programs permit the qualified student to earn, by examination, up to a combined maximum of (60) semester hours, (not including the final 30 semester hours which must be taken in residence). Credits earned through Credit by Examination are not used in the computation of a student's grade point average, which means that final grades may be "S" or "U". Credit by Examination is authorized in all areas, but it is the prerogative of the departmental faculty to exclude certain courses which are demonstrably unsuited for credit by examination.

Courses that the student has previously failed, or earned no credit for, and/or courses in which the student has been enrolled for more than one-half of the semester, may not earn credit by examination. If a student officially withdraws from a course prior to mid-term, credit may not be earned by examination, and there will not be a refund of tuition and fees.

Each department examination and recommended substitution for exempted courses must be approved by the Vice President for Academic Affairs and Research, who must also be given proof of payment of the required fees, if any, for the examination.

To enable students to proceed educationally at their own pace and benefit academically from their acquired knowledge, skills and experiences related to their courses for such examinations must be selected from the list of exemptions that have been approved by the University.

These examinations are limited to the students' required and cognate courses in their major field and no more than two free electives. No more than 24 hours can be exempted. Full-time students are limited to six units or two courses and part-time students to three units in a semester. Students may not take exemption examinations in the semester in which they complete graduation requirements.

Exemption examinations are permitted for: Students enrolled in a degree program and in good academic standing; Transfer students from non-accredited institutions who wish to receive credit for work completed in their major field at previous institutions, and First Year students who need a prerequisite for placement in a course sequence. These examinations cannot be taken to remove "I's",

or NC's for a course.

All exemption examinations are administered by the appropriate University official no later than one month before final examinations in the Spring and Fall semesters. Students must file for these examinations within two weeks after the scheduled closing date for registration. Applications should be submitted to the Vice President for Academic Affairs and Research.

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

INTERINSTITUTIONAL REGISTRATION

Interinstitutional registration among Cooperating Raleigh Colleges (CRC) will be recommended by Advisors and approved by the Vice President for Academic Affairs when deemed necessary. In each case, the student will be required to meet registration requirements and follow procedures being used at Shaw University and the college to be visited. Course credit for such registration for Shaw University students will be processed and posted the same as courses taken in residence.

CONTINUING EDUCATION

Continuing Education at Shaw University refers to all credit and non-credit educational programs offered by the University (on or off campus) to students who are enrolled in shorter programs of study than a degree program. Such programs primarily include (but are not limited to) conferences, institutes, short courses, workshops, seminars, special training programs, distance education, and short term residency programs. Adults are encouraged to pursue academic study at Shaw University (or in its CAPE centers) (1) as provisional degree candidates for those resuming or beginning a degree program, (2) a non-degree students, for those seeking a sequence of undergraduate credit courses; (3) as students completing the last year of work toward a degree at another institution; or (4) as students who desire to continually cultivate and develop their personal skills, attitudes and knowledge, which they find to be necessary to maintain proficiency, provide quality services or products and be responsive to needs, and keep abreast of change. The instructional areas may cut across divisional lines at Shaw University, or more than one area may be subsumed by a division, but the grouping permits a framework for including offerings not available in the degree programs.

Continuing Education courses may grant the semester hour of credit or continuing education unit one CEU per 10 hours of instruction). Courses awarding the semester hour of credit may be applied to a degree program later, in accordance with University regulations. The Continuing Education Unit (CEU) is not applicable to any degree program at the University; therefore all such final grades may be Satisfactory (S) or Unsatisfactory (U). Courses, seminars, etc. awarding

CEU will conform to Standard IX of the Southern Association regulation which governs such.

INDEPENDENT STUDY

Independent Study is restricted to juniors and seniors and is to be used when given courses are needed to meet graduation requirements. Courses taken through Independent Study must have the approval of the Chairperson of the respective division in which the student is enrolled as a major and the approval of the Vice President for Academic Affairs. No student may take more than six semester hours through Independent Study. In all cases, students on Federal financial assistance should seek the counsel of the Coordinator of Veterans' Services or the Director of Records and Registration prior to registering for Independent Study. Veterans cannot be certified for payment for independent study.

AUDITING

Formal application must be processed prior to entering a class for audit. Students who audit a course submit no daily work, take no examinations or quizzes, and receive no credit for the course. The instructor is not required to give a final grade or final evaluation of the student's progress. The student will apply for admission to the class by writing to the instructor; and after receiving the approval of the instructor and the Vice President for Academic Affairs and Research, such approval will be presented to the University Cashier with the required payment. The Cashier will validate the request and provide a copy for the Director of Records and Registration.

REPEATING A COURSE

Students may repeat only those courses in which final grades of D and NC have been earned. Even though the course may be repeated several times, academic credit can be counted only once - for the higher grade. Students on probation, and certain other students, who have been restricted to a maximum academic load of 12 semester hours, may receive special approval to include an additional course which is being repeated.

TEACHER EDUCATION

All students planning to pursue a teacher preparation program at Shaw University must meet certain special admission criteria and be formally admitted to the Teacher Education Program. For admissions procedures, the student should contact the Division of Education.

THE INCOMPLETE GRADE

The incomplete ("I") Grade is given as a final grade, but it is not necessarily a permanent grade. The "I" is assigned when a student is passing the course, but for an acceptable reason, has been unable to complete the required work; such as an examination, a report, a note book, an experiment, etc. A special examination period for the removal of incompletes will be provided and announced in the academic calendar for the convenience of those faculty members and students who could use such to an advantage.

The incomplete is a punitive grade that will be included in the computation of semester and cumulative averages until removed. Student will not be allowed to register for a course in order to remove an incomplete grade. A SPECIAL FORM FOR THE REMOVAL OF INCOMPLETE GRADES IS AVAILABLE TO FACULTY MEMBERS IN THE OFFICE OF THE DIRECTOR OF RECORDS AND REGISTRATION.

COURSE WAIVER OR SUBSTITUTION

The authorization to waive or substitute a requirement in a core or major area does not mean that the total hours required for the degree have been reduced. The student will still be held responsible for the total aggregate of hours shown in the curriculum outline. All recommendations to waive a course requirement and also those to substitute one course for another, must be sent to the Vice President for Academic Affairs and Research for final action.

CLASSIFICATION OF STUDENTS

Students are classified according to number of earned semester hours of credit.

Earned Semester Hours

1 - 29	Freshman
30 - 59	Sophomore
60 - 89	Junior
90 - and above	Senior

SPECIAL STUDENT

Many students enroll at Shaw University with no intention of matriculating; and for valid reasons, such as self satisfaction, personal improvement, for purpose of preparing for teacher certification, prerequisite for graduate work, etc. These applicants seek admission as special students. All non-matriculating students are classified as special students. Special students who apply for regular admission and become matriculating students, will be held responsible for the curriculum requirements (of their respective majors) under which they are officially admitted. SPECIAL STUDENTS ARE NOT ELIGIBLE FOR FEDERAL FINANCIAL ASSISTANCE NOR THE NORTH CAROLINA LEGISLATURE TUITION GRANT.

VETERANS

A veteran counselor is located in the Office of Records and Registration to provide information and assistance to students who are eligible to receive VA benefits under existing policies and guidelines of the Veterans Administration and the Division of Veterans Affairs, State of North Carolina. Students planning to receive and/or those who are receiving veterans' benefits should notify the Veterans Counselor of intentions to register, of any changes in program credit hours, withdrawal from the University, change of address/telephone, or any other interruption or change of status. Students receiving veterans benefits are required to submit a completed Class Attendance Report semi monthly throughout active enrollment. Veterans who fail to comply will not be certified by the Veterans' Counselor and are therefore not eligible for pay.

REGISTRATION

Official registration is required of each student for each semester and each summer session. Students cannot be given credit for course(s) for which there is no official registration. In order for registration to be official, each prescribed step must be taken and completed, including the satisfactory arrangement for payment of fees, by cash, financial aid or other means. Academic overloads must be approved by the Vice President for Academic Affairs and Research.

CHANGES IN REGISTRATION

Any changes in a student's registration must have the official approval of the Director of Records and Registration and the student's advisor and instructor. Changes in registration may be in accordance with dates shown in the academic calendar. Exceptions must receive special permission from the Vice President for Academic Affairs and Research. To be valid, a drop/add form must be filed with the Office of Records and Registration. A fee, which is subject to change without notice, will be charged for each change.

WITHDRAWAL FROM THE UNIVERSITY

Each student who wishes to officially withdraw from the University is required to follow the prescribed procedure. The University Counselor(s) should be informed of intentions to withdraw prior to taking other steps. The official form which must be used for final clearance will be available in the offices of the University Counselor and the Director of Records and Registration. Teachers of the respective classes the student is enrolled in and the administrators that are listed on the withdrawal form must be contacted. The completed form must be left in the Office of Records and Registration for proper distribution and file.

GRADUATION REQUIREMENTS

Shaw University awards the Associate of Arts degree, the Bachelor of Arts degree and the Bachelor of Science degree. Candidates for the Associate of Arts degree must satisfactorily complete a minimum of 66 academic credits which must include all required courses of the core and the respective major area(s). Candidates for the Bachelor of Arts and/or Bachelor of Science must satisfactorily complete a minimum of one hundred twenty (120) academic credits which must include all required courses of the University and Divisional cores and all required courses of the respective major(s). A minimum cumulative grade point average of 2.00 (or C) is required and must be met by each candidate for the associate and/or baccalaureate degree(s).

Immediately upon completion of 90 semester hours toward the baccalaureate degree and/or 30 semester hours toward the associate of arts degree, the student should file the required Application for Admission to Candidacy, in triplicate, with his/her respective academic advisor(s).

Each candidate is required to satisfactorily complete his/her final 30 semester hours in residence at Shaw University as an officially enrolled matriculant for the associate of arts or baccalaureate degree(s); and also successfully complete all required examinations/projects/assignments.

GRADUATION HONORS (Effective School Year 1985-86)

Students who have earned 60 or more semester hours of credit, in residence at Shaw University, with no grade below C (such as D, NC, I) are graduated with honors in accordance with the following scale:

3.25 - 3.49	Cum Laude
3.50 - 3.74	Magna Cum Laude
3.75 - 4.00	Summa Cum Laude

Also honor societies, honor fraternities, honor sororities, etc. will be recorded as a part of the permanent record maintained on the student in the office of Records and Registration.

SECOND BACCALAUREATE DEGREE

Students may receive a second baccalaureate degree provided that:

(1) the requirements for the majors, as well as the requirements of the respective cores, major areas, and the University, for the first and second degrees are satisfied; and (2) at least 30 additional semester hours in residence (or a minimum total of 150 semester hours) are satisfactorily completed, as required in singular majors. Courses which are common to both majors shall be counted toward satisfying the requirements of both majors. Divisional/Departmental recommendations are qualified students (with minimum cumulative GPA of 3.00) will require the approval of the Vice President for Academic Affairs and Research.

DUAL DEGREE PROGRAM

Students who wish to get a degree in engineering from NCSU are eligible for entry into the dual degree program. The degree requirements for students in the Dual Degree Program are specified according to major and do not differ from requirements set for non-dual-degree programs.

Dual degree students who plan to pursue engineering at NCSU must satisfy the same requirements as do other engineering students at NCSU. Admission to a degree program in the School of Engineering is required at a time such that a minimum of 48 of the last 60 semester hours of the program may be completed while in residency at North Carolina State University.

The criteria for acceptance into an engineering program are the same for dual-degree students as for all other transfer students at the time of application. The requirements include a 2.8 (4.0 Base) grade-point average (subject to change due to enrollment restrictions.

DUAL DEGREE PROGRAM

Only U. S. citizens or permanent residents may register for courses taught by the School of Engineering at NCSU while concurrently enrolled at Shaw University.

Through the Cooperating Raleigh Colleges (CRC) Program a dual-degree student, like the non-dual degree student, may take courses at NCSU while still enrolled at Shaw. However, all such courses must have prior approval by the Division of Preprofessional Studies at Shaw. In addition, all engineering courses taken at NCSU through CRC must be approved by the Director of Continuing Services of the School of Engineering. Students seeking such approval must present transcripts from all schools (beyond high school) previously attended.

SPECIAL MAJOR

Occasionally, a student may have career, professional and intellectual interests which do not correspond to the prescribed requirements of the majors offered at the university. In this case the student might design an appropriate major which will meet these interests. It is required, however, for the student to declare a major at the university in the areas most closely related to his/her interests and to prepare a concept paper for submission to the office of Academic Affairs and Research, articulating career and/or professional interest. An appropriate committee will be established to review and work with the student to determine whether a meaningful and marketable special major can be designed and approved. If approved, the established committee, with any needed additions, will develop a coherent course of study documented with a statement of purpose and objectives, and determine whether the proposed Special Major will lead to a Bachelor of Arts or Science degree.

UPWARD BOUND

The Upward Bound Program is a support program for high school students designed to help them improve their chances for admission to college. The program offers a curriculum including the basic skills of English, reading, science and mathematics. In addition, comprehensive academic, personal and career counseling are offered.

A DESCRIPTION OF THE CDA PROGRAM

Although the Shaw University Child Development Associate Program provides training through two distinct funding agencies, ACYF and CETA, all training is based upon the ACYF guidelines.

1. Individualization:

Upon entry in the Shaw CDA training program, consideration is given to each trainee's previous work and academic experience. Initial field observations are conducted to assess specific areas of strengths and of weaknesses related to the thirteen functional areas. From this observation and subsequent observations, conferences are held with each trainee. A training plan is developed based upon the individual's needs. Periodic evaluations are made and individual conferences are held to discuss observations and related academic/field assignments.

2. Flexible Scheduling

There is no set period of time for completing the training program. Training varies from individual to individual. Assignments and due dates, both field and academic, are made with input from trainees.

3. Integration of Field and Academic Experience

Communication between field supervisors and classroom instructor is maintained to coordinate both experiences. Field related needs may be the focus of an academic (class) experience (i.e. film, panel discussion, lecture). Ideas gained from academic experiences may be tested in the field.

4. Supervised Field Experience

Scheduled and unscheduled visits to center sites are made to observe each trainee. Written observations and conferences are an integral component. Field supervisors may demonstrate for trainees activities or techniques with the center site. Supervising teachers evaluate trainees monthly and combined with the field supervisor's report as a basis for monthly conferences with center directors to discuss trainee's progress.

5. Award Valid Credit

The six competency areas are correlated with education courses offered within the Division of Teacher Education curriculum. Course credit is earned within these defined course-competency related curriculum. However, transcripts are awarded only upon the completion of the program.

6. Center Training Around the Competencies

Focused field observations are based upon the six competency and thirteen functional areas. Academic course offering is related to the competency areas. Curriculum materials are developed around the competency areas.

SELECTION CRITERIA FOR HSST/CDA PARTICIPATION

HSST/CDA interns are recruited through the contractually designated Head Start Agency. The education coordinator of the agency submits the names of interested personnel to the Shaw CDA director. An interview is held with the potential CDA intern and the Shaw advisor director to acquaint her or him with the CDA program, the CDA credential, and program requirements. The potential intern is given a Shaw CDA application, a Shaw University admissions application, a medical form, a video-tape release form, and a recommendation request form. Once these forms have been submitted, the CDA director and the Shaw advisor review the applicant's documents and determine his or her acceptance.

The following guidelines for screening-in have been established in compliance with the D.H.E.W. guidelines for staff development of Head Start employees:

Applicant must have:

1. a high school diploma or equivalency is required for university admission
2. a minimum of four month's working experience in Head Start
3. three letters or recommendation to include a parent, teacher, and immediate supervisor
4. accessibility to a classroom to work with children ages 3-5
5. approval of education coordinator
6. approval of Shaw University CDA director
7. Head Start current employment status

HSST/CDA Intern Policy Guidelines

All Shaw CDA interns are expected to perform qualitatively in the field and academic activities. In an effort to insure that each intern is informed prior to matriculation, program expectations in these guidelines are presented.

1. Interns must attend all classes.
 - a. One unexcused absence is allowed per semester, however, all assignments must be completed as dated and required.
 - b. Special consideration may be granted by the classroom instructor or program director.
2. Interns are required to furnish all consumable supplies for classes (notebooks, paper, pens, etc.)

CENTER FOR ALTERNATIVE PROGRAMS OF EDUCATION
(CAPE)

I. THE CONCEPT

CAPE is the institution's response to the continuing needs of adults for whom many existent undergraduate programs are too limited, too prescribed and inflexible for their life situation or working condition. It provides the opportunity to deliver an educational system for the self-directed, highly motivated individual who would otherwise be unable to attend institutions of higher education. Opportunities are available through the CAPE delivery system to those who, because of job or family situations, distance from a college, military service obligation, or need for flexible scheduling and course offering, are unable to attend more traditional institutions of higher education. CAPE, therefore, is specifically designed for the adult learner who has made a commitment to a clear vocational choice and has demonstrated the need to participate in an alternative form of education.

II. OFF-CAMPUS EDUCATIONAL CENTERS

To implement the above concept, Shaw has established off-campus instructional centers. Each center has a full-time administrative staff and is equipped to meet essential instructional requirements to support the academic program offering. The center's coordinator is the direct liaison between the student and the appropriate supportive service component of the University. Faculty employed in the respective centers are members of the academic division that offers the course(s) taught; as such, they are accountable to the appropriate divisional chairperson for all aspects of instruction.

III. ADMISSION (CAPE)

Applicants for CAPE should submit Form ADI-A (green), Application for Admission. In addition, CAPE applicants must submit the following: A resumé and three letters of reference, and credentials required of other students. (Please refer to Admissions Information on pages 33, 34 and 35.)

IV. THE UNIVERSITY CORE (CAPE)

While all students must satisfy university core requirements, the following are waived for CAPE STUDENTS:

- HPE 111 - Personal Health
- HPE 112 - Fundamental Skills
- SCS 111 - Shaw Core Seminar

V. MAJORS (CAPE)

As a delivery system, CAPE has no majors or courses of its own. As such, designated majors and selected course offerings are afforded to CAPE students

CAPE

through the University's academic divisional structure as follows:

Division of Business and Public Administration

Accounting
Business Management
Public Administration

Division of Human Resources and Human Development

Behavioral Sciences
(Psychology or Sociology Emphasis)
Criminal Justice
Religious Studies

VI. CREDIT BY EXEMPTION (CAPE)

Except for the core requirements in communication skills and mathematics, CAPE does not provide opportunities for students to be exempted from courses or to earn credits for required courses through university-sponsored examinations. The University will, however, accept credits earned through CLEP, DANES and other recognized standardized testing programs.

VII. INDEPENDENT STUDY (CAPE)

Certain courses are identified in the catalog as independent study courses. Students register for these courses as they are listed and the content is determined by the teacher. (Students who are desirous of receiving veterans educational assistance may not qualify for Independent Study.)

Under certain circumstances a CAPE student may request that a course be taught to him/her under CONTRACTED INDEPENDENT STUDY as is prescribed in the catalog. The independent study student must satisfy the same content requirements as if the course were taken in class. Meeting times and places are predetermined and the contracted arrangement must be approved in advance by the divisional chairperson and the Vice President for Academic Affairs and Research. Contracted independent study must be listed on the registration form with the appropriate section number assigned to the CAPE center.

VIII. LIFE-EXPERIENCE CREDITS (CAPE)

The University awards up to twenty-seven semester hours of credit for college for college level, non-sponsored learning. Credits may only be awarded after satisfactory completion of the course EVR 300-Research and Portfolio Development. Credits awarded for life experience may not be used to satisfy residency requirements for graduation nor may they be utilized to satisfy major requirements.

IX. OTHER EDUCATIONAL CREDITS

The University also awards academic credits for extra-institutional learning from institutions recognized and recommended for such credits by the Office of Educational Credits and Credentials of the American Council on Education. Examples of such credits include educational experiences in the Armed Services or educational experiences from other non-academic institutions.



Academic Programs

THE DIVISION OF BUSINESS
AND PUBLIC ADMINISTRATION

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

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

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

ACCOUNTING

Associate Degree

The Associate Degree in Accounting offers a broad liberal arts background to provide the student with a well-rounded base. The student is required to take five courses in accounting at the introductory and intermediate level. Additionally, the student must take business courses such as Marketing, Business Law, Finance, Statistics, and Introduction to Computers.

The objective of the Associate Degree in Accounting is to meet the needs of the student who can not attend college for four years. The program is useful for students currently employed in accounting who wish to advance themselves by obtaining the Associate Degree.

Freshman Year

First Semester

Second Semester

CSK 111 Communicative Skills	3	
MAT 111 General Mathematics	3	
BIO 111 Intro to Biological Sci.	3	
SSC 111 Intro to Social Science	3	
ACC 241 Accounting Prin. I	<u>3</u>	

CSK 112 Communicative Skills	3	
MAT 112 General Mathematics	3	
INT 111 World Civilization I	3	
BUS 204 Principles of Business	3	
ACC 242 Accounting Prin. II	<u>3</u>	

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ACCOUNTING

Sophomore Year

<u>First Semester</u>		<u>Second Semester</u>	
CSK 113 Communicative Skills	3	ACC 342 Interm Accounting II	3
ACC 341 Interm Accounting I	3	BUS 350 Prin. of Marketing	3
BUS 261 Prin. of Microeconomics	3	EVR 200 Elem. Statistics	3
CIS 210 Intro to Computers & Prog.	3	ACC 345 Fed Corp Inc Tax	3
	<u>12</u>		<u>12</u>

Junior Year

BUS 201 Business Law I	3
BUS 370 Managerial Finance I	3
Electives	<u>6</u>
	12

ACCOUNTING

The Accounting Program is structured to prepare students interested in entering the Accounting Profession or related fields in the public or private sectors. To be awarded a degree of Bachelor of Science in Accounting, the student must satisfy the following requirements:

- Completion of 48 credit hours of University Core Requirements;
- Completion of 15 credit hours of Divisional Core Requirements;
- Completion of 30 credit hours of major areas of concentration; and
- Completion of 27 credit hours of Electives.

Freshman Year

<u>First Semester</u>		<u>Second Semester</u>	
*CSK 111 Communicative Skills	3	*CSK 112 Communicative Skills	3
MAT 111 General Mathematics	3	MAT 112 General Mathematics	3
SSC 111 Intro to Social Science	3	SSC 112 Intro to Social Science	3
INT 111 World Civilization I	3	INT 112 World Civilization II	3
SCS 111 Shaw Core Seminar	1	HPE 112 Fundamental Skills	1
HPE 111 Personal Health	1	BIO 112 Intro to Biological Sc.	3
	<u>14</u>		<u>16</u>

Sophomore Year

*CSK 113 Communicative Skills	3	COM 210 Public Speaking	3
PHY 112 Intro to Physical Sc.	3	HUM 212 Humanities	3
HUM 211 Humanities	3	PUB 200 Intro to Public Adm.	3
ACC 241 Acct. Principles I	3	ACC 242 Accounting Principles II	3
BUS 280 Elem. Quant. Methods	3	Electives	3
	<u>15</u>		<u>15</u>

*CEN may be substituted for CSK

ACCOUNTING

<u>Junior Year</u>			
BUS 260 Principles of Macro	3	ACC 345 Fed Corporate Inc Tax	3
CIS 210 Intro to Computer Infor	3	BUS 201 Business Law	3
ACC 341 Intermediate Acct. I	3	ACC 342 Intermediate Acct. II	3
Electives	6	BUS 261 Prin. of Microeconomics	3
		Elective	3
	<u>15</u>		<u>15</u>

<u>Senior Year</u>			
BUS 370 Financial Management	3	ACC 443 Auditing	3
ACC 343 Cost Accounting	3	ACC 498 Seminar in Accounting	3
ACC 441 Advanced Accounting	3	Electives	9
Electives	6		
	<u>15</u>		<u>15</u>

COURSE DESCRIPTIONS

ACC 241 Accounting Principles I (3) PRE: (MAT 111,112)

A study of the theories of debits and credits, principles of various accounting records, classification of accounts and problems of Balance Sheet and Income Statements. (F/S)

ACC 242 Accounting Principles II (3) PRE: (ACC 241)

More extensive study of accounting theory, how accounting can be applied to the keeping of records of various types of professional offices. (F/S)

ACC 341 Intermediate Accounting I (3) PRE: (ACC 241, 242)

A study of the relationship between the four basic financial statements, followed by in-depth study of various current asset accounts. (F/S)

ACC 342 Intermediate Accounting II (3) PRE: (ACC 241, 242, 341)

An in-depth study of liability, and long-term asset accounts. (F/S)

ACC 343 Cost Accounting (3) PRE: (ACC 241, 242)

A study of cost accounting systems with emphasis on the basic elements of manufacturing cost. Determination of cost/volume and budgetary controls of management decision making. (F/S)

ACC 345 Federal Corporate Income Tax Accounting (3)

A survey of substantive federal tax provisions relating to business firms with major emphasis on corporate income tax accounting. The course includes laboratory exercises in the preparation of tax returns for the corporation. PRE: BUS 213. 341

ACCOUNTING

ACC 347 Advanced Accounting I (3) PRE: ACC 341, 342

This course provides a study of advanced financial reporting including income presentation, segment reporting, interim statements, and partnership accounting. (F/S)

ACC 441 Advanced Accounting I (3) PRE: ACC 341, 342

This course provides a study of advanced financial reporting including income presentation, segment reporting, interim statements, and partnership accounting. (F/S)

ACC 442 Advanced Accounting II (3) PRE: ACC 441

This course addresses accounting problems related to business combinations and the resulting financial statements. Not-for-profit entities and the accounting involved is also introduced. (S)

ACC 443 Auditing Principles (3) PRE: ACC 341, 342

This course introduced auditing reports, standards, and procedures, verification of balance sheets and related nominal accounts in the framework of generally accepted accounting principles. (S)

ACC 485 CPA Review (3) PRE: ACC 341, 342

This course provides a review of the four major areas covered on the CPA examination: Auditing, Business Law, Theory, and Problems. In addition, students are coached in test taking techniques, and study patterns for the examination.

ACC 498 Senior Seminar in Accounting (3) PRE: ACC 341, 342
(Graduating Seniors Only)

This seminar is designed to help accounting students apply their previous accounting courses to current accounting issues and problems. The course should aid transition into the professional world. (S)

MINOR IN ACCOUNTING

For those students interested in a minor in accounting, the following courses are required:

ACC 241 Accounting Principles I
ACC 242 Accounting Principles II
ACC 341 Intermediate Accounting I

ACC 343 Cost Accounting
ACC 345 Federal Corporate Income
Tax Accounting

BUSINESS MANAGEMENT

Associate Degree

The Associate Degree in Business Management is designed to meet the challenge of an increasing advanced technical society and to equip the prospective student with the basic skills for employment in such an environment.

The primary objective of the Associate Degree in Business Management is to satisfy the needs of the student who cannot attend a four year college, but who would like to begin his or her formal education in Business.

Freshman Year

First Semester

CSK 111 Communicative Skills	3
MAT 111 General Mathematics	3
ACC 241 Acct. Principles I	3
BUS 204 Principles of Business	3
	<u>12</u>

Second Semester

CSK 112 Communicative Skills	3
MAT 112 General Mathematics	3
PHY 112 Intro to Physical Sc	3
ACC 242 Acct. Principles II	3
	<u>12</u>

Sophomore Year

CSK 113 Communicative Skills	3
ACC 345 Fed Corp Inc. Tax Acct.	3
EVR 200 Statistics	3
BUS 201 Business Law I	3
SSC 111 Intro to Social Science	3
	<u>15</u>

CIS 210 Elective (Assigned)	3
BUS 260 Prin. of Macroeconomics	3
BUS 350 Prin. of Marketing	3
PUB 200 Intro to Public Admin.	3
HUM 211 Humanities	3
	<u>15</u>

Junior Year

BUS 261 Prin. of Macroeconomics	3
BUS 381 Prin. of Management	3
BUS 362 Money and Banking	3
Elective (Assigned)	3
	<u>12</u>

BUSINESS MANAGEMENT

Bachelor of Science

Business and business management procedures can be applicable in all walks of life-education, industry, non-profit organizations, government, church and military. Business management emphasizes the basic concepts essential in managing or operating any of the aforementioned areas.

BUSINESS MANAGEMENT

Shaw University's business management major focuses on the functional areas required to operate any business successfully-Administration, Marketing, Production and Finance. Additionally, prior to concentrating, specifically, on the functional areas, the Division of Business and Public Administration has designed its program(s) to give the students a fundamental overall objective viewpoint of "business" through its core subjects.

- ACC 241 Prin. of Accounting
- BUS 260 Prin. of Macroeconomics
- EVR 200 Elem. Statistics
- CIS 210 Intro. to Computers/Programming
- PAD 200 Intro. to Public Administration

One important function of the core subjects is that it affords the students the opportunity to evaluate each introductory area and decide on the area he/she would like to pursue. The students interested in pursuing the Business Management area will be exposed to a combination of management requirements. These course requirements meet the current and future needs in management.

Business Management Requirements

- BUS 204 Prin. of Business
- BUS 381 Prin. of Management
- BUS 350 Prin. of Marketing
- BUS 201 Business Law
- BUS 205 Financial Management
- BUS 480 Advanced Quantitative Methods

Freshman Year

*CSK 111 Communicative Skills	3	*CSK 112 Communicative Skills	3
MAT 111 General Mathematics	3	MAT 112 General Mathematics	3
SSC 111 Intro to Social Sc.	3	SSC 112 Intro to Social Sc.	3
INT 111 World Civilization I	3	INT 112 World Civilization II	3
HPE 111 Shaw Core Seminar	1	HPE 112 Fundamental Skills	1
HPE 111 Personal Health	1	BIO 111 Intro to Biological Sc	3
	<u>14</u>		<u>19</u>

*CEN may be substituted for CSK

BUSINESS MANAGEMENT

Sophomore Year

*CSK 113 Communicative Skills	3	COM 210 Public Speaking	3
PHY 112 Intro to Physical Sc	3	HUM 212 Humanities	3
HUM 211 Humanities	3	BUS 280 Elem. Quant. Methods	3
ACC 241 Accounting Prin. I	3	ACC 242 Accounting Principles II	3
BUS 204 Principles of Business	3	PAD 200 Intro to Public Admin.	3
	<u>15</u>		<u>15</u>

Junior Year

BUS 260 Principles of Macro	3	BUS 261 Principles of Micro	3
CIS 210 Intro to CIS	3	BUS 201 Business Law I	3
BUS 381 Principles of Mgm't.	3	BUS 370 Managerial Finance I	3
ACC 345 Fed. Corp. Inc. Tax	3	Electives	6
Elective (To be recommended)	3		
	<u>15</u>		<u>15</u>

Senior Year

ACC 343 Cost Accounting	3	BUS 480 Advanced Quant. Methods	3
BUS 350 Prin. of Marketing	3	BUS 498 Senior Seminar in Mgm't	3
Electives (To be recommended)	3	Electives	9
Electives	6		
	<u>15</u>		<u>15</u>

COURSE DESCRIPTIONS

BUS 201 Business Law I (3)

An introduction to the study of the law of contracts, agency, negotiable instruments, bailments, sales, mortgages, bankruptcy, partnership, and corporations. (F)

BUS 204 Principles of Business (3)

Introduction to the basic functions and operations of the free enterprise system in America. Students will be introduced to the primary disciplines. Marketing, Production, Finance, Accounting, and Human Resource Management. (F/S)

BUS 212 Elementary College Typewriting (3)

A study of the fundamentals of typing including technical typing operations (touch system), business correspondence, formal letter writing and report writing, preparing of various types of budgets and correspondence.

BUS 260 Principles of Macroeconomics (3)

A study of the determinants of national income, relating households, business and government to determination of employment, output and prices. Problems of achieving growth in the midst of inflation are discussed. (F/S)

*CEN may be substituted for CSK

BUSINESS MANAGEMENT

BUS 261 Principles of Microeconomics (3) PRE: (BUS 260)

A study of the role of prices in resources allocations, with the individual firm as the focal point. The course includes a discussion of price determinations in various types of market structures and a consideration of market structures and the public interest. (S)

BUS 350 Principles of Marketing (3) PRE: (BUS 204)

An introductory course emphasizing the changing nature of marketing. The study of distribution systems, promotional techniques, pricing and product planning strategies. (S)

BUS 362 Money and Banking (3) PRE: (BUS 260)

A basic study of the principles and functions of money. Attention will be directed to banking organization and operations with special emphasis on central banking in the United States. (S)

BUS 370 Managerial Finance (3) PRE: (ACC 240, 242)

The study of the economic and financial structure of firms and their impact on the financial and operational requirements of the firm. Concepts such as Capital, Budgeting, Cost of Capital, Leverage, Long and Short Term funding are discussed. (F)

BUS 374 Introduction to International Business Operations (3)

PRE: (BUS 204)

This course is designed to introduce the student to the problems and possibilities of doing business in an international context. The course will also prepare the student to see the opportunities and foresee the difficulties inherent in International Business. (S)

BUS 480 Advanced Quantitative Methods in Business (3)

PRE: Senior Standing

A study of Quantitative Methods used in business and economics including methods of maximizing/minimizing objective functions, the analysis and use of statistical methods for planning, decision-making and forecasting and simulating and queuing theory. (S)

BUS 498 Seminar In Management (3) PRE: Seniors Only

This seminar is intended to assist the graduating senior in going research in various areas of business administration. Previous knowledge of business problems. Oral and written reports will be required. (F/S)

MINOR IN BUSINESS MANAGEMENT

BUS 204 Principles of Business

BUS 260 Principles of Macroeconomics

BUS 350 Principles of Marketing

BUS 370 Managerial Finance

BUS 480 Advanced Quantitative Methods of Business

COMPUTER INFORMATION SYSTEMS

The Computer Information Systems area of concentration is to provide the students with knowledge and abilities to function effectively in an employment situation as Applications Programmer/Analysts, to pursue professional training, and to encourage further study in areas that reflect the student's interests. Courses offered by this area reflect both applied and theoretical aspects of Computer Information Systems. Additional courses of interest are offered by the areas of Accounting, Business Management, and Public Administration.

Two microcomputer-based laboratories with eight public workstations each are available for the general use of students and faculty.

Courses for CIS Majors

CIS 210 Introduction to Computer Information Systems

CIS 211 Computer Programming Principles - Pascal

CIS 212 Computer Programming Principles - FORTRAN

CIS 215 Business Oriented Applications - COBAL I

CIS 216 Business Oriented Applications - COBAL II

CIS 320 Data Base and File Systems

CIS 321 Systems Analysis and Design

CIS 312 Computer Programming Packages

CIS 325 Computer Operating Systems

CIS 425 Management Information Systems

CIS 422 Computerized Accounting Systems

Option I

Option II

CIS 211 Pascal

CIS 211 Pascal

CIS 215 COBOL I

CIS 215 COBOL I

CIS 321 Systems Analysis and Design

CIS 216 COBOL II

CIS 312 Computer Programming Packages

CIS 320 Data Base & Files

CIS 442 Computerized Accounting Systems

CIS 425 Management Information

COMPUTER INFORMATION SYSTEMS

Freshman Year

*CSK 111 Communicative Skills	3	*CSK Communicative Skills	3
MAT 111 General Mathematics	3	MAT 112 General Mathematics	3
SSC 111 Intro to Social Sc.	3	SSC 112 Intro to Social Sc.	3
INT 111 World Civilization I	3	INT 112 World Civilization II	3
SCS 111 Shaw Core Seminar	1	HPE 112 Fundamental Skills	1
HPE 111 Personal Health	1	BIO 111 Intro to Biological Sc.	3
	<u>14</u>		<u>16</u>

Sophomore Year

*CSK 113 Communicative Skills	3	COM 210 Public Speaking	3
PHY 112 Intro to Physical Sc.	3	HUM 212 Humanities	3
HUM 211 Humanities	3	MAT 212 Comp. Math	3
MAT 211 Algebra & Trig.	4	CIS 211 Pascal	3
CIS 210 Intro to Comp./Prog.	3	Elective	2
	<u>16</u>		<u>14</u>

Junior Year

CIS 215 COBOL I	3	CIS 216 COBOL II	3
CIS 312 Comp. Prog. Pkg.	3	CIS 325 Comp. Op. Systems	3
BUS 260 Prin. of Eco. (Macro)	3	BUS 241 Acct. Prin. I	3
PAD 200 Intro. to Pub. Admin.	3	Electives	6
EVR 200 Elem. Statistics	3		
	<u>15</u>		<u>15</u>

Senior Year

CIS 320 Data Base & File	3	CIS 425 Mgmt. Infor. Systems	3
CIS 321 Sys. Ana. & Design	3	CIS 422 Comp. Acct. Systems	3
Electives	9	Electives	9
	<u>15</u>		<u>15</u>

COURSE DESCRIPTIONS

CIS 200 Introduction to Computers (3)

PRE: (CSK 112, MAT 112, BUS 212 or equivalent - Typing)

This course provides the student with the knowledge and experience to understand and use microcomputer systems for home, professional, and small business tasks. The elements of program design, coding, and debugging in BASIC are covered and applied in programming assignments. A word processing software package is used to create useful written material that is saved on diskettes and printed. (F/S)

*CEN may be substituted for CSK

COMPUTER INFORMATION SYSTEMS

CIS 210 Introduction to Computer Information Systems (3)

Introduction to electronic digital computers, including the parts of a computer, a step-by-step description of the processes involved in computation, and description of several uses of the computer; understanding algorithms; data representation; basic programming and program structure. The student will obtain computer solutions of some numerical and numerical problems. (F/S)

CIS 211 Computer Programming Principles - Pascal (3) PRE: (CIS 210)

The course provides the student with the basic knowledge and experience necessary to use the computer effectively in solving general problems and algorithm programs. The requirements of computing systems, the structure of programs and the programming, debugging, and verification of programs written in the Pascal language are studied and practiced. (F/S)

CIS 212 Computer Programming Principles - FORTRAN (3) PRE: (CIS 210)

(Note: (CIS 212 may be substituted for CIS 211 if already taken)
An introduction to the scientifically oriented programming language language FORTRAN IV, emphasizing its features and restrictions. Programming assignments will cover a variety of areas including applications to numerical computation and file manipulation. (F)

CIS 215 Business Oriented Applications - COBOL I (3)

PRE: (CIS 211 or CIS 212)

An introduction to computer programming in common business-oriented applications using ANSI COBOL. Includes analysis of the problem, development of the structures, formulation of the algorithms, and "hands on" running of the programs. (F/S)

CIS 216 Business Oriented Applications - COBOL II (3) PRE: (CIS 215)

A second course in programming business application in "structured" ANSI COBOL. The emphasis is placed on determination of the structure, design of the program, preparation of appropriate documentation, I/O editing, table processing, preparing test data files, sequential file creation and access, and "hands on" running of the program. (F/S)

CIS 312 Computer Programming Packages (3) PRE: (CIS 215)

An introduction into existing general purpose and statistical programming packages available for use. Access to and use of these packages for problem solving are provided through student terminals. (F)

COMPUTER INFORMATION SYSTEMS

CIS 320 Data Base and File Systems (3) PRE: (CIS 216)

An in-depth study of the analysis, design, and implementation of computerized filing systems for the support of large data base using a host language (COBOL). Included are file system organization and structure, characteristics and utilization of a variety of storage devices, representation of trees and graphs, linked structures, formal specification of data structure, and date management systems. (F)

CIS 321 Systems Analysis and Design (3) PRE: (CIS 215)

A study and application of the methodology for building a complete business system. The emphasis, via case studies, is an analysis of existing systems and the design of a computer-based business information system. (F)

CIS 325 Computer Operating Systems (3) PRE: (CIS 215)

A study to understand and use operating systems such that the allocation and utilization of the computer system's resources are optimized. The course introduces the techniques used and the functions in operating systems for batch, on-line, multi-programming, and multi-processing environments. (S)

CIS 425 Management Information Systems (3) PRE: (CIS 216)

A study of the structure and design of systems that support the organizational management functions. Applications for accounting, finance, production, and inventory control are treated as parts of an integral MIS. (S)

CIS 422 Computerized Accounting Systems (3) PRE: (CIS 321)

The most common business information system applications are studied through their source data, main programs, storage utilization and resulting documentation. Both batch and on-line systems are covered and the management implications are discussed. The case study method is used throughout. (S)

CIS 498 Seminar in Computer Information Systems (3)

PRE: Consent of Advisor

Interdisciplinary study of selected current concerns in Computer Information Systems. For seniors only. (S)

PUBLIC ADMINISTRATION

The objective of the Public Administration area of concentration is to provide the student with knowledge of Public Administration that may equip the graduate for a secure and well-paid profession and give the student a deeper understanding of the world in which he or she lives. To be awarded a degree Bachelor of Science in Public Administration, the student must satisfy the following requirements:

- Completion of 48 credit hours of University Core requirements
- Completion of 15 credit hours of Divisional Core requirements
- Completion of 30 credit hours of major area of concentration
- Completion of 27 credit hours of electives

Freshman Year

First Semester

*CSK 111	Communicative Skills	3
MAT 111	General Mathematics	3
SSC 111	Intro to Social Sci	3
INT 111	World Civilization I	3
SCS 111	Shaw Core Seminar	1
HPE 111	Personal Health	1
		14

Second Semester

* CSK 112	Communicative Skills	3
MAT 112	General Mathematics	3
SSC 112	Intro to Social Sci	3
INT 112	World Civilization II	3
HPE 112	Fundamental Skills	1
BIO 111	Intro to Biological Sci	3
		16

Sophomore Year

*CSK 113	Communicative Skills	3
PHY 112	Intro to Physical Sci	3
HUM 211	Humanities	3
CIS 200	Intro to Computers	3
Electives		3
		15

COM 210	Public Speaking	3
HUM 212	Humanities	3
PUB 200	Intro to Public Admin	3
EVR 200	Elem Statistics	3
Electives		3
		15

Junior Year

PAD 226	Pub Fin & Budgeting	3
BUS 260	Prin of Macroeconomics	3
ACC 241	Accounting Prin I	3
PAD 231	Public Personnel Admin	3
CIS 210	Intro to Computers	3
		15

PAD 331	Govt Employee/Emp Rel	3
BUS 261	Prin of Microeconomics	3
ACC 242	Accounting Prin II	3
PAD 320	Org Theory & Behavior	3
Electives		3
		15

Senior Year

PAD 351	Urban Adm & Soc	3
PAD 355	Comp Pub Admin	3
PAD 372	Pub Policy Analysis	3
Electives		6
		15

PAD 401	Mgt St. & Loc Govt	3
PAD 404	INtergovt Rel	3
PAD 491	Seminar in Public Admin	3
Electives		6
		15

*CEN may be substituted for CSK

COURSE DESCRIPTIONS

- PAD 200 Introduction to Public Administration (3)
This course is designed to give the student a general understanding of the various aspects of public administration, e.g., Policy Analysis, Budgeting, Personnel Administration, etc. (F/S)
- PAD 226 Public Finance and Budgeting (3) PRE: PAD 200
This course is a study of human resources management in organizations. The emphasis is on governmental personnel including merit concepts, affirmative action, classification, testing, collective bargaining, training, and organizational development. (S)
- PAD 231 Public Personnel Administration (3) PRE: PAD 200
This course is a study of human resources management in organizations. The emphasis is on governmental personnel including merit concepts, affirmative action, classification, testing, collective bargaining, straining, and organizational development. (S)
- PAD 320 Organizational Theory and Behavior (3)
This course is an examination of social, psychological and behavioral aspects of organization; including the concept of administrative leadership. (F/S)
- PAD 331 Governmental Employer-Employee Relations (3) PRE: PAD 231
This course is a survey of the developments in employer-employee relationship in public sector. It also examines the issues of collective negotiations, bargaining rights, right to strike, impasse resolution and employee grievances.
- PAD 351 Urban Administration and Social Change (3) PRE: PAD 200
This course is a study of the theories and concepts of social change and their impact and relationships to the administrative process. It also examines the social change in urban areas while focusing on the role of public administrators in bringing about those changes. (F)
- PAD 355 Comparative Public Administration (3) PRE: PAD 200
This course examines the methodology, theory and models of comparison of administrative systems of different countries. It also includes the study of the functional processes of administration of developing nations and the role of bureaucracy in development and nation building (F)
- PAD 372 Public Policy Analysis (3) PRE: PAD 200, 226
This course examines the process of public policy formulation, implementation and evaluation. It also includes the study of policy/administration dichotomy.
- PAD 401 Management of State and Local Government (3) PRE: PAD 351
A study of problems and functioning of state and local government in the United States, including an examination of the legal basis of state and local charters with an emphasis on North Carolina governmental units. (S)

- PAD 404 Intergovernmental Relations in the U.S. (3) PRE: PAD 230, 332
This course examines the constitutional, political and administrative characteristics of the American Federalism including regionalism, interstate compacts and intergovernmental revenue. (S)
- PAD 412 Management of Health Services (3) PRE: PAD 231, 330
This course is a study of organizational characteristics of health agencies, with emphasis on program development, agency building, staffing, budgeting, controlling, performance standards, interagency coordination and research needs.
- PAD 416 Comprehensive Public Administration (3) PRE: Senior in Public Administration
This course is a review and analysis of various developments and complexities of public administration and the role of public administration in social, economic and political system. Emphasis is on case studies of various issues and problems.
- PAD 498 Senior Seminar in Public Administration (3) PRE: Senior in Public Administration
This course is opened to senior students only. It is designed to provide the students with a comprehensive insight into the various concepts and issues relating to public administration. Thus, the course aims at creating conceptual clarity about theories and practice of public administration and increasing the analytical ability of the students.
- PAD 499 Internships in Public Administration (3) PRE: Senior Student and Consent of Advisor
Students will be assigned to public agencies in their area of interest. Students are expected to participate in staff and internship conferences.

MINOR IN PUBLIC ADMINISTRATION

For those students interested in a minor in Public Administration, the following courses are required:

- PAD 200 Intro to Public Administration
 PAD 226 Public Finance and Budgeting
 PAD 320 Organizational Theory and Behavior
 PAD 372 Public Policy Analysis
 PAD 401 Management of State and Local Governments

DIVISION OF COMMUNICATIONS

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

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

ART

Course Descriptions

ART 190 Introduction to the Visual Arts (3)

An introductory survey of the visual arts (painting, sculpture and architecture) from prehistoric times to the present, with an emphasis on representative works of major periods and cultures.

ART 222 Drawing and Composition (3)

An introduction to the principles and techniques of representational drawing and the investigation of various media.

ART 313 Basic Design (3)

A study of art fundamentals. Projects are assigned to facilitate investigations in line, form, color and texture.

ART 331 Sculpture and Three-Dimensional Design (3)

A study in volume design. Exploration in various materials and techniques. Experimentation is encouraged. Fee: \$7.00.

ART 411 Ceramics I (3)

A course in pottery design, production and uses of ceramic materials. Practice in the basic handbuilding techniques. Course will include some work on pottery wheel and glazing techniques. Fee: \$10.00.

ART 413 Crafts (3)

A workshop in the development and fabrication of such projects as enameling, hooked rugs, wall-hangings, candles, macrame, weaving. Students must supply their own materials.

ART 421 Graphic Design (3)

Study in basic printmaking methods such as woodcut, silkscreen and engraving. Some basic instruction given in layout and paste-up work. Fee: \$7.00.

ART 423 Twentieth Century Art (3)

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. Pre: 190.

ART 431 Painting I (3)

An introductory course in painting designed to expose the student to the use of color and basic techniques in water color, oil, acrylic, and other accepted media. Pre: 322, 313 or by permission.

ART 490 Art in the Elementary and Secondary School (3)

Practice in art for the classroom teacher in accordance with evaluations prescribed by the State Department of Public Instruction. The course is designed for those students who plan to teach art in the public schools, and is geared toward curriculum planning, organization, and classroom teaching. Students will be required to make observations in the public schools. See EDU 455.



ENGLISH

The major in English is a program leading to the Bachelor of Arts degree. There is a 30 unit course sequence required for a major in English and students are encouraged to take courses in foreign languages - French is recommended.

A student interested in teaching English on the Secondary level must meet the Education requirements for Teacher Education in English and must also take English 452 and English 490. The student will receive a B.A. degree in English and Certification for teaching English on the Secondary level. Certification for teaching English at the Secondary level requires passing the National Teacher's Examination and twelve (12) credit hours of student teaching. An additional semester may be required to meet Student Teaching requirements.

The Comprehensive English Program at Shaw University has two components:

The first is an English Institute consisting of two courses, CEN 001 and CEN 002, designed and taught specifically, but not exclusively, for international students. These are non-credit courses, each of which meets one hour daily, five days a week. The duration of this non-credit sequence is one full semester, and students must successfully complete it before proceeding to the higher level courses. Both courses are taken simultaneously. While taking CEN 001 and CEN 002, students generally may not take more than two regular college courses.

The International students entering Shaw for the first time who have not scored 520 on the TOEFL exam or a minimum of 80 on the Michigan Test must take an English competency exam if they have not already passed a college-level English course (that is, non ESL) with a grade of C or better. Those who do not pass the exam must take both CEN 001 and CEN 002 before taking CEN 111, CEN 112, and CEN 113.

The second component is made up of three regular college-level courses; CEN 111, 112, and 113. These courses are open to all students, international and American, and satisfy graduation requirements in English. These courses meet one hour daily (five days weekly). Students may take only one course in a semester and must pass it before proceeding to a higher level course.

Total instruction time for CEN 111, 112, and 113 is in excess of that offered in many other accredited colleges and universities for basic college level English.

The Comprehensive English Program uses up-to-date methods of instruction; individualized attention is a priority, and the program includes both computer assisted and audio-lingual instruction in a modern language laboratory. (The International Studies Center has been approved to administer the Michigan Test.)

Freshman Year

First Semester

*CSK 111	Communications Skills	3
MAT 111	General Math	3
INT 111	World Civilization	3
BIO 111	Intro. to Biology	3
SCS 111	Freshman Core Seminar	1
		<u>13</u>

Second Semester

*CSK 112	Communications Skills	3
MAT 112	General Math	3
INT 112	World Civilization	3
PHY 112	Intro. to Phy. Science	3
HPE 111	Fundamental Skills	1
HPE 112	Personal Health	1
		<u>14</u>

Sophomore Year

*CSK 113	Communications Skills	3
HUM 211	Humanities	3
SSC 111	Intro. to Soc. Science	3
COM 210	Public Speaking	3
Elective		3
		<u>15</u>

CIS 200	Computer Literacy	3
ENG 211	Intro. to Literature	3
ENG 300	Modern Drama	3
HUM 212	Humanities	3
SSC 112	Intro. to Soc. Science	3
		<u>15</u>

Junior Year

ENG 312	American Lit	3
ENG 314	Afro-American Lit (Modern Foreign Lang)	3
Electives		6
		<u>15</u>

ENG 321	Hist. of English Lang.	3
ENG 335	Advanced Comp. (Modern Foreign Lang)	3
Electives		7
		<u>16</u>

Senior Year

ENG 337	Bus. & Tech. Writing	3
ENG 360	Shakespeare	3
Electives		10
		<u>16</u>

ENG 450	Seminar	3
ENG 453	Reading in Amer/Eng Lit	3
Electives		10
		<u>16</u>

*CEN may be substituted for CSK

COURSE DESCRIPTIONS

CEN 001 Basic English Skills I (No Credit)

This course and CEN 002 are designed as concurrent courses that bring the student to such a level that he can function in the regular CEN sequence; CEN 001, specifically, consists of mastering basic patterns, inflectional forms, and function words, as well as vocabulary building, oral drills, class discussions, aural comprehension, and reading practice.

CEN 002 Basic English Skills II (No Credit)

Taken along with CEN 001, this course is designed both as an extension of CEN 001 and as a course in which there is emphasis upon the written sentence. Vocabulary building is continued; the mastery of sentence patterns is emphasized; and the writing of short paragraphs is begun.

CSK 111 Communicative Skills (3)

A course in basic grammar and usage and beginning writing designed to increase the development of the communicative skills of speaking, listening, and writing. Parts of speech, subject/verb agreement, punctuation, vocabulary, spelling, sentence structure and paragraph writing or studied. OR

CEN 111 Comprehensive English I (3)

This course emphasizes the writing of correct sentences and single paragraphs. Instruction on paragraph writing emphasizes topic sentences, relevant and logical supporting details, and summary statements. PRE: 001/002 or passing the competency examination.

CSK 112 Communicative Skills (3)

A continuation of CSK 111 designed to increase the development of the communicative skills of reading, listening, and writing. Topic and thesis sentences and paragraph and essay development are studied. OR

CEN 112 Comprehensive English II (3)

A continuation of CEN 111 with emphasis on the writing of multi-paragraph compositions. The course emphasizes thesis statements, introductory paragraphs, developmental paragraphs, logical relationships among paragraphs, transitional devices, and summary paragraphs. PRE: CEN 111 or CSK 111.

CSK 113 Communicative Skills (3)

A course in advanced composition and research writing. The research skills necessary for such writing and the process of documentation are emphasized. The types of writing studied include precis, paraphrase, library report, research paper, resumé and business correspondence. PRE: CSK 111 and 112. OR the student may take

CEN 113 Comprehensive English III (3)

This course introduces the techniques of library research and culminates in the writing of a research paper. CEN 113 also includes the writing of abstracts, summaries, reviews, reports, and business letters. PRE: CEN 112 or CSK 112.

- ENG 211 Introduction to Literature (3)
 A genre course --- Reading in following types: plays, stories, poems, essays. Papers on reading. Does not count towards major. (F), (S), (F), (S).
- ENG 300 Modern Drama (3)
 A study of dramatic literature from Isben to the present. (F)
- ENG 312 American Literature (3)
 Survey of the literature of the United States from the colonial period to the present. (F)
- ENG 314 Afro-American Literature (3)
 A study of Afro-American Literature with emphasis on major writers from the Harlem Renaissance to the present.
- ENG 321 History of the English Language (3)
 A study of the origins and development of English vocabulary and syntax. (S)
- ENG 335 Advanced Composition (3)
 Intensive exercise in critical and expository writing with emphasis on the development of style. PRE: Completion of 112-113 Communication Skills and consent of instructor.
- ENG 337 Business and Technical Writing (3)
 Principles and practice gathering, analysis, storage, and retrieving of information for business and technical writing. (F) PRE: Completion of 113 Communication Skills and consent of instructor.
- ENG 360 Shakespeare (3)
 Study of the sonnets and selected comedies, histories, tragedies, and romances in the context of the Renaissance.
- ENG 422 Methods and Materials for Teaching Language Arts in Intermediate and Secondary Schools (3)
 Study of contemporary theories and methods of teaching reading, writing, speaking, and listening. Extensive reading and investigation on media materials.
- ENG 450 Senior Seminar in Literacy Criticism(3)
 The history and forms of critical study of literature, with emphasis on individual research into present-day critical directions, such as explication, structuralism, and myth criticism. Must be taken in conjunction with English 452. (F)

- ENG 452 Reading in English and American Literature I (3)
Intensive individualized reading program of literature, literary history and literary criticism from the mid-nineteenth century to the present. (S)
- ENG 453 Reading in English and American Literature II (3)
Continuation of English 452 from the mid-nineteenth century to the present. (S)
- ENG 490 Methods and Materials for Teaching in Secondary Schools (3)

COMMUNICATIONS

- COM 201 Bases of Speech Communication (3)
A study of the bases for the production and perception of speech. (F)
PRE: Voice Diction
- COM 210 Public Speaking (3)
A course in the basic elements of oral communication. Emphasis is upon research skills, topic selection, speech organization, skills in delivery and listening for analysis and evaluation of speeches. There is a requirement of a minimum of five graded speeches given in class.
- COM 211 Advanced Public Speaking (3)
An advanced study of Speech Communications with emphasis on structuring message systems and presenting them in small groups; Oral Reports, Symposia, Panel Discussion. (S) PRE: COM 210 and Communicative Arts 113
- COM 301 Communication Theories and Models (3)
An introduction to current multidisciplinary communication theory; analysis of models and dynamics; basic processes and major types of activities; systems functions, and general principles; value systems and norms for an integrative theory of communication in our society. (F,S)
- COM 310 Problem Solving Through Group Interaction (3)
Forms of discussion debate as procedures in developing social decisions. The uses of these procedures in intro-group and inter-group decision-making. (S)

All students at Shaw are required to take Communications 210, Public Speaking. In addition, International Students are encouraged to take as many additional English courses as their schedules will permit. They are especially urged to take Introductory to Literature and Advanced Composition.

FRENCH

Course Descriptions

FRE 151 Elementary French (3)

This course and the one following it are designed to provide the student with a basic knowledge of the French language, including pronunciation and the basic elements of grammar with emphasis on comprehension, speaking, writing, and the reading of simple French tests. (F)

FRE 152 Elementary French II (3)

The continuation of French 151. (S)

FRE 253 Intermediate French (3)

This course and the one following it are designed to intensify the student's knowledge of French and the French people, to increase the student's fluency in spoken French, review and reinforce the student's knowledge of French grammar, and acquaint the student with some works of French literature, and aspects of French life and culture. Pre: FRE 152 or equivalent. (F)

FRE 254 Intermediate French II (3)

The continuation of French 153. (S)

FRE 323 Early French Literature (3)

A survey of early French literature from les Chansons de Geste and les Romans Courtois to Francois Villon and the Renaissance. Pre: FRE 154 or equivalent.

FRE 324 French Literature from Romanticism to Realism (3)

A detailed study of French literature starting with some of the late works of Rousseau by way of Chateaubriand, Hugo, Balzac, Flaubert, etc. to Emile Zola. Pre: FRE 154 or equivalent.

NOTE: 300 courses offered every two years.

MUSIC

The major in music is a program leading to the Bachelor of Arts degree. It consists of a sequence of courses which must include Music Theory, Music History, American Music, Conducting, a minimum of four years of applied music and performance seminar, major ensemble, and the final Senior Recital or Thesis. The student must be enrolled in MUS 215 or 216 plus one unit of applied music in his chosen area of voice, keyboard, or instrument during each semester in residence. Each major is required to participate in Performance Seminar each semester, as part of his or her applied music study. All students must demonstrate proficiency in piano before graduation.

COURSES FOR CONCENTRATION IN JAZZ: Participation in jazz ensemble, MUS 353, MUS 354, MUS 355, MUS 356, secondary applied area.

Freshman Year

<u>First Semester</u>			<u>Second Semester</u>		
MUS 150	Applied Music & Performance Seminar	1	MUS 151	Applied Music & Performance Seminar	1
MUS 215	or		MUS 215	or	
216	Band or Chorale	1	216	Band or Chorale	1
CSK 111	Communication Skills	3	(If no background in music theory:		
INT 111	World Civilization I	3	MUS 100	Elements of Music	3
MAT 111	General Mathematics	3	CSK 112	Communication Skills	3
SCS 111	Freshman Core Seminar	1	INT 112	World Civilization II	3
HPE 111	Health	1	MAT 112	General Mathematics	3
		<u>13</u>			<u>15</u>

Sophomore Year

MUS 250	Applied Music & Performance Seminar	1	MUS 251	Applied Music & Performance Seminar	1
MUS 215	or		MUS 215	or	
216	Band or Chorale	1		Band or Chorale	1
MUS 111	Music Theory Ia	3	MUS 112	Music Theory Ib	3
CSK 113	Communicative Skills	3	SSC 112	Social Science Survey	3
SSC 111	Social Science Survey	3	PHY 112	Intro to Physical Sc.	3
BIO 111	Intro to Biol. Sc.	3	COM 210	Public Speaking Logic	3
HUM 111	Search for Freedom	3	HUM 112	Search for Freedom	3
		<u>17</u>			<u>17</u>

Junior Year

MUS 350	Applied Music & Performance Seminar	1	MUS 351	Applied Music & Performance Seminar	1
MUS 215	or		MUS 215	or	
216	Band or Chorale	1	216	Band or Chorale	1
MUS 211	Music Theory IIa	3	MUS 212	Music Theory IIb	3
MUS 225	Music Appreciation	3	MUS 227	American Music	3
MUS 353	Jazz Improvisation I	3	MUS 354	Jazz Improvisation II	3
MUS 355	Jazz History and Literature	3	MUS 356	Jazz and History and Literature	3
Electives		3	Electives		3
		<u>17</u>			<u>17</u>

Senior Year

MUS 450	Applied Music & Performance Seminar	1	MUS 451	Applied Music & Performance Seminar (Senior Recital or Thesis)	1
MUS 215	or		MUS 215	or	
216	Band or Chorale	1	216	Band or Chorale	1
MUS 441	Music History Form & Analysis I	3	MUS 442	Music History Form & Conducting	3
MUS 464	Arranging	3	MUS 465	Conducting	3
Electives		9	Electives		9
		<u>17</u>			<u>17</u>

COURSE DESCRIPTIONS

- MUS 100 Elements of Music (3)
Rudiments of music notation; scales and structure, fundamental training in reading and understanding music (F/S)
- MUS 111 Theory Ia (3)
A comprehensive course including intervals, triads, part-writing, sight singing, keyboard harmony, and ear training. (F)
- MUS 112 Theory Ib (3) PRE: MUS 111
Four-part writing procedures continued, including borrowed chords and secondary sevenths, with suitable ear training, sight singing, and keyboard assignments. (S)
- MUS 150 Applied Music and Performance Seminar (1)
First year classification. Private and class lessons in instrument or voice. Intensive practice. Lab: Performance Seminar. Fee of \$22.00. (F)
- MUS 151 Applied Music and Performance Seminar (1)
Continuation of MUS 150. Additional Fee of \$22.00. (S)
- MUS 211 Theory IIa (3)
The integrated study of chromatic harmony and modulation to all keys. Construction and function of ninth, eleventh, and thirteenth chords. Sight singing of more complex melodies, greater rhythmic variety with correlated four-part dictation. (F)
- MUS 212 Theory IIb (3) PRE: MUS 112
Examination of linear writing and combination of contrapuntal voices. Techniques of contemporary music, advanced exercises in analysis, sight singing, dictation, and keyboard harmony. (S)
- MUS 215 University Chorale Organizations (1)
Open to all students who sing. Extensive rehearsal and performance required. University Gospel Choir and University Chorale Sections. (F/S)
- MUS 216 University Band Organizations (1)
Open to all students who play a band instrument. Study of repertoire from all eras, development and study of ensemble playing, rehearsal techniques, preparation and presentation of concerts. Jazz Ensemble and Concert Band sections. (F/S)
- MUS 225 Music Appreciation (3)
A non-technical survey of the basic elements of music and listening experiences in art music styles of European tradition as well as World Music traditions. Open to all students. (F/S)
- MUS 227 American Music (3)
A non-technical study of the development of American music from earliest times to the present, through listening experiences. Music studies include early and later sacred styles (gospel, spirituals, and hymns), ethnic folk musics, rock, Broadway, Tin

- Pan Alley, rhythm and blues, and other styles. Open to all students. (F)
- MUS 250 Applied Music and Performance Seminar (1) PRE: MUS 151
Second year classification. Private lessons in instrument or voice. Intensive practice. Fee of \$22.50. (F)
- MUS 251 Applied Music and Performance Seminar (1)
Continuation of MUS 250. Additional Fee of \$22.50. (S)
- MUS 350 Applied Music and Performance Seminar (1) PRE: MUS 251
Third year classification. Private lessons in instrument of voice. Intensive practice. Fee of \$22.50. (F)
- MUS 351 Applied Music and Performance Seminar (1)
Continuation of MUS 350. Additional Fee of \$22.50. (S)
- MUS 353 Jazz Improvisation I (3) PRE: MUS 212
A study of the various styles of improvisation as they relate to scales and chord progression of jazz. Students are required to master this material on the piano as well as their individual instrument. Participation in jazz ensemble. (F)
- MUS 354 Jazz Improvisation II (3) PRE: MUS 353
Continuation of MUS 353, a practical application of material learned in MUS 353 in actual performance on individual instrument. Participation in jazz ensemble. (S)
- MUS 355 Jazz History and Literature I (3)
A study of the development of jazz in America, its roots in European and African music, and development out of blues and ragtime to the early "New Orleans" styles. Open to all students. (F)
- MUS 356 Jazz History and Literature II (3)
Later developments of the twentieth century. (S)
- MUS 441 Music History - Form and Analysis I (3) PRE: MUS 212 & MUS 225
A study of the earliest developments that led to Western European music of the Medieval and Renaissance eras. (F)
- MUS 442 Music History - Form and Analysis II (3) PRE: MUS 441
Continuation of MUS 441. A study of Western European music during the Baroque Classical, Romantic, and Twentieth Century eras. (S)
- MUS 450 Applied Music and Performance Seminar (1)
Fourth-year classification. Private instruction. Intensive practice required. Fee of \$22.50. (F)
- MUS 451 Senior Recital or Thesis (1)
Lab: Performance Seminar. Student who chooses to write a thesis must submit proposal at the beginning of his or her senior year. Fee of \$22.50. (S)

- MUS 464 Arranging (3)
Study of band and orchestral instruments, transpositions, ranges, musical functions, technical and tonal possibilities, arranging of various kinds of pieces for different small ensemble combinations and the large band. (F - alternate years)
- MUS 465 Conducting (3)
Theory and practice of conducting, basic skills, score reading and rehearsal techniques. (S)



RADIO/TV

The major includes a 30 course sequence leading to a Bachelor of Arts degree. The appropriate 30 course sequence is determined by the student's area(s) of emphasis in Radio, Television and Print and Broadcast Journalism which is being developed.

Freshman Year

<u>First Semester</u>			<u>Second Semester</u>		
*CSK 111	Communication Skills	3	*CSK 112	Communication Skills	3
MAT 111	General Mathematics	3	MAT 112	General Mathematics	3
SSC 111	Social Science	3	PHY 112	Intro to Physical Sci	3
BIO 111	Intro to Biological Sci	3	SSC 112	Intro to Social Science	3
HPE 111	Fundamental Skills	1	HPE 112	Personal Health	3
			SCS 111	Freshman Core Seminar	1
		<u>13</u>			<u>14</u>

Sophomore Year

*CSK 113	Communication Skills	3	HUM 212	Humanities	3
HUM 211	Humanities	3	INT 112	World Civilization	3
CIS 200	Computer Literacy	3	RTV 151	Fundamentals of RTV	3
INT 111	World Civilization	3		Electives	6
COM 210	Public Speaking	3			
		<u>15</u>			<u>15</u>

Junior Year

RTV 281	History of Broadcasting	3	RTV 321	Report Writing II	3
RTV 282	Report Writing I	3	RTV 323	TV Production	3
RTV 322	Modern Radio Production	3	RTV 324	Basic Videography	3
Electives		7		Electives	7
		<u>16</u>			<u>16</u>

Senior Year

RTV 412	Research in Comm.	3	RTV 428	Writing for RTV	3
RTV 425	Broadcast Regulations	3	RTV 481	Seminar (Elective)	3
Electives		10		Electives	9
		<u>16</u>			<u>15</u>

COURSE DESCRIPTIONS

RTV 155 Fundamentals of Radio-TV (3)
 Instruction in broadcasting including structure of the industry, the issues of regulation and freedom and basic technology to acquaint the student with a professional vocabular. Basic skills are the focus of three hours of lecture.

*CEN may be substituted for CSK

RTV 263 Reporting and Writing I (3)

This course involves the fundamentals of newsgathering, identifying sources, developing the news peg, developing and using news judgment, news writing, research and interviewing techniques and field work.

RTV 281 History of Broadcasting (3)

The history and development of the American system of radio and television as it fits into the nexus of a developing society.

RTV 282 Reporting and Writing (3)

Same as 263 with the exception that the student - having successfully completed R & W I - will have developed his/her beat or area of specialty reporting; i.e., crime, sports, etc.

RTV 321 Reporting and Writing II (3)

Principles, techniques and forms of gathering and reporting news for broadcast journalism and radio and television. Planning and producing of public affairs programs. PRE: 282

RTV 322 Modern Radio production (3)

Principles and applications of radio production including those skills necessary to function in a modern radio production studio. Skill development is stressed.

RTV 323 Television Production (3)

Elements in television production with experience in producing short television programs.

RTV 324 Basic Videography (3)

The theory and principles of portable videotape or ENG production for television with experience in all phases of scripting, producing, and editing.

RTV 327 Educational and Public Broadcasting (3)

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. (S)

RTV 328 Writing for Radio and TV (3)

Development of basic writing skills needed to produce copy for the broadcast media as well as develop interesting material. Consideration of the inherent differences in content from one medium to another is included, contrasting development of an idea for radio, for TV, and noting the adjustments necessary to communicate with each medium.

- RTV 330 Media in Industry (3)
The emphasis in this course is on how and why the private sector utilizes television production as a corporate tool. Also addresses other non-broadcast entities such as educational and instructional television.
- RTV 412 Research Methods in Communication (3)
Methods, techniques and measuring instruments currently used in the study of communication behavior. Seniors Only (F)
- RTV 423 Television Direction (3)
An advanced workshop giving experience in producing and directing television productions. (F)
- RTV 425 Broadcast Regulations (3)
Laws, rules and regulations governing the broadcast industry in the United States, and the responsibilities of broadcasters are stressed.
- RTV 435 Broadcast Management (3)
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. (S)
- RTV 481 Seminar in Radio, TV (3)
Rotating topics. For advanced students only. Requires permission of the instructor. (F/S)
- RTV 485 Internship in Communication (1-6)
Practicum course which sees the student combining classroom theories and hands-on experience in an off-campus facility. Course credit will be determined by assigned responsibilities, and length of the internship. Credit award is 1-6 hours. This course, which requires approval, carries a maximum of six credit hours. For advanced students only.
- RTV 491 Independent Study (3)
Special projects in advanced topics. Open to seniors with permission of the instructor. (Senior Project)

SPEECH PATHOLOGY AND AUDIOLOGY

The major in Speech Pathology and Audiology is a 30 course sequence which leads to the Bachelor of Science degree. Designated major courses are relative to normal development of speech and language and the diagnoses and remediation of disorders of oral communication. All majors are required to participate in various practicums developed by the faculty and to complete at least four electives outside the major.

Freshman Year

First Semester

CSK 111	Communicative Skills	3	
MAT 111	General Math	3	
SSC 111	Intro to Soc. Science	3	
INT 111	World Civilization I	3	
HPE 111	Fundamental Skills	1	
SCS 111	Freshman Core Seminar	1	
		14	

Second Semester

CSK 112	Communicative Skills	3	
MAT 112	General Math	3	
SSC 112	Intro to Soc. Science	3	
INT 112	World Civilization II	3	
HPE 112	Personal Health	1	
		13	

Sophomore Year

CSK 113	Communicative Skills	3	
HUM 211	Humanities	3	
BIO 111	Intro to Biological Sc.	3	
COM 210	Public Speaking	3	
SPP 151	Intro to Communication Disorders	3	
		15	

CIS 200	Computer Literacy	3	
HUM 212	Humanities	3	
PHY 112	Intro to Physical Sc.	3	
SPP 245	Nature of Language	3	
SPP 251	Phonetics	3	
		15	

Junior Year

SPP 252	Acoustic & Physiological Phonetics	3	
SPP 361	Intro to Audiology	3	
Electives		10	
		16	

SPP 351	Anatomy & Physiology	3	
SPP 352	Disorders & Articulation	3	
Electives		10	
		16	

Senior Year

SPP 451	Diagnostic Methods in Speech Pathology	3	
SPP 363	Aural Rehabilitation	3	
Electives		10	
		16	

SPP 468	Clinical Practicum	3	
Electives		12	
		15	

COURSE DESCRIPTIONS

SPP 151 Introduction to Communication 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 include normal conditions and disorders, and the roles and responsibilities of professionals who diagnose and treat these disorders. (F)

SPP 245 Nature of Language (3)

This course seeks to explain the nature of human symbolization. Areas of study 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. (S)

SPP 246 Beginning Sign Language (3)

A beginning level course in sign language designed to introduce manual communication including fingerspelling and communicating with signs. (F)

SPP 247 Intermediate Sign Language (3)

This course is designed for those who have a basic knowledge the principles and use of manual communications. PRE: SPP 246. (S)

SPP 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 application are stressed. (S)

SPP 252 Acoustic and Physiological Phonetics (3)

This course involves an introduction to acoustics, speech production, speech analysis and speech perception. The basic phonetic transcription skills introduced in the previous course will be enhanced. PRE: SPP 251. (F)

SPP 351 Anatomy and Pysiology of the Speech and Hearing Mechanicsm (3)

This course provides an in-depth study of these organs and systems of the body that contribute to the production and reception of speech. PRE: SPP 252. (S)

SPP 352 Disorders of Articulation (3)

This course is concerned with the nature and prevalence of articulation disorders, particularly in children. Attention is directed

toward the etiology, diagnosis and treatment of such disorders. Clinical observation of therapy is required. PRE: SPP 151. (S)

SPP 353 Disorders of Voice (3)

This course is designed to provide a broad introduction to the field of functional and organic voice disorders. The course will survey the nature and etiology of these disorders; the problems encountered by persons manifesting such disorders as well as diagnosis and rehabilitative techniques. PRE: SPP 351. (S)

SPP 355 Stuttering (3)

This course explores the nature of one of the least understood disorders of human communication. Major emphasis is focused upon the theories that seek to explain the etiology of this disorder. An analysis of the more prominent therapy techniques is also undertaken. (S)

SPP 361 Introduction to Audiology (3)

This course covers the anatomical, psychological, and physiological aspects of hearing. Included is a survey of those pathologies that result in hearing loss and practice in administering basic tests to identify and determine the extent of hearing loss. PRE: SPP 351. (S)

SPP 362 Audiometry (3)

The rationalization and applications of various specialized procedures, techniques, and tools used in the assessment of hearing loss is the major focus of this course. SPP 361 (S)

SPP 363 Aural Rehabilitation (3)

This course explores the major experimental and clinical work in the rehabilitation of persons who are deaf or hard of hearing. Therapy procedures, as well as amplification are considered. Information is drawn from professional journals, theses, and dissertations. PRE: SPP 362 and SPP 361. (F)

SPP 365 Speech and Hearing Science (3)

Current topics in the speech and hearing processes are explored in this course. The focus is directed toward a consideration of research techniques including instrumentation and experimental design in addition to results and the practical application of these results. Information is drawn from the most current scientific sources. PRE: SPP 351 and 252. (F)

SPP 451 Diagnostic Methods in Speech Pathology (3)

This course is intended to provide the students with an understanding of and practice in the basic clinical procedures involved in the eval-

uation of speech disorders. Procedures for report writing, testing, diagnoses, and referral are included. PRE: 352. (F)

SPP 452 Physiogenic Disorders (3)

The purpose of this course is to acquaint the student with various psysiogenic disorders including cerebral palsy, cleft lip/palate, dysarthria and apraxia of speech. PRE: SPP 351. (S)

SPP 453 Disorders of Language (3)

This course concentrates on the various disorders associated with the inability to develop or utilize language effectively. Among the topics considered are delayed language development in children due to mental retardation or emotional difficulty. PRE: SPP 245. (F)

SPP 467 Clinical Practicum-I (3)

The purpose of this course is to introduce the student to a "hands-on" approach for the evaluation and remediation of speech, language and hearing disorders. This course will include comprehensive report writing, record keeping and presentation of therapeutic techniques through practical application. PRE: SPP 451. (F)

SPP 468 Clinical Practicum-II (3)

In this course the student assumes a more independent role in the evaluation. PRE: SPP 467. (S)

SPP 491 Independent Study (3)

This course serves as a summary experience for students majoring in speech pathology and audiology, particularly for those who intend to pursue graduate study. Since the course may be taken twice, there are two lines of study. In the first, the student is introduced to the experimental methods of scientific and behavioral research. The student is required to design and conduct a research project in an area of speech pathology and audiology. In the second, each student must write an independent and intensive research paper in an area of speech pathology and audiology. PRE: Senior Status. (F/S)

THEATRE ARTS

The Theatre Arts program is one that leads to a Bachelor of Arts degree. In addition to the required courses, all majors are expected to participate in a technical, managerial or performance role each year. The Senior project requires the student to direct a play from script selection through live performance during the senior year.

Freshman Year

First Semester

Second Semester

*CSK 111	Communication Skills	3	*CSK 112	Communication Skills	3
MAT 111	General Mathematics	3	MAT 112	General Mathematics	3
INT 111	World Civilization I	3	INT 112	World Civilization II	3
BIO 111	Intro to Biological Sci	3	PHY 112	Intro to Physical Sci	3
HPE 111	Fundamental Skills	3	HPE 112	Personal Health	3
SCS 111	Freshman Core Seminar	1			
		14			13

Sophomore Year

*CSK 113	Communication Skills	3	HUM 212	Humanities II	3
HUM 211	Humanities I	3	SSC 112	Intro to Social Sci	3
SSC 111	Intro to Social Sci	3	COM 210	Public Speaking	3
Foreign Language		3	THR 211	History of Theatre I	3
THR 161	Voice & Diction	3	Foreign Language		3
THR 100	Shaw Players	1	THR 100	Shaw Players	1
		16			16

Junior Year

THR 211	History of Theatre II	3	THR 317	Oral Interpretation	3
ENG 335	Advanced Composition	3	THR 331	Acting II	3
THR 330	Acting I	3	THR 100	Shaw Players	1
THR 371	Theatre Management	3	Electives		9
THR 100	Shaw Players	1			
		16			16

Senior Year

THR 423	Tech of Makeup	3	THR 461	Seminar	3
THR 440	Directing	3	THR 475	Senior Project	3
THR 100	Shaw Players	3	THR 100	Shaw Players	3
Electives		9	Electives		6
		16			13

*CEN may be substituted for CSK

COURSE DESCRIPTIONS

THR 100 Shaw Players (1)

Open to all students. Extensive rehearsal and performance schedules. Majors required to enroll a minimum of 6 semesters. (F, S)

THR 161 Voice Diction (3)

A course designed to provide students with the principles, procedures and applied techniques needed to develop skill in the use of voice for the stage and effective communication in various speaking situations. (F)

THR 211 History of the Theatre I (3)

A study of the major periods of theatre from the ancient and classical age to the eighteenth century with emphasis on theatre architecture, costumes, scenery, staging and production, styles of acting and representative playwrights. (F)

THR 212 History of Theatre II (3)

A continuation of History of Theatre I beginning with the Restoration period and continuing through Realism, Naturalism, Symbolism, Expressionism, and Neo Romanticism in Theatre down to the Avant-Garde Theatre in Europe into the spread of Theatre in America. (S)

THR 226 Afro-American Theatre (3)

A study of the problems and styles of Black playwrights and the development of Black theatre in America. (S)

THR 251 Playwriting (3)

An analytical approach to the writing of plays: developing the germinal idea, statement and theme, plot structure and completion of a one-act play. (F)

THR 317 Oral Interpretation (3)

The study and practice of presentation of literature for oral interpretation. (S)

THR 330 Acting I (3)

Training in basic stage fundamentals, acting theories and techniques. Laboratory-oriented and serves as feeder into Shaw Players and Company.

THR 321 Stagecraft and Scene Design I (3)

A combined study of scene design with emphasis on spatial visualization in three dimensions, the study and use and control of lighting instruments, color psychology, sound techniques and reproduction, building and handling of all types of scenery, use of stage equipment, and techniques of scenic painting. (F)

THR 322 Stagecraft and Scene Design II (3)

Second Semester continuation. (S)

HR 331 Acting II (3)

A continuation of 230. Emphasis on laboratory exercises of increasing difficulty, problem solving and development of techniques and style. (S)

HR 371 Theatre Management (3)

An intensive course in performing arts management stressing theories and structures of organization and planning, roles and functions, psychology in promotion and publicity, budgeting, facilities planning, unions, contracts and personnel relations. Special emphasis on practical application through use of students as a resource for campus services. (Required elective) (F)

HR 423 Techniques of Makeup (3)

An introduction to stage makeup with emphasis on straight, special effects, and character makeup thorough study of materials and techniques of application. (S)

HR 440 Directing (3)

A laboratory in which student-directed scenes are presented for discussion and criticism. Basic concepts of directional approaches and functions are studied. Thesis project required. (F)

HR 451 Advanced Playwriting (3)

Guided writing of plays for advanced students. Each student is guided to the writing and completion of a full-length play. Pre: 251 (S)

HR 461 Seminar in Theatre and Drama (3)

A broad course that covers dramatic theory and criticism, vision, perception and attitudinal adjustments for the performing artist, the market and current trends, exit preparation for commercial and educational theatre. (Required) (S)

HR 475 Senior Project (3)

This course serves as a culminating experience for students majoring in Theatre Arts. The student is required to design and mount a play from script selection through live performance.



THE DIVISION OF EDUCATION

The Division of Education is designed to assure that the student understands what the human race has thought and accomplished, becomes more literate and articulate, assumes intellectual independence, develops new competencies, and explores freely the achievements of the liberal arts and sciences in the learned professions, including teaching.

It is the objective of the Division of Education at Shaw University to:

1. Discover strong candidates with an earnest commitment to education and develop skillful teachers in specialized areas;
2. Help each student to discover and develop his own integrity as a person, prepare himself for a role of leadership in the world and maintain optimum physical, emotional and mental health;
3. Encourage the future teacher to take a continuing interest in learning and the nature of learning;
4. Encourage the future teacher to take an interest in the public school, its philosophies and practices, and the personalities and needs of its students;
5. Provide assistance for professional improvement and a service for others.

The essential purposes of the Elementary Education Program at Shaw University is to provide a balanced academic and experiential background necessary to develop skills and competencies in those preparing to teach the elementary school child. The nature of the training is to provide the mastery of effective educational strategies, media, and materials appropriate for elementary school content areas as well as for a variety of classroom organizations.

EARLY CHILDHOOD EDUCATION

Both the Early Childhood Program K-4, and the Intermediate Education Program 4-6, share many common features.

The primary objectives of the Early Childhood Program are:

1. To help students develop competencies and skills required for effective teaching in early childhood education programs.
2. To help prepare the students for further students and professional growth and development.
3. To help develop an appreciation of teaching as a profession.

EARLY CHILDHOOD EDUCATION

4. To help develop a desirable set of practical laboratory experiences for developing and evaluating the essential skills and commitment to teaching.

Freshman Year

<u>First Semester</u>		<u>Second Semester</u>	
*CSK 111 Comm. Skills I	3	*CSK 112 Comm. Skills II	3
MAT 111 General Math	3	MAT 112 General Math	3
INT 111 World Civ. I	3	INT 112 World Civ II	3
SSC 111 Social Science	3	SSC 112 Social Science	3
HPE 111 Personal Health	1	HPE 112 Fund. Skills	1
SCS 111 Shaw Seminar	1		
	<u>14</u>		<u>13</u>

Sophomore Year

BIO 111 Biological Science	3	HUM 212 Humanities	3
HUM 211 Humanities	3	CIS 280 Intro. to Comput.	3
CSK 113 Comm. Skills III	3	EDU 211 Foundations of Ed.	3
COM 210 Public Speaking	3	EDU 230 Music Appreciation	3
PHY 112 Phy. Science	3	EDU 322 Ed. Psychology	3
		Concentration or Elective	2
	<u>15</u>		<u>17</u>

Junior Year

EDU 216 Field Lab	1	EDU 316 Field Lab	1
EDU 310 Educational Curr.	3	EDU 415 Test & Measurement (Prac)	4
EDU 320 Child Psychology	3	EDU 455 Art Appreciation	3
EDU 333 Diagnostic Reading	3	EDU 460 Teaching Math	3
EDU 350 Children's Literature	3	EDU 461 Teaching Language Arts	3
EDU 377 Exceptionality	3	EDU 463 Teaching Social Science	3
	<u>16</u>		<u>17</u>

Senior Year

EDU 416 Field Lab	1	EDU 480 Student Teaching	12
EDU 464 Teaching P. E.	3		
EDU 465 Teaching Science	3		
EDU 467 Teaching Reading	3		
EDU 499 Ed. Seminar	3		
EDU 428 Ed. Media	3		
	<u>16</u>		<u>12</u>

*CEN may be substituted for CSK

INTERMEDIATE EDUCATION

The Intermediate Education Program includes more emphasis on at least one concentration of subject matter as well as practicum experiences at the Intermediate Level.

The essential objectives of the Intermediate Education Program are:

1. To help the students develop competencies and skills required for effective teaching in the Intermediate Education Program.
2. To help prepare the students for further studies and professional growth and development.
3. To help develop an appreciation of teaching as a profession.
4. To help develop a desirable set of practical laboratory experiences for developing and evaluating the essential skills and commitment to teaching.

Freshman Year

<u>First Semester</u>		<u>Second Semester</u>	
*CSK 111 Comm. Skills I	3	*CSK 112 Comm. Skills II	3
MAT 111 General Math	3	MAT 112 General Math	3
INT 111 World Civ. I	3	INT 112 World Civ. II	3
SSC 111 Social Science	3	SSC 112 Social Science	3
SCS 111 Shaw Seminar	1	HPE 112 Fundamental Skills	1
HPE 111 Personal Health	1		
	<u>14</u>		<u>13</u>

Sophomore Year

BIO 111 Biological Science	3	HUM 212 Humanities	3
HUM 211 Humanities	3	CIS 280 Intro. to Comput.	3
*CSK 113 Comm. Skills III	3	EDU 211 Foundations of Ed.	3
COM 210 Public Speaking	3	EDU 230 Music Appreciation	3
PHY 112 Physical Science	3	EDU 322 Educational Psychology	3
		Concentration or Elective	2
	<u>15</u>		<u>17</u>

Junior Year

EDU 216 Field Lab (Inter)	1	EDU 316 Field Lab (Inter)	1
EDU 310 Education Curr.	3	EDU 415 Test & Measurements	4
EDU 325 Adolescent Psychology	3	EDU 428 Ed. Media	3
EDU 300 Middle Sch. Grades	3	EDU 455 Art Appreciation	3
EDU 333 Diagnostic Reading	3	EDU 460 Teach. Math Inter.	3
EDU 377 Exceptionally	3	EDU 461 Teach. Lang. Arts Inter	3
	<u>16</u>		<u>17</u>

*CEN may be substituted for CSK

INTERMEDIATE EDUCATION

Senior Year

EDU 416 Field Lab (Inter.)	1	EDU 480 Student Teaching Int.	12
Concentration	3		
Concentration	3		
EDU 465 Teach. Science, Int.	3		
Concentration	3		
EDU 499 Ed. Seminar	3		
	<u>16</u>		

12

Special Education

The essential goals of the Special Education Program are to prepare personnel who can diagnose, prescribe for, and remediate the deficiencies of the special child; interpret, program for, and change the behaviors and the environments to meet the demands of Public Law 94-141.

The objectives of the Special Education Program are:

1. To provide a degree program that will qualify students for certification in Special Education.
2. To provide a selection of courses which will prepare regular education majors and in-service teachers to meet the needs of exceptional children who have been mainstreamed.
3. To provide staff development resources for local school units and agencies in the surrounding service area.

Freshman Year

First Semester

Second Semester

*CSK 111 Comm. Skills I	3	*CKS 112 Comm. Skills II	3
MAT 111 General Math	3	MAT 112 General Math	3
INT 111 World Civ. I	3	INT 112 World Civ. II	3
SSC 111 Social Science	3	SSC 112 Social Science	3
SCS 111 Shaw Seminar	1	HPE 112 Fundamental Skills	1
HPE Personal Health	1		
	<u>14</u>		<u>13</u>

*CEN may be substituted for CSK

SPECIAL EDUCATION

Sophomore Year

<u>First Semester</u>		<u>Second Semester</u>	
BIO 111 Biological Science	3	HUM 212 Humanities	3
HUM 211 Humanities	3	CIS 280 Intro. to Comput.	3
*CSK 113 Comm. Skills III	3	EDU 211 Foundations to Ed.	3
COM 210 Public Speaking	3	EDU 310 Education Curriculum	3
PHY 112 Physical Science	3	EDU 322 Ed. Psychology	3
		Concentration or Elective	2
	<u>15</u>		<u>17</u>

Junior Year

EDU 216 Field Lab	1	EDU 316 Field Lab (Moderate)	1
EDU 260 Child Psy.	2	EDU 370 Psy. of Excep. Child	3
EDU 309 Intro. to M. R.	3	EDU 378 Methods & Materials (M.R)	3
EDU 325 Adolescent Psy	3	EDU 415 Test & Measurement	4
EDU 333 Diagnostic Reading	3	(Pract)	
EDU 377 Exceptionality	3	EDU 376 Therapeutic Exercise	3
		EDU 461 Teaching Language Arts	3
	<u>16</u>		<u>17</u>

Senior Year

EDU 416 Field Lab	1	EDU 480 Student Teaching	12
EDU 423 Adapted & Correct P.E.	3		
EDU 460 Teaching Math	3		
EDU 467 Classroom Management	3		
M. R.			
EDU 499 Education Seminar	3		
	<u>16</u>		<u>12</u>

CEN may be substituted for CSK

DESCRIPTION OF COURSES

- EDU 211 The American School System (3)
This is a survey course in the social foundations of education. It looks at the problems of education from an interdisciplinary standpoint using the findings of history, philosophy, and the behavioral sciences. (F/S)
- EDU 216 Field Laboratory Experience (1)
Opportunity is provided for students to visit and observe public schools prior to their student teaching experience.
- EDU 260 Child Psychology
This course provides for an indepth study of the principles of growth and development as they effect learning in the early childhood years. It provides students with an understanding behavior in relationship to such factors as age, sex, cultural background, and how these factors influence the creation of a learning environment. (F)
- EDU 300 The Middle School Grades (3)
This is a survey course that deals with the growth of the Middle School Concept, implications and future thrust. (S)
- EDU 309 Introduction to Mental Retardation (3)
A study of individuals who have problems of retardation with regard to characteristics, behavior, and general nature and needs in the home, community, and learning environment. (F/S)
- EDU 310 Education Curriculum (3)
This course places emphasis upon the methods, materials, instructional strategies and activities used in the early childhood program. Students have opportunities to develop and present creative materials for use with children in a K-3 program. (F/S)
- EDU 316 Field Laboratory Experience (1)
Opportunity is provided for students to visit and observe public schools prior to their student teaching experience. (F/S)
- EDU 320 Child Psychology (3)
This course provides for an indepth study of the principles of growth and development as they affect learning in the early childhood years. It provides students with an understanding of behavior in relationship to such factors as age, sex, cultural background, and how these factors influence the creation of learning environment.

DESCRIPTION OF EDUCATION COURSES

EDU 322 Education Psychology (3)

This course provides a general survey of the principles of growth and development as they relate to the learning process. Stress is placed on the wide range of differences found among children with respect to intellectual, physical, emotional and social development. (F/S)

EDU 325 Adolescent Psychology (3)

A study of students of high school age in the light of modern investigations of the physical, intellectual, and emotional changes as well as the relation of physical development to mental growth. (S)

EDU 333 Diagnostic Reading (3)

A laboratory course concerned with analysis and study of factors which contribute to reading disabilities in elementary and/or secondary schools.

EDU 350 Children's Literature (3)

This course offers a survey of literature and stories appropriate for children in the early childhood and intermediate school years. Part of the emphasis of the course is to strengthen the teaching of reading in the public schools. (F/S)

EDU 375 Methods & Materials For Teaching The Mentally Handicapped (3)

Evaluation, methods and materials used with the mentally retarded will be discussed and studied. This course must be taken in sequence with EDU 489. (F)

EDU 377 Exceptionalities In Education (3)

In this course, mental, physical, emotional, and social traits of several types of exceptional children will be discussed. Learning characteristics of gifted, learning disabled, and physically handicapped children will be studied as well as their effects upon the classroom. (F/S)

EDU 390 Middle School Curriculum and Instruction (3)

Development and organization of the curriculum with emphasis placed on communicative skills, the humanities, the social studies, and exploratory career education: selection and use of materials, methods, activities, and facilities for programs suited to the early adolescent. (S)

DESCRIPTION OF COURSES

EDU 415 Tests and Measurements With Practicum (4)

This course examines the principles and concepts of tests and measurements as they related to teacher performance in public school setting. It examines major standardized tests and helps the student to prepare teacher made tests. (F)

EDU 416 Field Laboratory Experience (1)

Opportunity is provided for students to visit and observe public schools prior to their student teaching experience. (F/S)

EDU 428 Introduction to Educational Media (3)

A required elective of educational technology, designed to produce competencies in the use of projectors, teaching machines, recorders, educational television, reading machines, language laboratory, and other types of audiovisual materials. Special attention will be given to the programming of such media. (S)

EDU 460 Teaching Mathematics in the Public Schools (3)

This course is designed to prepare prospective teachers to provide meaningful learning experiences in mathematics, including a study of those elements that constitute the modern mathematics program. (F/S)

EDU 461 Teaching Language Arts in the Public Schools (3)

This course is designed to furnish students with experiences related to the goals and materials used in a social studies program. The course combines concepts drawn from history, geography, economics, sociology, and anthropology and helps the students construct appropriate units for use in the public schools. (F)

EDU 463 Teaching Social Studies in the Public Schools (3)

This course is designed to furnish students with experience related to the goals and materials used in a social studies program. The course combines concepts drawn from history, geography, economics, sociology, and anthropoligy, and helps the student construct appropriate units for use in the public schools.

EDU 464 Teaching Health and Physical Education in the Public Schools (3)

(See HPE 351 or 464) (F/S)

DESCRIPTION OF EDUCATION COURSES

EDU 465 Teaching Science in the Public Schools (3)

This is a survey course in the concepts, methods, and materials that are important for teaching science in the lower grades. Stress is placed on the preparation of appropriate materials for use in the classroom. (F)

EDU 467 Teaching Reading in the Public Schools (3)

This course is a survey of the basic concepts and strategies for teaching reading in the public schools. Stress is placed on current theories of teaching reading and the selection and development of appropriate materials for use in the classroom.

EDU 480 Student Teaching at the Elementary Level (12)

The student is placed in K-4 or 4-6 school setting for a 12 week period. The student is also expected to attend several weeks of seminar throughout the semester. (F/S)

EDU 481 Student Teaching in the Middle Grades (12)

The student is placed in a 6-9 school setting for a 12 week period. The student is also expected to attend a weekly seminar throughout the semester. (F/S)

EDU 482 Student Teaching at the High School Level (12)

The student is placed in a 10-12 public setting for a 12 week period. The student is also expected to attend a weekly seminar throughout the semester. (F/S)

EDU 489 Classroom Management for the Mentally Retarded (3)

A study of practical, on-the-job techniques of classroom management, at the application level. Various methodologies and intervention strategies will be introduced. (F/S)

EDU 499 Education Seminar (3)

This course offers a review of test materials to prepare the student to take the National Teacher Examination and other standardized tests. (F/S)

ADDITIONAL CONDITIONS PREREQUISITE
TO STUDENT TEACHING

The following requirements must be met prior to student teaching:

1. All proficiencies and professional education courses including methods courses must have been completed satisfactorily with a grade of 2.00 or better.
2. Requirements for students preparing to teach in elementary schools
 - A. Early childhood Majors
 - Professional 39 semester hours
 - EDU 216, 316, 416, 460, 461, 463, 464, 465, 467, 430, 499
 - PSY 320, 322, 333, 416
 - Major 21 semester hours
 - EDU 211, 230, 233, 310, 377, 428, 499
 - B. Intermediate
 - Professional 37 semester hours
 - EDU 216, 316, 333, 364, 460, 461, 463, 465, 476, 416, 480
 - PSY 322, 325
 - Major 24 semester hours
 - EDU 211, 230, 233, 310, 377, 428, 499, 300
3. Requirements for students preparing to teach in the Special Areas (K-12)
 - A. Special Education (Mental Retardation)
 - Professional 33 semester hours
 - EDU 216, 316, 333, 415, 416, 460, 461, 467, 480
 - PSY... EDU 320, 322, 325, 370
 - Major 33 semester hours
 - EDU 211, 310, 309, 376, 377, 370, 378, 423, 489, 499
 - B. Physical Education
 - Professional 33 semester hours
 - EDU 216, 325, 333, 416, 465, 490, HPE 423, 432, 472, 374, 316
 - PSY... EDU 322, 325
 - Major 28 semester hours
 - HPE 114, 214, 215, 221, 224, 225, 244, 274, 333, 371, 372, 374
4. Requirements for student preparing to teach in the Secondary Areas, (Mathematics, Science, English, History)
 - Professional 33 semester hours
 - EDU 216, 316, 377, 416, 465, 480, 499, 333
 - PHY... EDU 322, 325

PHYSICAL EDUCATION

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

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

Objectives achieved through the organization and structure of the area of health physical education, recreation and pre-therapy are:

1. Prepare students for certification as secondary physical education teachers.
2. Provide opportunities for students majoring in elementary education to receive required competencies for teacher certification.
3. Provide basic competencies in movement education, which lead to teaching and coaching in athletics.
4. The physical development objective deals with the program of activities that builds physical power in an individual through the development of the various organ systems of the body. It results in the ability to sustain adaptive effort, the ability to recover, and the ability to resist fatigue.
5. The motor development objective is to perform physical movement proficiently, gracefully, and esthetically using as little energy as possible. This has implications for one's work, play, and anything else that requires physical movement.
6. The cognitive development objectives involves the accumulation of a body of knowledge and the ability to think and interpret.
7. The social development objective is to help an individual make personal adjustments, group adjustments, and adjustments as members of society.

Freshman Year

<u>First Semester</u>		<u>Second Semester</u>	
*CSK 111 Comm. Skills I	3	*CSK 112 Comm. Skills II	3
MAT 111 General Math	3	MAT 112 General Math	3
INT 111 World Civ. I	3	INT 112 World Civ. II	3
SSC 111 Social Science	3	SSC 112 Social Science	3
SCS 111 Shaw Seminar	1	HPE 112 Fundamental Skills	1
HPE 111 Personal Health	1		
	14		13

*CEN may be substituted for CSK

PHYSICAL EDUCATION

Sophomore Year

First Semester

Second Semester

BIO 111 Biological Science	3	HUM 212 Humanities	3
HUM 211 Humanities	3	CIS 280 Intro. to Comput.	3
*CSK 113 Comm. Skills III	3	EDU 211 Foundations of Ed.	3
COM 210 Public Speaking	3	EDU 310 Education Curriculum	3
PHY 112 Physical Science	3	EDU 322 Educational Psychology	3
	<u>15</u>	HPE 221 Intro. to P. E. and Allied Health	2
			<u>17</u>

Junior Year

EDU 216 Field Lab I	1	EDU 316 Field Lab II	1
EDU 333 Diagnostic Reading	3	HPE 372 Human Physiology	4
HPE 371 Human Anatomy	4	HPE 374 Kinesiology	3
HPE 215 Swimming (Inter)	1	HPE 225 Rhythmic II	2
HPE 224 Rhythmic I	1	HPE 333 Coaching & Officiating	2
HPE 224 Gymnastics (Adv)	1		
Concentrations of Electives	5		
	<u>16</u>		<u>14</u>

Senior Year

EDU 325 Adolescent Psychology	3	EDU 499 Senior Seminar	3
EDU 416 Field Laboratory III	1	EDU 480 Phy. Ed. Internship	12
EDU 465 Methods & Materials for HPE	3		<u>15</u>
HPE 472 Measurements & Eval. in HPE	3		
HPE 423 Correct. & Adaptive Phy. Ed.	3		
HPE 432 Organization & Adm. in HPER	3		
	<u>16</u>		

*CEN may be substituted for CSK

ADAPTED PHYSICAL EDUCATION AND KINESIOTHERAPY

Freshman Year

<u>First Semester</u>			<u>Second Semester</u>		
*CSK 111	Communicative Skills	3	*CSK 112	Communicative Skills	3
MAT 111	General Mathematics	3	MAT 112	General Mathematics	3
SSC 111	Intro to Social Science	3	SSC 112	Intro to Social Science	3
INT 111	World Civilization I	3	INT 112	World Civilization II	3
SCS 111	Shaw Core Seminar	1	HPE 112	Fundamental Skills	1
HPE 111	Personal Health	1	BIO 111	Intro to Biol Science	3
		<u>14</u>			<u>16</u>

Sophomore Year

*CSK 113	Communicative Skills	3	COM 210	Public Speaking	3
PHY 112	Intro to Phys Science	3	HUM 212	Humanities	3
HUM 211	Humanities	3	BIO 371	Human Anatomy	4
REC 221	Foundantion & Prin. AHP	3	HPE 114	Motor Skills	2
HPE 113	Motor Skills	2	HPE 216	Terminology for Adaptive	2
		<u>14</u>			<u>14</u>

Junior Year

HPE 372	Human Physiology	4	BES 304	Abnormal Psychology	3
HPE 374	Kinesiology	3	BIO 332	Microbiology	4
BES 201	Gen Psychology	3	HPE 375	Kinesiotherapy	3
HPE 285	Supervised Experiences	1	HPE 385	Supervised Experiences	1
HPE 244	Gymnastics	1	HPE 215	Swimming II	1
HPE 214	Swimming I	1	BES 210	Human Growth/Dev.	3
HPE 224	Dance	1	Elective		2
Elective		2			
		<u>15</u>			<u>17</u>

Senior Year

BES 330	Physiological Psych	3	EDU 415	Tests & Measurements	3
HPE 373	Physiology of Exercise	3	EDU 464	Teaching Physical Ed	3
HPE 424	Pre-Therapy Pract.	3	BIO 493	Neuroanatomy	3
HPE 425	Eval and Research	3	Elective		6
BES 341	Social Psychology	3			
		<u>15</u>			<u>15</u>

*CEN may be substituted for CSK

HEALTH AND PHYSICAL EDUCATION

DESCRIPTION OF COURSES

HPE 111 Personal Health (1)

This course is basically concerned with a study of common hygienic problems encountered in body metabolism.

HPE 112 Fundamental Skills (1)

This course is concerned with the development and coordination in basic body movements such as running, jumping, etc.

HPE 216 Terminology for Adapted Physical Education and Adaptive Therapy (2)

This course is designed to provide the prospective practitioner of adapted physical education and corrective therapy with a basic medical and psychiatric vocabulary for the purpose of communicating skillfully with peers in the allied health fields.

HPE 217 Therapeutic Recreation Service: Principles and Practices (3)

This course is designed to provide introductory information on therapeutic recreation and other allied health professions. It provides a therapeutic rationale for the development of therapeutic recreation services such groups as the physically disabled, mentally ill, mentally retarded, socially deviant, and dependent aging. It also provides practical guidelines for the operation of such programs.

HPE 221 Introduction to Physical Education and Allied Health Professions (3)

Designed to enhance professional competencies in the cognitive and affective domains, with a broad understanding an an interpretation of the historical, scientific, and philosophical foundations and principles of health, physical education, recreation and the allied health professions.

HPE 274 First Aid and Safety (2)

This course is designed to provide competencies in knowledge and skills to give immediate care to a person who has been injured or has been suddenly taken ill. It includes self-help and home care if medical assistance is not available or is delayed.

HPE 281 Principles and Techniques of Recreation Leadership (3)

This course presents the history, theory, and philosophy of recreation, emphasizing the significance of recreation in an age of leisure. Practical leadership techniques for organized recreational activities are also discussed and demonstrated. Special emphasis is placed on program and leadership for the handicapped and aged populations.

HEALTH AND PHYSICAL EDUCATION

HPE 285 Supervised Experience Physical Education, Recreation and Therapeutic Clinical Setting (1)

Opportunities are provided for students to gain practical experience by working in areas of professional interest under certified practitioners. A minimum of seventy-five (75) clock hours of practical experiences is required.

HPE 312 Techniques & Skills 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 teaching techniques and materials for teaching a variety of sports that are usually engaged in during the Fall and early Winter months.

HPE 313 Techniques & Methods in Seasonal Sports II (3)

This course presents a progressive athletic program for women and men with emphasis on techniques and materials of teaching a variety of sports that are usually engaged in during the Winter, Spring and Summer months.

HPE 342 Physical Education and Therapeutic Recreational Activities for The Handicapped (3)

This course includes theory skills and techniques in the development of physical education and therapeutic recreation programs for the physically, mentally, and socially handicapped.

HPE 371 Human Anatomy (4)

A study of the structure of the human body. Emphasis is placed on the basic concepts and their application to various body components. The didactic part of the course is supplemented by weekly laboratory sessions for the study of gross anatomy using frogs, cats, anatomical charts and models.

HPE 372 Human Physiology (4)

A study of the various systematic functions in the human body. This course is supplemented by weekly laboratory sessions for the study of human body functions through experimentations, demonstrations and observations. Abnormalities. PRE: HPE 371

HPE 373 Physiology of Exercise (3)

This course is concerned with the application of physiological principles of muscular activity. Study of integration of the human body systems in performance of exercise including measurement of various physiological parameters during exercise. PRE: HPE 372

HEALTH AND PHYSICAL EDUCATION

HPE 374 Kinesiology and Analysis of Human Movement (3)

A study of the principles of human motion. Anatomical and mechanical analysis of everyday physical education activities for the purpose of promoting normal development and improvement of performance.

PRE: HPE 371

HPE 375 Kinesiotherapy (Prevention and care of Injuries) (3)

This course is concerned with human movement and action. The attainment of knowledge and skills related to handicapping conditions, prevention and care of athletic injuries, development and rehabilitation techniques utilizing diagnostic procedures, massage, taping, bandaging, hydrotherapy, electrotherapy, handling emergency conditions, training, facilities and hygiene. PRE: HPE 372 and HPE 374

HPE 376 Therapeutic Exercise (3)

This course is designed to provide competencies in the theory and practice of therapeutic exercise in its application to physical rehabilitation of the physically handicapped and the physiological and kinesiological principles related to kinesiotherapy. Preventive and adapted physical education are identified and discussed. PRE: Anatomy, Physiology, Physiology of exercise.

HPE 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.

HPE 382 Park and Recreation Supervision I (3)

This course deals with varied aspects of parks and playground operations. Management principles and techniques are related to facilities, personnel and finance are discussed and analyzed. Care and physical maintenance are observed and demonstrated for two semesters.

HPE 383 Park and Recreation Supervision II (3)

A continuation of HPE 382

HPE 385 Supervised Experience in Physical Education, Recreation and Therapeutic Clinical Settings (1)

Opportunities are provided for students to gain practical experience by working in areas of professional interest under certified practitioners. A minimum of seventy-five (75) clock hours of practical experiences is required. PRE: HPE 285

HPE 423 Adapted and Corrective Physical Education (3)

This course is designed to provide students with the cognitive, psychomotor and effective competencies that will enable them as professionals to design programs to meet the needs of those who have faulty and/or corrective psychomotor involvements. PRE: Anatomy and Physiology, Kinesiology, Kinesiotherapy.

HEALTH AND PHYSICAL EDUCATION

HPE 424 Pre-Corrective Therapy Clinical Practicum (3)

This course is designed to provide advanced students in pre-therapy clinical experience with specific concerns related to physical medicine and rehabilitation, electrotherapy, patient care, therapeutic exercise, massage, muscle testing, review of professional literature, thermotherapy, their modalities and contraindications when in use.

PRE: Anatomy, physiology, kinesiology, kinesiotherapy, adapted and corrective physical education.

HPE 490 Teaching P. E. (Secondary Schools) 12

The student is placed in a 6-9 school setting for a 12 week period. The student is also expected to attend a weekly seminar throughout the semester. (F/S)

HPE 492 Clinical Internship in Therapeutic Recreation or Corrective Therapeutic Physical Education (6-12)

Upon completion of all required courses, the student will be assigned to a therapeutic agency specifically related to his area of concentration. Students are required to complete a minimum of six hundred (600) clock hours in corrective therapy of therapeutic recreation setting. Six hours credit. For teacher education certification is adapted and corrective physical education, the student is expected to complete one semester of teaching adapted physical education in a school setting. Twelve hours credit (12)



TEACHER EDUCATION

Admissions

Through the office of the Chairperson of the Division of Teacher Education, the requirements for admission are administered.

The purpose of the Teacher Education Handbook is to provide students and faculty information relating to general education procedures and requirements.

Admission to teacher education is a procedural process which all students who aspire to become teachers follow, by executing the appropriate forms and routing them through the Division of Teaching Education. The required forms follow:

1. Application for Admission to Teacher Education
2. Evaluative Testing (Speech and Audiology)
3. Reference Forms (3)
4. Health Status Form

With regard to over-all specifics of admission to teacher education, the following requirements must be met:

1. The applicant must have successfully completed thirty (30) semester hours of required Core Courses with an overall grade point average of at least 2.0 (4.0 scale).
2. The applicant must have earned the sophomore class status.
3. The applicant must have three letters of recommendation on file in the office of the Division Chairman.
4. The applicant must have achieved a satisfactory score on the Sequential Test of Education Progress, and completed the Strong-Campbell Interest Inventory and Core Batteries I and II of the National Teachers Examination. (These tests are administered at the end of the Sophomore year).
5. The applicant must satisfactorily complete an interview with the Teacher Education Council.
6. The applicant's health status must be verified by a certified physician.
7. The applicant must demonstrate proficiency in reading, mathematics and English by satisfactorily passing the competency examination in each of the aforementioned areas.

Retention in Teacher Education Programs

Retention is based on the advisement process described as well as the referral services for students encountering problems. The availability of faculty advisors assists students in interpersonal interaction, behavioral awareness, problem-solving skills, decision-making skills, and evaluation skills.

Students are advised of the Basic College requirements and the division requirements. Academic advisement includes the clarification of the importance of quality points as well as delineating the number of hours required in the Division. Education majors are informed that a grade point average of at least 3.00 must be maintained in the Division. Grades are monitored at the end of each semester by the faculty advisors.

Students are referred to the Counseling Center if they experience problems which may have an effect on their behavior, personality, or general attitude. This service addresses familial conflicts, marital conflicts, peer conflicts, or social problems. Students with speech problems are referred to the Division of Communications for assistance.

Education majors failing to meet the requirements for teacher education are screened out of the Program. The possibility of reentry is determined by the Teacher Education Council in a personal interview with the candidate.

Exit Policies

The student's performance in the practice teaching experience is considered one of the most essential valuables in judging the acquisition of concepts and knowledge. Prior to the actual student teaching experience, the student has an oral interview with the Teacher Education Council.

A Qualifying Essay is administered one week prior to the student's appearance before the Teacher Education Council. The Qualifying Essay gives the council a more definitive position on the grammatical skills of the candidate. Failure on the essay could result in intensive seminar work, independent sessions with an English faculty person or additional course work.

Once the students have completed twelve weeks of student teaching, an oral exit interview is held before the Teacher Education Council. This session is preceded by the administration of the "Professional Education Examination". This examination is usually given one week prior to the oral exit interview.

Students who seek initial certification are proctored by the Director of Student Teaching. As a result of this activity (seminars), students are advised on the proper time to take the Professional Knowledge and Teaching Area Test of the National Teachers Examination.

The Exit Criteria form for teacher education majors, who have completed the student teaching experience, is an instrument utilized as a final device for assessing the over-all performance of prospective teachers. A satisfactory rating on this form must be made prior to the candidate's being admitted to candidacy for graduation.

Evaluation

Shaw University established at the beginning of the current administration a "basic assumption which undergirds its operational thrust, that is possible to be liberally educated for the world of work." Shaw must, therefore, contin-

ually assess its efforts within this frame of reference. Using the above stated premise, there is a well defined and operational design for the evaluation and improvement of teacher education programs. The design includes elements of formative and summative evaluation.

The decision was made early by the Teacher Education Council that education programs evaluations would go beyond the minimum standards to more comprehensive reviews of the strengths and weaknesses of the programs, the effectiveness of the "product" of the educational activity, and the relationships of the programs to such "external" factors as demand for graduates, productivity of the program, generally or in relation to need.

In the past five years, Shaw University has been focusing on the issues:

1. Computerized grade reports
2. Academic schedule of the student
3. Brief summaries of student advisement meetings
4. STEP Test results

Key records of observations, evaluations, and suggested learning experiences are also maintained as part of each student's folder. The students' folders include the following information accumulated during their student teaching tenure.

1. Cooperative evaluation of student teaching
2. Student training observation forms
3. Final appraisal of student teacher form
4. Follow-up reference forms

Advisement and Counseling Policies

The Advising Program in the Division of Education endeavors to provide an "added dimension" to teaching. Faculty advisors take special interest in both the academic and the personal welfare of students enrolled in Teacher Education. Faculty members are committed to put forth additional efforts in student advisement beyond that demanded by the normal classroom and personal contacts and students.

DIVISION OF HUMAN RESOURCES AND HUMAN DEVELOPMENT

The purpose of the Division of Human Resources and Human Development is to provide students with knowledge, techniques and skills that are necessary for meeting the changing needs of our society. The Division provides an interdisciplinary thrust through a program of core courses required of all students within the Division, while simultaneously promoting specialization within specific areas through intensively relevant, and contemporary course-work in major areas. Five majors are available to students seeking careers in the areas of behavioral science, social gerontology, community development and planning, pre-theology and criminal justice.

BEHAVIORAL SCIENCE

Associate Degree

The Associate of Arts degree in Behavioral Science is available to those students who wish to increase their knowledge of the behavioral sciences, but who do not wish to pursue a four year program.

Freshman Year

<u>First Semester</u>			<u>Second Semester</u>		
*CSK 111	Communicative Skills	3	*CSK 112	Communicative Skills	3
MAT 111	General Math	3	MAT 112	General Math	3
BIO 111	Intro. to Biological Sci	3	SSC 112	Intro. to Social Sci	3
SSC 111	Intro. to Social Science	3	BES 203	Deviant Behavior	3
BES 201	Intro. to Psychology	3	BES 204	Psychology of Personality	3
SCS 111	Shaw Core Seminar	<u>1</u>			<u>15</u>
		16			

Sophomore Year

*CSK 113	Communicative Skills	3	BES 215	The Family	3
BES 210	Human Development	3	BES 241	Helping Profession	3
HPE 274	First Aid and Safety	2	HPE 376	Therapeutic Exercise	3
HPE 342	Physical Education & Thera	3	BES 304	The Behavior Disorder	3
BES 301	Human Relations Lab	3	BES 315	Race & Ethnic Relations	3
HPE 423	Adapted & Corrective PE	<u>3</u>		Internship	<u>3</u>
		17			<u>18</u>

Bachelors Degree

The Behavioral Sciences major is designed for those desiring a broad acquaintance with the behavioral sciences. The subject matter is preparatory for a variety of occupations such as probation-parole officers, personnel workers, juvenile advisors, social/welfare workers and many others. The students intending to major in Behavioral Sciences must elect a concentration in either sociology or psychology.

*CEN may be substituted for CSK

(Psychology)

Freshman Year

First Semester

SCS 111	Shaw Core Seminar	1
*CSK 111	Communicative Skills	3
MAT 111	General Mathematics	3
BIO 111	Intro to Biological Sci	3
SSC 111	Intro to Social Sci	3
HPE 111	Personal Health	1
Elective		1
		<u>15</u>

Second Semester

*CSK 112	Communicative Skills	3
MAT 112	General Mathematics	3
PHY 112	Intro to Physical Sci	3
SSC 112	Intro to Social Sci	3
HPE 112	Fundamental Skills	1
Elective		2
		<u>15</u>

Sophomore Year

*CSK 113	Communicative Skills	3
COM 210	Public Speaking	3
INT 111	World Civilization I	3
HUM 211	Humanities	3
CRJ 200	Intro to Crim Justice	3
		<u>15</u>

INT 112	World Civilization II	3
HUM 212	Humanities	3
CIS 200	Intro to Computers	3
BES 202	Intro to Gerontology	3
BES 201	Intro to Psychology	3
		<u>15</u>

Junior Year

BES 211	Intro to Sociology	3
CDP 215	Social Planning	3
BES 210	Human Development	3
EVR 200	Elem Statistics	3
BES 301	Human Relations Lab	3
		<u>15</u>

REL 330	Social Ethics	3
EVR 322	Intro to Research	3
BES 341	Social Psychology	3
**Electives		6
		<u>15</u>

Senior Year

BES 310	Exp. Psychology I	3
BES 330	Phys. Psychology	3
BES Elective		3
**Electives		6
		<u>15</u>

BES 311	Exp. Psychology II	3
BES 440	History & Systems	3
BES Elective		3
**Electives		6
		<u>15</u>

*CEN May be substituted for CSK

**Choral, Shaw Players, etc., may be approved electives.

(Sociology)

Freshman Year

First Semester

*CSK 111	Communicative Skills	3
MAT 111	General Mathematics	3
SSC 111	Intro to Social Sci	3
INT 111	World Civilization I	3
SCS 111	Shaw Core Seminar	3
HPE 111	Personal Health	1
		<u>14</u>

Second Semester

*CSK 112	Communicative Skills	3
MAT 112	General Mathematics	3
SSC 112	Intro to Social Sci	3
INT 112	World Civilization II	3
HPE 112	Fundamental Skills	1
BIO 111	Intro to Biological Sci	3
		<u>16</u>

Sophomore Year

*CSK 113	Communicative Skills	3
PHY 112	Intro to Physical Sci	3
HUM 211	Humanities	3
CRJ 200	Intro to Crim Justice	3
BES 201	Intro to Psychology	3
		<u>15</u>

COM 210	Public Speaking	3
HUM 212	Humanities	3
CIS 200	Intro to Computers	3
BES 202	Intro to Gerontology	3
CDP 215	Social Planning	3
		<u>15</u>

Junior Year

BES 211	Intro to Sociology	3
BES 203	Deviant Behavior	3
EVR 200	Elem Statistics	3
BES 301	Human Relations Lab	3
Elective		3
		<u>15</u>

EVR 322	Intro to Research	3
REL 330	Social Ethics	3
BES 341	Social Psychology	3
Electives		6
		<u>15</u>

Senior Year

BES 312	Social Stratification	3
BES 215	The Family	3
Electives		9
		<u>15</u>

BES 450	Sociological Theory	3
BES 491	Senior Seminar	3
Electives		9
		<u>15</u>

Social Gerontology

The major program in Social Gerontology is designed to prepare students for careers in the helping professions by providing them with a broad background in the social and psychological aspects of aging and by sensitizing them to the biological basis for social, psychological and behavioral changes that occur with aging. The subject matter is preparatory for a variety of occupations such as case managers, social workers, retirement counselors, occupational therapists, home health care workers, senior citizen program directors and others.

*CEN may be substituted for CSK.

Freshman Year

First Semester

SCS 111	Shaw Core Seminar	1
*CSK 111	Communicative Skills	3
MAT 111	General Mathematics	3
BIO 111	Intro to Biological Sci	3
SSC 111	Intro to Social Sci	3
HPE 111	Personal Health	1
Elective		1
		15

Second Semester

*CSK 112	Communicative Skills	3
MAT 112	General Mathematics	3
PHY 112	Intro to Physical Sci	3
SSC 112	Intro to Social Sci	3
HPE 112	Fundamental Skills	1
Elective		2
		15

Sophomore Year

*CSK 113	Communicative Skills	3
COM 210	Public Speaking	3
HUM 211	Humanities	3
INT 111	World Civilization I	3
Elective		3
		15

INT 112	World Civilization II	3
HUM 212	Humanities	3
CIS 200	Intro to Computers	3
BES 202	Intro to Gerontology	3
Elective		3
		15

Junior Year

BIO 112	Biology of Aging	3
BES 210	Human Development	3
BES 211	Intro to Sociology	3
CDP 215	Social Planning	3
Elective		1
		15

BES 241	The Helping Profess.	3
BES 313	The Psychology of Aging	3
REL 330	Social Ethics	3
CRJ 200	Intro to Crim Justice	3
Elective		1
		15

Senior Year

BES 314	Contem Community	3
BES 320	Minority Aging	3
CDP 400	Housing & Gov. Related	3
Electives		6
		15

BES 460	Economics of Aging	3
BES 470	Seminar in Aging	3
BES 472	Intern. in Aging (Opt)	3
Electives		6
		15

COURSE DESCRIPTIONS

BES 201 Introduction to Psychology (3)
 This introductory course includes the study of human behavior with emphasis on common behavior patterns, motivation, personality, emotions, learning, coping and psychological disorders. (F/S)

BES 202 Introduction to Gerontology (3)
 An introduction to the study of aging with focuses on sociology, psychological and biological factors. Special emphasis on the Black aged. (F/S)

*CEN may be substituted for CSK

BES 203 Deviant Behavior (3)

Sociological approaches to deviant behavior, with emphasis on societal reaction and symbolic interaction, will be described and evaluated. Some specific forms of behavior, such as suicide, homosexuality, mental illness, and prostitution will be considered in detail. Pre: BES 211 (S)

BES 204 The Psychology of Personality (3)

The study of man's basic nature, his social, intellectual and emotional development, i.e., how he perceives himself and how he is motivated to act. Pre: BES 201 (S)

BES 210 Human Development (3)

The study of growth patterns and behavior changes throughout the human life span. Provides an understanding of the physical, psychological cognitive and social development of the human being from conception to old age. Also deals with the influence of heredity, maturation and environment of development. Pre: BES 201 (F)

BES 211 Introduction to Sociology (3)

The social foundation, perspectives, levels of generalization, and the basic concepts of understanding and analyzing human behavior and social structure. Pre: SSC 11, 112 (F,S)

BES 215 The Family (3)

The study of the family in different cultures including the changes and functions of the family, family disorganization and reorganization of the modern family. Special emphasis will be placed on the unique experience of the Black family both historically and contemporary. This will include a look at the strengths demonstrated by the Black family in the survival process as a primary social unit. Pre: BES 211 (F)

BES 241 The Helping Professions (3)

Introduces students to those professions which will be increasingly called upon to meet the growing multi-service needs of the aging population. Places today's health care system in historical perspective and discusses key concepts such as accreditation, certification, licensure, registration, curricula, and boards and bars. (F)

BES 301 Human Relations Laboratory (3)

A study of group theory, transactional theory of groups, group dynamics, role playing psychodrama, interviewing, and history taking. The course will also promote the development of insight into interpersonal transaction through the use of sensitivity training. Pre: BES 211 (F)

BES 304 The Behavior Disorders (3)

The study of the etiology of Behavior Disorders with emphasis on the neuroses, psychoses and personality disorders. An analysis of stress, anxiety, guilt and physical disorders in relationship to abnormal behavior. Pre: BES 201 (S)

BES 310 Experimental Psychology I (4)

A study of classical and operant learning, perception and sensory processes through lectures and laboratory exercises. Pre: BES 201 and EVR 200 (F)

BES 311 Experimental Psychology II (4)

A study of motivation, cognition and social processes through lectures and laboratory exercises. (S)

BES 312 Social Stratification (3)

Introduction to the study of structured social inequality. Special topics include: theories of the nature of social classes, behavioral and attitudinal correlates and consequences of social class, social mobility (popular conceptions and reality), the analysis of stratification in the community, and relationships of class and race. Pre: 211 (S)

BES 313 Psychology of Aging (3)

Explores the normal pathological changes in mental abilities with aging. Examines gender, race, socio-economic status and personality to explain differences in adjustment in later life. Pre: BES 201 (S)

BES 314 Ageing and the Contemporary Community (3)

Focuses on age as a demographic, sociological and political variable in the analysis of the contemporary community. Includes topics such as the competition for resources between the young and the old in the community; senior citizen facilities as community institutions; the changing status of the aged as a consequence of their numbers; and sub-cultural variations within the communities of Blacks, Indians, Hispanics, and others. Pre: BES 211 (F)

BES 315 Race and Ethnic Relations (3)

The course of study will deal with the social, economic, cultural and political forces responsible for group control that breeds discrimination, segregation, hostility, etc. It will also include the nature and theories of prejudice and explore ethnic differences. Pre: 211 (S)

BES 320 Minority Aging (3)

The primary objective is to present an analysis of variations within and between different minority groups, with special emphasis on the black aged. The course will examine social and economic differences, as well as values, attitudes, and trends in black culture as they relate to aging.

BES 330 Physiological Psychology (3)

An examination of the physiological correlates of behavior. Emphasis is on the study of the brain, emotions, memory, and motivation. Pre: BES 201 (S)

BES 341 Social Psychology (3)

Emphasis is placed on the relationship of the individual to the group, with a central focus on group dynamics, attitudes, attitude change; balance theories and cognitive dissonance. PRE: BES 201, 211 (S)

BES 342 Cultural Anthropology (3)

A study of physical and cultural anthropology with an emphasis on comparative cultures, and a survey of general anthropology. PRE: BUS 211 (S)

BES 420 Techniques of Psychological Assessment (3)

Emphasis is placed on the philosophy and methodology of psychological testing. Laboratory exercises will include the administration of standard intelligence tests of organic damage and projective techniques. PRE: BES 201 and 12 hours of Psychology.

BES 430 Techniques of Psychological Intervention (3)

Emphasis is placed on the techniques of individual and group counseling, problem solving, supportive relationships and crisis intervention. PRE: 12 hours of Psychology.

BES 440 History and Systems (3)

History of psychology is reflected in the schools and systems of psychology. Emphasis is placed on the major leaders in psychology and their influence on research and modern psychology. PRE: BES 201 and 12 hours of Psychology.

BES 450 Sociology Theory (3)

The course is designed to provide an opportunity for an in-depth exposure to the contributions of the founders of sociological thought. Relationship to modern social systems will be made using the classical insights of the discipline. PRE: 12 hours in BES including 211 (S)

BES 460 Economics of Aging (3)

Provides an overview of economic issues affecting the elderly with special reference to the Older Americans Act and the Social Security Act. It explores policy and planning in the allocation of scarce resources.

BES 470 Seminar in Aging (3)

Special topics designed to integrate the students' total exposure to the discipline. PRE: Senior status or permission of the Department. (S)

BES 472 Internship in Aging (6)

Open only to upper level Gerontology majors. The course is designed to provide students with an opportunity to gain practical skills and to apply their academic training through work with a community agency specializing in aging. (F/S)

BES 491 Senior Seminar (3-6) PRE: Senior status or permission of the Department. Special topics designed to integrate the students' total exposure.

COMMUNITY DEVELOPMENT AND PLANNING

The Community Development and Planning program is designed to prepare students for careers in a wide variety of areas which require the application of sociological knowledge to problem solving situations. The major is especially preparatory for employment by public and private planning agencies at the local, state and national levels in all parts of the United States and in other countries.

Freshman Year

First Semester

Second Semester

SCS 111	Shaw Core Seminar	1		*CSK 112	Communicative Skills	3
*CSK 111	Communicative Skills	3		MAT 112	General Mathematics	3
MAT 111	General Mathematics	3		PHY 112	Intro to Physical Sci	3
BIO 111	Intro to Biological Sci	3		SSC 112	Intro to Social Sci	3
SSC 111	Intro to Social Sci	3		HPE 112	Fundamental Skills	1
HPE 111	Personal Health	1		Electives		2
Elective		1				
		<u>15</u>				<u>15</u>

Sophomore Year

CSK 113	Communicative Skills	3		INT 112	World Civilization IV	3
COM 210	Public Speaking	3		HUM 212	Humanities	3
INT 111	World Civilization I	3		CIS 200	Intro to Computers	3
HUM 211	Humanities	3		BES 202	Intro to Gerontology	3
CRJ 200	Intro to Crim Justice	3		Electives		3
		<u>15</u>				<u>15</u>

Junior Year

BES 211	Intro to Sociology	3		CDP 320	Demography	3
CDP 215	Social Planning	3		UPO 231	Politics of State &	
CDP 212	Rural Sociology	3			Urban Community	3
Electives		6		BES 314	Contemporary Community	3
				REL 330	Social Ethics	3
				Elective		3
		<u>15</u>				<u>15</u>

Senior Year

CDP 313	Urban Sociology	3		CDP 420	Urban/Rural Problems	
CDP 317	Social & Cultural Chg	3			and Prospects	3
CDP 415	Process of Comm Chg	3		CDP 490	Seminar in Urban/Rural	
Electives		6			Studies	3
				Electives		9
		<u>15</u>				<u>15</u>

CEN may be substituted for CSK

COURSE DESCRIPTIONS

CDP 212 Rural Sociology (3)

Emphasis is placed on human social relationships as influenced by life in the open country and in small towns and villages including considerations of rural organizations, populations, and family living. PRE: BES 212 (F)

CDP 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 permeate 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. (S)

CDP 313 Urban Sociology (3)

Emphasis is placed on the city, the process of urbanization, and the nature and problems confronting contemporary man. PRE: BES 211 (S)

CDP 317 Social and Cultural Change (3)

The course will examine theory and research on the process of change, and the character, mechanisms rates and extent of change. PRE: 211 (F)

CDP 320 Demography (3)

Emphasis is placed on demographic concepts, theory and research methods for vital statistics, migration, and population distribution and projections and the social, economic, and political consequences of population structure and change. PRE: BES 211 (S)

CDP 400 Housing and Government Related Programs (3)

Examine the mechanisms through which federal policies are implemented. Housing legislation and the Older Americans Act will be used to illustrate funding procedures for government projects. PRE: BES 211 (S)

CDP 415 The Process of Community Change (3)

Emphasis is placed on community development as a planning process involving decision-making, problem solving, and goal achievement. PRE BES 211 (S)

CDP 420 Urban/Rural Problems and Prospects (3)

The course will examine urban problems of housing, poverty, provision of public services and other issues facing the contemporary urban community. PRE: BES 211, CDP 212, CDP 313 (S)

CDP 490 Seminar in Urban and Rural Studies (3)

Interdisciplinary study of selected current concerns in urban society. PRE: BES 211, CDP 212, CDP 313 (S)

CRIMINAL JUSTICE

Associate Degree

The Associate of Arts Degree in Criminal Justice is available to those students who wish to increase their knowledge in the area of criminal justice, but do not wish to pursue a four year program.

Freshman Year

First Semester

*CSK 111	Communicative Skills	3
MAT 111	General Mathematics	3
BIO 111	Intro to Biological Sci	3
SSC 111	Intro to Social Science	3
CRJ 200	Intro to Crim Justice	3
		15

Second Semester

*CSK 112	Communicative Skills	3
MAT 112	General Mathematics	3
SSC 112	Intro to Social Sci	3
BES 202	Intro to Gerontology	3
EVR 200	Elem Statistics	3
		15

Sophomore Year

*CSK 113	Communicative Skills	3
REL 330	Social Ethics	3
CRJ 203	Criminology	3
CRJ 301	Court Administration	3
CRJ 302	Juvenile Delinquency	3
		15

CDP 215	Social Planning	3
CRJ 300	Intro to Law Enforce.	3
CRJ 307	Probation & Parole	3
CRJ 310	Intro to Corrections	3
CRJ 311	Evidence for Law Enf.	3
CRJ 313	Basic Criminal Proced	3
		18

Bachelors Degree

The Criminal Justice program is designed to provide educational preparations for students contemplating careers in law, law enforcement, corrections, probation, juvenile justice and other related areas. The student intending to major in criminal justice must elect a concentration in law enforcement and police science, corrections and social rehabilitation or pre-law.

(Pre-Law)

Freshman Year

*CSK 111	Communicative Skills	3
MAT 111	General Mathematics	3
SSC 111	Intro to Social Sci	3
INT 111	World Civilization	3
SCS 111	Shaw Core Seminar	1
HPE 111	Personal Health	1
		14

*CSK 112	Communicative Skills	3
MAT 112	General Mathematics	3
SSC 112	Intro Social Sci	3
INT 112	World Civilization	3
HPE 112	Fundamental Skills	1
BIO 111	Intro to Biological Sci	3
		16

Sophomore Year

*CSK 113	Communicative Skills	3
PHY 112	Intro to Phys Sci	3
HUM 211	Humanities	3
CRJ 200	Intro to Crim Justice	3
BES 202	Intro to Gerontology	3
		15

COM 210	Public Speaking	3
HUM 212	Humanities	3
CIS 200	Intro to Computers	3
BES 211	Intro to Sociology	3
Electives		3
		15

*CEN may be substituted for CSK

Junior Year

<u>First Semester</u>			<u>Second Semester</u>		
CDP 215	Social Planning	3	CRJ 313	Basic Criminal Proc	3
CRJ 203	Criminology	3	CRJ 320	Court Procedures	3
CRJ 301	Court Administration	3	BUS 201	Business Law	3
**Electives		6	REL 330	Social Ethics	3
		<u>15</u>			<u>15</u>

Senior Year

CRJ 311	Evidence in Law Enfor.	3	CRJ 302	Juvenile Delinquency	3
CRJ 305	Constitutional Law	3	CRJ 431	Seminar in Crim Justice	3
CRJ 400	Criminal Law	3	**Electives		9
**Electives		6			
		<u>15</u>			<u>15</u>

(Corrections and Social Rehabilitation)

Freshman Year

CSK 111	Communicative Skills	3	CSK 112	Communicative Skills	3
MAT 111	General Mathematics	3	MAT 112	General Mathematics	3
BIO 111	Intro to Biological Sci	3	SSC 112	Intro to Social Sci	3
SSC 111	Intro to Social Science	3	PHY 112	Physical Science	3
HPE 111	Personal Health	1	HPE 112	Fundamental Skills	1
**Electives		1	** Elective		1
		<u>14</u>			<u>14</u>

Sophomore Year

CSK 113	Communicative Skills	3	INT 112	World Civilization	3
COM 210	Public Speaking	3	HUM 212	Humanities	3
INT 111	World Civilization	3	CIS 200	Intro to Computers	3
HUM 211	Humanities	3	BES 202	Intro to Gerontology	3
CRJ 200	Intro to Crim Justice	3	** Electives		3
		<u>15</u>			<u>15</u>

Junior Year

BES 211	Intro to Sociology	3	CRJ 302	Juvenile Delinquency	3
CDP 215	Social Planning	3	CRJ 307	Probation & Parole	3
CRJ 203	Criminology	3	CRJ 313	Basic Crim Procedure	3
CRJ 310	Intro to Corrections	3	REL 330	Social Ethics	3
**Electives		3	** Electives		3
		<u>15</u>			<u>15</u>

Senior Year

CRJ 301	Court Administration	3	CRJ 401	Law & Corrections	3
CRJ 311	Evidence in Law Enf	3	CRJ 431	Seminar in CRJ	3
CRJ 402	Comm Based Corrections	3	**Electives		9
**Electives		6			
		<u>15</u>			<u>15</u>

**Choral, Shaw Players, etc., may be approved electives

*CEN may be substituted for CSK

(Law Enforcement and Police Science)

Freshman Year

First Semester

*CSK 111	Communicative Skills	3
MAT 111	General Mathematics	3
BIO 111	Intro to Biological Sci	3
SSC 111	Intro to Social Sci	3
HPE 111	Personal Health	1
SCS 111	Shaw Core Seminar	1
Elective		1
		<u>15</u>

Second Semester

*CSK 112	Communicative Skills	3
MAT 112	General Mathematics	3
SSC 112	Intro to Social Sci	3
HPE 112	Fundamental Skills	1
PHY 112	Intro to Physical Sci	3
Electives		2
		<u>15</u>

Sophomore Year

*CSK 113	Communicative Skills	3
COM 210	Public Speaking	3
INT 111	World Civilization I	3
HUM 211	Humanities	3
CRJ 200	Intro to Crim Justice	3
		<u>15</u>

HUM 212	Humanities	3
INT 112	World Civilization II	3
CIS 200	Intro to Computers	3
BES 202	Intro to Gerontology	3
Electives		3
		<u>15</u>

Junior Year

BES 211	Intro to Sociology	3
CDP 215	Social Planning	3
CRJ 300	Intro to Law Enforce.	3
CRJ 301	Court Administration	3
Electives		3
		<u>15</u>

CRJ 302	Juvenile Delinquency	3
CRJ 307	Probation & Parole	3
CRJ 313	Basic Crim Procedure	3
REL 330	Social Ethics	3
Electives		3
		<u>15</u>

Senior Year

CRJ 311	Evidence in Law Enfor.	3
CRJ 400	Criminal Law	3
CRJ 408	Planning & Research	3
Electives		6
		<u>15</u>

CRJ 403	Basic Criminal Invest.	3
CRJ 431	Seminar in Crim Just.	3
Electives		9
		<u>15</u>

*Choral, Shaw Players, etc., may be approved electives.

COURSE DESCRIPTIONS

CRJ 200 Introduction to Criminal Justice (3)

This course deals with the philosophical background to criminal justice and cultural origins of the justice system in the United States. Pecial topics include the constitutional limitations of criminal justice, the agencies involved in criminal justice, the processes of criminal justice, and evaluating criminal justice today. (F/S)

CRJ 312 Human Relations in Law Enforcement (3)

This course will deal with the area of human relations as a means of controlling and changing people. Specific topics include the role of law enforcement agencies in the community, effective listening and effective communication. (S)

CRJ 313 Basic Criminal Procedure (3)

An examination of the role of the courts and law enforcement agencies in the criminal justice system process. Special topics include search and seizure, arrest, the use of informants, entrapment, police interrogations and confessions, the exclusionary rules, police lineups and an analysis of leading court decisions relative to procedural rights emanating from the United States Constitution. (S)

CRJ 320 Court Procedures (3)

An analysis of all aspects of the formal judicial procedures following an arrest, and taking the subject from his arraignment to final case disposition and/or sentencing in a state or federal felony trial. Specific topics will include current trial techniques, legal defenses, courtroom procedures and a study of the trial records.

CRJ 322 Correctional Counseling (3)

This course deals with the nature and function of counseling in the correctional setting. Scientific topics include: counseling psychology with emphasis on principles and procedures; the theoretical foundations of therapeutic psychology, and therapeutic techniques. (F)

CRJ 400 Criminal Law (3)

Studies the nature, sources and types of criminal law; the purpose and functions of the substantive criminal law, historical foundations; focus upon the case study approach. Special emphasis will be placed upon the North Carolina Penal Code.

CRJ 401 Law and Corrections (3)

A survey of legal aspects of incarceration, institutionalization, rehabilitation, and post release programs. Specific topics: inmate rights, sentence investigation, sentence, probation and parole, loss and restoration of civil rights. (F)

CRJ 402 Community Based Correction (3)

An analysis of history, philosophy, theory, and functions of halfway houses, work release centers and other forms of community based treatment for the offender. This course will explore current innovations such as using volunteers and offenders as correctional manpower resources. (S)

CRJ 403 Basic Criminal Investigation (3)

This course deals with the role of the criminal investigator and investigative techniques, crime scene searches, use of investigative resources and the techniques of surveillance, as well as the presentation of police cases in court. (S)

CRJ 405 Law and Society (3)

This course deals with the historical and philosophical development of law and its relationship to society. Specific topics include: the nature and functions of law; meaning of jurisprudence, private law, administrative law, labor law, and the law of the poor, and the urban law. (F)

CRJ 406 Civil Rights (3)

Examination of Civil Rights in the light of possible violation of both criminal and civil statutes in the United States. Strong emphasis will be placed on a clear understanding of current judicial interpretation in this field. (S)

CRJ 407 Middle Management of Law Enforcement Personnel (3)

Evaluation and analysis of supervisory practices for the experienced middle command officers, patrol and line operations, application of sound middle management business practices to police agencies in the United States. (F)

CRJ 408 Law Enforcement Planning and Research (3)

This course deals with problems and practices of police agency planning, budget, manpower, community needs. (F)

CRJ 431 Seminar in Criminal Justice (3)

This course analyzes the legal policy and operational procedures to be followed in investigating and resolving various specialization situations of crime and criminal behavior. In addition, modern police practices, law enforcement facilities, training, recruiting and utilization of men and equipment are discussed. (F,S)

CRJ 432 Individual Study (1 to 3)

Surveys and projects in law enforcement or corrections or pre-law enforcement or corrections or pre-law. This course is designed to give the advanced undergraduate student academic flexibility. This course provides an opportunity for students to do supervised individual reading and research in the above fields. (F,S)

CRJ 434 Internship in Law Enforcement, Corrections or Law (6)

Open only to upper level Criminal Justice majors. This course is designed to provide the student with an opportunity to apply academic training in the practical criminal justice setting. Settings will include law enforcement agencies (State and Federal), community treatment facilities, and the courts. This course will be jointly supervised by criminal justice staff and law enforcement, correctional and court officials. (F,S)

Public Administration/Criminal Justice

The Public Administration/Criminal Justice program is designed to prepare students for responsible administrative roles in the public sector, with particular emphasis being placed on criminal justice administration. The curriculum provides great flexibility as it includes a number of required courses in both public administration and criminal justice, while also allowing for a number of elective courses which can be tailored to individual interests and particular career goals.

Freshman Year

First Semester

*CSK 111	Communicative Skills	3
MAT 111	General Mathematics	3
BIO 111	Intro to Biological Sci	3
SSC 111	Intro to Social Sci	3
HPE 111	Personal Health	1
SCS 111	Shaw Core Seminar	1
**Elective		1
		15

Second Semester

*CSK 112	Communicative Skills	3
MAT 112	General Mathematics	3
SSC 112	Intro to Social Sci	3
HPE 112	Fundamental Skills	1
PHY 112	Intro to Physical Sci	3
**Electives		2
		15

Sophomore Year

*CSK 113	Communicative Skills	3
COM 210	Public Speaking	3
HUM 211	Humanities	3
INT 111	World Civilization I	3
**Elective		3
		15

INT 112	World Civilization II	3
HUM 212	Humanities	3
CIS 200	Intro to Computers	3
CRJ 200	Intro to Crim Justice	3
**Elective		3
		15

Junior Year

CRJ 203	Criminology	3
CRJ 300	Intro to Law Enforce.	3
PAD 200	Intro to Public Admin	3
PAD 226	Pub Finance/Budget	3
**Elective		3
		15

CRJ 313	Basic Crim Procedure	3
PAD 231	Public Personell Admin	3
PAD 320	Organization Theory	3
CRJ Electives		6
		15

Senior Year

CRJ 311	Vidence in Law Enfor.	3
CRJ 400	Criminal Law	3
PAD 372	Public Policy Analysis	3
PAD 331	Govt. Employ. Relations	3
PAD 351	Urban Administration	3
		15

CRJ 403	Basic Crim Invest.	3
PAD 401	Mgmt in Government	3
PAD 404	Inter-govt. Relations	3
**Electives		6
		15

**Choral, Shaw Players, etc., may be approved electives.

*CEN may be substituted for CSK

PRE-THEOLOGY

The Pre-theological studies major is designed for those students desiring a broad acquaintance in the area of religion and philosophy. The subject matter is preparatory for a variety of occupational fields such as parish ministries, chaplaincies, missions, religious journalism, the teaching of religion in higher education and others.

Freshman Year

First Semester

Second Semester

*CSK 111	Communicative Skills	3	*CSK 112	Communicative Skills	3
MAT 111	General Mathematics	3	MAT 112	General Mathematics	3
SSC 111	Intro to Social Science	3	SSC 112	Intro to Social Science	3
INT 111	World Civilization I	3	INT 112	World Civilization II	3
SCS 111	Shaw Core Seminar	1	HPE 112	Fundamental Skills	1
HPE 111	Personal Health	1	BIO 111	Intro to Biological Sci	3
		<hr/>			<hr/>
		14			16

Sophomore Year

*CSK 113	Communicative Skills	3	COM 210	Public Speaking	3
HUM 211	Humanities	3	HUM 212	Humanities	3
CRJ 200	Intro to Criminal Justice	3	CIS 200	Intro to Computers	3
PHY 112	Intro to Physical Science	3	BES 211	Intro to Sociology	3
BES 202	Intro to Gerontology	3	Elective		3
		<hr/>			<hr/>
		15			15

Junior Year

REL 234	World Religions	3	REL 330	Social Ethics	3
CDP 215	Social Planning	3	REL 234	World Religions	3
REL 236	Bible I	3	REL 237	Bible II	3
Electives		6	PHI Elective		3
		<hr/>	Electives		<hr/>
		15			15

Senior Year

REL 325	Intro to Theology	3	REL 362	Sociology of Religion	3
REL 361	Psychology of Religion	3	REL 499	Senior Project	3
PHI 241	Ancient: The Structure OR of Being	3	REL Elective		3
PHI 360	Earth, World & Consciousn		Electives		6
Electives		6			<hr/>
		<hr/>			15
		15			

*CEN may be substituted for CSK

COURSE DESCRIPTIONS

- REL 225 Introduction to Religion (3)
The place of religion in human affairs, as seen through its theoretical, practical and sociological expressions. An introduction to the various methods of studying religion as an academic discipline. (F/S)
- REL 234 World Religions (3)
The major religions of the world including Islam, Judaism, Christianity, Hinduism, Buddhism and the religions of China, Japan, and Africa. The course will examine their origins, basic beliefs and rituals, and historical development. (F/S)
- REL 236 Bible I (3)
The study of the books of the Old Testament; their history, literature, and teachings. (S)
- REL 237 Bible II (3)
The study of the books of the New Testament; their history, literature, and teachings. (S)
- REL 304 African Religions (3) PRE: REL 234
A survey of the many forms of religion in Africa, including the traditional religions, Islam and Christianity.
- REL 305 Black Religion (3)
A psychohistorical, psychosocial, and theological interpretation of the Black religious experience in America. (F)
- REL 306 Religion in America (3)
A study of the major religious groups in America with consideration of the growth and organization, beliefs and practices of each group. The relevance of religion to the crucial issues of American life in the areas of politics, education, economics and human welfare will be covered. (S)
- REL 325 Introduction to Theology (3) PRE: REL 236 and 237
A study of the historical formulation and development of the major Christian doctrines about God, Jesus Christ, Holy Spirit, Man. (F)
- REL 327 Contemporary Religious Thought (3)
An analysis of some religious and secular writers whose thought represents the crisis and possibilities of the contemporary image of man. (S)
- REL 330 Social Ethics (3)
Practical ethics applied to professional and social issues. The goals are to develop skill in recognizing the moral dimension in situations, learning basic analytic concepts in the field and using them. Students will identify and examine ethical problems in their chosen professions and in current public policy questions. (F/S)

- REL 331 Gandhi and King (3)
The lives and work of two religious social revolutionaries, Mahatma Gandhi of India and Martin Luther King, Jr., of the U.S.A. (S)
- REL 350 Self Analysis and Identity (3)
An examination of the self from biological, sociological, psychological, and theological perspectives, aimed at assisting the learner in the decision making process affecting his/her personal, vocational, marital, religious and existential choices. (S)
- REL 361 Psychology of Religion (3)
Psychological means of comprehending and interpreting religious experiences in light of modern scientific methodology. An examination of the meaning of Biblical, historical, and psychological experiences of the whole persons cognitive, psychomotor, affective, moral. (F)
- REL 362 Sociology of Religion (3)
The study of the relationships between religion and other segments and forces of society, such as economics, politics, and social structure. The influence or social patterns on religious behavior and organizations will be analyzed as well as the forms of religious power and influence in society. (S)
- REL 365 Christianity and the Family (3)
A survey of the impact and influences of the Christian religion, especially the Bible, on the stability and permanency of the modern symbiotic family. (F)
- REL 366 Religious Cults (3)
A scientific study of the history, beliefs, practices and behavior of present day cults and sects. Cases will be drawn from specific groups. (S)
- REL 481 Independent Study (3)
A study developed by the student and undertaken independently with the guidance of the instructor. (F/S)
- REL 499 Senior Project (3)
In the last semester of the undergraduate program, each student shall make an intensive inquiry into a particular problem, the discussion of which shall be submitted in the form of a senior thesis.

PHILOSOPHY

PHI 241 Ancient: The Structure of Being (3)

The origin of questioning in the West springs from man's attunement of awe and wonderment of standing the "unboundedness" of Being. The course undertakes, through a study of the pre-Socratics, to gain access to this attunement of thinking and to expose the attempt by Plato and Aristotle to structure and delimit the truth of Being within the bounds of reason and logic. The consequences of this attempt for the development of western thinking will be discussed. (F)

PHI 242 Modern: The Rise of Skepticism (3)

A study of the rise of skepticism in Western thinking during the 17th century through a discussion of the works of Descartes, Hume and Kant. The purpose of the inquiry is to expose the roots of skepticism concerning the question of truth and self-understanding, and to clarify its development in the ever-widening division in our thinking between "objective" knowledge and "subjective" experience. (F)

PHI 243 Contemporary: Reductionism and Rebellion (3)

Contemporary thinking is involved in a confusion of self-understanding by its own reduction of man to either an object, which is defined by a summation of "empirical" data, or to a subject, which is isolated from any context of meaning and is left only with its freedom to make of itself what it will. The course attempts to penetrate this reductionism and formulate a way of thinking more appropriate to man's being and destiny. (S)

PHI 255 Logic and Thinking (3)

This course will examine the understanding of logic in its development from the early thinkers to the present, and to evaluate its scope and limits in human thinking. (F,S)

PHI 351 Vision and Perception (3)

Is the perceived world simply the sum of objects identified by a detached observer, controlled by verifiable propositions, and secured by rational principles? Or, is perception, rather, the activity of bodily-consciousness in the world which forms the foundation of all thinking, value and existence? The course attempts to expose the nature of perception through a discussion of music, art and beauty, and to articulate and understand of vision as the projection of perception which catches a glimpse of hidden forms and meanings in the world of the present. (F)

PHI 360 Earth, World and Consciousness (3)

"The mind is the meaning of the Body." The purpose of the course shall be to investigate the meaning and significance of this statement for establishing a basics of dialogue between the biological and behavioral sciences, and the questioning of truth which comes to expression through man's bodily activity and commitment of self-understanding and to the care for the earth in which he is rooted. (S)

URBAN POLITICS

Course Descriptions

UPO 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. Pre: SSC 111, 112. (F)

UPO 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. Pre: SSC 111, 112. (F)

UPO 231 The Politics of States and Urban Communities (3)

Examination of state and local governments, political participation, political parties at the state level, the politics of the state executive and contemporary issues of public policy. Pre: UPO 211, or 223 (S)

UPO 345 Comparative Government and Politics (3)

The course will give 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. Pre: UPO 223 or 231. (S)

UPO 371 Political Theory I (3)

Study of major political thinkers and their contributions from Plato through the theorists of the French Revolution. Pre: UPO 231

UPO 372 Political Theory II (3)

A critical consideration of modern political thinkers from Marx to Niebuhr, Malcolm X, and Fanon. Pre: UPO 371.

UPO 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. Pre: UPO 371.

EVALUATION RESEARCH

Course Descriptions

Statistical

EVR 200 Elementary Statistics (3)

Introductory course in statistics covering descriptive statistics and statistical inference including elementary probability, theoretical distributions, estimation, and hypotheses testing. (F,S)

EVR 322 Introduction to Research (3)

The techniques of survey research design, instrument design, collection, analysis, and interpretation of data. Pre: EVR 200.

EVR 323 Survey Research Methods (3)

The techniques of survey research design, sampling, and statistical analysis. Pre: 200.

EVR 324 Intermediate Statistics (3)

Second course in statistics, with emphasis on testing hypotheses, chi-square, regression and correlation, analysis of variance, and introduction to design of experiments. Pre: 200.

EVR 325 Program Evaluation (3)

A study of systematic designs and analytical procedures for measuring the impact and effectiveness of programs initiated for specific purposes. Pre: 200.

EVR 300 (CAPE) Research and Portfolio Development

This course is required of all CAPE students. It should be taken during the first semester that the student enrolls, but not later than the second semester. (F,S)

DIVISION OF INTERNATIONAL STUDIES

INTERNATIONAL RELATIONS

The International Studies Program at Shaw was established in 1966. Conceptually, it is designed to give students a basic foundation in international studies and affairs and to provide for travel and study abroad. A basic principle of the program is that communication is the means whereby faculty, students, and staff can attain greater knowledge about international realities. From its inception, the International Studies Program has had the central objective of broadening the international awareness of students and giving them the opportunity to learn more about other issues of the world, especially those relevant to this country. Emphasis is given to Africa, the Moslem World, the Caribbean, and the Middle East. The program offers a Bachelor of Arts degree in International Relations.

Since its establishment, the goals of the program have been:

To project the mission of the University beyond narrow geographic boundaries;

To encourage minority students to enter diplomatic careers such as in the Department of State, the United Nations, and other international agencies and also to provide them with job opportunities in business-related activities with global interests, such as international corporations, tourism, trade, and international banking and marketing;

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

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

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

THE BACHELOR OF ARTS DEGREE IN INTERNATIONAL RELATIONS

Freshman Year

First Semester

Second Semester

*CEN 111	Comprehensive English I	3	*CEN 112	Comprehensive English II	3
INT 111	World Civilization I	3	INT 112	World Civilization II	3
MAT 111	General Mathematics I	3	MAT 112	General Mathematics II	3
SSC 111	Social Science I	3	SSC 112	Social Science II	3
INT 121	Intro to World Politics	3	INT 241	UN and Regional Organiz	3
HPE 111	Personal Health	1	HPE 112	Fundamental Skills	1
		<u>16</u>			<u>16</u>

*CSK may be substituted for CEN

Sophomore Year

<u>First Semester</u>			<u>Second Semester</u>		
*CEN 113	Comprehensive English	3	HUM 212	Humanities	3
HUM 211	Humanities I	3	PHY 112	Physics	3
BIO 111	Biology III	3	INT 221	Contemporary Islam	3
INT 151	Arabic I	3	INT 152	Arabic II	3
HIS 151	U.S. History I	3	HIS 152	U.S. History II	3
HPE	Physical Education	1	HPE	Physical Education	1
		16			16

Junior Year

INT 153	Arabic III	3	INT 154	Arabic IV	3
INT 252	Contemp Internat Relations	3	INT 226	Contemporary Middle East	3
INT 371	International Law	3	INT 411	US Foreign Policy	3
INT 372	Contemporary Africa	3	INT 491	Developing Nations	3
Elective		3	Elective		3
		15			15

Senior Year

INT 492	Seminar I	3	INT 493	Seminar II	3
INT 382	Contemporary Caribbean	3	INT 223	US Government	3
Electives		9	Electives		9
		15			15

MINIMUM HOURS REQUIRED FOR GRADUATION: 120

*CSK may be substituted for CEN

SUMMARY OF REQUIREMENTS FOR BACHELOR OF ARTS DEGREE IN
INTERNATIONAL RELATIONS

A TOTAL OF 120 CREDIT HOURS IS REQUIRED, AS FOLLOWS:

- Completion of University Core Requirements
- Completion of the major Core Courses (27 Credit hours)
 - INT 121 Introduction to World Politics
 - INT 241 U. N. and Regional Organizations
 - INT 252 Contemporary International Relations
 - INT 341 International Business
 - INT 371 International Law
 - INT 411 U. S. Foreign Policy
 - INT 491 The Developing Nations
 - INT 492 Seminar I
 - INT 493 Seminar II
- Completion of the following cognate courses (21 credit hours)
 - HIS 151 U. S. History I
 - HIS 152 U. S. History II
 - INT 221 Contemporary Islam
 - INT 226 Contemporary Middle East
 - INT 372 Contemporary Africa
 - INT 382 Contemporary Caribbean
 - UPO 223 U. S. Government
- Completion of at least two years of foreign language, preferably Arabic.
- The balance of the total 120 hours are to be electives.

INTERNATIONAL RELATIONS

COURSE DESCRIPTIONS

INT 111 World Civilization I (3)

A study of World Civilization from the beginnings of early cultures in Africa, the Middle East, and Asia, with a full discussion of the Greek, Roman, Egyptian, and Babylonian Civilizations and the Islamic Expansion.

INT 112 World Civilization II (3)

A continuation of World Civilization I from the 1500s to the present. Emphasis will be given to the study of the influence of Moslem civilization (especially as developed at the time in Asia, the Middle East, and Africa) on the Reformation, Renaissance, and the Industrial Revolution in Europe. Comprehensive discussion will be devoted to the study of Africa, the Middle East, and the New World. A study of the evolvement of world history throughout the present era of freedom--domestically and internationally--will be included.

INT 121 Introduction to World Politics (3)

A general survey course to help the student understand the concepts underlying the behavior of sovereign nations in the international arena. The effect of domestic politics on foreign policy will be explored. Other important international topics will be discussed, such as current world problems, the United Nations, regional organizations, and the Non-Western world.

INT 151 Arabic I (3)

Designed to acquaint the student with the Arabic alphabet, numerals, and simple grammar in addition to simple translation.

INT 152 Arabic II (3)

Intensive practice in grammar, reading, and writing. Reading of simple materials is required.

INT 153 Arabic III (3)

Intensive practice in grammar, reading, and writing.

INT 154 Arabic IV (3)

A continuation of INT 153 with additional readings in Arabic literature and a study of Arabic culture.

INTERNATIONAL RELATIONS

INT 211 Principles of Geography (3)

A study of the natural environment as related to man and his activities.

INT 220 Islam-Early Period (3)

A discussion of the pre-Islamic era in the Arabic Peninsula, Al-Jehalyeh, including the life of the prophet Mohammed and the message of Islam, the spread of Islam beyond the Arabian Peninsula, and the period of Al-Khulafa Al-Radhidin, the Umayyads, and the Abbasids.

INT 221 Islam-Contemporary Period (3)

Islamic thought and philosophy from the Abbasids to the present, with special emphasis on contemporary movements serving as vehicles for social, economic, and political development and progress.

INT 225 Early Middle East (3)

Designed to introduce the student to the various civilizations that appeared in the Middle East from the earliest times to World War I. Various important invasions and rivalries concerning this area are discussed.

INT 226 Contemporary Middle East (3)

Designed to expose the student to the importance of the Middle East, to the various contemporary affairs of its people since World War I, with special attention to such topics as the Palestinian Question, involvement in the Cold War, strategic and economic importance of the area, and American national interests there. Present upheavals and development will also be analyzed.

INT 230 Fundamentals of Islam (3)

The origins and the philosophy of Islam, as presented in Al-Quran, Al-Tawhid, Al-Ibadat, and Al-Hadith.

INT 231 Islamic Law-Figh (3)

The origins and the philosophy of Islamic Laws, as presented in Al-Quran, Al-Hadith, Al-Qiyas, Al-Ijmaa, and Al-Ijtihael.

INTERNATIONAL RELATIONS

INT 241 United Nations and Regional Organizations (3)

The development of international organizations as an important vehicle in world politics, plus a survey of the League of Nations, and the establishment, structure, functions, and contemporary problems and direction of the United Nations. The origins, functions, and roles of various important regional organizations in their respective regions and in world affairs will be explored.
PRE: 121

INT 250 Economic and Political Geography (3)

A general survey of the importance of national territories and economic resources of various nations. The importance of these territories and resources in contemporary international affairs will be explored, with emphasis on Africa, the Caribbean, and the Middle East.

INT 252 Contemporary International Relations (3)

A thorough analysis of concepts and theories underlying the behavior of nations, and analysis and examination of international politics, especially those of the major powers since the end of World War II. Contemporary international issues and problems will also be discussed. PRE: 121

INT 271 Early Africa (3)

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

INT 281 Early Caribbean (3)

Designed to acquaint the student with the history of Latin America in general and the Caribbean in particular, from the earliest times to the Era of Independence in the nineteenth and twentieth centuries. The indigenous cultures and the impact of European colonialism will receive special emphasis.

INT 331 Islam - Reform Movements (3)

The Reform Movement in Islam from the earliest period to the present with concentration on the contemporary era. Thorough analysis will be given to social, economic, and political problems which these movements try to deal with, in order to bring the Moslem World to modernity without sacrificing basic Moslem culture.

INT 341 International Business (3)

The international monetary system and the basic concepts that guide international trade, plus international banking and marketing and the role of international economic resource and trade in shaping international policies. Relevance to the United States and developing nations will be stressed. PRE: 121

INT 360 Arabian Peninsula (3)

The economic, political, and strategic importance of the Arabian Peninsula, especially at the present. A general survey will be made of various countries of the Peninsula with special emphasis on Saudi Arabia and its international influence.

INT 371 International Law (3)

Origins, character, and sources of international law and its importance and relevance to world affairs. Cases illustrating basic principles and the international role of law will be considered. Special attention will be paid to important issues, such as outer space, law of the sea, and human rights. PRE: 121

INT 372 Contemporary Africa (3)

An analysis of the colonial period and a survey of African history since World War I, with emphasis on the Era of Independence. Important topics such as social, political, and economic development, non-alignment, the O.A.U., and African-American relations will be discussed.

INT 383 Contemporary Caribbean II (3)

The social, economic, and political importance of the Caribbean since the last part of the nineteenth century. Its international role and conditions in its immediate area at present will be stressed.

INT 411 U.S. Foreign Policy (3)

Analysis of concepts shaping the conduct of international politics in general, exploring in depth the goals of U.S. Foreign Policy and domestic factors that influence its course and process. Special attention will be given to U.S. relations with major powers and the Developing Nations. Analysis will be made of such specific and relevant issues as the "Cold War," "Peaceful Co-Existence," the transfer of technology, the balance of terror, and non-alignment. PRE: 121

INT 420 Islam - Special Issues (3)

INTERNATIONAL RELATIONS

INT 425 The Middle East - Special Issues (3)

INT 471 Africa - Special Issues (3)

INT 472 The Caribbean - Special Issues (3)

INT 491 The Developing Nations (3)

Survey of various problems of developing nations with emphasis on the contemporary era. Special attention will be given to Africa, the Middle East, and the Caribbean, with emphasis on the problems of change and the creation of viable economic and political systems. PRE: 121

INT 492 Seminar I (3)

Contemporary social, economic, and political problems of one or more major areas of the world. At least one outstanding contemporary international issue relating to the referred area or areas will be researched. PRE: Advisor's Permission

INT 493 Seminar II (3)

Special International Issues. PRE: Advisor's Permission

COMPREHENSIVE ENGLISH PROGRAM (CEN)

The Comprehensive English Program at Shaw University has two components:

The first is an English Institute consisting of two courses, CEN 001 and CEN 002, designed and taught specifically, but not exclusively, for international students. These are non-credit courses, each of which meets one hour daily, five days a week. The duration of this non-credit sequence is one full semester, and students must successfully complete it before proceeding to the higher level courses. Both courses are taken simultaneously. While taking CEN 001 and CEN 002, students generally may not take more than two regular college courses.

The international students entering Shaw for the first time who have not scored 520 on the TOEFL exam or a minimum of 80 on the Michigan Test must take an English competency exam if they have not already passed a college-level English course (that is, non ESL) with a grade of C or better. Those who do not pass the exam must take both CEN 001 and CEN 002 before taking CEN 111, CEN 112, and CEN 113.

The second component is made up of three regular college-level courses: CEN 111, 112, and 113. These courses are open to all students, international and American, and satisfy graduation requirements in English. These courses meet one hour daily (five days

weekly). Students may take only one course in a semester and must pass it before proceeding to a higher-level course.

Total instruction time for the CEN 111, 112, and 113 is about 40% in excess of that offered in many other accredited colleges and universities for basic college level English.

The Comprehensive English Program uses the most up-to-date methods of instruction; individualized attention is a priority, and the program includes both computer-assisted and audio-lingual instruction in a modern language lab. The International Studies Center has been approved to administer the Michigan Test.

COURSE DESCRIPTIONS

CEN 001 Basic English Skills I (No Credit)

This course and CEN 002 are designed as concurrent courses that bring the student to such a level that he can function in the regular CEN sequence; CEN 001, specifically, consists of mastering basic patterns, inflectional forms, and function words, as well as vocabulary building, oral drills, class discussions, aural comprehension, and reading practice.

CEN 002 Basic English Skills II (No Credit)

Taken along with CEN 001, this course is designed both as an extension of CEN 001 and as a course in which there is emphasis upon the written sentence. Vocabulary building is continued; the mastery of sentence patterns is emphasized; and the writing of short paragraphs is begun.

CEN 111 Comprehensive English I (3)

This course emphasizes the writing of correct sentences and single paragraphs. Instruction on paragraph writing emphasizes topic sentences, relevant and logical supporting details, and summary statements. PRE: 001/002 or passing the competency examination.

CEN 112 Comprehensive English II (3)

A continuation of CEN 111 with emphasis on the writing of multiparagraph compositions. The course emphasizes thesis statements, introductory paragraphs, developmental paragraphs, logical relationships among paragraphs, transitional devices, and summary paragraphs. PRE: CEN 111

CEN 113 Comprehensive English III (3)

This course introduces the techniques of library research and culminates in the writing of a research paper. CEN 113 also includes the writing of abstracts, summaries, reviews, reports, and business letters.

HISTORY

HIS 151 United States History I (3)

This course covers the period from the discovery of America to the Civil War. It gives the student an understanding of Colonialism, the formation of the American Nation, and the events which led to the Civil War. Special emphasis will be given to Afro-American issues throughout the entire period.

HIS 152 United States History II (3)

This is a continuation of United States History I up to the present time. It explores thoroughly the Civil War, United States expansionism, U.S. roles in World War I, World War II, and the present world scene. Emphasis is given to the contributions of Afro-Americans in building the U.S. economy, its politics, its cultural and social changes. Special attention will be directed to the Civil Rights movement from its inception to the present.



DIVISION OF PREPROFESSIONAL STUDIES

The Division of Preprofessional Studies offers a wide range of courses in the areas of science, mathematics, and engineering. The curriculum has been developed to meet the needs of the students in acquiring the basic skills at a professional level that would make them competent for any related profession they may choose in the future.

Our objectives are: (1) to increase the pool of competent health science and engineering professionals by providing courses in the disciplines of biology, chemistry, mathematics, physics, and engineering; (2) to complement the course offerings with an assortment of academic and occupational enrichment activities including scientific research projects, tutoring and counseling, seminar courses designed to enhance performance on national admissions examinations; and (3) to train students to develop a conceptual approach to learning through logical processing and organization of scientific information, to develop skills in the use of sophisticated laboratory equipment and computer methodologies, and to make effective use of the library, consultants, and other available resources in the synthesis and analysis of materials in problem solving situations.

The Division is committed to the motivation, training, and development of all entering students at their functional level via the basic core science courses in meeting required standards.

Biology

The Biology Program is designed to provide fundamental training in the health and environmental sciences for students planning careers in teaching, medicine, dentistry, laboratory technology, conservation, industrial, and allied fields. The Bachelor of Science degree is conferred upon completing the program.

<u>First Semester</u>	<u>Freshman Year</u>	<u>Second Semester</u>	
CSK 111 Communicative Skills or		CSK 112 Communicative Skills or	
CEN 111 Comprehensive English	3	CEN 112 Comprehensive English	3
MAT 111 General Mathematics	3	MAT 112 General Mathematics	3
SSC 111 Intro to Social Science	3	SSC 112 Intro to Social Science	3
INT 111 World Civilization I	3	INT 112 World Civilization II	3
SCS 111 Shaw Core Seminar	1	HPE 112 Personal Health	1
BIO 111 Intro to Biol Science	3	PHY 112 Intro to Phy Science	3
	<u>16</u>		<u>16</u>
 <u>Sophomore Year</u> 			
CSK 113 Communicative Skills	3	HPE 112 Fundamental Skills	1
COM 210 Public Speaking	3	HUM 212 Humanities	3
HUM 211 Humanities	3	MAT 211 Algebra & Trig	3
CHE 212 General Chemistry I	4	BIO 211 General Biology	3
MAT 210 Algebra	3	CHE 214 General Chemistry II	4
	<u>16</u>		<u>14</u>

		<u>Junior Year</u>	
<u>First Semester</u>			<u>Second Semester</u>
BIO 212 General Zoology	4	BIO 232 General Botany	4
BIO 312 Comp Vert Anat	4	BIO 323 Vert Physiology	4
CHE 341 Org Chemistry I	4	CHE 342 Org Chemistry II	4
PHY 212 General Physics I	4	PHY 214 General Physics II	4
	<u>16</u>		<u>16</u>
<u>Senior Year</u>			
BIO 423 Ecology	4	BIO 311 Genetics	4
BIO 332 Microbiology	4	BIO 432 Biochemistry	4
BIO 491 Seminar	1	BIO 491 Seminar	1
Electives	4	Electives	4
	<u>13</u>		<u>13</u>

COURSE DESCRIPTIONS

- BIO 111 Introduction to Biological Science (3)
 A basic course study of biological science which is intended to provide the student with an overview of the subject. Emphasis is placed on man and his ecosystem. Only selected topics are studied, but the student is required to attain their mastery and the skills required to communicate this knowledge.
- BIO 211 General Biology (3)
 A course designed to emphasize the unity of biology through the study of the following concepts: protoplasmic and cellular organizations; growth and differentiation; genetic and ecological control; evolution, current and past. Three hours of lectures and three hours of lab per week.
- BIO 212 General Zoology (4) PRE: BIO 211
 The biology of the major groups of animals, with emphasis on general structure plans and diversity, reproduction and evolution. Three hours of lecture and three hours of lab per week.
- BIO 232 General Botany (4) PRE: BIO 211
 Theories, principles and concepts of plant life. An evolutionary approach will be emphasized. Topics include diversity, taxonomy, morphology and physiology. Three hours of lecture and three hours of lab per week.
- BIO 234 Parasitology (4) PRE: BIO 211 and 212
 A course involving a study of animal parasites, emphasizing the protozoa, nematodes, and helminths. Lectures involve host parasite relations, morphology, classification, behavior, distribution and importance of parasite. Three hours of lecture and three hours of lab per week.
- BIO 311 Genetics (4) PRE: BIO 211, CHE 341, MAT 211
 A study of the physical basis of inheritance, genes as units of heredity and development, qualitative aspects of genetic variations and physical and chemical properties of genetic materials. Three hours of lecture and three hours of lab per week.

- BIO 312 Comparative Vertebrate Anatomy (4) PRE: BIO 211
A study of morphology, systematics and phylogenetic relationships with emphasis on the vertebrates. A consideration of the various theories and use of comparative anatomical evidence in support of organic evolution. The laboratory work involves dissection and the study of specimen from various vertebrate classes. Three hours of lectures and one-three hour lab per week.
- BIO 323 Vertebrate Physiology (4) PRE: BIO 312 and CHE 212
A study of the physiology of vertebrates, with particular reference to man and the lower animals. Three hours of lectures and two hours of lab per week.
- BIO 331 Developmental Embryology (4) PRE: BIO 211
Principles of development with special emphasis on gameteogenesis, fertilization cleavage, germ layer formation, organogenesis, and mechanisms with experimental analysis of developmental processes. Three hours of lecture and three hours of lab per week.
- BIO 332 Microbiology (4) PRE: BIO 211, CHE 341, MAT 211
The study of the microorganisms which commonly cause disease. Emphasis will be placed on bacteria and viruses. Techniques of sterilization, isolation, identification and handling of microorganisms are included in the laboratory. Three hours of lecture and three hours of lab per week.
- BIO 423 Ecology (4) PRE: BIO 211, 212 and 232
This course is designed to study the relationships between organisms and the environment. Topics will include autecology, population, and community ecology. Three hours of lecture and three hours of lab per week.
- BIO 424 Fresh Water Ecology (4) PRE: BIO 211, 212, 232 and 423
An overview of the basic principles governing physical, chemical, and biological processes in fresh water systems. The ecology of lakes, reservoirs, ponds, streams, and rivers will be explored in lectures and field laboratories. Problems will be approached from both the ecosystem and individual organism point of view. Special topics will include evolutionary ecology, regional water problems, pollution and toxic substances. The laboratory will emphasize sampling techniques, experimental methods, identification of representative organisms, and writing a scientific paper. Three hours of lecture and three hours of lab per week.
- BIO 432 Biochemistry (4) PRE: BIO 323, CHE 214
A course designed for biology and chemistry majors to study the properties of biologically active compounds, enzymology, metabolism of carbohydrates, lipids, proteins and their nitrogenous compounds and special control mechanisms of metabolism. Three hours of lecture and three hours of lab per week.
- BIO 442 Immunology (4) PRE: BIO 323, CHE 241
An introduction to modern immunological principles, concepts and applications. Three hours of laboratory and three hours of lecture per week.
- BIO 481 Seminar (1) PRE: Juniors and Seniors
An in-depth study on a subject of Biology. Meets once a week.

- BIO 482 Seminar (1) PRE: Juniors and Senior
Identical to BIO 481.
- BIO 491 Research (1-3) PRE: Advisor's Consent
- BIO 492 Research (1-3) PRE: Advisor's Consent
- BIO 493 Neuroanatomy (4) PRE: HPE 371, 372
This course is designed to meet the required competencies of students majoring in Corrective and Kinesiotherapy; it provides an integrated study of the human nervous system from anatomical and physiological points of view.

CHEMISTRY

Chemistry is the science dealing with the composition of all substances and changes in their composition. Chemists have contributed to the synthetic fiber industry, petroleum products and fuels, plastics, the food processing industry, nuclear energy, modern drugs and medicine. Today's chemists are concerned with fundamental building blocks of all materials, atoms and molecules, leading to improvement of old materials, development of new ones, and control of our environment. A variety of jobs are open to the chemist: biochemistry, metallurgy, space science, oceanography, sales or management, pure research. Chemists are employed in almost every field based on modern technology and opportunities in the field of education are many and varied. The Bachelor of science program in chemistry is accredited by the American Chemical Society.

Freshman Year

<u>First Semester</u>	<u>Second Semester</u>
CSK 111 Communicative Skills or	CSK 112 Communicative Skills or
CEN 111 Comprehensive English 3	CEN 112 Comprehensive English 3
MAT 111 General Mathematics 3	MAT 112 General Mathematics 3
SSC 111 Intro to Social Science 3	SSC 112 Intro to Social Science 3
INT 111 World Civilization I 3	INT 112 World Civilization II 3
SCS 111 Shaw Core Seminar 1	HPE 111 Personal Health 1
BIO 111 Intro to Biol Science 3	PHY 112 Intro to Phy Science 3
<u>16</u>	<u>16</u>

Sophomore Year

CSK 113 Communicative Skills 3	HPE 112 Fundamental Skills 1
COM 210 Public Speaking 3	HUM 212 Humanities 3
HUM 211 Humanities 3	MAT 211 Algebra & Trig 3
CHE 212 General Chemistry I 4	BIO 211 General Biology 3
MAT 210 Algebra 3	CHE 214 General Chemistry II 4
<u>16</u>	<u>14</u>

Junior Year

CHE 241 Qual Analysis 4	CHE 242 Quan Analysis 4
PHY 212 General Physics I 4	PHY 214 General Physics II 4
MAT 222 Anal Geo & Calculus I 3	MAT 223 Anal Geo & Calculus II 4
CHE 341 Organic Chemistry I 4	CHE 342 Organic Chemistry II 4
<u>15</u>	<u>15</u>

Senior Year

First Semester

Second Semester

CHE 431 Phy Chemistry I	4	CHE 432 Phy Chemistry II	4
CHE 481 Seminar I	1	CHE 482 Seminar II	1
MAT 224 Anal Geo & Calculus III	3	BIO 432 Biochemistry	4
Electives	7	Electives	4
	<u>15</u>		<u>13</u>

COURSE DESCRIPTIONS

- CHE 212 General Chemistry I (4) PRE: MAT 210
A study of atomic and molecular structure, the Periodic Table, Chemical reactions, stoichiometry, gas laws and states of matter. Three hours of lecture and three-hour lab per week.
- CHE 214 General Chemistry II (4) PRE: CHE 212
A continuation of General Chemistry I. Principles of chemical equilibrium, energy and chemical reactions, electrochemistry, properties of solutions and acid base concepts, and nuclear chemistry. Three hours of lecture and one three-hour lab per week.
- CHE 241 Qualitative Analysis (4) PRE: CHE 212, 214
A study of the theories and practices of qualitative analysis using modern analytical instruments and wet chemistry. Two hours of lecture and two three-hour labs per week.
- CHE 242 Quantitative Analysis (4) PRE: CHE 212, 214, and MAT 211
A study of gravimetric and volumetric analysis with an introduction to instrumental analysis. Acid-base equilibrium, buffer solutions, complex formation reactors, solubility equilibria and oxidation reduction reactions. Theory of instrumental analysis and data processing. Three hours of lecture and one three-hour lab per week.
- CHE 341 Organic Chemistry I (4) PRE: CHE 214
A study of the physical and chemical properties of cyclic and acyclic alkanes, including a heavy emphasis on synthesis and reaction mechanisms. Three hours of lecture and one three-hour lab per week.
- CHE 342 Organic Chemistry II (4) PRE: CHE 341
A study of the atomic structure, ionic and covalent bonding, acid base chemistry, coordination chemistry, descriptive chemistry of transition metals, halogens and noble gases and periodicity. Three hours of lecture and one three-hour lab per week.
- CHE 412 Advanced Inorganic Chemistry (4) PRE: CHE 214 and MAT 223
A study of the atomic structure, ionic and covalent bonding, acid base chemistry, coordination chemistry, descriptive chemistry of transition metals, halogens and noble gases and periodicity. Three hours of lecture and one three-hour lab per week.
- CHE 431 Physical Chemistry I (4) PRE: CHE 341 and MAT 223
Application of the principles of physics to study chemistry, the properties of gases, the mechanics of atoms and molecules, thermodynamics and chemical equilibrium. Three hours of lecture and one

and one three-hour lab per week.

- CHE 442 Physical Chemistry II (4) PRE: CHE 431 and MAT 224
 A continuation of Physical Chemistry I. Chemical bonding and the structure of molecules, chemical kinetics and reaction mechanisms, properties of condensed phases, surface and colloid chemistry. Three hours of lecture and one three-hour lab per week.
- CHE 481 Seminar (1) PRE: Advisor's consent
 An in-depth study on a topic of advanced chemistry, its presentation in the form of a seminar, and participation in weekly seminar programs.
- CHE 491 Research (1-3) PRE: Advisor's consent
- CHE 492 Research (1-3) PRE: Advisor's consent

MATHEMATICS

The undergraduate major in mathematics provides a core of basic mathematics courses with a program of electives sufficiently flexible to prepare a student for graduate study in pure or applied mathematics, for careers in industry, business or government, or for teaching. A carefully selected set of required courses and electives in science, humanities and modern language provides a program well adapted to the demands of modern day life. Students with a special interest may take the applied mathematics option. The program offers the Bachelor of Science Degree.

Freshman Year

<u>First Semester</u>		<u>Second Semester</u>	
CSK 111	Communicative Skills	CSK 112	Communicative Skills
CEN 111	Comprehensive English 3	CEN 112	Comprehensive English 3
MAT 111	General Mathematics 3	MAT 112	General Mathematics 3
SSC 111	Intro to Social Science 3	SSC 112	Intro to Social Science 3
INT 111	World Civilization I 3	INT 112	World Civilization II 3
SCS 111	Shaw Core Seminar 1	HPE 111	Personal Health 1
BIO 111	Intro to Biol Science 3	PHY 112	Intro to Phy Science 3
	16		16

Sophomore Year

CSK 113	Communicative Skills 3	HPE 112	Fundamental Skills 1
COM 210	Public Speaking 3	HUM 212	Humanities 3
HUM 211	Humanities 3	MAT 211	Algebra & Trig 3
CHE 212	General Chemistry I 4	BIO 211	General Biology 3
MAT 210	Algebra 3	CHE 214	General Chemistry 4
	16		14

Junior Year

PHY 212	General Physics I 4	PHY 212	General Physics II 4
MAT 222	Anal Geo & Calc I 3	MAT 223	Anal Geo & Calc II 3
Electives	8	MAT 311	Modern Algebra 3
		Electives	6
	15		6

Senior Year

MAT 224 Anal. Geo & Calc III	3	MAT 225 Anal. Geo & Calc IV	3
MAT 312 Linear Algebra	3	MAT 313 Mat Prob & Statistics	3
Electives	9	MAT 413 Intro to Real Analysis	3
		MAT 417 Intro to Num Analysis	3
	<u>15</u>		<u>12</u>

COURSE DESCRIPTIONS

- MAT 111** General Mathematics (3)
 A beginning course designed to develop the skills and ability to reason logically, and to master basic operations in arithmetic and elementary algebra in the context of other fields of other areas of knowledge and with emphasis on data flow-charting and the use of the computer.
- MAT 112** General Mathematics (3) PRE: MAT 111
 A continuation of a more advanced core study of mathematics in reasoning and problem solving in the acquisition, invention, storage and retrieval of information and knowledge.
- MAT 210** Algebra (3)
 An introduction to algebra, including the following topics: real numbers, operations on algebraic expressions, factoring, linear equations in one variable, algebraic functions, systems of linear inequalities and quadratic equations.
- MAT 211** Algebra & Trigonometry (3) PRE: MAT 210
 Designed to present algebra and trigonometry required to study analytical geometry and calculus.
- MAT 215** Modern Mathematics for Elementary Teachers (3) PRE: MAT 112 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.
- MAT 216** Modern Mathematics for Elementary Teachers (3) PRE: MAT 215
 A continuation of MAT 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.
- MAT 222** Analytic Geometry and Calculus I (3) PRE: MAT 211
 An introduction to analytic geometry, functions, limits and derivatives and applications of derivatives.
- MAT 223** Analytic Geometry and Calculus II (3) PRE: MAT 222
 A study of antiderivatives, definite integrals and application.
- MAT 224** Analytic Geometry and Calculus III (3) PRE: MAT 223
 A study of the properties of continuous and differential functions, polar coordinates and infinite series.

- MAT 225 Analytic Geometry and Calculus IV (3) PRE: MAT 224
A study of series solid analytic geometry, partial derivatives, multiple integrals and line and surface integrals.
- MAT 232 Theory of Numbers (3) PRE: MAT 222
Elementary properties of integers, prime and composite numbers, Euclid's algorithm, congruencies, theorems of Fermat and Wilson, primitive roots and elementary diophantine equations.
- MAT 311 Modern Algebra (3) PRE: MAT 222
A study of semi-groups, groups, rings, integral domains and fields.
- MAT 312 Linear Algebra (3) PRE: MAT 311
A study of linear spaces, sequence spaces, linear dependence and independence, transformations, mapping Euclidean vector space.
- MAT 313 Mathematical Probability and Statistics (3) PRE: MAT 224
A study of probability spaces, random variables, random sampling, estimation of parameters and testing of hypothesis.
- MAT 323 Modern Geometry (3) PRE: MAT 222
A study of the rise of postulational geometry, Euclid's system, non-Euclidean geometry, sets and propositions, forms of augmentation, deductive theory, postulational system, consistency, independence and completeness of postulational system, Hilbert's Postulates, point transformations, matrices, projective spaces of dimension one, gross ratios, fixed points and projectives.
- MAT 411 Differential Equations (3) PRE: MAT 225
A study of equations of the first degree, orthogonal trajectories, linear differential equations, nonhomogenous equations, inverse differential equations, the LaPlace transform, systems of equations and methods of solutions.
- MAT 413 Introduction to Real Analysis (3) PRE: MAT 224
A rigorous development of the real number system, sequences and convergence, point, sets limits, continuity and differentiability of function, the Reimann integral and series.
- MAT 417 Introduction to Numerical Analysis (3) PRE: MAT 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, approximations of functions by interpolating polynomials and numerical differentiations and integrations.
- MAT 425 Introduction to Set Theory and Topology (3) PRE: MAT 413 or equivalent
A study of elementary set theory, cardinal numbers, Hausdorff's maximal compactness, connectedness and separation.
- MAT 481 Seminar (1) PRE: Advisor's consent
Readings and problems not covered in curriculum. For seniors only.

PHYSICS

COURSE DESCRIPTIONS

- PHY 112 Introduction to Physical Science (3) PRE: MAT 111 or equivalent
 A basic course of study of physical science which is intended to provide the student with an overview of the subject. Emphasis is placed on the physical properties of man's ecosystem and the known principles which govern it. Selected topics in physics, chemistry, geology and the environment are studied.
- PHY 212 General Physics (4) PRE: MAT 211
 A general survey course concerning fundamental concepts of physics. Mechanics, heat and sound are usually included. three hours of lecture, two hours of lab and one hour of tutorial.
- PHY 214 General Physics (4) PRE: CHE 212 and PHY 212
 A continuation of PHY 212 to include electricity, magnetism, the nature and theories of light and some concepts of atomic and modern physics. Three hours of lecture, two hours of lab and one hour of tutorial.

PRE-ENGINEERING PROGRAM

A student entering this program will be able to complete the program in two years including two summer sessions. At the completion of the program, the student will be eligible for transfer to any school of engineering where the B.S. degree in engineering may be conferred after two and one half to three years of further matriculation. A student seeking entrance into an accredited school of engineering must meet the admission standards of that school.

First Year

First Semester

Second Semester

CSK 111	Communicative Skills or		CSK 112	Communicative Skills or	
CEN 111	Comprehensive English	3	CEN 112	Comprehensive English	3
*MAT 222	Anal. Geometry & Calc I	3	MAT 223	Anal. Geometry & Calc II	3
SSC 111	Intro to Social Science	3	SSC 112	Intro to Social Science	3
INT 111	World Civilization	3	INT 112	World Civilization	3
SCS 111	Shaw Core Seminar	1	HPE 112	Fundamental Skills	1
HPE 111	Personal Health	1	BIO 111	Intro to Bio Science	3
		<u>14</u>			<u>16</u>

*Many students may need to take MAT 211-Algebra and Trigonometry before taking Calculus I.

First Summer

HUM 211	Humanities I	3
PEG 200	Intro to Engineering	3
PEG 201	Engineering Graphics	3
CSK 113	Communicative Skills or	
CEN 113	Comprehensive English	3
		<u>12</u>

Second Year

First Semester

Second Semester

PEG 202	Engineering Economics	3	PEG 220	Engineering Materials	3
CHE 212	General Chemistry I	4	CHE 214	General Chemistry II	4
MAT 224	Anal. Geo and Calc III	3	MAT 225	Anal. Geo and Calc IV	3
*PHY 212	General Physics I	4	*PHY 214	General Physics II	4
COM 210	Public Speaking	3	PEG 221	Engineering Statics	3
		<u>17</u>			<u>17</u>

*Prerequisite: PHY 112 or advisor's consent and MAT 222 for Gen. Physics I; MAT 223 for Gen. Physics II.

Second Summer

HUM 212	Humanities II	3
PEG 222	Engineering Dynamics	3
MAT 411	Differential Equations	3
CIS 211	Computer Programming & Principles (FORTRAN IV)	3
		<u>12</u>

COURSE DESCRIPTIONS

PEG 200 Introduction to Engineering (3)

This course deals with all branches of engineering and surveys them briefly, history of engineering, professionalism and ethics in engineering, nature and scope of engineering, characteristics and differences in the various branches of engineering.

PEG 201 Engineering Graphics (3)

Practical engineering drawing applications are utilized. Logical and analytical approaches are applied to problem solving. Standard methods of graphically describing size and shape in the representation of basic mechanical elements are utilized.

PEG 202 Engineering Economics (3)

Engineering and managerial decision making. Theory of interest and its uses, equivalent annual costs, internal rates of return and benefit-cost ratios, depreciation. Students will be required to do cost analysis of projects.

PEG 220 Introduction to Engineering Materials (3)

Structure of materials, crystalline properties, dependence of materials on their properties such as stress, strain behavior, fatigue and creep, macro and micro crystalline structures, control of structures through treatment.

PEG 221 Engineering Mechanics - I (STATICS) (3)

Introduction to applied mechanics, basic force concepts and equilibrium analysis, distributed forces, centroids, moments of inertia. Applications.

PEG 222 Engineering Mechanics - II (DYNAMICS) (3)

Kinematics and kinetics of particles and simple systems of particles, plane kinematics and kinetics of rigid bodies, simple vibrations.

FACILITIES AND SPECIAL PROGRAMS

The Divisional Science Building is a three-story brick structure designed and equipped for teaching the sciences. The building contains two biology laboratories, two chemistry laboratories, one physics laboratory and several classrooms and research laboratories. The Science Building also houses a conference room and a number of individual faculty offices for student conferences. The building is equipped with computer facilities as well as an assortment of modern technological instruments for conducting scientific research.

The Division strives to provide a high caliber of pre-medical and pre-dental education, so that its graduates are well prepared for admission to medical and dental schools across the country. Recently, the Division and Meharry Medical College, Nashville, Tennessee, entered into an agreement on an affiliation with the Meharry Graduate School Early Entrance Program. Under this program, Meharry Medical College will admit motivated and well qualified science majors in June, after completion of their third year of undergraduate education at Shaw, in order that they may continue during the succeeding academic year at Meharry Medical College. Subsequent to satisfactory completion of this academic year at Meharry, Shaw will award the baccalaureate degree to participating students.

The Division offers a degree program in medical technology which includes a year of training in a hospital laboratory. The Division is also a participant in the North Carolina Academic Advancement Program. This program was developed at The University of North Carolina-Chapel Hill, and is administered to the Division through the North Carolina Manpower Health Development Program. The program, designed for juniors and seniors, provides an intense review of biology, chemistry, and physics with special emphasis on topics encountered on national examinations such as MCAT, DAT, and PCAT.

Shaw University is a member of the 16 Institutions Health Sciences Consortium. The mission of the Consortium is to produce graduates qualified for admission to, retention in, and graduation from health professional schools.



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

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

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

1. A strong sense of personal integrity, honor, and individual responsibility.
2. An understanding of the principles of military leadership, management, and organization.
3. The ability to communicate effectively in military environment both orally and in writing.
4. A general knowledge of the historical development of the U. S. Army and its role in support of national objectives.
5. An understanding of military life to include career opportunities and obligations.
6. A knowledge of the opportunity to apply principles of military science and tactics.

Textbooks, Uniforms and Equipment. All textbooks, uniforms, and instructional materials and equipment are provided free of charge.

Cadet Activity Fee. (\$10 per semester). Funds are used to defray the cost of two ROTC picnics (Fall and Spring), and other ROTC activities.

Military Science Program. The Program is divided into two parts: the Basic Course and the Advanced Course.

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

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

(1) MIS 101, Introduction to Army ROTC	2 Semester Hours
(2) MIS 102, American Military History	3 Semester Hours
(3) MIS 201, Map Reading	2 Semester Hours
(4) MIS 202, Small Unit Tactics	2 Semester Hours

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- b. Satisfactory completion of a six-week summer camp, MIS 236, conducted at a military installation. (Six semester credit hours will be awarded for MIS 236).
 - c. Basic Course requirements, if approved by the Professor of Military Science, may be waived for veterans or other persons with prior military experience and/or training.
 - d. There are no military service obligations incurred by participation in the Basic Course.
2. Advanced Course: The Advanced Course consists of training directed toward the Junior and Senior levels.
- a. Prerequisite: Completion of the Basic Course or its equivalent.
 - b. Requirements for completion:
 - (1) Satisfactory completion of MIS 301, 302, 401, and 402.
 - (2) Attendance at a six-week summer camp.
 - c. Stipend: Payment of \$100 per month for 20 months is authorized to each student while enrolled in the Advanced Course.
3. Military Science courses may not be repeated for additional credit.
4. The minimum number of students for any class is ten.
5. Leadership Laboratory is an integral part of all Military Science courses and is required for all students except auditing students. Academic credit is not awarded for Leadership Laboratory per se.

DESCRIPTION OF COURSES

- MIS 101 Introduction To Army ROTC. A required course for all Military Science students who have not otherwise met the prerequisite requirements for the ROTC Advanced Course. Course provides general information about the ROTC Program and history, benefits, basic organization, missions, and activities of the U. S. Army. LEADERSHIP LABORATORY IS REQUIRED. OPEN TO ALL STUDENTS. (2) (F/S).
- MIS 102 American Military History. An investigation of American Military History, with emphasis on the U. S. Army's development and role in the periods of peace and war. Time span covers from Colonial period through the present. LEADERSHIP LABORATORY IS REQUIRED. OPEN TO ALL STUDENTS. (3) (F/S).

MILITARY SCIENCE

- MIS 202 Small Unit Tactics. A required course for all Military Science students and prerequisite for the Advanced Course. A study of small unit tactics and the fundamentals of leadership with emphasis on function, duties and responsibilities of junior leaders. LEADERSHIP LABORATORY IS REQUIRED. OPEN TO ALL STUDENTS. (2) (F/S).
- MIS 236 Basic Camp. A six-week summer course conducted at a military installation. This course provides the training equivalent to the Basic Course and is designed to qualify students for the ROTC Advanced Course. Emphasis is placed on training in the basic military skills of leadership, weapons, communications, tactics, map reading, and physical training. Basic Camp applications must be made through the Professor of Military Science. (6) Summer.
- MIS 301. Military Science. Prerequisites: Basic Course or equivalent credits which may include MIS 101, 102, 201 and 202, or 236. The course includes an intense study of basic military skills needed by small unit leaders to be successful. Emphasis is placed on land navigation techniques, tactical application exercises, and physical training. Practical leadership instruction is provided during laboratory periods where emphasis is placed on acceptance of responsibility, exercise of command and development of self-confidence. LEADERSHIP LABORATORY IS REQUIRED. (2) (F)
- MIS 302. Military Science. Prerequisite: MIS 301. An intensive course encompassing the study of the basic military skills, managerial skills (job performance), land navigation, tactical application exercise (TAX) and physical training to prepare the students mentally and physically to successfully complete Advanced ROTC Camp. Practical leadership instruction and evaluation are provided during leadership laboratory activities, where emphasis is placed on acceptance of responsibility, exercise of command and development of self-confidence. LEADERSHIP LABORATORY IS REQUIRED. (2) (S).
- MIS 401 Military Science. Prerequisites: MIS 301 and 302. A seminar approach in the study of the philosophy of military professional ethics and the theory and practice of the military justice system. Leadership laboratory periods emphasize the practical application of leadership techniques through the exercise of full command and staff responsibilities for the planning and execution of all phases of field training and leadership development. LEADERSHIP LABORATORY IS REQUIRED. (3) (F)
- MIS 402 Military Science. Prerequisite: MIS 401. A seminar approach to leadership and management in the contemporary military environment with emphasis placed on the role of the noncommissioned officer, principles of war, command and staff functions, the Army logistics system and

training management. Leadership laboratory periods continue to develop the practical experience begun in earlier courses using weekend training exercises as the problem vehicle to prepare the cadet for subsequent commissioning and attendance at basic branch school upon entry on active military service. LEADERSHIP LABORATORY IS REQUIRED. (3) (S)



AEROSPACE STUDIES
(Air Force ROTC)

As a member of the Cooperating Raleigh Colleges, Shaw students are eligible to take Air Force ROTC classes on the North Carolina State University campus. They are then eligible to apply for Air Force Scholarships that would pay full tuition, academic fees and required textbooks at the student's home institution.

COURSE DESCRIPTIONS

- AS 121 The Air Force Role in the Department of Defense I (1)
Initial course in the four-year Air Force ROTC curriculum. Familiarizes student with the mission, organization and doctrine of U.S. Air Force and U.S. Strategic Offensive Forces. Introduction to U.S. Strategic Defensive Forces. The laboratory, Corps Training, provide experience in drill movement, knowledge of customs and courtesies expected to an Air Force member, knowledge of Air Force career. (F)
- AS 122 The Air Force Role in the Department of Defense II (1)
Continues study of U.S. Strategic Defensive Forces, including those of the Army, Aerospace Support Forces and U.S. General Purpose Forces, including those of the Army, Navy and Marine Corps Training stresses fundamentals needed to capably assume and discharge future responsibilities in AFROTC and the U.S. Air Force. PRE: AS 121 or equivalent (S)
- AS 221 The Development of Airpower I (1)
Airpower from the early years of powered flight through World War II. Emphasis on the development of employment concepts. Factors which have prompted research and technological change. Events which show the impact of airpower on strategic thought. Corps Training develops skills and further studies the junior officer environment in Corps Training. PRE: AS 122 or equivalent. (F)
- AS 222 The Development of Airpower II (1)
Airpower from the end of World War II to the present. Emphasis on employment concepts, technological change, and the impact of airpower on strategic thought. Leadership experiences and study of junior officer environment in Corps Training. PRE: AS 221 or equivalent. (S)

(Professional Officer Education)

- AS 321 Air Force Management and Leadership (3)
A study of management from the point of view of the Air Force junior officer, including the subjects of military leadership and military law. Attention given to progressive development communicative skills needed by junior officers. Practical experience in advanced military leadership activities. PRE: Four year AFROTC Cadet: AS 222. Two year non-veteran student: Satisfactory completion of six weeks summer camp. (F)

- AS 322 Air Force Management and Leadership II (3)
Class and laboratory study of and practical experience with management functions in the military environment. The planning, organizing, directing, controlling and coordinating functions of management; the command and staff functions in advising, problem solving and decision making situations. Emphasis on developing communicative skills, leadership abilities and basic knowledge required of an Air Force junior officer. PRE: AS 321 (S)
- AS 421 American Defense Policy I (3)
The role of national security forces in contemporary American society. The professional military as it relates to the American political and social system. Formulation of military policy is examined in terms of international and domestic constraints. A treatment of the development of modern defense strategy. The student studies and practices communicative skills. Corps Training provides for advanced leadership experience. PRE: AS 322 (F)
- AS 422 American Defense Policy II (3)
Continues the study of national security forces in contemporary American society. Focuses on strategy and management of modern conflict and formulation and implementation of U.S. defense policy. Brief study of the Air Force Officer classification and assignment system. Students develop their communicative skills and participate in advanced leadership situations in Corps Training. PRE: AS 421 (S)
- AS 495 Special Topics in Aerospace Studies (2)
Offered as needed to treat new or special subject matter relating to the Department of the Air Force. PRE: CL 2 (F/S)
- AS 499 Flight Instruction Program Ground School (3)
Develops aeronautical knowledge required by the Federal Aviation Administration for private pilots. It familiarizes students with the appropriate general and visual flight rules of Part 91 of the Federal Aviation Regulations, obtaining and evaluating of flight weather reports and flight planning elements such as plotting courses, estimating time enroute and fuel requirements. Required in the Flight Instruction Program (FIP) for the Air Force ROTC cadets.

FIELD TRAINING COURSES

AFROTC field training is offered during the summer months at selected Air Force bases throughout the United States. Students in the four-year program participate in four weeks of field training during the summer after their sophomore or junior year. Students apply for entry into the two-year program must successfully complete six weeks of field training prior to enrollment in AFROTC.

Major study areas in the four-week field training program include junior officer training, aircraft and aircrew indoctrination, career-orientation, survival training, base functions and Air Force environment, and physical training.

The six-week field training program covers all four-week training program areas plus all of the subject matter received by four-year program cadets during their freshman and sophomore years in the General Military Course, including corps training.

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The University reserves the right to, without notice, add, amend, or repeal any of its regulations, rules, policies, resolutions, fees, curricula, courses, and rules of procedure as stated in the catalog, in whole or in part, at such time as it may choose. All statements in this publication are announcements of present policies only and are subject to change at any time by proper authority without prior notice.



CATALOG ADDENDUM
1985-87

Error, omissions, the need for clarification, and policy change make it necessary to observe the following changes in the 1985-87 Catalog:

P. 28: Standards of Academic Progress.
I (Incomplete) is a restricted non-punitive grade. It becomes punitive and is replaced with an automatic NC if not removed within one year.

Continuing students enrolled for 1985-86 are required to repeat courses in their major in which they earned grades of D or NC for 1984-85.

P. 28: Minimum Academic Progress.
...The student whose grade point average is below 1.5 at the end of any one academic year will be placed on academic probation during the next semester of his/her enrollment. Students who are on academic probation may be assigned to the five or six-year programs...Students enrolling for the first time will be assigned at the end of one year's enrollment.

P. 38: The Incomplete: Delete statement that "The incomplete is a punitive grade that will be included in the computation of semester and cumulative averages until removed."

Honor Roll: Matriculated full-time students with no missing grade, no incomplete grade, and no grade below "C", having earned a grade point average of B (3.00) or above during a semester, are listed on the Honor Roll. No honor roll will be published or recognized for credits earned during summer sessions.

P. 54: HPE 111 (Shaw Core Seminar) should read SCS 111.

P. 58: *CSK Communicative Skills should read CSK 112...

P. 61: Public Administration should indicate Bachelor of Arts Degree.

P. 67: HPE 111 = Personal Health; HPE 112 = Fundamental Skills

P. 72: Music: HPE 112 omitted.

P. 76: Radio/TV: HPE 111 = Personal Health; HPE 112 = Fundamental Skills

P. 79: Speech Pathology: HPE 111 = Personal Health; HPE 112 = Fundamental Skills.

P. 90: Special Education: Add 4 hours of electives.

DIVISION OF EDUCATION

P. 93: Under DESCRIPTION OF COURSES, Education 464 is amended to read as follows:

EDU 464 - Teaching Health and Physical Education in Public Schools (3):

The student is placed in a school setting for the purpose of becoming acquainted with the methods and techniques of teaching the subject, grades 1 through 12, as well as becoming acquainted with curriculum materials, for a 12 week period. The student is also expected to attend a weekly seminar throughout the semester. (F/S)

Physical Education

The following courses were inadvertently omitted from the Department of Physical Education, 1985-87 Catalog.

PE 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.

Physical Education Skill Courses

Skills and Techniques:

- HPS 200 **Sports Appreciation (1):** This course is designed to provide various experiences in a variety of sport activities through the media of motion pictures, slides, television, athletic events, guest speakers, models and discussions. Students who cannot participate in the regular required skill courses may elect to take this course to meet the core physical education requirement.
- 211 **Archery (1):** Fundamental skills in target shooting and practice experience in archery games. Fee: \$4.00.
- 212 **Baseball (1):** Practice fundamental individual baseball skills and strategies and the elements of position play.
- 213 **Basketball (1):** Practice experience in fundamental basketball skills and the elements of team play from the coaching standpoint.
- 214 **Beginning Swimming (1):** Offers a fundamental skill and teaching knowledge of the basic strokes. Fee: \$10.00.
- 215 **Intermediate Swimming (1):** Continuation of techniques of elementary swimming with emphasis on endurance, breath control, water agility and the ability to cope successfully with a wide variety of aquatic rescue situations.
- 219 **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.

- HPS 222 **Field Hockey (1):** A basic course covering practice in the fundamentals of stock work and team play.
- 223 **Football (1):** Emphasis on the practice of fundamentals, essentials such as theory or position play and field strategy are coordinated.
- 224 **Tap, Folk and Square Dance (2):** Emphasis is on the basic techniques of tap, folk and square dance.
- 225 **Modern Dance (2):** A study of the fundamentals of modern dance, including an analysis of movement, conditioning techniques, choreography, composition, settings, costuming and exhibition.
- 226 **Recreation Activities (1):** Fundamental techniques, knowledge and appreciation of recreational activities from childhood to adulthood. Shuffleboard, table tennis, croquet, modified bowling, horseshoes, darts, table games, party games and group games. Students who cannot participate in the regular skills courses may elect to take this course to meet the core physical education requirement.
- 241 **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.
- 242 **Bowling (1):** Fundamentals of duck pin and ten pin bowling. Practice in nearby commercial alleys. Fee: \$8.50.
- 243 **Tumbling and Gymnastics (1):** Instruction in elementary gymnastics including calisthenics, apparatus, and tumbling. Opportunity is provided for learning the techniques of teaching gymnastics.
- 244 **Advanced Gymnastics (1):** The development of advanced skills in gymnastics and trampolining.
- 251 **Soccer (1):** Practice in basic skills of kicking, trapping, heading and tackling.
- 252 **Softball (1):** Fundamentals of softball, the correct form of throwing, catching, pitching, batting and the play of different positions demonstrated and practiced.
- 253 **Tennis (1):** Demonstration and drill in mechanics of grips, stances, footwork, strokes, services, fundamentals of court play, rules and strategy.
- 254 **Badminton (1):** Demonstration and drill in mechanics of grips, stances, footwork, strokes, services, fundamentals of court play, rules and strategy.
- 261 **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.

- HPS 262 **Wrestling (1)**: Fundamental skills, individual and group methods of wrestling instructions.
- 263 **Track and Field (1)**: Development of fundamental skills in the various track and field events ordinarily used in secondary schools and colleges.
- 265 **Self-Defense (Karate & Judo) (1)**: A practical course in self-defense designed to provide the basic knowledge and understanding in judo and karate techniques. This course is designed for beginners only. Attainment of White Belt Rank.
- 270 **Paddle Tennis (1)**: To develop an understanding of rules, strategy and performance of skills in paddle tennis. Physical conditioning is stressed.
- 271 **Fencing (1)**: This course is designed to provide students with the fundamental skills of foil, sabre and epee fencing.
- 273 **Handball (1)**: This course aims to develop an understanding of rules, strategy and performance skills in handball; accuracy, agility, coordination and endurance are stressed.
- 275 **Slimnastics (1)**: This course is designed to provide students with appropriate knowledge and skills in body development and weight control.

P. 102: HPE 490 is deleted.

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

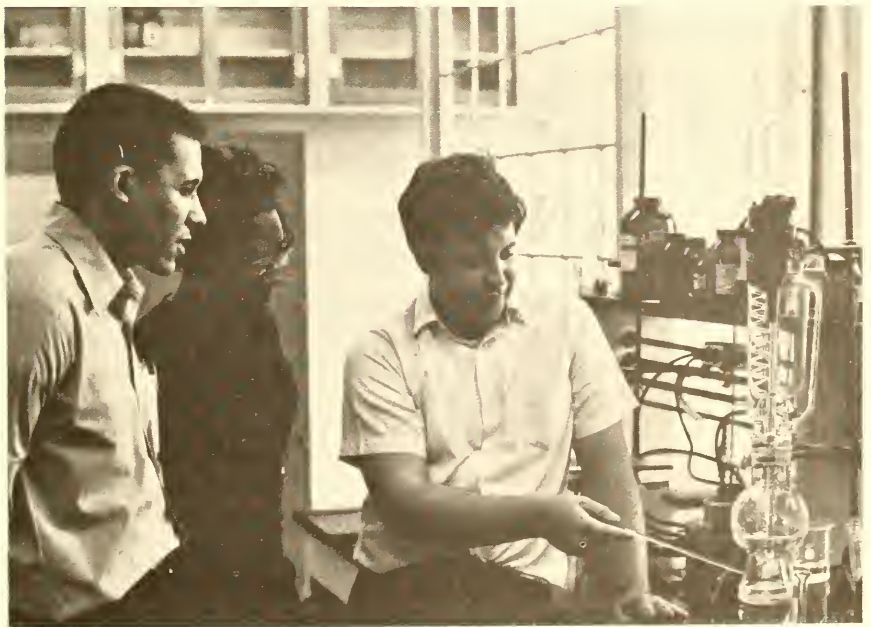
and academic. During the senior year, the Office of Career Guidance and Placement will assist the student in arranging for interviews for employment for those students entering industry, government, teaching, graduate work, and other career opportunities.

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.



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 countries. The forum is open to the public and students from other colleges are encouraged to take advantage of this offering.

LYCEUM AND PUBLIC AFFAIRS 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.

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

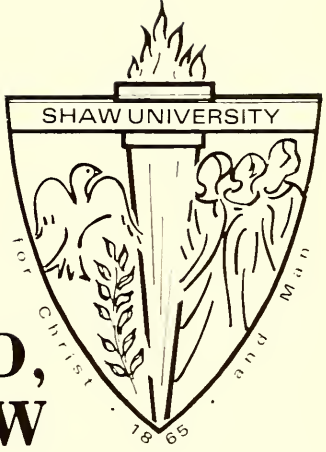
Trustees. A complete list of these organizations is available at the president's office. Their responsibilities and functions are described in the **Shaw University Faculty - Staff Handbook**.

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:

The Director
Special Services
Shaw University
Raleigh, N.C. 27602

UNIVERSITY WITHOUT WALLS

Shaw's University Without Walls (UWW) was developed in response to the fact that for many competent students, existing undergraduate programs are too limited, too prescribed and inflexible, and are not responsively adapted to the urgent needs of contemporary society. The program, therefore, emphasizes a flexible curriculum, combinations in which students work and study, and the development of innovative advances in teaching with unique opportunity to learn and earn the baccalaureate degree.

The program at Shaw is designed to be student-centered and functionally oriented. Although consciously tailored to be self-directed, it offers the opportunity for students to work with special advisers, sensitive educators, recognized resource personnel, selected consultants, and other carefully chosen personnel who will assist the student in attaining an educational objective. As such, the UWW program permits the student to spend as much time as he needs or wants on any phase of his studies and to benefit from resident instructors, and to learn from "adjunct" or off-campus faculty with strong emphasis on the student setting his own pace.

Because of the educational relevancy and practical flexibility, the UWW program at Shaw offers an extremely unique opportunity for members of the armed forces, veterans, state and local employees, graduates of community colleges or technical institutes, policemen, in service teachers, inmates, and many other persons, wherever they are and whatever their academic and learning experiences happen to be. The program recognizes and awards academic credits toward the baccalaureate degree for off-campus learning experiences that may include military training, leadership training, on-the-job training, correspondence and extension courses, credits accumulated from workshops, service schools, as well as many other forms of educational development. By translating achievements and recognizing them as credits toward a college degree, UWW not only facilitates a new approach to quality education, but it also reduces the amount of time and cost required to earn a college degree. For further information see pages 90 through 94, or contact:

