

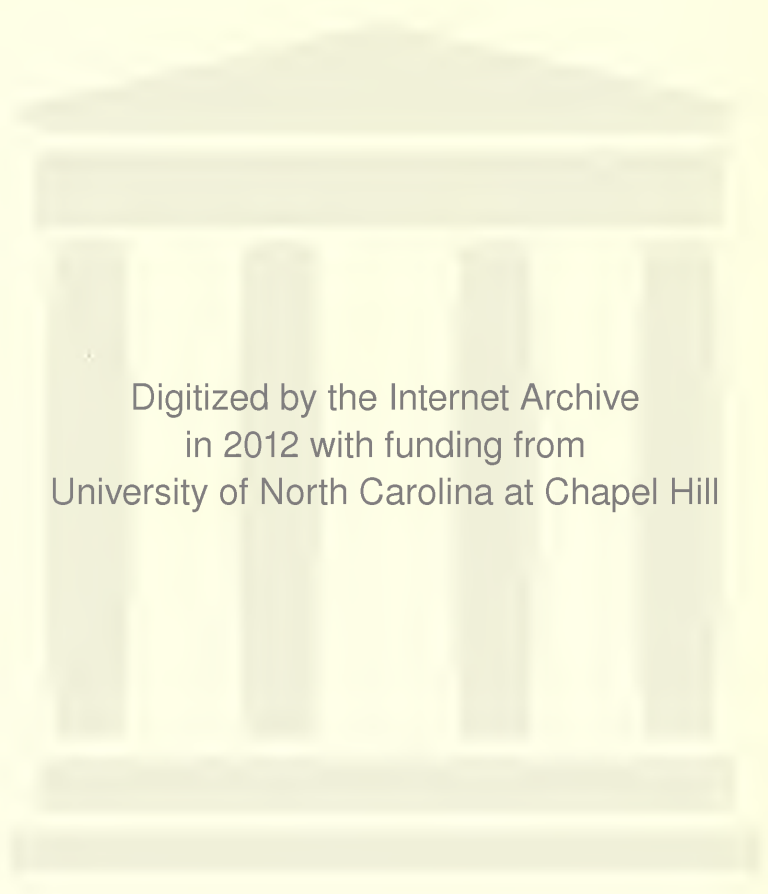
ORIGINAL

# THE SHAW UNIVERSITY CATALOG 1994-1997



SHAW UNIVERSITY ACADEMY

*Strides To Excellence:  
Why Not The Best?*

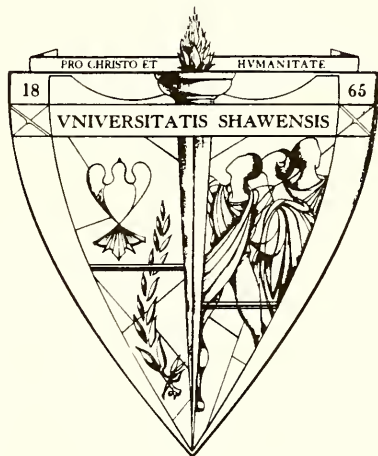


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# THE SHAW UNIVERSITY

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 ORIGINAL

SHAW UNIVERSITY ARCHIVES

**Nondiscriminatory 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.

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## ..... PRESIDENT'S MESSAGE

*As President of Shaw University, a liberal arts, vocationally oriented institution committed to training today's youth for the world of work and service, I invite you to explore the excitement of learning at Shaw. Located in Raleigh, North Carolina, Shaw University contributes to the rigorous academic atmosphere generated also by other prestigious educational institutions within the Raleigh-Durham metropolitan area.*



*Founded in 1865 by Henry Martin Tupper to teach freedmen theology and biblical interpretation, the institution, in the process of development, became the Raleigh Institute in 1866, Shaw Collegiate Institute in 1870, and was incorporated as Shaw University in 1875. Coeducational from its very inception, Shaw recognizes the equality of all races and sexes. Indeed, its mission as a church-related institution involves providing educational opportunities for students from all socioeconomic groups.*

*Believing that learning is holistic, that is, involving mental, physical, and spiritual development, the University offers programs stressing academic rigor, physical development, and spiritual maturation. Opportunity for this mastery is provided through Core courses all entering students must take.*

*Today, after more than a century and a quarter of existence, Shaw University continues to build on its liberal arts tradition, a tradition that espouses learning*

*in the humanities, social and natural sciences, and the quantitative disciplines. To think critically, infer rationally, and excel in verbal and written expression constitute major goals of Shaw's philosophy of education. These provide a common base of understanding affording students an opportunity to pursue specialized interests and careers in both technical and nontechnical fields.*

*We also believe that human development within a social context recognizes the rights of others, that freedom and responsibility are moral twins, that character infused with such values as equality, justice, and human rights is necessary for individual fulfillment and the social good. Thus, Shaw prepares the student to make moral judgments undergirded by a view of human good.*

*Learning at Shaw takes place in a context of a residential college community. However, our educational thrust reaches beyond the campus, involving the less traditional student. A trained, committed faculty, a friendly campus, sensitive administrators, and ample student support services make learning at Shaw both academically rigorous and socially exciting. Of course, the underlying notion is that the liberally educated person is in charge of his or her destiny. To this end, we have adopted the aim: "Strides to Excellence," and the motto: "Why Not the Best?"*

A handwritten signature in black ink, appearing to read 'T. O. Shaw'. The signature is fluid and cursive, with a large initial 'T' and 'S'.

*Talbert O. Shaw  
President, Shaw University*

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## **GENERAL INFORMATION**

### **ACCREDITATION**

Shaw University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the associate and bachelor's degrees.

### **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/Business Cluster Programs  
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

## **INSTITUTIONAL MISSION STATEMENT**

Shaw University is a small, private, coeducational institution founded in 1865. It awards the associate of arts, bachelor of arts, and bachelor of science degrees. The University is church-related, having remained affiliated with the Baptist church throughout its history. The institution is committed to providing educational opportunities for all segments of our society without regard to race, creed, or ethnic origin. However, historically, it has maintained a special interest in the education of minorities who have been traditionally excluded from the mainstream of American education. The University actively recruits diverse students with academic potential who otherwise might not have the opportunity to attend college.

The Board of Trustees, administration, and faculty believe that it is possible and desirable to be liberally educated for the world of work. Thus, the University provides students with a general education base in the humanities, arts, and sciences, upon which students build a major academic program in a discipline offered in one of five divisions. With their liberal arts background and major concentration, students are prepared to enter the world of work upon graduation or to continue their studies in graduate or professional school.

Shaw has traditionally provided a comprehensive campus support system for all of its students. Central to this system is a faculty that has the appropriate credentials and experience for serving the student body. This support system also includes financial, academic, cultural, and counseling services; a well-equipped and professionally staffed library that supports the academic programs; a variety of student activities that promote student development; and a secure, healthy living/learning environment. Through this support system, students are enabled to experience academic success in college and to earn their degrees.

The University's mission of expanding educational opportunities for students results in innovative approaches to the educational enterprise. Through its Center for Alternative Programs of Education (CAPE), the University takes some of its academic majors to several extramural sites in the state of North Carolina. Students enrolled at these sites are usually older than the traditional college student, and most of them are already employed. Graduation from the University provides them with a means of enhancing their personal development and professional mobility.



Academic programs at the University are added or deleted in response to student need/demand, changing demographics/world situations, or scientific/technological innovations. With each new academic program, students are afforded expanded opportunities to experience higher education and success.

Ultimately, the mission of Shaw University is the graduation of students with certain demonstrated competencies. These competencies include a basic knowledge of the liberal arts and sciences; analytical, cognitive, communicative, and quantitative skills; an understanding of self and a broad knowledge of the world; an awareness of and commitment to values; and possession of the specialized or technological knowledge and skills necessary for economic or professional success.

### **INSTITUTIONAL GOALS STATEMENT**

To attain the outcomes identified in the mission statement, the University has set the following goals for the 1990 to 1997 period:

- 1** continued improvement of the curriculum with an emphasis on ensuring the acquisition of stated competencies;
- 2** expansion of academic programs, possibly to the graduate level, to address technological, scientific, or societal demands;
- 3** strengthening of student support, including orientation, counseling, advisement, testing, placement, tutoring, library and bookstore resources, financial aid, record keeping, and computer services;
- 4** continued enhancement of activities and services designed to improve student life and development;
- 5** increased percentage of faculty with terminal degrees to 80 through recruitment and the continuation of policies that encourage present faculty to pursue terminal degrees;
- 6** increased enrollment of students to a maximum of 2,500;
- 7** increased student retention rate each year over this seven-year period;
- 8** comprehensive upgrading of facilities;
- 9** increased acquisition of financial resources to ensure institutional viability and growth;
- 10** continued improvement in the management of its funds; and
- 11** ongoing maintenance of an integrated system of planning, management, and evaluation to improve all major operations at the University and to ensure institutional effectiveness.

## **HISTORICAL PERSPECTIVE**

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

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

The University graduated its first college class in 1878, its first class of medical doctors in 1886, awarded its first law degree in 1890, and its first pharmacy degree in 1893. In 1909, the Normal Department was supplanted by an Education Department, and in 1910, the Preparatory Department became a four-year academy. The professional schools were closed in 1918, but the college, theological department, and academy were continued, the latter existing until 1926. The theological department became a theological seminary in 1933, and continued as part of the University until 1976, when it became an independent institution. Since 1921, Shaw has functioned primarily as a liberal arts college, although it has retained its name as a university.

In 1931, the University elected its first Black president, Dr. William Stuart Nelson, who was president from 1931 to 1936. Each of the presidents since then has been of the same racial designation. In 1963, the University elected its first president who was an alumnus of the school, namely Dr. James E. Cheek. He remained president from December, 1963 through June, 1969. Dr. Talbert O. Shaw, President of Shaw University, has led the institution in its "strides to excellence" since 1987. He and Shaw University were the subject of a March, 1994 cover article in *The Chronicle of Higher Education*, this

country's most important journal on colleges and universities. The article focuses on the University's recent history, remarking on the great strides it has made and the momentum it has developed.

### **ETHICS AND VALUES: SHAW UNIVERSITY'S NEW ACADEMIC THRUST**

*(Published in 1993, the following essay by President Talbert O. Shaw gives insight into Shaw University as an institution that honors tradition in innovative ways.)*

Free, functioning, and orderly societies, generally, are held together by commonly accepted values, designed for the good of individuals as well as the community. In these societies, value-laden themes prevail such as justice, discipline, honesty, courage, responsibility, pursuit of excellence, truth, respect for life and limb, and concern for others.

When its traditional value system breaks down, a society becomes chaotic, unable to function, and creates a "numbness" of social conscience resulting in a loss of personal integrity and concern for each other. Social problems emerge producing numerous patterns of antisocial behavior. This chaotic state generally develops when crucial social institutions—the family, church, and academic institutions—fail in preserving the best of their moral traditions. In other words, when society forgets its once great ideals, and separates from its traditional values, decline and decay seem unavoidable.

Such conditions create a crisis of belief accompanied by social conflicts and lack of respect for accepted norms. The documented breakdown of morality in American society testifies to a crisis of belief regarding what is good, right, or appropriate. There is a clear lack of agreement regarding what is better or worse in human conduct. Doubt, turmoil, and despair abound.

Who does not (except the few beneficiaries) condemn the recent S & L embezzlement of hardworking Americans' savings? Who does not despair at the drug-ridden culture that is enveloping us all? Who does not bemoan the tragic loss of respect for life and limb? Where is there significant social concern for the welfare of our children? Why do numerous Americans live without adequate health care caused by escalating costs in the richest country on the globe with the best trained doctors and the most highly equipped medical facilities? Why do racism and prejudice continue to influence the delivery of justice in the treatment of ethnic minorities?

Again, a number of our leading institutions—whether economic, political, scientific, religious, or educational—must share the responsibility for this crisis in belief and values. America has returned to the worst of its past, the rugged frontier individualism where every individual represented a barrier of personal gains, and the gun was the ultimate symbol of authority.

Universities and colleges must shoulder a significant part of the burden for the present crisis in values. The ultimate goal of education is the development of character which will enable citizens to function productively and morally in pursuit of the common good. As inheritors of the classical tradition, we have forgotten or abandoned Aristotle's ideal of the good citizen, that political animal habituated to be ethical. And one becomes ethical by behaving ethically. Virtue is acquired by practicing virtuous behavior.

I contend that American universities and colleges have contributed significantly to the crisis of values and the breakdown of personal and social morality. Perhaps contributing to this is the overwhelming academic emphasis on science and technology and the minimizing of the humanities. Federal funding of science which is significantly higher than support of the humanities reinforces this contention. And, of course, this under-emphasis of the humanities moves from the university into public life, often lacking social concern and deeply committed to selfish ends.

The rapidly changing American culture further intensifies this crisis, for confusion increases when change takes place without a guiding vision or ideal. Curricular changes in educational institutions over the past century have replaced value studies and humanities courses with those largely of a vocational or professional/practical nature.

Accordingly, studies in moral philosophy have disappeared. Warren Bryan Martin in an essay, "History, Morality and the Modern University," states that the university cannot function any more than society without history and morality. He further states that whereas, earlier, the chapel and the library symbolized the essential point on which the university turned, such as the spiritual and the intellectual, "now on most campuses, the chapel seems to be more like a burnt-out volcano. It may once have been at the center, full of light and heat if not fire and smoke."

Consequently, a steady stream of graduates departs our universities technically sophisticated, but devoid of any real concern for traditional values, of individual and moral responsibility, of caring for others, of honor and integrity, of tolerance and mutual respect, of individual fulfillment within a framework of shared values. (Martin)

Shaw University is committed to correct this moral void. We will do so with a values agenda, a curriculum with value-laden themes, themes which focus on developing the whole student. It will be a curriculum designed to cultivate the intellectual, spiritual, and the practical potentials of students. Society needs inner-directed souls who are able to draw on the best in

human nature to shape a world in quest of the common good. Already, our world is full of outer-directed leaders, technocrats largely lacking the sensitivity of and the commitment to commonly accepted norms necessary for a just society.

Shaw University's present curriculum contains framework for its new thrust in teaching ethics and values. Every Shaw student earns credits from a liberal arts core including courses in the humanities, the social and natural sciences, the arts, and, of course, in his/her major discipline. The new academic thrust, for which Shaw intends to be unique in the academic world, involves the infusion of ethics and values courses through the curriculum. Thus, freshmen, sophomores, juniors, and seniors will take courses on values during their entire academic life at Shaw University. Students who want to study ethics within a liberal arts framework will come to Shaw where fact and value combine, where theory and practice come together, where the relationship between classroom and the world of work is made clear.

Within this framework, ethical insights from the performing and visual arts will be consciously utilized and emphasized, for the arts tend to be a sensitive indicator of the prevailing characteristics of an age, and the restless movement of the human spirit. Throughout recorded history, from the sad compassion of oriental art, through the ages of Greek mythology, Hebrew symbolisms, Afro-centric realism, medieval romanticism, and modern impressionism, great literature and drama have distinguished between good and evil, right and wrong, beauty and ugliness. Art, through dance, paintings, sculpture, and mystical symbolisms, portrays the confusion and conflicts of the day. The artist does not only portray what is, but as a philosopher, envisions what ought to be.

Shaw University will implement this new academic thrust by educating students to be leaders, mentally sophisticated, spiritually sensitive, and morally committed to help build a better world, where (utilizing a biblical metaphor) the lion and the lamb can lie down together, where there is unity in diversity, and the strong and the weak share the common good. Such an ideal is achieved only by unwavering character, and the ultimate aim of education is the development of character.

.....

## ADMISSIONS

Requirements for admission to Shaw University are established by the faculty and reviewed by the administration, with minimum standards subject to the approval of the Board of Trustees or its Executive Committee. The minimum standards are as follows:

- 1 a high school diploma or General Education Development (GED) certificate;
- 2 the following distribution of high school units:

English	3 units
Mathematics	2 units
Natural sciences	2 units
Social sciences	2 units
Electives*	9 units
- 3 and a minimum of a 2.0 grade point average overall, unless recommendations or other evidence indicate the student's college potential.

\*Electives should be in English, foreign languages, mathematics, natural sciences, or social sciences.

However, applicants may have to meet standards above the minimum for actual admission to the University. The University administration and faculty, which have jurisdiction over the admissions process, require that the Office of Admissions and Recruitment consider such factors as an applicant's grades or GED test scores, class rank, standardized test scores, pattern of courses completed, educational objectives, school and personal recommendations, record of past conduct, or personal records when making its admissions decisions.

Persons who seek admission to the University must submit the following:

- 1 Shaw University application;
- 2 nonrefundable application fee of \$25 by check or money order;
- 3 Shaw Medical Form, including physician's signature;\*
- 4 current immunization record;\*
- 5 residency application;
- 6 Free Application for Federal Student Aid (FAFSA);
- 7 official copy of high school transcript or GED certificate;
- 8 official copies of transcripts from all institutions attended after high school (transfer students only); and
- 9 recommendation form.

\*Applicants who wish to enroll in the Center for Alternative Programs of Education (CAPE) are not required to submit medical items.

Necessary forms can be obtained by writing to the Admissions Office, Shaw University, 118 East South Street, Raleigh, NC 27601. Admissions materials should be sent to the same address.

Students are encouraged to take SAT or ACT tests and have the scores sent; however, the University does not make such scores a determinant of admission.

Admission to the University is contingent upon the University's verifying the applicant's graduation from high school and receiving transcripts showing the applicant's satisfactory performance in any courses completed after applying for admission. Submission of false, distorted, or incomplete statements on or with the admissions application or submission of fraudulent residence affidavits may result in denial of classes, loss of tuition and fees paid, exclusion or dismissal, and/or loss of future registration privileges.

Each year Shaw University admits a limited number of students who may not fully meet the institution's regular admissions criteria but whose overall profile suggests academic promise.

## **EARLY ADMISSION**

Early admission as full-time college freshmen may be granted to high school juniors who meet the following criteria:

- 1** enrollment in the college/academic track in high school and completion of the junior year with a minimum cumulative grade point average (GPA) of 3.5 in academic subjects or enrollment in the college/academic track in high school and completion of the junior year with a minimum cumulative GPA of 3.5 and a minimum cumulative GPA of 3.0 in academic subjects. **Note:** The following are considered academic subjects: college-preparatory English, algebra, geometry, algebra/trigonometry, biology, chemistry, physical science (with at least one laboratory), social science, and humanities.
- 2** submission of letters of recommendation from a counselor and two teachers addressing academic and social maturity.
- 3** submission of a letter from the principal acknowledging recognition of early admission in lieu of the senior year.
- 4** submission of a letter of approval from the parents/guardians. Students enrolled under the early admissions policy are required to submit the same documents as regular admits. However, all documents and letters must be received before admission can be granted. These include the final transcript after completion of the junior year. Notification will not be given until after July 1, immediately preceding the fall entry date.

## **INTERNATIONAL STUDENT ADMISSION**

All prospective international students must make application to the Admissions Office. The following forms must be returned in a timely manner:

- 1** International Student Application;
- 2** high school and college transcripts;
- 3** notarized affidavit of financial support;
- 4** Housing Reservation Card;
- 5** Student Data Form;
- 6** Medical Form;
- 7** immunization records;
- 8** College Work-Study Application;
- 9** Conduct Code Form;
- 10** Residency Affidavit; and
- 11** Acceptance Form.

The enrollment of international students is not complete until all of the above are returned.

Foreign students who are issued an I-20 document by Shaw University must report to the University within the time specified.

## **ADMISSION TO THE TEACHER EDUCATION PROGRAM**

Admission to the Teacher Education Program is distinct from admission to the University. Students planning to pursue a teacher preparation program at Shaw University must meet certain special admissions criteria and be formally admitted to the Teacher Education Program. In addition to regular, degree-seeking students, the Teacher Education Department also formally admits “certification-only students”—those who are adding on a certificate or those who already hold a degree and are seeking initial certification. For admissions procedures, the student should contact the Education Department.

## **READMISSION**

Any student who has previously attended Shaw University but was not in attendance during the prior semester or who withdrew from the University before completing the prior semester is required to file an application for readmission with the Office of Admissions.

In cases where an applicant was granted admission but found it impracticable or impossible to attend, the applicant need only write a letter to the Office of Admissions and request reinstatement of the application (giving the date desired to report for registration).



A student who has been dismissed from the University may reapply after one full semester. A student who formally withdrew may apply for readmission prior to the beginning of the next scheduled semester or summer session.



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**THE CENTER FOR ALTERNATIVE PROGRAMS OF EDUCATION (CAPE)**

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

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

**SPECIAL ADMISSION PROCEDURES FOR CAPE CENTERS**

Prospective CAPE students should have accomplished two years of college study or spent three years in the world of work. Applications for admission should be sent to the Office of Admissions as soon as they are completed. No CAPE student will be considered "admitted" if the admissions process is not observed. Transcripts must also be sent to the Office of Admissions for evaluation and for inclusion on the student's permanent record.

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## **TRANSFER POLICY**

Transfer applicants are required to provide to the Office of Admissions any transcripts of credits earned from all postsecondary schools. All transcripts must be signed by the authorized official.

It is the student's responsibility to request that all transcripts and other records be forwarded to the Office of Admissions. Copies of all postsecondary transcripts should be received prior to enrollment. Transcripts received after midsemester of the first semester of enrollment may not be processed for advanced standing. 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 forwards the official copy of all college or university transcripts to the Director of Records and Registration. Course work transferred in, or accepted, for credit toward a degree must be completed at an institution accredited as degree-granting by a postsecondary regional accrediting commission at the time the course work was completed. Exceptions may be allowed at the discretion of the University. Transfer credit is given only for courses in which the student earned a final grade of "C" or above. To earn a Shaw degree, students transferring from accredited junior and senior colleges are required to complete successfully at least 30 semester hours or one academic year of study at Shaw University. Students transferring from a two-year institution are required to complete at least 30 semester hours for the associate degree and at least 50 semester hours for the baccalaureate degree at Shaw University. They may transfer in no more than 70 credit hours. Students transferring from a senior college are required to complete at least 30 semester hours at Shaw University. They may transfer in no more than 90 credit hours.

### **TRANSFER CREDITS FOR CURRENT SHAW STUDENTS**

In order for a currently enrolled Shaw student to pursue courses of any type at another institution for transfer credit towards a Shaw degree, the student must obtain in advance of registration for such course(s) written approval from his or her advisor and the Vice President for Academic Affairs. Credits are appropriately processed and entered on the transcript of the student, showing courses, descriptive titles, and course credit hours. Grades are transferable and are recorded and 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 cases prior to registration at a CRC institution. CRC course credits are recorded and computed the same as courses pursued at Shaw University.

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**1994-1995 EXPENSE SHEET**

**(FEES ARE SUBJECT TO CHANGE)**

<b>Description</b>	<b>Amount per session</b>
Full-time tuition (12 to 17 hrs.)	\$2,633.00
*Per semester-hour charge	\$219.00
Room fee	\$649.00
Board fee	\$1,089.00
Administrative fee	\$125.00
Insurance fee	\$100.00
Damage fee (refundable)	\$100.00
Key deposit fee (refundable)	\$20.00
Graduation fee	\$75.00
Student teaching fee	\$110.00
Special tuition — Applied Music	\$25.00
Special tuition — Bowling	\$16.00
Special tuition — Swimming	\$40.00
Drop fee	\$6.00
Add fee	\$6.00
Delayed/Delinquent exam fee	\$40.00
Duplicate I.D. card	\$10.00
Penalty fee for failure to preregister	\$25.00
Late registration fee: First day	\$30.00
Each subsequent day	\$6.00

\*Additional charge for hours taken over 17

Payments are to be made by money order, cashier's or certified check made payable to Shaw University, or by VISA or Mastercard. Full payment is due at the time of the transaction.

Students enrolled in biology, military science, art, and other courses may be assessed an additional fee to cover the cost of materials, individual instruction, and equipment required for the course. The amount of the supplementary fee for a specific course is listed in this catalog in the description of the course. The delayed or delinquent exam fee of \$40 must be paid at the time of the transaction.

Fees for dropping/adding of courses, late registration, delayed/delinquent exams, and duplicate I.D. cards must be paid at the time of the transaction. These charges will not be added to the student's account.

Books cost approximately \$250 per semester (for a full-time student). Payment for books must be in cash at the time of purchase. All students living on campus will be charged a telephone fee of \$100 per semester. This must be an advance cash payment.

**Total cost per semester**

On campus	\$4,596.00
Off campus	\$2,858.00
Off campus (CAPE)	\$2,758.00

**Total cost per year**

On campus	\$9,192.00
Off campus	\$5,716.00
Off campus (CAPE)	\$5,516.00

The above fees are subject to change.

## FINANCIAL AID

Financial aid at Shaw University consists of scholarships, grants, loans, and jobs awarded singly or in the form of a “package” to meet a student’s financial need. The factor of need is considered for all forms of financial assistance. The financial aid program is designed to provide financial assistance to qualified and deserving students who, without it, would not be able to attend or remain in school.

### SOURCES OF FINANCIAL AID

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

**Federal Perkins Loan** (formerly the National Direct/Defense Student Loan—NDSL). The Federal Perkins Loan is a federal loan administered by the University to provide long-term, low-interest (5%) loan funds for educational expenses to students with “exceptional financial need.” Under this program, students may borrow up to \$3,000 per year to finance their educational expenses. The total amount borrowed can not exceed \$15,000 for undergraduate students. Repayment begins nine months after graduation or after the student ceases to be enrolled on at least a half-time basis.

**Federal Stafford Loan** (formerly the Guaranteed Student Loan Program—GSL). The Federal Stafford Loan is a low-interest loan made to eligible students by lending agencies. These loans are made for the purpose of helping a student meet educational expenses. Interest is deferred on the principal of the loan during the student’s enrollment period. Students who demonstrate need may borrow up to \$2,625 a year as first-year students, \$3,500 a year as second-year students, and \$5,500 a year after the completion of the first two years of undergraduate study. Repayment begins six months after graduation or after the student ceases to be enrolled on at least a half-time basis.

**Federal Parent Loans for Undergraduate Students (PLUS)**. PLUS loans are for parents of dependent students enrolled in college. This loan provides additional funds for educational expenses. Borrowers begin repayment of principal and interest at a variable interest rate within 60 days of the receipt of the loan funds, unless they are eligible for a deferment. Parents of dependent students may borrow up to the student’s cost of attendance minus any financial aid received.

**Unsubsidized Federal Stafford Loans for Students**. These are Stafford Loans that are not based on need. The borrower is responsible for paying the interest during in-school and deferment periods. However, the borrower may defer the interest while enrolled. The loan limits are the same as the Stafford Loan for dependent students. This loan provides additional funds for

educational expenses. Borrowers begin repayment of principal and interest within 60 days of the receipt of the loan funds. Self-supporting students may borrow up to \$4,000 per year as first- and second-year undergraduates and \$5,000 per year as third- and fourth-year undergraduates (not to exceed the cost of attendance minus any other financial aid), to help meet educational expenses.

**Federal Pell Grants.** These grants are available to students who are attending college on a full- or part-time basis. They are based on a federal formula that measures the ability of students' families to meet their educational expenses. An application for a Pell Grant must be submitted for the academic year for which the student is applying. The Free Application for Federal Student Aid (FAFSA) may be obtained from institutions of postsecondary education, high schools, public libraries, and other easily accessible locations. A Student Aid Report (SAR) should be received within four to six weeks. The SAR is sent to the student's home address and should be forwarded to the Office of Financial Aid.

**Federal Supplemental Educational Opportunity Grant Program (FSEOG).** FSEOG awards are made to the students with greatest need, with priority given to students who receive a Pell Grant. The grant ranges from \$100 to \$4,000 per academic year, depending upon the student's need and the availability of funds.

**State Guaranteed Loans.** These loans in amounts up to \$2,500 per year may be secured through participating banks in the student's hometown. In North Carolina, applications must be submitted to College Foundation, Incorporated, which administers the program.

**North Carolina State Contractual Scholarship Fund (NCSCSF).** This grant is funded by the State Legislature especially for private institutions and is limited to North Carolina residents who demonstrate exceptional need.

**North Carolina Student Incentive Grant (NCSIG).** This grant is offered to legal residents of North Carolina who are full-time students with demonstrated financial need. Funds are awarded in amounts up to \$1,500 per year. The program is administered by the State of North Carolina through College Foundation, Inc. Students may apply by using the same need analysis forms as they use for other federal and state aid. A copy of the Free Application for Federal Student Aid (FAFSA) must be processed by March 15th of the year in which the student is applying for the grant.

**North Carolina Legislative Tuition Grant (NCLTG).** This grant is funded by the State Legislature especially for private institutions and is limited to full-time students who are residents of North Carolina.

**Federal Work-Study (FWS).** The Work-Study program provides part-time employment to eligible students who are enrolled. Students earn at least the minimum wage. Work-study gives students a chance to earn money to help meet their educational expenses. Students are employed on campus by a variety of departments and offices, with the typical student working approximately 8 to 12 hours per week. Students must assume full responsibility for applying funds earned through the program to meet their educational expenses.

**University Work Aid (UWA).** UWA is funded by the institution to assist a limited number of students with employment. It is an institutional program similar to the Federal Work-Study program. The difference is that institutional, not federal funds are used to finance the program. Funds are usually given to international students and students not eligible for federal funds.

**Scholarships and University Grants-in-Aid.** Merit scholarships are awarded to students who are recommended by their high schools and who achieve satisfactory SAT scores. The scholarships vary in amount and are renewable each year provided the student maintains high scholastic achievement. The University also provides a limited number of University Grants-in-Aid (UGA) for students whose circumstances indicate special consideration should be given. Other scholarships are awarded according to criteria set by each donor.

## **HOW TO APPLY FOR FINANCIAL AID**

In order to be considered for financial assistance, continuing students must submit all completed financial aid forms to the Office of Financial Aid. Forms and applications for continuing students may be secured from the Director of Financial Aid.

All new students must

- 1** apply for admission to the University and complete all forms required for admission. Applications for those who wish to enroll may be secured from the Director of Admissions.
- 2** file the Free Application for Federal Student Aid (FAFSA). This form is available at high school counseling centers and the Office of Financial Aid at Shaw University.
- 3** file a separate application when seeking assistance for Summer Session. If the application procedures described are followed, the student is considered for all types of assistance for which the student is eligible.



## **TRANSFER STUDENTS AND FINANCIAL AID**

- 1** In order to be considered for aid, transfer students must submit a Financial Aid Transcript (FAT) from their most recently attended postsecondary school, college, or university.
- 2** Students transferring after only one year at another institution are still eligible for the Pell Grant. Shaw will not make a final decision on the aid package until the FAT and Student Aid Report (SAR) 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 Office of Financial Aid, which will determine the award amount of Pell Grant the student 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 states before applying for aid from Shaw.

## **WHAT TO FILE EACH YEAR TO CONTINUE FINANCIAL AID**

A student awarded financial aid must submit a new Free Application for Federal Student Aid every year. The student's eligibility for funds from year to year is based on the most current financial circumstances of the student's family.

Therefore, the following must be on file:

- 1** the student's (and spouse's) Federal Income Tax Form 1040, 1040A, or 1040EZ for the last tax year. The student should submit a complete, SIGNED copy (or copies) of the student's (and spouse's) Federal Income Tax Form to the Shaw University Office of Financial Aid no later than May 1st.
- 2** Parents' Federal Income Tax Form 1040, 1040A, or 1040EZ for the last tax year. If a dependent student, the student must submit a complete SIGNED copy of the parents' Federal Income Tax Form to the Office of Financial Aid no later than May 1st.
- 3** Financial Aid Transcript (FAT). Students who have attended other postsecondary schools (colleges, universities, technical institutes, etc.) must have a FAT completed by the financial aid office at each of those schools and submitted to the Shaw University Office of Financial Aid no later than the date of registration. This form is required whether the student received financial aid at these other schools or not. A blank FAT form is available from the Shaw University Office of Financial Aid, and it may be duplicated as needed. It is the student's responsibility to make sure that FATs are sent to Shaw University's Office of Financial Aid by any previous schools. If the student has attended other postsecondary schools, the student's file is incomplete until those forms are received.

## REFUNDS AND FINANCIAL AID

In the determination of a student's financial package, the University takes into consideration any funds that are available to cover the cost of the student's education, including funds made available for student assistance by a third party in the form of tuition assistance, scholarships, or payment 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. The student must report any scholarship, grant, work, stipend, or change in financial condition that is not specifically listed on the award notification for possible revision of the aid award.

When the University receives funds to cover the student's cost of education, the amount of any award made to the student from University funds shall be reduced if the combined total to the student from University funds and the additional funds received exceeds the student's educational cost at Shaw.

A student is eligible for a refund after all charges have been posted to the student's account. Refunds are shown as credits on the student's account, unless the student requests a check for the amount of refund. Normally, checks are processed within two weeks.

The University does not make refunds that result from a University Grant-in-Aid (UGA), a University Grant-in-Athletic Aid (UGAA), and/or a University scholarship award. There is also no refund of fees for students who withdraw from the University as a result of suspension or dismissal.

## SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID RECIPIENTS

Academic progress is defined as satisfactory based on the following maximum academic years and earned semester hours for each year of enrollment:

Academic semesters completed	1	2	3	4	5	6	7	8	9	10
Earned semester hours	12	24	36	48	60	72	84	96	108	120

At the end of the Spring Semester, each student's academic record is reviewed to determine whether academic progress has met the above standards. In general, satisfactory academic progress requires that for each two semesters (i.e., one academic year of enrollment, summer being optional), the student must earn 24 semester hours. To be eligible for TITLE IV aid, after the student's second academic year of attendance at Shaw University (and for each succeeding academic year), the student must have a cumulative "C" average or have academic standing, at that point, consistent with Shaw University's requirement for graduation.

## **FINANCIAL AID PROBATION AND INELIGIBILITY**

A student who fails to meet the minimum requirements as stated will be on financial aid probation for the next succeeding academic year of enrollment. If, at the end of the probationary year, the student still does not meet the minimum requirements as stated, the student is no longer eligible for financial aid.

## **APPEAL AND REINSTATEMENT OF ELIGIBILITY**

A student may regain eligibility for financial aid if the Vice President for Academic Affairs confirms in writing to the Office of Financial Aid that the student is progressing academically. In such a case, "satisfactory academic progress" means that the student achieved academic standing consistent with graduation requirements later in a semester of study. A student may be eligible for Title IV funds for the grading period in which the student regains satisfactory academic standing, but not for those semesters in which the student was not making progress. An appeal, including explanation of mitigating circumstances, can be submitted to the Vice President for Academic Affairs.

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## STUDENT STATUS

### CLASSIFICATION OF STUDENTS

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

<u>Earned semester hours</u>	<u>Classification</u>
1-23	freshman
24-52	sophomore
53-87	junior
88 and above	senior

### VETERANS AS STUDENTS

Shaw University is on the list of approved institutions that can provide education under the Department of Veterans Affairs Benefits Program. Shaw offers VA programs to qualifying applicants attending the main campus in Raleigh, as well as all the CAPE centers.

A veterans counselor is located in the Office of Records and Registration to provide information and assistance to students who are eligible for VA benefits under existing policies and guidelines of the Department of Veterans Affairs and the State Approving Agency in North Carolina. Students who receive or are planning to receive VA benefits should notify the veterans counselor of intent to register, changes in program, or any other interruption or change of status. Students receiving VA benefits are also required to submit a completed semimonthly class attendance report throughout active enrollment. Those who fail to comply will be decertified by the veterans counselor.

Veterans cannot be certified for payment for internships or audited courses. Although veterans normally cannot be certified for payment for independent study, payment may be authorized if the veteran is a senior and the course is required for graduation.

### SPECIAL STUDENTS

A student may enroll at Shaw University with no intention of earning a degree. Such applicants seek admission as special students and are so classified once enrolled. Special students have many valid reasons for enrolling—self-satisfaction, personal improvement, preparing for teacher certification, satisfying prerequisites for graduate work—to name a few.

Special students are not eligible for federal financial assistance or the North Carolina Legislative Tuition Grant.

Special students who apply for regular admission and become matriculating students are held responsible for the curriculum requirements (of their respective majors) under which they are officially admitted.

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## REGISTRATION

Official registration is required for each semester and summer session. If not officially registered, students cannot be given credit for course(s). Therefore, the student must take and complete each prescribed step, including satisfactory arrangement for payment for fees by cash, financial aid, or other means. A full-time student is a student who is enrolled for 12-17 credit hours. A student would carry an overload if enrolled for 18 or more hours and must secure approval from the Division Chair and Vice President for Academic Affairs to do so.

### ACADEMIC ADVISEMENT

Students are assigned to a faculty advisor to ensure accurate advisement during the first two years of matriculation, the period during which most students complete the University Core requirements. Faculty advisors meet with their student advisee groups at least twice per semester.

Students are required to complete preregistration for the ensuing semester with their academic advisors. Students who do not complete preregistration are fined with a late registration fee. The intent is to ensure that students receive good academic advisement, take courses in the correct sequence, and maintain realistic course loads.

### 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(s) involved. Changes in registration can normally occur only within the prescribed dates shown in the academic calendar (see **1994 — 1996 Academic Calendar** in this catalog).

Exceptions must receive special permission from the Vice President for Academic Affairs. For a change to be valid, a student must file a drop/add form with the Office of Records and Registration. A fee, which is subject to change without notice, is charged for each change.

### INTERINSTITUTIONAL REGISTRATION

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

**BUCKLEY AMENDMENT**

The University policy for the administration of student educational records is in accordance with the provisions of the Family Educational Rights and Privacy Act of 1974 (P.L. 93-380). Personally identifiable information contained in student educational records will not be disclosed to persons outside the University without the prior consent of the student. Under this policy, the student also has a right of access to student educational records maintained by the University or any department within the University. A copy of the University policy dealing with the privacy of student educational records is maintained in the Office of Records and Registration.

## **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-minute periods) of instruction. In cocurricular activities, such as the Shaw Band, the University Chorale, or the Shaw Players, one semester hour is earned for participation. Other laboratory-type courses or experiences for credit usually earn one semester hour for three hours of work per week during a semester. "Semester hour," "academic credit," "credit hour," and "credit" are used synonymously to measure academic course work at Shaw University. Credit is not allowed for courses taken that substantially duplicate courses already completed, or for courses for which the student is not officially registered.

### **CREDIT FOR SPECIAL EDUCATIONAL EXPERIENCE**

Credit for life experience, military experience, military schools, and 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.

### **CREDIT BY EXAMINATION**

Shaw University recognizes the College Level Examination Program (CLEP), Departmental Examinations, Credit-by-Exemption Examination, College Entrance Examination Board (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).

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. Credit by Examination is authorized in all areas, but it is the prerogative of the departmental faculty to exclude certain courses that are demonstrably unsuited for credit by examination.

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."

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

### **REPEATING A COURSE**

Students may repeat only a course in which a final grade of "D" or "F" has been earned. Even though the course may be repeated several times,

academic credit can be counted only once. If a student's original grade was a "D" and the grade achieved in repeating the course is higher, the "D" is dropped and the higher grade replaces it in calculating the cumulative average. If the original grade is an "F" (a punitive grade) and the grade achieved in repeating the course is higher, both the higher grade and the "F" are counted in calculating the cumulative average. If a student fails a course twice, the "F" grade counts only once in calculating the cumulative average.

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 that is being repeated.

### **INDEPENDENT STUDY**

Independent Study is restricted to juniors and seniors and is to be used only when particular courses are needed to meet graduation requirements.

Courses taken through Independent Study must have the approval of the Chair of the 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. Veterans cannot be certified for payment for Independent Study.

### **COURSE WAIVERS OR SUBSTITUTIONS**

Recommendations to waive a course requirement or to substitute one course for another must be sent to the Vice President for Academic Affairs for final action. Students may substitute no more than two courses in a program. Substitutions must contribute educational value to the program in which the student is enrolled and be judged to contribute toward the student's primary objective. The authorization to waive or substitute a requirement in a core or major area does not reduce the total hours required for the degree. The student is still held responsible for the total aggregate of hours shown in the curriculum outline.

### **AUDITING A COURSE**

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.

Formal application must be processed prior to the student's entering a class for audit. The student applies for admission to the class by writing to the instructor; after receiving the approval of the instructor and the Vice President for Academic Affairs, the student presents such approval to the University Cashier with the required payment. The Cashier validates the request and provides a copy for the Director of Records and Registration.



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**ACADEMIC ASSESSMENT AND ACHIEVEMENT CENTER (AAA)**

The AAA Center offers reinforcement, developmental, and enrichment instruction in English composition, mathematics, science, and the humanities. Placement into the AAA Center is determined by the student's record, placement examination, referrals, and by student choice. Students experiencing difficulty in their courses may seek assistance from the Center.



## STANDARDS OF ACADEMIC PROGRESS

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

- A** Excellent, or 4.00 grade points per semester hour of credit
- B** Above average, or 3.00 grade points per semester hour of credit
- C** Average, or 2.00 grade points per semester hour of credit
- D** Fair, or 1.00 grade point per semester hour of credit
- F** Failing (0.00 computed in the cumulative average)
- I** Incomplete (nonpunitive, that is, not computed in the cumulative average)
- W** Withdrew (nonpunitive, that is, not computed in the cumulative average)

### **S or U**

Satisfactory or Unsatisfactory (nonpunitive). May be given on exams for credit by exemption, advanced placement, and the like. May not be given for required courses.

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

### **THE GRADE OF "INCOMPLETE"**

The Incomplete ("I") grade is given as a final grade but is not necessarily a permanent grade. The "I" is assigned when the student, as a result of illness or some other acceptable circumstance beyond the student's control, has not completed the work of the course, provided the student is otherwise passing.

All Incompletes must be removed by midsemester of the next semester in which the student is enrolled. If the Incomplete is not removed within one year, the "I" becomes a permanent grade. A special examination period for the removal of Incompletes is provided and announced in the academic calendar for the convenience of faculty members and students.

The Incomplete is a nonpunitive grade that is not included in the computation of semester and cumulative averages. A special form for the removal of Incomplete grades is available to faculty members in the Office of the Director of Records and Registration.

### **POLICY ON NONPUNITIVE GRADES FOR VETERANS**

Nonpunitive grades are those that are not computed into a student's grade point average (GPA). Grades of "I," "W," and "U" are nonpunitive grades. Veterans who are assigned these grades will have them reported to the Veterans Administration, and benefits that were paid for the pursuit of these courses in which nonpunitive grades were assigned are subject to recovery by the Department of Veterans Affairs.

Incomplete ("I") grades which are removed during the first two weeks of the following semester are not reported to the Department of Veterans Affairs.

### **MINIMUM ACADEMIC PROGRESS**

In general, students whose grade point averages indicate they stand a probable chance of meeting the University's graduation standards are considered to be making at least minimal academic progress.

"Academic probation" refers to the status of a student who has not maintained the achievement level required to remain in good academic standing. "Academic dismissal" refers to the status of a student who has not maintained the achievement level required to remain in his or her program of study.

The following is the progress scale according to which students are placed on academic probation or dismissal status:

<b>Number of semesters enrolled</b>	<b>Hours attempted</b>	<b>Grade point average</b>	<b>Student status</b>
1	0-12	Below 1.00	Warning
2	13-24	Below 1.50	Probation
3	25-36	Below 1.65	Probation
4	37-48	Below 1.75	Probation
5	49-60	Below 1.85	Probation
6	61-72	Below 1.95	Probation
7	73-84	Below 2.00	Probation
8	85-96	Below 2.00	Probation
9	97-108	Below 2.00	Probation
10	109-120	Below 2.00	Probation

Any first-semester new student who fails to meet the minimum progress scale requirements receives a written warning from the Director of Records and Registration.

Any continuing student who fails to meet the requirements is placed on academic probation.

Any student who, for two consecutive semesters, fails to meet the requirements is academically dismissed from the University

**Appeal of academic dismissal.** If a student dismissed for failing to make minimum academic progress wishes to petition the Academic Standards Committee for a review of his or her case, the student can be considered for

readmission. If the committee rules in favor of the student's petition, the student is readmitted on probation and restricted to a maximum academic load of 12 hours per semester. If, after two consecutive semesters, the student has not achieved nonprobationary status, the student is academically dismissed from the University.

Any student wishing to appeal a decision regarding dismissal must file a written request and supporting evidence with the Vice President for Academic Affairs within 10 days of the notification of dismissal.

In order to be eligible to continue receiving financial aid, a student must maintain a specific level of academic progress. See the statement on this subject in the **FINANCIAL AID** section of this catalog.



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## WITHDRAWAL FROM THE UNIVERSITY

Each student who wishes to withdraw officially from the University is required to follow the prescribed procedure. The University Counselor(s) should be informed of the intention to withdraw prior to taking other steps. The official form that must be used for final clearance is available in the office of the University Counselor. Teachers of the student's classes 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 filing.

If the student is ill or otherwise incapacitated and cannot complete the withdrawal or drop process, the student must contact, or have someone else contact, the Office of Records and Registration.

A student who discontinues attendance in a single course or leaves the University without completing the official withdrawal process is charged the appropriate tuition.

If withdrawal occurs prior to the first day of classes, a student may receive a 100% refund for the Fall and Spring Semesters for tuition, room and board, and miscellaneous fees; otherwise, refunds are made as follows:

<b>Week</b>	<b>Percent refunded</b>
1	80
2	60
3	40
4	20
5	0

The refund for the Summer Semester is 75% during the first week, with no refund after that.

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**GRADUATION**

**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 60 academic credits, which must include certain required courses of the University Core, divisional core, and the student's major area(s). Candidates for the bachelor's degree must satisfactorily complete a minimum of 120 academic credits, which must include all required courses of the University Core, divisional core, and the student's major area(s). Also, the candidate must successfully complete competency examinations in English and mathematics. A minimum cumulative grade point average of 2.00 (or "C") must be met by each candidate for the associate and/or baccalaureate degree(s).

The student should file in triplicate the required application for admission to candidacy with the student's academic advisor(s) during the semester prior to the semester of graduation.

Each candidate is required to complete satisfactorily the 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 to complete successfully all required examinations, projects, and assignments.

Students may set their own timetable for graduation by progressing at different paces. It is possible for a student to meet the requirements of a chosen major and accumulate the required credit hours and grade point average in less than four years, resulting in early graduation; or a student may take five or more years, resulting in late graduation.

**GRADUATION WITH HONORS**

Students who have earned 60 or more semester hours in residence at Shaw University with no grade below "C" are graduated with honors in accordance with the following scale:

3.75-4.00	summa cum laude
3.50-3.74	magna cum laude
3.25-3.49	cum laude

Also, honor societies, honor fraternities, honor sororities, and the like are recorded as a part of the permanent record maintained for the student in the Office of Records and Registration.

## **SECOND BACHELOR'S DEGREE**

A student may receive a second baccalaureate degree provided that the student (1) satisfies the requirements for the majors, as well as the requirements of the University Core and divisional core for the first and second degrees; and (2) satisfactorily completes at least 30 additional semester hours in residence (or a minimum total of 150 semester hours), as required in singular majors. Courses that are common to both majors are counted toward satisfying the requirements of both.







# THE COURSES OF STUDY

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**THE UNIVERSITY CORE CURRICULUM**

The Shaw University Core Curriculum represents the University's general education requirements. It places strong emphasis on the liberal arts and sciences. Its aim is to develop students with scientific and inquiring minds, students who can solve problems, clarify values, communicate effectively, appreciate the arts, and function within social institutions.

Courses in the University Core Curriculum include an orientation to college study and selections from English, mathematics, the humanities, the natural sciences, and the social sciences. Specific course requirements vary somewhat for students majoring in education, business, mathematics, or the natural sciences. For further details, students majoring in these disciplines should consult the section on the relevant division in this catalog. The standard University Core Curriculum is listed below. (Additional information is provided under the respective COURSE DESCRIPTIONS). Enrollment in English composition and general mathematics courses is based on placement examinations.

Completion of the University Core Curriculum is generally required prior to concentration in a major field.

University Core Curriculum Requirements		Credits
*BIO 111	Introduction to Biological Science	3
*CIS 200	Introduction to Computers	3
ENG 110	College English and Composition I	3
ENG 111	College English and Composition II	3
ENG 112	College Composition and Argument	3
ENG 113	College Composition and Research	3
ETH 100	Foundations of Knowledge and Ethics	3
ETH 200	Ethical Concepts and Issues	3
ETH 300	Professional Ethics	3
HPE 111	Personal Health and Safety	1
HPE 112	Fundamental Motor Skills	1
HUM 200	Introduction to the Humanities	3
INT 115	Survey of World Civilizations	3
*MAT 111	General Mathematics I	3
*MAT 112	General Mathematics II	3
MCO210	Public Speaking	3
ORC 111	Orientation to College	1
*PHY 112	Introduction to Physical Science	3
SSC 115	Survey of Social Science	3

\*This requirement may vary for certain majors.

**NOTE:** Each student is held responsible for the total content of the curriculum(s) existing at the time of admission, readmission, or change of major, except for returning students who were inactive from enrollment less than one academic year. A student may elect to change a major at any time, with approval of the student's advisor and the Vice President for Academic Affairs. If a student withdraws from the University and remains inactive from enrollment for one year, or changes academic major, the student automatically is held responsible for the curriculum (core and major requirements) existing at the time of readmission or change of major.

The policies, guidelines, and requirements stated in this catalog are effective immediately and apply without exception to each matriculant currently enrolled.

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**DIVISION OF BUSINESS AND PUBLIC ADMINISTRATION**

The Division of Business and Public Administration includes two majors leading to the bachelor of science or the bachelor of arts degree. The division offers an associate degree program in Business Management as well as several courses that contribute to the divisional core and to minors.

**MAJORS**

Students in the division may major in Business Administration or Public Administration. Students majoring in Business Administration may concentrate in Accounting, Computer Information Systems, or Management.

**BUSINESS ADMINISTRATION — ACCOUNTING CONCENTRATION**

The course requirements for a bachelor of science degree in Business Administration with concentration in Accounting are ACC 341, ACC 342, ACC 343, ACC 345, ACC 441, ACC 442, ACC 443, BUS 201, BUS 204, and EVR 200.

**BUSINESS ADMINISTRATION — COMPUTER INFORMATION SYSTEMS CONCENTRATION**

Students majoring in Business Administration with concentration in Computer Information Systems must successfully complete the following courses: CIS 211, CIS 214, CIS 215, CIS 216, CIS 312, CIS 320, CIS 321, CIS 325, CIS 422, and CIS 425.

**BUSINESS ADMINISTRATION — MANAGEMENT CONCENTRATION**

The course requirements for a bachelor of science degree in Business Administration with concentration in Management are ACC 343, ACC 345, BUS 201, BUS 204, BUS 261, BUS 350, BUS 361, BUS 370, BUS 480, and BUS 498.

**PUBLIC ADMINISTRATION**

Public Administration majors are required to complete 30 semester hours in major courses that include EVR 200, PAD 200, PAD 226, PAD 231, PAD 331, PAD 351, PAD 355, PAD 372, PAD 401, and PAD 404.

**ASSOCIATE DEGREE**

The Division of Business and Public Administration offers an associate of arts degree program in Business Management. For the degree, the student must earn a minimum of 60 semester hours as advised by the Division.

**MINORS**

Students may take a minor in Accounting, Business Management, Computer Information Systems, or Public Administration by completing 15 credit hours in one of these fields.

For a minor in Accounting, students are expected to complete ACC 241, ACC 242, ACC 341, ACC 343, and ACC 345.

For a minor in Business Management, the course requirements are BUS 204, BUS 260, BUS 350, BUS 370, and BUS 480.

Public Administration minors must successfully complete PAD 200, PAD 226, PAD 320, PAD 372, and PAD 401.

Students taking a minor in Computer Information Systems are required to complete CIS 211, CIS 215, and any three 300- or higher-level courses in the field.

**DIVISIONAL CORE**

Students majoring in the various disciplines in the Division of Business and Public Administration are required to complete the divisional core requirements. For all majors in the division, the divisional core courses are ACC 241, ACC 242, BUS 260, CIS 210, and PAD 320.

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**Course Descriptions**

**Accounting**

**ACC 241 Accounting Principles I (3) Prerequisites: MAT 111 and MAT 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.

**ACC 242 Accounting Principles II (3) Prerequisite: ACC 241**

A more extensive study of accounting theory, and how accounting can be applied to the keeping of records of various types of professional offices.

**ACC 341 Intermediate Accounting I (3) Prerequisite: ACC 242**

An examination of the relationship between the four basic financial statements, followed by in-depth study of all accounts and related principles that are generally accepted.

**ACC 342 Intermediate Accounting II (3) Prerequisite: ACC 341**

A continuation of ACC 341 with emphasis on elements of liability, equity, income determination, and financial reports.

**ACC 343 Cost Accounting (3) Prerequisite: ACC 242**

A study of accounting systems with emphasis on the basic elements of manufacturing cost. The course also examines various methods of allocating cost, break even analysis, budgeting, and responsibility accounting.

**ACC 345 Federal Corporate Income Tax Accounting (3) Prerequisites: ACC 241 and ACC 242**

A survey of the federal tax provisions relating to business environment with major emphasis on individual and corporate income tax. It also includes laboratory exercises in the preparation of tax returns for corporations and individuals.

**ACC 441 Advanced Accounting I (3) Prerequisite: ACC 342**

A study of advanced financial reporting, including income presentation, segment reporting, interim statements, and partnership accounting.

**ACC 442 Advanced Accounting II (3) Prerequisite: ACC 441**

A study of accounting problems related to business combinations and the resulting financial statements. Not-for-profit entities and the accounting involved are also introduced.

**ACC 443 Auditing Principles (3) Prerequisite: ACC 342**

A study of auditing reports, standards and procedures, verification of balance sheets, and related nominal accounts in the framework of generally accepted accounting principles and standards.

**ACC 485 CPA Review (3) Prerequisite: ACC 342**

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) Prerequisite: ACC 342 (graduating seniors only)**

A seminar 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.

## **BUSINESS MANAGEMENT**

**BUS 201 Business Law (3)**

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

**BUS 204 Principles of Business (3)**

An introduction to the basic functions and operations of the free enterprise system in America. Students are introduced to primary disciplines: marketing, production, finance, accounting, and human resource management.

**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) Prerequisite: BUS 204**

An examination of the determinants of national income, employment, unemployment, real output, and prices. Problems of achieving growth in the midst of inflation are also discussed.

**BUS 261 Principles of Microeconomics (3) Prerequisite: BUS 204**

An examination of the role of prices in resources allocations, with the individual firm as the focal point. It also includes a discussion of price determinations in various types of market structures and a consideration of market structures and public interest.

**BUS 350 Principles of Marketing (3) Prerequisite: BUS 204**

An introductory course emphasizing the changing nature of marketing. It also includes the study of distributions systems, promotional techniques, pricing, and product planning strategies.

**BUS 361 Human Resource Management (3) Prerequisite: BUS 204**

An examination of the methods and procedures used by industrial and financial organizations in carrying out their policies of managing human resources.

**BUS 362 Money and Banking (3) Prerequisite: BUS 260**

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

**BUS 370 Managerial Finance (3) Prerequisites: ACC 241 and ACC 242**

A study of the economic and financial structure of firms and their impact on the financial and operational requirements of firms. Concepts such as capital, budgeting, cost of capital, leverage, and long and short term funding are discussed.

**BUS 374 Introduction to International Business Operations (3)  
Prerequisite: BUS 204**

An introduction to the problems and possibilities of doing business in an international context. The course also prepares the student to see the opportunities and foresee the difficulties inherent in international business.

**BUS 480 Quantitative Methods in Business (3) Prerequisite: senior status**

An examination of the 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.

**BUS 498 Seminar in Management (3) Prerequisite: senior status**

A seminar intended to assist the graduating senior going into various areas of business administration. Previous knowledge of business problems is required. Oral and written reports are assigned.

**COMPUTER INFORMATION SYSTEMS**

**CIS 200 Introduction to Computers (3) Prerequisites: ENG 112, MAT 112 or equivalent, and typing proficiency**

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.

**CIS 210 Introduction to Computer Information Systems (3)**

An introduction to the electronic digital computer. The course also includes a step-by-step description of the process involved in computation as well as description of several uses of the computer; understanding algorithms; data representation; basic programming; and program structure. The student obtains computer solutions of some numerical and nonnumerical problems.

**CIS 211 Computer Programming Principles—Pascal (3) Prerequisite: CIS 210**

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 programming, debugging, and verification of programs written in the Pascal language are studied and practiced.

**CIS 212 Computer Programming Principles—FORTRAN (3) Prerequisite: CIS 210 (Note: CIS 212 may be substituted for CIS 211 if already taken)**

An introduction to the scientifically oriented programming language FORTRAN 77, emphasizing its features and restrictions. Programming assignments cover a variety of areas, including applications to numerical computation and file manipulation.

**CIS 214 Computer Mathematics (3) Prerequisite: MAT 112**

Provides the student with knowledge of certain mathematical topics related to the computer and information sciences, including various number systems and their relationships, logic circuits, sets and relations, Boolean algebra, algorithm developments, and some data structures.

**CIS 215 Business-Oriented Applications—COBOL I (3) Prerequisite: CIS 211 or CIS 212**

An introduction to computer programming in common business-oriented applications using ANSI COBOL. It includes analysis of problems,



development of structures, formulation of algorithms, and “hands on” running of programs.

**CIS 216 Business-Oriented Applications—COBOL II (3)**  
**Prerequisite: CIS 215**

A second course in programming business applications in “structured” ANSI COBOL. Emphasis is placed on determination of the structured 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.

**CIS 312 Computer Programming Packages (3) Prerequisite: CIS 215**

An examination of the applications software packages available for use. Access to and use of these packages for problem solving are provided through student terminals.

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

An in-depth study of the analysis and implementation of computerized filing systems for the support of large data bases 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 data management systems.

**CIS 321 Systems Analysis and Design (3) Prerequisite: CIS 215**

Exposes the student to the methodology for building a complete business system. Cases of existing systems and the design of a computer-based business information system are also examined.

**CIS 325 Computer Operating Systems (3) Prerequisite: CIS 215**

Exposes the student to the use of operating systems in such a way that the allocation and utilization of the computer system’s resources are optimized. It also introduces students to the techniques used in and the functions of operating systems for batch, on-line, multiprogramming and multiprocessing environments.

**CIS 422 Computerized Accounting Systems (3)**  
**Prerequisites: ACC 241 and CIS 321**

A study of the computer’s role in accounting systems. Topics such as data bases, computerized control systems, storage utilization, auditing, documentation, and data security are covered. Both batch and on-line systems are also covered and the management implications are discussed. The case study method is used throughout.

**CIS 425 Management Information Systems (3) Prerequisite: CIS 216**

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

**CIS 498 Seminar in Computer Information Systems (3) Prerequisite: senior status and consent of advisor**

An interdisciplinary study of selected current concerns in the field of computer information systems.

**PUBLIC ADMINISTRATION**

**PAD 200 Introduction to Public Administration (3)**

An introduction to the various aspects of Public Administration, for example, policy analysis, budgeting, and personnel administration.

**PAD 226 Public Finance and Budgeting (3) Prerequisite: PAD 200**

An examination of public budgetary theory and process, budgetary reforms, revenue systems, fiscal and monetary policies, cash management, and debt administration.

**PAD 231 Public Personnel Administration (3) Prerequisite: PAD 200**

A study of human resource management in governmental organizations. The emphasis is on the historical development of public personnel administration, the concept of merit system, affirmative action, classification, testing, training, and organizational development.

**PAD 320 Organizational Theory and Behavior (3)**

An examination of social, psychological and behavioral aspects of organization, including the concept of administrative leadership.

**PAD 331 Governmental Employer-Employee Relations (3)  
Prerequisite: PAD 231**

A survey of the developments in employer-employee relationships in the 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) Prerequisite: PAD 200**

A study of the theories and concepts of social change and their impact on and relationships to the administrative process. It also examines social change in urban areas while focusing on the role of public administrators in bringing about those changes.

**PAD 355 Comparative Public Administration (3) Prerequisite: PAD 200**

An examination of the methodology, theory, and models for comparison of administrative systems of different countries. It also includes the study of the functional process of administration in developing nations and the role of bureaucracy in development and nation building.

**PAD 372 Public Policy Analysis (3) Prerequisites: PAD 200 and PAD 226**

An examination of the process of public policy formulation, implementation, and evaluation. It also includes study of the politics/administration dichotomy.

**PAD 401 Management of State and Local Government (3)**  
**Prerequisite: 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.

**PAD 404 Intergovernmental Relations in the U.S. (3) Prerequisite: PAD 231**

An examination of the constitutional, political, and administrative characteristics of American Federalism, including regionalism, interstate compacts, and intergovernmental revenue.

**PAD 412 Management of Health Services (3) Prerequisite: PAD 231**

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) Prerequisite: senior status in Public Administration**

A review and analysis of various developments in and complexities of public administration and its role in social, economic, and political systems. Emphasis is on case studies of various issues and problems.

**PAD 498 Senior Seminar in Public Administration (3) Prerequisite: senior status in Public Administration**

Provides the student 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) Prerequisites: senior status and consent of advisor**

Students are assigned to public agencies in their area of interest. Students are expected to participate in staff and internship conferences.

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## DIVISION OF EDUCATION AND HUMANITIES

The Division of Education and Humanities includes six majors leading to the bachelor of arts degree, as well as several courses that contribute to the University Core Curriculum, the divisional core, and selected minors. Two special programs, Upward Bound and the Child Development Associate (CDA) program, are also a part of the division.

### SPECIAL DIVISIONAL PROGRAMS

#### **Upward Bound**

Upward Bound is an educational assistance program designed to help students succeed in high school and to prepare them for a postsecondary institution. The program offers classes in mathematics, English, reading, and sciences, high school tutoring, and career counseling and exploration activities.

#### **The Child Development Associate Program**

The Child Development Associate (CDA) Program provides training for Head Start agencies in North Carolina through funding from the Administration for Children, Youth, and Families (ACYF). Other day-care personnel may also enroll. All prospective students are required to present a high school diploma or its equivalent. The CDA program is competency-based, and a credential certificate is awarded to students who demonstrate national competencies and satisfactorily complete training requirements.

### MAJORS

Students in the division may major in Education, English, Liberal Studies, Mass Communication, Religion and Philosophy, or Visual and Performing Arts.

**EDUCATION** All students majoring in Education must be formally admitted to the Teacher Education Program. Education majors must follow a core curriculum that varies somewhat from the standard University Core. Instead of BIO 111 and INT 215, Education majors must take BIO 211 and INT 115. In addition, they must take PHY 114 and must satisfy the second humanities core requirement by taking HUM 210. Education majors must satisfy divisional core requirements by taking ENG 313 and PHI 240. Educational majors concentrating in Secondary Mathematics or Biology Education must also substitute MAT 115 and MAT 116 for MAT 111 and MAT 112, respectively.

**Biology Secondary Education** majors are required to take the following courses in their specialty area: BIO 211, BIO 312, BIO 323, BIO 332, BIO 423, BIO 432, CHE 212, CHE 214, and CHE 341, as well as two electives. In education, the majors take the following courses: EDU 211, EDU 250, EDU 311, EDU 320, EDU 322, EDU 360, EDU 415, EDU 428, EDU 466, EDU 495, and EDU 499.

**Elementary Education** majors are required to take the following courses in their specialty area: EDU 211, EDU 250, EDU 311, EDU 322, EDU 350, EDU 415, EDU 428, EDU 455, EDU 460, EDU 461, EDU 463, EDU 464, EDU 477, EDU 495, EDU 499, ENG 312, HIS 316, HIS 321 or 322, INT 211, MAT 113, and THR 161, as well as two electives in Spanish (SPA 151, 152), French (FRE 151, 152), or sign language (SPP 246, 247).

**English Secondary Education** majors are required to take the following courses in the specialty area: ENG 300, ENG 309, ENG 310, ENG 311, ENG 312, ENG 313, ENG 314, ENG 400 (taken three times to cover required topics), and ENG 410, as well as two electives. In education, the majors take the following courses: EDU 211, EDU 250, EDU 311, EDU 320, EDU 322, EDU 415, EDU 420, EDU 428, EDU 467, EDU 495, and EDU 499.

**Mathematics Secondary Education** majors are required to take the following courses in their specialty area: CIS 211, MAT 201, MAT 202, MAT 203, MAT 232, MAT 311, MAT 312, MAT 313, MAT 323, and MAT 433, as well as two electives. In education, these majors take the following courses: EDU 211, EDU 250, EDU 311, EDU 320, EDU 322, EDU 360, EDU 415, EDU 428, EDU 465, EDU 495, and EDU 499.

**Social Studies Secondary Education** majors are required to take the following courses in their specialty area: BUS 261, HIS 203, HIS 204, HIS 316, HIS 321, HIS 322, INT 121, INT 211, INT 351, INT 390, and SSC 211, as well as two electives. In education, these majors take the following courses: EDU 211, EDU 250, EDU 262, EDU 311, EDU 320, EDU 322, EDU 360, EDU 415, EDU 428, EDU 495, and EDU 499.

**Special Education/Mentally Handicapped** majors are required to take the following courses in the specialty area: HPE 423, MAT 113, SPP 151, SPP 245, SPP 246, SPP 247, SPP 251, SPP 352, and SSC 210. In education, these majors take the following courses: EDU 211, EDU 250, EDU 309, EDU 311, EDU 314, EDU 322, EDU 370, EDU 372, EDU 377, EDU 415, EDU 425, EDU 428, EDU 475, EDU 495, and EDU 499.

**ENGLISH** English majors are required to complete 30 semester hours in major courses. All students majoring in this discipline must successfully complete ENG 300, ENG 309, ENG 310, ENG 311, ENG 312, ENG 313, ENG 314, ENG 400, ENG 410, and ENG 420.

**LIBERAL STUDIES** Each Liberal Studies major selects two or more fields from those available at the University. The student then works closely with the Liberal Studies advisor and a personal advisory team of faculty to design an interdisciplinary program customized for individual interests, talents, and career goals. The program consists of 30 semester hours: the student's choice

of three 300-level or higher courses in each of two fields (18); the student's choice of two 200-level or higher courses in either field or in related fields (6); and the two Liberal Studies seminars (LIB 216 and LIB 418) (6).

**MASS COMMUNICATION** The Mass Communication Department offers a 10-course curriculum leading to a bachelor of arts degree. The major course sequence is determined by the student's emphasis in either broadcast production or broadcast journalism. The radio area is supported by WSHA-FM, a 25,500-watt radio station. The television area consists of a modern, fully equipped studio, a television control room, and portable video recording and editing equipment. Students must take MCO 210, MCO 211, MCO 221, MCO 322, MCO 323, MCO 328, MCO 363, and MCO 425. In addition, students emphasizing journalism must take MCO 321. Those focusing on broadcast journalism must select two additional courses from MCO 324, MCO 422, MCO 423, and MCO 435.

**RELIGION AND PHILOSOPHY** Required courses for the Religion and Philosophy major are as follows: PHI 243, PHI 255, PHI 370, REL 225, REL 234, REL 235, REL 290, REL 499, and two additional courses in religion or philosophy.

**VISUAL AND PERFORMING ARTS** Students declare academic concentrations in either Theatre Arts or Music.

#### **VISUAL AND PERFORMING ARTS — MUSIC CONCENTRATION**

Students in this concentration are required to complete 30 semester hours in music. All students take the following courses: MUS 111, MUS 112, MUS 150, MUS 151, MUS 154, MUS 211, MUS 212, MUS 441, MUS 442, and MUS 465.

Students who emphasize jazz are encouraged to participate in Jazz Ensemble and to enroll in the following courses: MUS 354, MUS 356, and a secondary applied area. All students who emphasize either voice or instrumental music must enroll in MUS 215 or MUS 216 plus one hour of applied music in their chosen area during each semester in residence.

#### **VISUAL AND PERFORMING ARTS — THEATRE ARTS**

**CONCENTRATION** Students in this concentration are required to take THR 100: Shaw Players each semester. In addition, these students must enroll in THR 211, THR 212, THR 226, THR 230, THR 231, THR 251, THR 321, THR 322, THR 440, and THR 475.

### **MINORS**

Students may take a minor in African-American Studies, Art, English, French, Religion or Philosophy (or a combination of both), Music, or Theatre Arts by

completing 15 semester hours (unless otherwise specified) in one of these fields. No course may be used to complete a minor if it also satisfies another requirement.

Courses from which a minor may be selected are as follows: ENG 314, HIS 203, HIS 204, INT 271, REL 340, and THR 226 (for a minor in African-American Studies, suggested electives being ENG 420, INT 471, MUS 355); ART 190, ART 222, ART 313, ART 331, ART 411, and ART 413 (for a minor in art); ENG 310 or ENG 311, ENG 312 or ENG 313, ENG 314, and two additional courses above the 200 level (for a minor in English); FRE 151, FRE 152, FRE 253, FRE 254, FRE 322, FRE 323, and FRE 324 (for a minor in French); REL 225, REL 234, REL 235, REL 290, and one additional course in Religion (for a minor in Religion); PHI 240, PHI 243, PHI 255, and two additional courses in Philosophy (for a minor in Philosophy); and THR 211, THR 212, THR 230, THR 231, THR 251, THR 321, THR 322, THR 323, and THR 440 (for a minor in Theatre Arts). For a combined minor in Religion and Philosophy or a minor in Music, students should work out their individual programs with their advisor.

**DIVISIONAL CORE**

Students majoring in the various disciplines in the Division of Education and Humanities are required to take certain divisional core courses in addition to their major courses. Courses taken to satisfy the divisional core cannot substitute for other requirements, such as the Humanities course requirements or the major requirements.

For all majors in this division, except Education majors, the divisional core courses are ART 190, ENG 211, MUS 225, PHI 240, and one course from FRE 151, FRE 152, REL 234, SPA 151, SPA 152, THR 211, THR 212, and THR 226. For Education majors, divisional core courses are ENG 211 and PHI 240.

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**Course Descriptions**

**ART**

**ART 190 Introduction to the Visual Arts (3)**

A 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 an investigation of various media.

**ART 313 Basic Design (3)**

Focus is placed on 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. Various techniques such as casting, mold making, and carving are explored. A wide variety of materials is used to encourage the student to experiment.

**ART 411 Ceramics I (3)**

A course in pottery design, production, and uses of ceramic materials. Students get practice in the basic handbuilding techniques. The course includes some work on potter's wheel and glazing techniques. Fee: \$10

**ART 413 Crafts (3)**

A workshop in development and fabrication of such projects as copper tooling, hook rugs, wall hangings, tie dying, batik, macrame, and weaving. Students must provide their own materials.

**ART 421 Graphic Design (3)**

Study in basic printmaking methods, such as woodcut, silkscreen, and engraving, is emphasized. Some basic instruction is given in layout and pasteup work. Fee: \$7

**ART 423 Twentieth-Century Art (3) Prerequisite: ART 190**

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.

**ART 431 Painting I (3) Prerequisites: ART 222, ART 313, or permission of the instructor**

An introductory course in painting designed to expose the student to the use of color and basic techniques in watercolor, oil, acrylic, and other accepted media.

**EDUCATION****EDU 211 Foundations of Education (3)**

An introduction to the social, historical, and philosophical influences that shape schooling in America. Emphasis is also placed on school law, organization, and finance, as well as on current issues and trends in education. The course is designed to help the student think critically about the process of education and his or her role as an educator in that process. It includes a 20-hour field lab that provides opportunities for the prospective teacher to observe the dynamics of the classroom and school environment. Students must take the Communication Skills and General Knowledge parts of the National Teachers Exam as partial fulfillment of course requirements.



**EDU 250 The Teacher as a Facilitator of Learning (2) Prerequisite: EDU 211**

Develops skills in tutoring through approaches that balance cognitive and affective factors. Areas of emphasis include monitoring the tutor's self-evaluation process, recognizing and responding to various learning difficulties, and implementing a variety of methods. It includes a 30-hour field lab that provides students the opportunity to share in selected teaching duties with an emphasis on instructional methodology and teacher-student interaction.

**EDU 309 Introduction to the Mentally Handicapped (3)**

A study of the historical background and etiology of retardation and the characteristics of individuals who have mental handicaps. Special emphasis is placed on the behavior, general nature, and needs in the home, community, and learning environment of such individuals. The course also addresses services and laws applicable to the mentally handicapped. This course is designed for junior and senior Special Education majors. Achievement of objectives for the course is evaluated through discussion, debates, formal papers, classroom participation, quizzes, and examinations.

**EDU 311 Mainstreaming Exceptional Children in the Regular Classroom (3)**

Provides knowledge about Public Law 94-142 and its intent for developing the Exceptional Child's potential abilities, as well as an understanding of mainstreaming and the modification needed in a regular classroom setting. This course is infused with critical-thinking skills and problem-solving strategies.

**EDU 314 Diagnostic Reading (3)**

Establishes a framework for increasing reading achievement and for preventing reading failure through the application of learning-style concepts to direct reading instruction. Students become knowledgeable about phonics, whole language, auditory, visual, tactile/kinesthetic, programmed learning, and other methods. This course is infused with critical-thinking skills and problem-solving strategies.

**EDU 320 Educational Psychology (3)**

An investigation of theories and research in educational psychology with a major focus on how teachers apply this knowledge in the classroom. Emphasis is placed on the major variables in the teacher-learning process: instructional objectives, individual differences, teacher behavior, principles of learning, methods of instruction, and evaluation of student behavior. Trends, principles, and processes relative to the biological, anthropological, sociological, and psychological development of individuals are examined. The course is undergirded in critical thinking and problem-solving strategies.

**EDU 322 Child and Adolescent Psychology (3)**

With emphasis on analytical compositions, the student applies critical thinking and assessment skills to the extensive literature dealing with the physical, cognitive, and social-emotional development stages of children from prenatal through adolescent. Contemporary issues confronting the family, problems facing special-needs children, and the formation of value systems are also addressed.

**EDU 350 Children's Literature (3)**

Emphasis on oral reading, story telling, and dramatization along with the identification and analysis of diverse literary works for elementary school children. A genre/issues approach is combined with a developmental perspective.

**EDU 360 Reading in the Content Areas (2)**

A study of methods and materials for teaching reading in the secondary school, with an emphasis on the effective use of written materials for content area instruction.

**EDU 370 Exceptionalities in Education (3)**

Discussion of mental, physical, emotional, and social traits of several types of exceptional children and youth. Learning characteristics of gifted and academically talented, learning disabled, physically handicapped, and mentally handicapped children and youth as well as their effects upon the classroom are studied.

**EDU 372 Assessment for the Mentally Handicapped K-12 (3)****Corequisite: EDU 415**

Preparation of students with a hands-on approach prior to assessment. The course is designed to help students in the Special Education for Mentally Handicapped program understand information gained through assessment and evaluation; students learn how to use that information for effective teaching. Students become familiar with assessment questions in order to select appropriate data collection procedures and to determine the types of data to assess. The course is designed to infuse critical-thinking skills and problem-solving strategies via simulated activities, case studies, and examination and discussion of various types of assessment information.

**EDU 377 Psychology of Exceptional Children (3)**

Designed to provide comprehensive insight into the many fields of special education, giving an overview of methodology, research, and the psychology of exceptional children. This course is designed for juniors and seniors only.

**EDU 415 Tests and Measurements (3)**

Examination of the principles and concepts of tests and measurements as

they relate to teacher performance in the public school setting. The topics addressed include test bias, validity and reliability of standardized instruments, the administration, interpretation, and utilization of information collected from standardized and nonstandardized instruments, the development of criterion-referenced and teacher-made tests, and the communication of test results to students and other groups.

### **EDU 420 Teaching Reading and Adolescent Literature (3)**

A seminar course in recent trends and the development of reading theories as they relate to secondary literature instruction. Students generate a checklist for evaluating literature appropriate for secondary students. Students evaluate and develop strategies for using computers in the literature classroom. Students design a unit of instruction.

### **EDU 425 Behavioral Management for the Exceptional Child (3)** **Prerequisites: EDU 309 and EDU 370**

Instruction of students in strategies for behavior management in the classroom, an understanding of rewards and consequences, and behavior management plans. Students are also required to design and analyze specific content area learning units. This course is infused with critical-thinking skills and problem-solving strategies through simulations, research, presentations, debates, dramatic and musical activities, and discussions.

### **EDU 428 Introduction to Instructional Technology and Materials (3)**

Instruction and practice in the selection, planning, and integration of media instruction. The student designs and produces instructional materials for use in the classroom. The course includes a critical study of communication systems and strategies for using media to teach children to analyze mass communication systems. Lab fee.

### **EDU 455 Arts Education (3)**

Instruction in the methods and materials of teaching the visual arts and music. Emphasis is placed on instructing students in satisfying the emotional and aesthetic needs of children and youth through the arts. Students are given direct experiences of the fine arts and the music of various periods.

### **EDU 460 Teaching Mathematics and Science in the Elementary School (3)**

Instruction in the concepts, methods, and materials that are important to the mathematics and science curriculum at the elementary level. Emphasis is given to diagnosis, exploration of alternate ways of solving problems, "hands-on" experience in science, research findings on teaching effectiveness, keeping student achievement high, and the integration of mathematics and science across the curriculum.

**EDU 461 Teaching the Language Arts in the Elementary School (3)**

Designed to prepare elementary teachers in the methods of teaching language arts. Emphasis is placed on theories and current research on language acquisition and cognition with strategies for teaching.

**EDU 462 Teaching Social Studies in the Secondary Schools (3)**

Designed to provide intensive study of the principles of the social studies curriculum and methods for evaluation and teaching strategies at the secondary level, with an overview of the entire K-12 social studies curriculum.

**EDU 463 Teaching Social Studies (Elementary) (3)**

Designed to provide students with experiences related to the goals of a social studies program and materials used in such a program. The course combines concepts drawn from history, geography, economics, sociology, and anthropology and helps the student to construct appropriate teaching units for use in the public school. Focus is also given to the findings of research related to teaching effectiveness and student achievement.

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

Designed to present methods of teaching health and physical education in grades K-6. Emphasis is placed on the development of physical education skills appropriate for elementary school teachers and understanding of the personal and community health needs appropriate for the grade level.

**EDU 465 Teaching Mathematics in the Secondary School (3)**

Instruction in the concepts, methods, and materials that are applicable to teaching mathematics at the secondary level. Emphasis is given to diagnosis and remediation in mathematics, exploration of alternate ways of solving problems, and research findings related to teaching effectiveness and student achievement.

**EDU 466 Teaching Science in the Secondary School (3)**

A study of the concepts, methods, and materials that are related to the teaching of science at the secondary level. Attention is also given to research findings related to teaching effectiveness and student achievement.

**EDU 467 Teaching Writing and Related Language Arts (3)**

A seminar course in philosophy, theory, and practice as they relate to the teaching of writing, usage, and dialect.

**EDU 475 Teaching the Mentally Handicapped (3)**

Preparation of the special education teacher to be able to implement effective intervention programs for students with mild, moderate, severe, and profound mental handicaps. An appreciation for the uniqueness of every child undergirds this course. Students enrolled in this course are

introduced to intervention strategies in reading, math, written expression, and other basic skills as well as in developing independent living and socialization. Simulation tasks, lesson plans, teacher-made materials, and role playing are integral parts of this course. Major emphasis is also given to developing critical-thinking skills and problem-solving strategies for the mildly handicapped child. This course has been designed for seniors in the Special Education for Mentally Handicapped program.

### **EDU 477 Teaching Reading in the Elementary School (3)**

With emphasis in the analytic competencies, application of critical thinking and assessment skills to the extensive literature dealing with the teaching of reading. Diagnostic and corrective measures are also examined.

### **EDU 495 Reflective Teaching Seminar (1) Prerequisite: admission to the professional semester**

Student teachers meet weekly during the 10-week practicum to reflect critically on their experiences in the classroom. The topics addressed in the seminar include planning, instruction, evaluation, management, ethics, and legal issues.

### **EDU 499 Student Teaching (8)**

A 10-week practicum in a classroom setting appropriate to the student-teacher's program of study under the supervision of a qualified classroom teacher and a University Supervisor. The practicum provides opportunities for integration of subject matter in a classroom teaching experience; it prepares students personally and professionally to assume their roles as teachers.

## **ENGLISH**

### **ENG 110 College English and Composition I (3)**

A course in basic composition and grammar. It is designed to improve grammar and mechanics, encourage a positive attitude toward reading and writing, and introduce students to the writing process. The course also fosters an understanding of the demands of academic writing, introduces expository writing, and begins developing basic research skills.

### **ENG 111 College English and Composition II (3)**

An introductory course in expository writing—designed to increase understanding of the demands of academic writing. It emphasizes the writing process, writing with clarity and purpose, developing and organizing ideas effectively, and using the conventions of edited English. Students practice writing expositions and arguments informed by short readings and also enhance their research skills.

### **ENG 112 College Composition and Argument (3)**

A course in argument and analysis—designed to strengthen interpretive and

evaluative skills. It introduces literary and critical analysis and focuses on developing argumentative and persuasive skills. The course incorporates a minor research component.

**ENG 113 College Composition and Research (3)**  
**Prerequisite: ENG 112 or its equivalent**

A course in writing argumentative and analytical essays informed by research.

**ENG 211 Introduction to World Literature (3) Prerequisites: ENG 111-113**

An introduction to the various genres in world literature and a study of some works in depth. Students analyze and evaluate critically basic literary works both orally and in writing. (This course does not count toward the English major.)

**ENG 212 Comparative Literature (3)**

A survey of multicultural and multinational literatures.

**ENG 300 Critical Analysis (3)**

An introduction to theories of literature and literary criticism through their application to specific works.

**ENG 309 Advanced Composition and Rhetorical Theory (3)**

A writing workshop that refines the expository and analytical writing skills practiced in previous composition courses. It involves “writing across the curriculum” with an emphasis on rhetoric and style.

**ENG 310 Old English to the Restoration (3)**

A survey of representative English literary works and their traditions from *Beowulf* through the work of John Milton.

**ENG 311 Neoclassical to the Victorian (3)**

A survey of representative English literary works and their traditions from the Neoclassical movement of the 18th century through the Romantic and Victorian movements of the 19th century.

**ENG 312 American Literature: Colonial to the Civil War (3)**

A survey of representative literary works and their traditions from the Puritan period through the abolition and Civil War periods.

**ENG 314 African-American Literature (3)**

A survey of representative literary works and their traditions from African orality to the Naturalistic movement in America during the 1940s.

**ENG 400 Special Topic in English Literature (3)**

A study of a particular literary subject (genre, author, movement, tradition, or language) that warrants additional attention—for example, Shakespeare, 20th-Century British Writers, Women Novelists of the 19th Century, Major 18th-Century English Novels, History of the English Language, or other

topics proposed by professors. The student may repeat the course but not the topic.

**ENG 410 Special Topic in American Literature (3)**

A study of a particular literary subject (genre, author, movement, tradition, or language) that warrants additional attention—for example, Modern Poetry, Modern Drama, The Transcendentalists, The American Realistic Novel, Contemporary Fiction, or other topics proposed by professors. The student may repeat the course but not the topic.

**ENG 420 Special Topic in African-American Literature (3)**

A study of a particular literary subject (genre, author, movement, tradition, or language) that warrants additional attention—for example, Black Male Writers, Black Women Writers, The Harlem Renaissance, The Black Arts Movement, Dialectology, or other topics proposed by professors. The student may repeat the course but not the topic.

**ETHICS**

**ETH 100 Foundations of Knowledge and Ethics (3)**

Introduction to the philosophical and religious ideas which are basic to ethical thinking, with a focus on the use of reason as a guide in value making and ethical decisions.

**ETH 200 Ethical Concepts and Issues (3) Prerequisite: ETH 100**

Introduction to ethical reasoning and the analysis of contemporary moral problems. This course centers on making moral decisions, resolving moral dilemmas, and examining various schools of ethical thought.

**ETH 250 Ethics Practicum (3) (May be taken in place of ETH 300)  
Prerequisite: ETH 200**

A supervised experience in community service which may include training, study of the service environment, academic study, report writing, ethical reflection, and self-assessment. Placement may be in cooperative projects with the public schools or other community agencies. Projects must have a component of ethics and values education.

**ETH 300 Professional Ethics (3)**

The application of ethics to professional, managerial, and public roles, including the processes of ethical analysis and decision making. Students examine the ethical issues in their intended professions.

**FRENCH**

**FRE 151 Elementary French I (3)**

Designed (along with FRE 152) to provide the student with a basic knowledge of the French language, including pronunciation and the basic elements of grammar, with emphasis on comprehension, speaking, writing, and the reading of simple French texts.

**FRE 152 Elementary French II (3)**

A continuation of FRE 151.

**FRE 253 Intermediate French I (3) Prerequisite: FRE 152 or equivalent**

Designed (along with FRE 254) to intensify the student's knowledge of French and the French people, to increase the student's fluency in spoken French, to review and reinforce the student's knowledge of French grammar, and to acquaint the student with some works of French literature and some aspects of French life and culture.

**FRE 254 Intermediate French II (3)**

A continuation of FRE 253.

**FRE 322 French Civilization (3) Prerequisite: FRE 254 or equivalent**

A study of the historical, political, artistic, and cultural developments in France starting at the time of ancient Gaul, with particular attention to current French civilization.

**FRE 323 Survey of French Literature I (3) Prerequisite: FRE 254 or equivalent**

A survey from the *Chanson de Roland* by way of Francois Villon, Rabelais, and the dramatists of the 17th century to Voltaire and "Les Philosophes."

**FRE 324 Survey of French Literature II (3) Prerequisite: FRE 254 or equivalent**

A survey of literature of the 19th and 20th centuries from the Romantic poets by way of Realism, Symbolism, Surrealism, and "Les Engages" to Existentialism and "Le Nouveau Roman."

**GERMAN****GER 151 Elementary German for Science Majors I (3)**

Designed (along with GER 152) to provide a basic knowledge of the German language with emphasis on reading, understanding, and listening to both written and spoken German. Also, it familiarizes the student with German pronunciation and the basic elements of German grammar and sentence structure.

**GER 152 Elementary German for Science Majors II (3)**

A continuation of GER 151.

**GER 211 Scientific German (3) Prerequisite: GER 152**

Designed to enable the student to read progressively more difficult scientific German texts and to understand, answer, and, if necessary, compose German questions related to the text.

**HISTORY****HIS 203 African-American History I (3)**

Social history from the African background (emphasis on West Africa)



through the slave trade, the plantation system, and the Reconstruction to the postReconstruction period. The struggle for liberation is highlighted.

**HIS 204 African-American History II (3)**

Social history from the nadir to the 1980s. Much attention is given to the Civil Rights decade, 1955-1964.

**HIS 321 United States History I (3)**

A study of 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 that led to the Civil War. Special emphasis is given to African-American issues throughout the entire period.

**HIS 322 United States History II (3)**

A continuation of United States History I. It explores thoroughly the Civil War, United States expansionism, and U. S. roles in World War I, World War II, and the present world scene. Emphasis is given to the contributions of African-Americans in building the U. S. economy, its politics, and its cultural and social changes. Special attention is directed to the Civil Rights Movement from its inception to the present.

**HIS 361 North Carolina History (3)**

North Carolina history from the Colonial period to World War II. Emphasis is placed on the role that North Carolina played during the period of independence, the Civil War, and Reconstruction and, also, the state's role in the formation of the New South.

## **HUMANITIES**

**HUM 200 Introduction to the Humanities (3) Prerequisite: ENG 112**

A crosscultural and interdisciplinary study of works of art, literature, music, theatre, and other creative forms. The course examines the ideas and values of various times and cultures reflected in such works as well as the significance to be found in them today.

**HUM 210 Survey of the Arts (3) Prerequisite: major in Education**

An introduction to the basic characteristics of the art, drama, dance, and music of the Western and nonWestern world, with emphasis on the relationship between the arts and society. Attention is also given to analyzing the attributes of the various arts.

## **LIBERAL STUDIES**

**LIB 216 Seminar in Classics and Contemporaries (3)**

An introduction to interdisciplinary reading, discussion, and writing in the liberal arts and sciences. Current issues, problems, and opportunities are clarified through reference to ideas, values, and the arts of the past and present. A unit on personal goal setting and planning is included.

**LIB 418 Senior Seminar in Liberal Studies (3) Prerequisite: senior status in Liberal Studies or consent of the instructor**

A supportive workshop in which each senior does an interdisciplinary project using methodologies of two or more chosen fields. In an added unit, the senior takes necessary steps toward implementing the first year or two of a personal educational/career plan.

**MASS COMMUNICATION**

**MCO 201 Introduction to Broadcasting (3)**

Introduction to the principles, philosophies, policies and practices of the broadcast media and allied professions of advertising, public relations, and photography. Attention is also given to historical perspectives and broadcasting and its regulation. (Prerequisite or corequisite for all courses)

**MCO 210 Public Speaking (3)**

A course in the basic elements of oral communication. Emphasis is placed on 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.

**MCO 211 Principles of Media Writing (3) Prerequisite: "C" or better grade in ENG 111 and ENG 112**

An introduction to the basics of writing for the media in terms of style, structure, comprehension, and readability.

**MCO 221 Reporting and Writing I (3) Prerequisites: MCO 201 and MCO 211**

The fundamentals of news gathering, news writing, interviewing, research, news judgment, and deadline pressures.

**MCO 321 Reporting and Writing II (3) Prerequisite: MCO 221**

A study of the principles, techniques, and forms of gathering and reporting news for broadcast media. Planning and producing of public affairs programming are stressed.

**MCO 322 Radio Production I (3)**

Focus on the techniques and procedures in the creation, production, and direction of radio programs

**MCO 323 Television Production I (3)**

Focus on the techniques and procedures in the creation, production, and direction of television programs.

**MCO 324 Television Production II (3) Prerequisite: MCO 323**

A course on theory and techniques of portable videotape or electronic news gathering (ENG) production for television with experience in all phases of producing and editing.

**MCO 327 Educational and Public Broadcasting (3)**

The origin, organization, regulation, and responsibilities of the noncommercial broadcaster, with attention to programming and financial support.

**MCO 328 Writing for Radio and TV (3) Prerequisite: MCO 211**

Focus on the development of basic writing skills needed to produce copy for the broadcast media while producing interesting material. It stresses the difference between media, contrasting the development of an idea for radio and TV, and noting the adjustments necessary to communicate effectively with each.

**MCO 330 Media and Industry (3)**

The motivations and methods of the private sector's use of television production as a corporate tool. Also addressed are other nonbroadcast activities such as instructional and closed-circuit television.

**MCO 363 Broadcast Announcing (3) Prerequisites: MCO 322 and MCO 323**

Training in articulation, voice projection, modulation, and quality, along with studio performance applied to radio and television news, sports, commercial, and music announcing. Emphasis is placed on laboratory experiences.

**MCO 412 Research Methods in Communications (3)**

**Prerequisite: senior status**

Methods, techniques, and measuring instruments currently used in the study of communications.

**MCO 421 Advanced Reporting Practicum (3) Prerequisites: MCO 211, MCO 221, MCO 321, and MCO 322**

Application of principles learned in MCO 221 and MCO 321 to an actual newsroom environment, involving gathering, writing, rewriting, producing, and reporting newscast and public affairs programs. Programs are produced for WSHA-FM, the campus radio station.

**MCO 422 Radio Production II (3) Prerequisites: MCO 201 and MCO 322**

Advanced study of the process of studio and commercial recording for radio broadcasts through an examination of the principles of tape recording and editing. Participation in extensive commercial and studio recording projects is required.

**MCO 423 Television Production III (3) Prerequisites: MCO 323 and MCO 324**

Application of concepts and practices learned in Television Production I and II. Students direct studio and portable video exercises. Emphasis is placed on laboratory experiences.

**MCO 425 Broadcast Regulations (3)**

Study of laws, rules, and regulations governing the broadcast industry in the United States.

**MCO 435 Broadcast Management (3)**

Focus on the principles of radio and television management, including economic, administrative, and organizational structures and procedures.

**MCO 481-2 Seminar in Radio/TV (3) Prerequisites: advanced student status and permission of the instructor**

Topics rotate.

**MCO 485-6 Internship in Communication (1-6) Prerequisites: advanced student status and prior arrangement with the instructor**

A practicum course that allows the student to combine classroom theories with hands-on experience in an off-campus facility. Course credit is determined by assigned responsibilities and internship length.

**MCO 491 Independent Study (3) Prerequisites: senior status and permission from the instructor**

Special projects in advanced topics.

**MUSIC****MUS 100 Elements of Music (3)**

Focus on the rudiments of music notation, scales and structure, and the reading and understanding of music.

**MUS 111 Theory I (3)**

A comprehensive course including intervals, triads, part writing, sight singing, keyboard harmony, and ear training.

**MUS 112 Theory II (3)**

Continuation of four-part writing procedures; they include borrowed chords and secondary sevenths, with suitable ear training, sight singing, and keyboard assignments.

**MUS 150 Applied Music and Performance Seminar (1)**

Individual instruction in keyboard, voice, or instrument. Students receive intensive practice. Lab: Performance Seminar. (To be repeated each year for credit.) Fee: \$25

**MUS 151 Applied Music and Performance Seminar II (1)**

A continuation of MUS 150. (To be repeated each year for credit.) Additional fee: \$25

**MUS 154 Class Piano I (1)**

Instruction in piano designed to develop fundamental technical knowledge at the keyboard.

**MUS 155 Class Piano II (1)**

A continuation of MUS 154.

**MUS 211 Theory III (3)**

An integrated study of chromatic harmony and modulation to all keys. It

includes construction and function of ninth, eleventh, and thirteenth chords, sight singing of more complex melodies, and greater rhythmic variety with correlated four-part dictation.

**MUS 212 Theory IV (3)**

An examination of linear writing and combination of contrapuntal voices. Techniques of contemporary music, advanced exercises in analysis, sight singing, dictation, and keyboard harmony are stressed.

**MUS 215 University Choir (1)**

Open to all students who sing. Opportunities are provided for the study and performance of music covering many periods of development of choral literature. Extensive rehearsal and performance are required.

**MUS 216 University Band Organizations (1)**

Open to all students who play a band instrument. Emphasis is placed on repertoire from all eras, development and study of ensemble playing, rehearsal techniques, and preparation and presentation of concerts. Jazz Ensemble and Concert Band sections are involved.

**MUS 225 Music Appreciation (3)**

A nontechnical survey of the basic elements of music and listening experiences in art music styles of the European as well as World Music traditions. It is open to all students.

**MUS 227 American Music (3)**

A nontechnical survey, through listening experiences, of the development of American music from earliest times to the present. Music studies include early and later sacred styles (gospel, spirituals, and hymns), ethnic folk music, rock, Broadway, Tin Pan Alley, rhythm and blues, and other styles. It is open to all students.

**MUS 353 Jazz Improvisation I (3) Prerequisite: MUS 212**

Study of the various styles of improvisation as they relate to scales and chord progressions of jazz. Students are required to master this material on the piano as well as on their individual instrument. Participation in Jazz Ensemble is required.

**MUS 354 Jazz Improvisation II (3) Prerequisite: MUS 353**

A continuation of MUS 353 that provides a practical application of material learned in MUS 353 in actual performance on individual instruments. Participation in Jazz Ensemble is required.

**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" style. It is open to all students.

**MUS 356 Jazz History and Literature II (3)**

Emphasis on later developments of the twentieth century.

**MUS 441 Music History—Form and Analysis I (3) Prerequisites: MUS 212 and MUS 225**

A study of the earliest developments that led to Western European music of the Medieval and Renaissance eras.

**MUS 442 Music History—Form and Analysis II (3) Prerequisite: MUS 441**

A continuation of MUS 441. It is a study of Western European music during Baroque, Classical, Romantic, and modern eras.

**MUS 464 Arranging (3)**

Concentration on band and orchestral instruments, transpositions, ranges, musical functions, technical and tonal possibilities, and arranging of various kinds of pieces for different small ensemble combinations and the large band.

**MUS 465 Conducting (3)**

Study of the theory and practice of conducting, basic skills, score reading, and rehearsal techniques.

**ORIENTATION TO COLLEGE**

**ORC 111 Orientation to College (1)**

Examination of the skills needed for success in college, professional, and personal life. Emphasis is placed on study and library skills, job skills, goal setting, and personal and social responsibility.

**PHILOSOPHY**

**PHI 240 Introduction to Philosophy (3)**

An exploration of the origin, scope, and limits of questioning in human existence. "Wonderment is the beginning of philosophy."

**PHI 241 Ancient Philosophy (3)**

On the questioning of the earliest Western thinkers, and Plato and Aristotle.

**PHI 242 Modern Philosophy (3)**

The rise and development of skepticism through the writings of Descartes, Locke, Berkeley, Hume, and Kant.

**PHI 243 Contemporary Philosophy (3)**

Issues addressing present-day thinkers, such as technology, freedom, meaning, and language.

**PHI 255 Logic and Thinking (3)**

An examination of logic in its development from the early thinkers to the present and an evaluation of the scope and limits of human thinking.

**PHI 351 Vision and Perception (3)**

An exploration of the nature of human perception raising such questions as:

What is reality? What is truth? What is beauty?

**PHI 370 Body, Mind, and Person (3)**

An exploration of the body-mind problem in order to gain an understanding of the meaning of person. The course raises such questions as these: What is wholeness of person? What are body and mind and their relation?

**PHI 481 Independent Study (3) Prerequisite: prior permission of the instructor**

An individual research project developed and carried out by the student.

**RELIGION**

**REL 225 Introduction to Religion (3)**

A survey of the significance of religion in today's world. Students are introduced to a sampling of some of the approaches to the study of religion, such as world religions, Bible, ethics, and literature.

**REL 234 World Religions (3)**

Study of the major religions of the world, including Islam, Judaism, Christianity, and the religions of Asia and Africa, with emphasis placed on their origins, beliefs, practices, and historical development.

**REL 235 Bible (3)**

How the Bible was written and developed, its teachings and their development, the various versions of the Bible, and its significance in ancient times and today.

**REL 290 Ethics (3)**

An examination of moral issues in personal affairs, in professional life and work, in business, and in politics. The goals are to develop skills in recognizing the moral dimension in situations, learning basic analytic concepts in the field, and using these concepts.

**REL 304 African Religions (3)**

A survey of the many religions of Africa, including the traditional religions, Islam and Christianity.

**REL 306 Religion in America (3)**

A study of the major churches, sects, and other religious groups in America, stressing their growth, organization, beliefs, and practices. The relevance of religion to politics, business, and human welfare is examined.

**REL 325 Introduction to Theology (3)**

A study of the historical formulation and development of the major Christian doctrines about God, Jesus Christ, Holy Spirit, humanity, and other subjects.

**REL 331 Gandhi and King (3)**

A study of the lives and work of two religious social revolutionaries,

Mahatma Gandhi of India and Martin Luther King, Jr. of the United States.

**REL 340 African-American Religion (3)**

An examination of the philosophy and practice of religion in Africa and its influence in America. The origins and development of the Black church in the United States are studied.

**REL 350 Modern Religious Thought (3)**

Emphasis on some of the people, ideas, and books that have shaped religious thought in the twentieth century.

**REL 360 New Religions (3)**

Examination of new and minority religious groups, often called sects and cults, in Africa, Asia, and America. Focus is given to their history, beliefs, practices, and influences.

**REL 362 Sociology of Religion (3)**

A study of the relationships between religion and other segments and forces of society, such as economics, politics, and social structure. The influence of social patterns on religious behavior and organizations is analyzed, as well as the forms of religious power and influence in society.

**REL 365 Christianity and the Family (3)**

A survey of the impact and influences of the Christian religion, especially the Bible, on the stability and permanency of the modern symbiotic family.

**REL 481 Independent Study (3) Prerequisites: senior status and permission of the instructor required before registration.**

An individual research project developed and carried out by the student.

**REL 499 Senior Project (3) Prerequisite: Religion and Philosophy majors with senior status**

An intensive inquiry into a particular problem, the discussion of which shall be submitted in the form of a senior thesis.

## **SPANISH**

**SPA 151 Elementary Spanish I (3)**

An introduction (along with SPA 152) to the Spanish language through listening, practice, conversations, simple readings, and elementary writing.

**SPA 152 Elementary Spanish II (3)**

A continuation of SPA 151.

**SPA 253 Intermediate Spanish Conversation and Grammar (3) Prerequisite: SPA 152 or equivalent**

Similar in emphasis to Elementary Spanish but with expanded opportunities for comprehension and speaking proficiency.



**SPA 254 Intermediate Spanish Composition and Grammar (3)**

A continuation of SPA 253 with expanded opportunities for reading and writing proficiency.

**SPA 322 Latin-American Civilization (3) Prerequisite: SPA 254 or the instructor's consent**

A study of the historical, political, artistic, and cultural developments of Latin America from preColumbian times to the modern day. The course is conducted in Spanish.

**THEATRE ARTS****THR 100 Shaw Players (1)**

Extensive rehearsal and performance schedules, workshops, and all phases of theatre. (Open to all students.)

**THR 161 Voice and Diction (3)**

A course designed to provide students with the principles, procedures, and applied techniques needed to develop skill in the use of voice for the stage, radio, film, television, and other professional contexts.

**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 production, styles of acting, and representative playwrights.

**THR 212 History of Theatre II (3)**

A continuation of History of the Theatre I beginning with the Restoration period and continuing through Realism, Naturalism, Symbolism, Expressionism, and New-Romanticism in theatre in America.

**THR 226 African-American Theatre (3)**

Emphasis on the problems and styles of Black playwrights and the development of Black theatre in America.

**THR 230 Acting I (3)**

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

**THR 231 Acting II (3)**

A continuation of THR 230. Emphasis is placed on laboratory exercises of increasing difficulty, problem solving, and development of techniques and style.

**THR 251 Playwriting (3)**

Analytical instruction in the writing of plays: developing the germinal idea, statement and theme, plot structure, and completion of a one-act play.

**THR 317 Oral Interpretation (3)**

Focus on the study and practice of presentation of literature for oral interpretation.

**THR 321 Stagecraft and Scene Design I (3)**

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

**THR 322 Stagecraft and Scene Design II (3)**

A continuation of THR 321 with a concentration on stage lighting.

**THR 323 Techniques of Makeup (3)**

Introduction to stage makeup with emphasis on straight, special effects, and character makeup through study of materials and techniques of application.

**THR 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 is placed on practical application through use of students as a resource for campus services. (Required elective)

**THR 440 Directing (3)**

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

**THR 451 Advanced Playwriting (3) Prerequisite: THR 251**

Guidance in the writing and completion of a full-length play.

**THR 461 Seminar in Theatre and Drama (3)**

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

**THR 475 Senior Project (3)**

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.

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## DIVISION OF INTERNATIONAL STUDIES

The Division of International Studies offers a bachelor of arts degree in International Relations. The primary purpose of the major is to prepare persons to enter diplomatic careers such as those in the Department of State and the United Nations, and to work in multinational corporations with such global interests as tourism, trade, international banking, and marketing. Special features of the division include the offering of an intensive English program and Arabic language courses.

### MAJOR

Students pursuing a major in International Relations must complete 27 credit hours in major courses and at least two years of a foreign language, preferably Arabic. Major course requirements consist of the following courses: INT 121, INT 241, INT 252, INT 341, INT 371, INT 411, INT 491, INT 492, and INT 493.

### MINOR

Students pursuing a minor in International Relations must complete six courses (18 credit hours) of required courses, one year of foreign language, and four courses (12 credit hours) of cognate courses. The prerequisite course for a minor is INT 121: Introduction to World Politics.

### DIVISIONAL CORE

In addition to the major courses, students must complete the following courses: INT 226, INT 357, INT 372, INT 405, INT 421, and INT 495.

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## Course Descriptions

### ARABIC

#### **INT 151 Arabic I (3)**

An introduction to 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.

## COMPREHENSIVE ENGLISH

### **CEN 001 Comprehensive English Skills I (no credit)**

Designed with CEN 002 as concurrent courses that bring students to such a level that they can function in the regular English sequence. CEN 001, specifically, consists of mastering basic patterns, inflectional forms, and function words, as well as vocabulary building, oral drills, class discussion, aural comprehension, and reading practice.

### **CEN 002 Comprehensive English Skills II (no credit)**

A course taken along with CEN 001 that emphasizes the written sentence. Vocabulary building is continued, the mastery of sentence patterns is emphasized, and the writing of short paragraphs is begun.

## INTERNATIONAL RELATIONS

### **INT 115 Survey of World Civilizations (3)**

A study of world civilizations since ancient times in Africa, the Middle East, and Asia through the European Middle Ages, Renaissance, Reformation, Industrial Revolution, and Imperialism. The course covers the Americas, World War I, World War II, international organization, and the present international scene.

### **INT 121 Introduction to World Politics (3)**

A prerequisite to all the higher-level international courses. This is 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 is explored. Other important international topics, such as current world problems, the United Nations, regional organizations, and the nonWestern world, are discussed.

### **INT 211 Principles of Geography (3)**

The natural environment as related to man and his activities.

### **INT 215 Western Civilization (3)**

A study of Western civilization focusing on cultural, political, and geographical factors of Europe and the contributions of European countries to the heritage of the U. S., with special emphasis on North Carolina.

### **INT 220 Islam — Early Period (3)**

Concentration on the Pre-Islamic era in the Arabic Peninsula, Al-Jehalyeh, including the life of the prophet Muhammad and the message of Islam, the spread of Islam beyond the Arabian Peninsula, and the period of Al-Khulafa, Al-Radhidin, the Umayyads, the Abbads, and the Abbasids.

### **INT 221 Islam — Contemporary Period (3)**

Focus on 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)**

Introduction 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)**

Exposure to the importance of the Middle East and 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 interest there. Present upheavals and development are also analyzed.

**INT 230 Fundamentals of Islam (3)**

A study of the origins and the philosophy of Islamic laws, as presented in Al-Quran, Al-Tawhid, Al-Ibadat, and Al-Hadith.

**INT 231 Islamic Law — Fiqh (3)**

A study of the origins and the philosophy of Islamic laws as presented in Al-Quran, Al-Hadith, Al-Qiyas, Al-Ijmaa, and Al-Ijthihael.

**INT 241 United Nations and Regional Organizations (3)**

**Prerequisite: INT 121**

Emphasis on the development of international organizations as an important vehicle in world politics, including a survey of the League of Nations, and the establishment, structure, functions, contemporary problems, and direction of the United Nations. The origins, functions, and rules of various important regional organizations in their respective regions and in world affairs are explored.

**INT 250 Economic and Political Geography (3)**

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

**INT 252 Contemporary International Relations (3) Prerequisite: INT 121**

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

**INT 271 Early Africa (3)**

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

**INT 331 Islam — Reform Movements (3)**

An examination of reform movements in Islam from the earliest period to the present, with concentration on the contemporary era. Thorough analysis is given to social, economic, and political problems with which these movements try to deal in order to bring the Moslem world to modernity without sacrificing basic Moslem culture.

**INT 341 International Business (3) Prerequisite: INT 121**

Emphasis on the international monetary system and the basic concepts that guide international trade, including 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 is stressed.

**INT 351 United States Government (3) Prerequisite: SSC 115**

A basic course in the American political system. Detailed coverage is made of the origin, structure, functions, and current trends of national government.

**INT 357 Twentieth-Century Europe (3)**

An introduction to Europe as it emerges as a world power toward the later part of the nineteenth century with emphasis on colonialism, World War I, World War II, international organizations—especially the League of Nations and the United Nations, the Cold War, and Europe's relations with the United States. Also explored is the collapse of the communist system, especially in Russia and the East European countries.

**INT 360 Arabian Peninsula (3)**

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

**INT 371 International Law (3) Prerequisite: INT 121**

A study of the 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 are considered. Special attention is paid to such important issues as outer space, laws of the sea, and human rights.

**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, nonalignment, the Organization of African Unity, and African-American relations are discussed.

**INT 390 Comparative Political Economy (3)**

A general survey of the political-economic systems of the West, the East, and the Third World, and their interrelationships. Stress is laid on the

identification of politico-economic factors underlying the international behavior of the major nations of the world. The political structures and general economy of representative nations from all of the three parts of the world are studied. Emphasis is given to the American scene.

**INT 405 East Asia (3)**

Exploration of the general political, economic, and social issues of Japan, China, Korea, and Taiwan since the end of World War II, especially at the present time. The course also views the contemporary importance of the region, mainly the economics of Southeast Asia.

**INT 411 U.S. Foreign Policy (3) Prerequisite: INT 121**

An analysis of concepts shaping the conduct of international politics in general. The course explores in depth the goals of U.S. foreign policy and domestic factors that influence its course and process. Special attention is given to U.S. relations with major powers in the developing nations. Analysis is made of such specific and relevant issues as the Cold War, "peaceful co-existence," the transfer of technology, the balance of terror, and nonalignment.

**INT 420 Islam — Special Issues (3)**

An study of the broad knowledge of the relevance of Islam to modern life. Special attention is given to the in-depth study and class discussion of important problems and issues.

**INT 421 Latin America (3)**

A survey of political and socioeconomic issues in various countries of the region since the last part of the nineteenth century. Special emphasis is placed on relations of those countries with the United States until the present.

**INT 425 The Middle East — Special Issues (3)**

A survey of the broad social, economic, and political conditions of the Middle East, including its strategic importance in the contemporary world. Special attention is given to the in-depth study and class discussion of important issues and problems.

**INT 471 Africa — Special Issues (3)**

A survey of the broad socioeconomic and political conditions of contemporary Africa. Special attention is given to the in-depth study and class discussion of important problems and issues.

**INT 491 The Developing Nations (3) Prerequisite: INT 121**

A survey of various problems of developing nations with emphasis on the contemporary era. Special attention is 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.

**INT 492 Seminar I (3) Prerequisite: advisor's permission**

An examination of 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 is researched.

**INT 493 Seminar II (3) Prerequisite: advisor's permission**

Focus on problems of global importance that are likely to affect society in the 1990s and the 21st century. Special attention is given to the in-depth discussion of the environment, world hunger, the population explosion, Arab-Israeli relations, South Africa, the freedom movement in Europe and elsewhere, human rights, international justice, and the survival of civilization in the nuclear age. Each student is required to prepare a detailed research paper on an issue or problem he or she selects.

**INT 495 Environmental Studies (3)**

An introduction to ecology and the environment and their importance nationally and internationally. Emphasis is put on the greenhouse effect, quality of life, politics, and issues related to urban and rural development. Special emphasis is given to the present era and to anticipated future environmental conditions.



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## **DIVISION OF SCIENCE AND TECHNOLOGY**

The Division of Science and Technology offers bachelor of science degree programs in Biology, Chemistry, Environmental Science, Mathematical Sciences with a concentration in Computer Science or Mathematics, Physics, Speech Pathology and Audiology, Adapted Physical Education and Kinesiotherapy, and Recreation. The Computer Science program of study follows a design-oriented curriculum specified by the Computing Curricula 1991 joint ACM/IEEE-CS Report.

### **SPECIAL PROGRAMS IN ENGINEERING AND PHARMACY**

Special programs are offered in engineering and pharmacy. The engineering program is designed as a dual degree arrangement in which students may study at Shaw University and North Carolina State University and receive bachelor degrees from both. Students interested in pharmacy may study at the Howard University College of Pharmacy and Pharmacal Sciences during their senior year, and, upon satisfying the senior year requirements, receive the bachelor of science degree in Biology from Shaw University and advanced admission status to the Howard University College of Pharmacy and Pharmacal Sciences.

### **UNIVERSITY CORE SUBSTITUTIONS**

The University Core requirements for students majoring in Adapted Physical Education and Kinesiotherapy, Biology, Chemistry, Environmental Science, Mathematical Sciences with a concentration in Computer Science or Mathematics, and Physics are the same as those listed in the University catalog except that two substitutions are recommended:

- \* BIO 211 for BIO 111
- \* CHE 212 for PHY 112

and two more substitutions are required for majors in Biology, Chemistry, Environmental Science, Mathematical Sciences with a concentration in Computer Science or Mathematics, and Physics:

- \* MAT 115 for MAT 111 and MAT 112; and
- \* MAT 116 for CIS 200.

The substitutions are not required for students majoring in Recreation and in Speech Pathology and Audiology, but they are recommended for the latter major.

### **MAJORS**

**ADAPTED PHYSICAL EDUCATION AND KINESIOTHERAPY** BIO 332, BIO 371, BIO 372, BIO 493, HPE 113, HPE 114, HPE 214, HPE 215, HPE 216, HPE 221, HPE 224 or HPE 225, HPE 244, HPE 274, HPE 285, HPE 321, HPE 373, HPE 374, HPE 375, HPE 376, HPE 385, HPE 423, HPE 424, HPE 432, HPE 472, HPE 485, HPE 490, HPE 492-1, HPE 492-2, SSC 201, SSC 210, SSC 304, and SSC 330.

**BIOLOGY** BIO 212, BIO 232, BIO 311, BIO 312, BIO 323, BIO 332, BIO 432, BIO 423, BIO 481, BIO 482, CHE 214, CHE 341, CHE 342, PHY 212, and PHY 214.

**CHEMISTRY** CHE 214, CHE 241, CHE 242, CHE 341, CHE 342, CHE 431, CHE 432, CHE 481, CHE 482, MAT 201, MAT 202, MAT 203, PHY 216, and PHY 218.

**ENVIRONMENTAL SCIENCE** BIO 211, BIO 423, CHE 212, CHE 214, CHE 341, CHE 342, ENV 201, ENV 210, ENV 215, ENV 301, ENV 311, ENV 314, ENV 401, ENV 402, ENV 410, ENV 413, ENV 414, ENV 415, ENV 499, MAT 116, MAT 200, and PHY 212.

**MATHEMATICAL SCIENCE — COMPUTER SCIENCE**

**CONCENTRATION** CSP 201, CSP 202, CSP 214, CSP 312, CSP 315, CSP 325, CSP 330, CSP 402, CSP 435, CSP 445, CSP 465, MAT 115, MAT 201, MAT 202, MAT 203, MAT 312, MAT 313, PHY 216, AND PHY 218.

**MATHEMATICAL SCIENCES — MATHEMATICS CONCENTRATION** MAT 201, MAT 202, MAT 203, MAT 232, MAT 311, MAT 312, MAT 313, MAT 413, two of the following three courses: MAT 323, MAT 411, and MAT 417, and two of the following three cognate courses: CHE 214, PHY 216, and PHY 218.

**PHYSICS** BIO 211, CHE 212, MAT 116, MAT 201, MAT 202, PHY 201, PHY 202, PHY 203, PHY 311, PHY 312, PHY 313, PHY 320, PHY 411, and PHY 412.

**RECREATION** ART 413, BIO 371, BIO 372, BUS 201, BUS 204, HPE 113, HPE 114, HPE 214, HPE 215, HPE 221, HPE 224, HPE 225, HPE 244, HPE 274, HPE 281, HPE 284, HPE 285, HPE 374, HPE 376, HPE 381, HPE 382, HPE 385, HPE 432, HPE 472, HPE 485, HPE 491, HPE 492-1, SSC 201, SSC 204, SSC 330, and SSC 341. Students must also complete six electives in physical education skill courses.

**SPEECH PATHOLOGY AND AUDIOLOGY** SPP 151, SPP 245, SPP 251, SPP 351, SPP 352, SPP 361, SPP 363, SPP 365, SPP 451, and SPP 467.

**MINORS**

**BIOLOGY** BIO 211, BIO 312, and BIO 323

**CHEMISTRY** CHE 212, CHE 214, CHE 341, and CHE 342.

**ENVIRONMENTAL SCIENCE** ENV 201, ENV 210, ENV 310, ENV 311, and ENV 314.

**MATHEMATICS** MAT 201, MAT 202, MAT 203, MAT 115, MAT 116.

**RECREATION** BIO 371, HPE 113, HPE 114, HPE 224, HPE 285, HPE 321, HPE 374, HPE 381, HPE 432, or their equivalent.

**SPEECH PATHOLOGY AND AUDIOLOGY** SPP 151, SPP 251, SPP 351, SPP 352, and SPP 361.

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## Course Descriptions

### ADAPTED PHYSICAL EDUCATION AND KINESIOTHERAPY AND RECREATION

#### **HPE 111 Personal Health and Safety (1)**

An exploration and discussion of realistic health and safety topics that stimulate, motivate, and inspire the student to wise behavior in such crucial matters as eating, drinking, smoking, dieting, environmental and mental health, drug use and misuse, sex education, and family living.

#### **HPE 112 Fundamental Motor Skills (1)**

A course designed for students who do not meet minimum standards of physical capacity and for those who wish to evaluate general levels of physical condition as well as specific areas of weaknesses. Emphasis is placed on a wide variety of exercises, fundamental sport skills, and games of low organization that provide the student the knowledge and basic motor skills to select and participate in physical activities with lifetime recreational carryover values.

#### **HPE 113 Sports Technique and Motor Skills (2) Prerequisite: HPE 112; majors only**

A course designed specifically to provide a common medium for Education, Adapted Physical Education and Kinesiotherapy, and Recreation majors to learn basic motor skills and a variety of sports skills that are germane to their areas of concentration.

#### **HPE 114 Sports Techniques and Motor Skills (2) Prerequisite: HPE 113; majors only**

A course designed to provide the Adapted Physical Education and Kinesiotherapy and Recreation majors with advanced knowledge and appreciation of motor and sports skills that are related to the interests and needs of their professional clientele.

#### **HPE 214 Beginning Swimming (1)**

A course that offers a fundamental skill as well as teaching knowledge of the basic strokes.

#### **HPE 215 Intermediate Swimming (1)**

A continuation on the 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.

#### **HPE 216 Terminology for Adapted Physical Education and Kinesiotherapy (2)**

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

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

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

**HPE 224 Folk, Square, and Clog Dance (1)**

The basic techniques for folk, square, and clog dance.

**HPE 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.

**HPE 244 Advanced Gymnastics (1)**

Emphasis on the development of advanced skills in gymnastics and trampolining.

**HPE 274 First Aid and Safety (2)**

A course 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)**

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

**HPE 284 Outdoor Education and Camping Techniques (3)**

Study of the nature and scope of education of children and adults for life in the out-of-doors as well as procedures used. It deals with new uses of camping as part of a total education program and integration of outdoor activities into a traditional school pattern. Examples are provided of successful programs, teachable skills, units of work, conduct of field trips, and utilization of facilities in the immediate vicinity of the schools for overnight, weekend, and longer-term camping experiences.

**HPE 285 Supervised Experience in Physical Education, Recreation, or Therapeutic Clinical Settings (1)**

Opportunities for the student to gain practical experience by working in areas of professional interest under certified practitioners. A minimum of 100 clock hours of practical experience is required.

**HPE 321 Motor Learning (3)**

Study of practical implications of various theories of motor learning. It examines the state of the learner, the nature of skills, and methods of instruction.

**HPE 373 Physiology of Exercise (3) Prerequisite: BIO 371**

A course concerned with the application of physiological principles of muscular activity. It is a study of the integration of the human body systems in performance of exercise, including measurement of various physiological parameters during exercise.

**HPE 374 Kinesiology and Analysis of Human Movement (3) Prerequisite: BIO 371**

A study of the principles of human motion as well as an anatomical analysis of everyday physical education activities for the purpose of promoting normal development and improvement of performance.

**HPE 375 Kinesiotherapy — Prevention and Care of Injuries (3)  
Prerequisites: BIO 372 and HPE 374**

A course concerned with human movement and action. It provides knowledge and skills related to handicapped 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.

**HPE 376 Therapeutic Exercise (3) Prerequisites: BIO 371, BIO 372, and HPE 373**

A course 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. Preventative and adapted physical education are identified and discussed.

**HPE 381 Planning and Administration of Social Recreation (3)**

A course on the planning of recreational programs for different age groups in all types of recreational agencies. Special attention is given to the planning and conducting of social recreation through classroom discussions and laboratory demonstrations.

**HPE 382 Parks and Recreation Supervision I (3)**

A course that 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 385 Supervised Experience in Physical Education, Recreation, and Therapeutic Clinical Settings (1) Prerequisite: HPE 285**

Opportunities for students to gain practical experience by working in areas of professional interest under certified practitioners. A minimum of 125 clock hours of practical experience is required.

**HPE 423 Adapted Physical Education and Kinesiotherapy (3) Prerequisites: BIO 371, BIO 372, and HPE 374**

A course designed to provide students with the cognitive, psychomotor, and affective competencies in physical activities that will enable them, as professionals, to design programs to meet the needs of those who have structural, psychological, or developmental disabilities.

**HPE 424 Pre-Kinesiotherapy Clinical Practicum (3) Prerequisites: BIO 371, BIO 372, HPE 374, HPE 375, and HPE 423**

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

**HPE 432 Organization and Administration of Health, Physical Education, Recreation and Kinesiotherapy (3) Prerequisites: Adapted Physical Education and Kinesiotherapy or Recreation majors with junior or senior status**

A course designed to provide the preprofessional student with basic knowledge and skills in how to organize, administer, and control programs in school health, physical education, recreation, and kinesiotherapy.

**HPE 472 Tests and Measurements in Adapted Physical Education, Recreation, and Kinesiotherapy (3)**

A course designed to familiarize students with the process of collecting statistical data; its interpretation and use in assessments of students, programs, patients/clients, and methodologies; and techniques of test construction and assignment of letter grades.

**HPE 485 Supervised Experience in Physical Education, Recreation, and Therapeutic Clinical Settings (1) Prerequisite: HPE 385**

Opportunities for students to gain practical experience by working in areas of professional interest under certified practitioners. A minimum of 175 clock hours of practical experience is required.

**HPE 490 Foundations of Clinical Education, Physical Education, and Motor Learning (3) Prerequisites: majors in Adapted Physical Education and Kinesiotherapy or Recreation with junior or senior status**

A course designed to provide the student with the basic competencies of how learning takes place through motor skills, and the various techniques

and assessment procedures used in teaching motor activities in schools, recreation, and kinesiotherapy settings.

#### **HPE 491 Internship in Recreation (3-6)**

Training in recreation in planning and administration provided by actually working in the field of recreation for public or private recreational agencies. Students are required to complete a minimum of 300 clock hours during their nine-week internship. A minimum of three hours per day must be arranged for training. Students must be equipped with adequate transportation to commute between working sites and residence.

#### **HPE 492-1 Research and Seminar in Allied Health (3)**

A course designed primarily for majors in nonteaching health science areas. Critical issues in kinesiotherapy, therapeutic recreation, physical therapy, community recreation, occupational therapy, and related health sciences are researched and discussed.

#### **HPE 492-2 Clinical Internship in Kinesiotherapy and Therapeutic Recreation (6-12)**

Upon completion of all required courses, the student is assigned to a therapeutic agency specifically related to the student's area of concentration. Students are required to complete a minimum of 1,000 clock hours during the 16-week internship.

### **BIOLOGY**

#### **BIO 111 Introduction to Biological Science (3)**

A course designed to give the nonscience major a survey of the fundamental aspects of biology. Emphasis is placed on the human as a model organism. Equal exposure is given to cellular organisms and population biology.

#### **BIO 211 General Biology (4) Prerequisite: high school chemistry**

A course designed to provide the science major with a strong foundation in the fundamental principles of biology. Evolution and the unity and diversity of life are stressed throughout the course. Common and unique evolutionary solutions to the problem of survival are discussed in a format that moves from the molecular basis of life through cell, organism, and population biology. There are three hours of lecture and three hours of laboratory per week.

#### **BIO 212 General Zoology (4) Prerequisite: BIO 211**

Study of the biology of the major groups of animals with emphasis on morphology, taxonomy, diversity, and physiology. There are three hours of lecture and three hours of laboratory per week.

#### **BIO 232 General Botany (4) Prerequisite: BIO 211**

Study of the theories, principles, and concepts of plant life. An evolutionary

approach is emphasized. Topics include diversity, taxonomy, morphology, and physiology. There are three hours of lecture and three hours of laboratory per week.

**BIO 311 Genetics (4) Prerequisites: BIO 211, CHE 341, and MAT 115**

The study of the physical basis of inheritance. Topics include genes as units of heredity and development, the qualitative aspects of genetic variation, and the physical and chemical properties of genetic materials. There are three hours of lecture and three hours of laboratory per week.

**BIO 312 Comparative Vertebrate Anatomy (4) Prerequisite: BIO 211**

A study of morphology, systematic and phylogenetic relationships with emphasis on the vertebrates, with various theories of comparative anatomical evidence in support of organic evolution. The laboratory work involves dissection and the study of specimens from various vertebrate classes. There are three hours of lecture and one three-hour laboratory per week.

**BIO 323 Vertebrate Physiology (4) Prerequisites: BIO 312 and CHE 212**

The study of the physiology of vertebrates, with particular reference to man and the lower animals. There are three hours of lectures and two hours of laboratory per week.

**BIO 332 Microbiology (4) Prerequisites: BIO 211, CHE 341, and MAT 115**

The study of microorganisms, with emphasis on bacteria and viruses. Techniques of sterilization, isolation, identification, and handling of microorganisms are included in the laboratory. There are three hours of lecture and three hours of laboratory per week.

**BIO 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. There are three hours of lecture and one three-hour laboratory each week.

**BIO 372 Human Physiology (4) Prerequisite: BIO 371**

A study of the functions of various human body systems. Emphasis is placed on the basic concepts and their applications to various body components and activities. There are three hours of lecture and one three-hour laboratory each week.

**BIO 423 Ecology (4) Prerequisites: BIO 211, CHE 341, and MAT 115**

Exploration of the principles that govern the distribution and interaction of populations. Classical theory of abiotic environmental controls is contrasted with contemporary concepts that include competition, predation, and other biotic agents that organize populations and communities. In the laboratory, field exercises are used to test various ecological theories and to familiarize students with regional ecosystems. There are three hours of lecture and three hours of laboratory each week.



**BIO 432 Biochemistry (4) Prerequisites: BIO 323 and CHE 341**

Study of the properties of biologically active compounds, enzymology, and metabolism. There are three hours of lecture and one three-hour laboratory per week.

**BIO 442 Immunology (4) Prerequisites: BIO 323 and CHE 341**

An introduction to modern immunological principles, concepts, and applications. There are three hours of lecture and three hours of laboratory work per week.

**BIO 452 Frontiers in Cell and Molecular Biology (3) Prerequisites: BIO 211 and CHE 341**

A course designed to provide students with biotechnology competencies and research applications in the areas of molecular biology, cell biology, and developmental biology. The textbook materials are supplemented by biotechnology journal article resource materials.

**BIO 481 Seminar (1) Prerequisite: junior or senior status**

An in-depth study on a subject of biology where students learn how to do a literature search and give an oral presentation. The class meets once a week.

**BIO 482 Seminar II (1) Prerequisite: junior or senior status**

Identical to BIO 481.

**BIO 491 Research (1-3) Prerequisite: advisor's consent**

**BIO 492 Research (1-3) Prerequisite: advisor's consent**

**BIO 493 Neuroanatomy (4) Prerequisites: BIO 371 and BIO 372**

A course designed to meet the required competencies of students majoring in Adapted Physical Education and Kinesiotherapy. It provides an integrated study of the human nervous system from anatomical and physiological points of view. There are three hours of lecture and one three-hour laboratory each week.

## **CHEMISTRY**

**CHE 212 General Chemistry I (4) Prerequisite: MAT 115**

A study of atomic and molecular structure, the Periodic Table, chemical reactions, stoichiometry, gas laws, and states of matter. There are three hours of lecture and one three-hour laboratory per week.

**CHE 214 General Chemistry II (4) Prerequisite: CHE 212**

A continuation of General Chemistry I. The topics studied are chemical equilibrium, energy and chemical reactions, electrochemistry, properties of solutions and acid base concepts, and nuclear chemistry. There are three hours of lecture and one three-hour laboratory per week.

**CHE 241 Qualitative Analysis (4) Prerequisites: CHE 212 and CHE 214**

A study of the theories and practices of qualitative analysis, using modern analytical instruments and wet chemistry. There are two hours of lecture and two three-hour laboratories per week.

**CHE 242 Quantitative Analysis (4) Prerequisites: CHE 212, CHE 214, and MAT 115**

A study of gravimetric and volumetric analyses with an introduction to instrumental analysis. These include acid-base equilibrium, buffer solutions, complex formation reactions, theory of instrumental analysis, and data processing. There are three hours of lecture and one three-hour laboratory per week.

**CHE 341 Organic Chemistry I (4) Prerequisite: CHE 214**

A study of the physical and chemical properties of cyclic and acyclic alkanes and other basic functional organic groups, including a heavy emphasis on synthesis and reaction mechanisms. There are three hours of lecture and one three-hour laboratory per week.

**CHE 342 Organic Chemistry II (4) Prerequisite: CHE 341**

A study of the physical and chemical properties of organic substances as they relate to the various functional groups, with the use of modern instruments in the laboratory. There are three hours of lecture and one three-hour laboratory per week.

**CHE 412 Advanced Inorganic Chemistry (3) Prerequisites: CHE 214 and MAT 202**

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.

**CHE 431 Physical Chemistry I (4) Prerequisite: MAT 202**

A course that deals with the application of the principles of physics to study chemistry, the properties of gases, the mechanics of atoms and molecules, thermodynamics and chemical equilibrium, and chemical kinetics. There are three hours of lecture and one three-hour laboratory per week.

**CHE 432 Physical Chemistry II (4) Prerequisites: CHE 431 and MAT 203**

A continuation of Physical Chemistry I. Topics include chemical bonding and molecular structure, chemical kinetics and reaction mechanisms, properties of condensed phases, surface and colloid chemistry, and quantum mechanics and spectroscopic techniques. There are three hours of lecture and one three-hour laboratory per week.

**CHE 481 Seminar (1) Prerequisite: advisor's consent**

An in-depth study on a topic of advanced chemistry, its presentation in the form of a seminar with participation in weekly seminar programs.

**CHE 482 Seminar II (1) Prerequisite: advisor's consent**

A seminar that is identical to CHE 481.

**CHE 491 Research (1-3) Prerequisite: advisor's consent**

**CHE 492 Research (1-3) Prerequisite: advisor's consent**

## **COMPUTER SCIENCE**

**CSP 201 Introduction to Computer Science I (3) Prerequisite: Computer math course such as CIS 214 and one of CIS 200, CIS 211, CSP 210, or programming proficiency. Corequisite: MAT 201**

The first course in a two-semester sequence in algorithmic problem solving. Basic data structures, data and procedural abstraction, and problem-solving strategies are discussed and exemplified using modern programming technology. Programming laboratory experiences to build problem-solving skills accompany this course.

**CSP 202 Introduction to Computer Science II (3) Prerequisite: CSP 201. Corequisite: MAT 202**

A continuation of CSP 201, including topics of searching and sorting, algorithmic complexity, and elementary numerical analysis. Laboratory experiences extend to the user interfaces of a variety of systems.

**CSP 312 Introduction to Computer Systems (3) Prerequisite: CSP 202. Corequisite: PHY 216**

A first course in digital systems, including a treatment of logic and digital circuits as well as design using register-level components. Data representation, device characteristics, and register transfer notation are covered in a manner that stresses application of basic problem-solving techniques to both hardware and software design. Requirements specification, the design process, and issues associated with use of graphical interfaces are also discussed.

**CSP 315 Computer Organization and Assembly Language Programming (3) Prerequisite: CSP 312**

A first course in computer organization and assembly language programming. Students are exposed to the register-level architecture of a modern processor and gain experience programming in the assembly language for that processor. Topics associated with data representation, I/O devices, and bus transactions that have been previously mentioned are reinforced and amplified.

**CSP 325 Computer Architecture (3) Prerequisite: CSP 312**

A course dealing with design alternatives in computer architecture. Instruction set architectures, memory subsystem organization, interfacing concepts and issues arising in managing communication with the processor are covered, as are a number of alternative computer architectures.

**CSP 330 Analysis and Design of Algorithms (3) Prerequisites: CIS 214 and CIS 312. Corequisite: PHY 218**

A course in algorithms that treats such topics as appropriate choice of data structures, recursive algorithms, complexity issues, and issues associated with computability and decidability. Intractable problems, such as those found in artificial intelligence, are discussed. An introduction to parallel algorithms is also included.

**CSP 402 Software Systems (3) Prerequisite: CSP 330**

A course that stresses problem-solving strategies and concepts applied in the context of issues associated with the design and implementation of software systems. Students gain an appreciation for intractable problems as well as exposure to concurrent systems. Levels of abstraction are emphasized in data modeling and mapping to storage structures, and a treatment of user interfaces is included. Students spend a large portion of their time designing and implementing small and medium-sized software systems, and gaining experience with various environments.

**CSP 435 Programming Languages (3) Prerequisite: CSP 315**

A course that treats language-design issues and language translators after students have had exposure to a variety of programming languages and problem-solving paradigms, so that linguistic issues and programming paradigms can be treated at a more advanced level.

**CSP 445 Software Engineering (3) Prerequisite: CSP 402**

A course that treats topics associated with the design and implementation of large software systems. A continued emphasis on problem-solving concepts is integrated with a treatment of the software life cycle, requirements specifications, and verification and validation issues. Social and ethical issues faced by the computing professional are discussed in the context of software engineering.

**CSP 465 Operating Systems (3) Prerequisites: CSP 315 and CSP 402**

A course in systems software that is largely concerned with operating systems. Such topics as process management, device management, and memory management are discussed, as are relevant issues associated with security and protection, networking, and distributed operating systems.

## **ENVIRONMENTAL SCIENCE**

**ENV 201 Introduction to Environmental Science (4) Prerequisites: BIO 211 and CHE 212**

A consideration of the interplay between the whole living organism and the environment. Emphasis will be placed on those topics that concern man and his creation of environment and the effects of the environment on man,

with the development of the concept of man as a biological organism and a part of the living world.

**ENV 210 Environmental Issues and Ethics (3) Prerequisite: ENV 201**

An introduction to current problems in the environmental health sciences. Five blocks are presented that deal with (1) community health problems, (2) water quality, (3) air quality, (4) occupational health and safety, and (5) environmental microbiology. A sixth special problem block will deal with current exploration of a variety of ethical issues surrounding the relation of human beings to their environment. It will begin by looking at a range of traditional moral theories in order to examine different evaluations of the ethical duties of humans to nonhuman creatures and things.

**ENV 215 Physical Geology (4)**

An introduction to physical geology that includes rocks, minerals, rock cycle, plate tectonics, and earth processes. Particular emphasis will be on external Earth processes, the transportation and deposition of both natural and man-made materials, and their impact on the environment.

**ENV 301 Environmental Instrumentation (4) Prerequisites: ENV 201 and ENV 210**

A course designed to give students a general knowledge of the theory and practical application of instrumental methods and practical experience both in instrument operation and the interpretation of data obtained with the instruments.

**ENV 311 Water Chemistry/Water Quality (4) Prerequisites: CHE 212, CHE 214, CHE 321, ENV 201, and ENV 301**

A course in which students evaluate point and nonpoint pollution in the Falls of the Neuse Lake as a context for learning techniques such as measurement of nutrient concentrations, chlorophyll, and common pollutants. The course provides students with the opportunity to gain hands-on laboratory experience in various water analyses.

**ENV 314 Air Quality (4) Prerequisites: CHE 212, CHE 214, CHE 341, ENV 201, and ENV 301**

A survey of the problem of atmospheric pollution. Topics to be discussed include pollutant sources, effects on man and other animals, vegetation, materials and visibility, meteorological factors, air sampling; control devices, air quality, and emission standards; and legal, economic, and administrative issues.

**ENV 401 Environmental Science Seminar I (1) Prerequisites: junior status**

Group analysis of problems and issues that confront the environmentalist. It is expected that the seminar will be multidisciplinary

**ENV 402 Environmental Science Seminar II/Research (2) Prerequisite: senior status; Corequisite: ENV 499**

Senior majors present a full-length seminar on a topic of interest in environmental studies or on the result of the field experience to the faculty of the department. The presentation should be in-depth with the research methods, data, data analysis, and interpretations of data.

**ENV 410 Principles of Toxicology (3) Prerequisites: CHE 212, CHE 214, CHE 341, CHE 342, ENV 312, and ENV 314**

Focuses on the harmful or adverse effects that various chemicals, including environmental pollutants, exert on biological tissues. Some categories of chemicals discussed are gases, metals, solvents, and pesticides. Each chemical is systematically studied according to source(s) of exposure; route(s) of entry; absorption and distribution; mechanism of action; biotransformation; and excretion.

**ENV 413 Introduction to Environmental Health (3) Prerequisites: CHE 212, CHE 214, CHE 341, CHE 342, ENV 201, and MAT 200**

A survey of basic environmental health issues, including definition of problems, health effects, and control methods. The course includes study of epidemiology and public health, including diseases, environmental toxins, and radiation. A discussion of the statistical methods used to interpret epidemiological data will be included.

**ENV 414 Health and Policy (3) Prerequisite: senior status in major**

A study of environmental health management and policy, including health risks, American policy institutions, processes, and policy analysis. Current critical issues in environmental health science are also discussed.

**ENV 415 Risk Assessment and Analysis (3) Prerequisite: MAT 200**

Introduction to quantitative risk assessment and risk analysis including probability theory used in risk assessment; scenario trees and their quantification; case studies; and risk-based decision making.

**ENV 499 Internship in Environmental Science (10) Prerequisites: senior status and all required courses for status**

Students arrange to work in any of the following agencies for one semester: (1) municipal waterworks, (2) municipal refuse department, (3) municipal waste water, (4) governmental agencies (EPA, NIEHS, etc.), or (5) national or regional laboratories of EPA or NIEHS. The student may conduct research in the field or gain on-the-job training for his/her professional development.

## **MATHEMATICS**

**MAT 111 General Mathematics (3)**

A beginning course for non-science majors designed to develop skills and ability to reason logically and to master basic operations in arithmetic.

Included are set theory, symbolic logic, number systems and their development, and algebra of numbers.

**MAT 112 General Mathematics (3) Prerequisite: MAT 111**

A continuation of the study of basic mathematics and its applications in reasoning and problem solving, including elementary algebra, solving linear and quadratic equations and systems of linear equations, linear functions and their graphs, elementary probability and statistics, areas and volumes of basic shapes and solids, and consumer mathematics.

**MAT 113 Contemporary Mathematics for Teachers (3)**

Focus on elementary set theory, logic, fundamental concepts and structures of the real number system, fundamental concepts of algebra, intuitive geometry, probability and statistics, and counting principles and consumer mathematics.

**MAT 115 Pre-Calculus (4) Prerequisite: Mathematics Placement Examination**

The first mathematics course taken by all students majoring in biology, chemistry, and mathematics (both concentrations). This course integrates the traditional algebraic and trigonometric topics into the study of functions and graphs, utilizing graphing technology. Topics included are polynomial, rational, exponential, and logarithmic functions and systems of equations. Emphasis is placed on using available technology as a tool in exploring functions and in problem solving. This course is a prerequisite for all higher numbered math courses.

**MAT 116 Computational Science (4) Prerequisite: MAT 115 or equivalent or instructor's consent**

An introduction to scientific computing, emphasizing programming in FORTRAN and C primarily as related to the use of application software in science and mathematics. Students are also exposed to computational mathematics. This includes a laboratory component of three hours.

**MAT 200 Introduction to Biostatistics (3) Prerequisites: BIO 211, MAT 115, and MAT 116**

Introduction to basic probability and statistical concepts with particular reference to biological data. Includes descriptive statistics, probability distributions, estimation and hypothesis testing, analysis of variance, regression, and correlation. A statistical package will be introduced early in the course and used in an integrated fashion throughout the course.

**MAT 201 Calculus I (4) Prerequisite: MAT 115 or Mathematics Placement Examination**

An introduction to functions, limits of functions, derivatives, applications of derivatives, and definite and indefinite integrals.

**MAT 202 Calculus II (4) Prerequisite: MAT 201**

The study of applications of definite integrals, calculus of transcendental functions, techniques of integration, sequences, infinite series, plane curves, conic sections, and polar coordinates.

**MAT 203 Calculus III (4) Prerequisite: MAT 202**

A study of vectors and analytical geometry in space, vector valued functions, functions of several variables, their derivatives, and applications.

**MAT 232 Theory of Numbers (3) Prerequisite: MAT 203 or consent of the instructor**

Study of elementary properties of integers, prime, and composite numbers. Euclidean algorithm, congruencies, theorems of Fermat and Wilson, primitive roots, and elementary diophantine equations, Chinese remainder theorem, and applications are explored.

**MAT 311 Modern Algebra (3) Prerequisites: MAT 202 and MAT 232**

An abstract math course in which junior or senior students learn about theorems and proofs. The course deals with different algebraic structures like groups, rings, integral domains, and fields. Their substructures, quotient structures, and homomorphisms are studied.

**MAT 312 Linear Algebra (3) Prerequisite: MAT 116 or consent of the instructor**

A study of systems of equations, vector spaces, linear dependence and independence of vectors, basis, and linear transformations. Applications to economics, business, and other areas, including Markov chains and the Leontief input-output model, are also studied.

**MAT 313 Mathematical Probability and Statistics (3) Prerequisite: MAT 203**

A study of probability spaces, random variables, random sampling, estimation of parameters, and testing of hypotheses.

**MAT 323 Modern Geometry (3) Prerequisites: MAT 232 and MAT 312**

A course designed for students who are in Math Education. This deals with mathematical logic, a brief historical development of Euclidean and nonEuclidean geometries, Euclid's postulates, axiomatic systems, synthetic and algebraic approaches to geometry, transformational geometry, vectors, and projective geometry. Computer applications to geometry, including basic programming, and applications of geometry to solve real-world problems and interdisciplinary problems are also studied.

**MAT 411 Differential Equations (3) Prerequisites: MAT 203 and MAT 312**

A study of ordinary differential equations of different orders and degrees, their solutions, methods of solutions, trajectories, numerical techniques, Laplace transforms, power series methods, systems of equations, and applications to other disciplines and physical problems.



**MAT 413 Introduction to Real Analysis (3) Prerequisites: MAT 203 and MAT 232**

A study of rigorous development of the real number system, sequences, infinite series and their convergence, sets, limits, continuity and differentiability of functions, and the Reimann integral.

**MAT 417 Introduction to Numerical Analysis (3) Prerequisites: MAT 116 and MAT 203**

A course 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 423 Introduction to Complex Analysis (3) Prerequisite: MAT 232**

A course dealing with algebra and calculus of complex numbers, analytic and harmonic functions, series representations, theory of residues, and conformal mappings.

**MAT 425 Introduction to Set Theory and Topology (3) Prerequisite: MAT 413**

A study of elementary set theory, cardinal numbers, Hausdorff's maximal principle, compactness, connectedness, and separation axioms.

**MAT 433 History of Mathematics (3) Prerequisite: MAT 232**

A study of the development of mathematical thought and the evolution of mathematical ideas examined in a historical setting. Biographical and historical content are supplemented and reinforced by a study of the techniques and procedures used in earlier eras.

**MAT 481 Seminar (1) Prerequisites: senior status and advisor's consent**

Exposure to readings and problems not otherwise covered in the curriculum.

**MAT 491 Research (1-3) Prerequisite: adviser's consent**

**MAT 492 Research (1-3) Prerequisite: adviser's consent**

## **PHYSICAL SCIENCE**

**PHY 112 Introduction to Physical Science (3) Prerequisite: MAT 111 or its equivalent**

A basic course of study in physical science that 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 that govern it. Selected topics in physics, chemistry, geology, and the environment are studied.

**PHY 114 Physical Science Laboratory (1)**

A two-hour laboratory course designed to complement the lecture/recitation and text content of Introduction to Physical Science, illustrating the basic

concept of the laws of nature. Students participate directly in the exercises, developing skills of observation, data collection, and analysis. Concepts covered are derived from the fields of chemistry, physics, ecology, and earth science.

## **PHYSICS**

### **PHY 201 General Physics I (4) Prerequisites: MAT 201, PHY 112, and PHY 114**

A calculus-based physics course, generally taken by physics, mathematics, computer science, and engineering majors. It covers mechanics of particles and rigid bodies, gravitation, oscillations and waves.

### **PHY 202 General Physics II (4) Prerequisite: PHY 201**

A calculus-based physics course, generally taken by physics, mathematics, computer science, and engineering majors. The course covers thermal physics, laws of ideal gases, electricity, magnetism, and electromagnetic waves.

### **PHY 203 General Physics III (4) Prerequisite: PHY 202**

A calculus-based physics course, taken by physics, mathematics, computer science, and engineering majors. It covers fluid dynamics, light, optics, and the basics of modern physics.

### **PHY 212 Physics I (4) Prerequisite: MAT 112**

First semester of a two-semester sequence in introductory, non-calculus physics that is generally taken by biology, chemistry, and environmental science majors. Topics include mechanics, heat, and wave motion.

### **PHY 214 Physics II (4) Prerequisite: PHY 212**

Second semester of a two-semester sequence in introductory, non-calculus physics that is generally taken by biology and chemistry majors. Topics include electricity, magnetism, light, and modern physics.

### **PHY 311 Mechanics (4) Prerequisites: MAT 202 and PHY 201**

An intermediate course of theoretical mechanics. Topics include problems in Newtonian mechanics, collisions of particles, unharmonic oscillator, motion of rigid bodies, variational principle, Lagrangian and Hamiltonian mechanics, and conservation laws.

### **PHY 312 Thermodynamics and Statistical Physics (3) Prerequisites: MAT 203, MAT 313, and PHY 202**

An intermediate course in the fundamentals of thermodynamics and statistical physics. Topics include the concepts of temperature, heat and entropy, laws of thermodynamics, and statistical description of large systems.

**PHY 313 Electromagnetism (4) Prerequisite: MAT 203, PHY 203, and PHY 311.**

An intermediate course in the fundamentals of electricity and magnetism, including motion of a particle in uniform electric and magnetic fields, electromagnetic field tensor, Maxwell equations, energy-momentum tensor, and electromagnetic waves.

**PHY 320 Physics Laboratory (2) Prerequisites: PHY 312 and PHY 313**

An advanced physics laboratory, involving experiments in mechanics, electromagnetism, thermal physics, optics, and atomic and solid state physics.

**PHY 411 Relativity and Quantum Mechanics (3) Prerequisites: MAT 411, PHY 311, and PHY 313**

The basic concepts of modern physics, including special relativity, equations of gravitational field, and foundations of quantum mechanics.

**PHY 412 Quantum Physics (4) Prerequisites: PHY 411**

The fundamentals of quantum physics and applications. Topics include Schrodinger equation, tunneling through barrier, harmonic oscillator, applications to atomic structure, optical spectra, nuclear physics, elementary particle physics, and solid state physics.

**SPEECH PATHOLOGY AND AUDIOLOGY**

**SPP 151 Introduction to Communication Disorders (3)**

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.

**SPP 245 Nature of Language (3)**

A course that 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.

**SPP 246 Beginning Sign Language (3)**

A beginning-level course in sign language designed to introduce manual communication, including fingerspelling and communicating with signs.

**SPP 247 Intermediate Sign Language (3) Prerequisite: SPP 246**

A course designed for those who have a basic knowledge of the principles and use of manual communications.

**SPP 248 Advanced Sign Language (3) Prerequisite: SPP 247**

The final segment of a three-course sequence. Emphasis is placed upon interpretation skills in conversational speech.

**SPP 251    Phonetics (3)**

A course designed to provide students with a basic understanding and workable knowledge of the International Phonetic Alphabet as an important tool in the speech and hearing professions. Mastery of the underlying principles as well as practical applications is stressed.

**SPP 252    Acoustic and Physiological Phonetics (3) Prerequisite: SPP 251**

An introduction to acoustics, speech production, speech analysis, and speech perception. The basic phonetic transcription skills introduced in the previous course are enhanced.

**SPP 351    Anatomy and Physiology of the Speech and Hearing Mechanism (3)  
Prerequisite: SPP 151**

An in-depth study of the organs and systems of the body that contribute to the production and reception of speech.

**SPP 352    Disorders of Articulation (3) Prerequisites: SPP 151 and SPP 251**

A study of the nature and prevalence of articulation disorders, particularly in children. Attention is directed toward the etiology, diagnosis, and treatment of such disorders. Clinical observation therapy is required.

**SPP 353    Disorders of Voice (3) Prerequisite: SPP 351**

A broad introduction to the field of functional and organic voice disorders. The course surveys the nature and etiology of these disorders; the problems encountered by persons manifesting such disorders; and diagnosis and rehabilitative techniques.

**SPP 355    Stuttering (3)**

An exploration of 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.

**SPP 361    Introduction to Audiology (3) Prerequisite: SPP 351**

A study of 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.

**SPP 362    Audiometry (3) Prerequisite: SPP 361**

Focus on the rationalization and application of various specialized procedures, techniques, and tools used in the assessment of hearing loss.

**SPP 363    Aural Rehabilitation (3) Prerequisite: SPP 361**

An exploration of the major experimental and clinical work in the rehabilitation of persons who are deaf or hard of hearing. Therapy procedures as well as amplification devices are considered. Information is drawn from professional journals, theses, and dissertations.

**SPP 365 Speech and Hearing Science (3) Prerequisite: SPP 252**

An exploration of current topics in the speech and hearing processes. The focus is directed toward a consideration of research techniques, including instrumentation and experimental design, and the practical application of these results. Information is drawn from the most current scientific sources.

**SPP 451 Diagnostic Methods in Speech Pathology (3) Prerequisite: SPP 352**

A course intended to provide the student with an understanding of and practice in the basic clinical procedures involved in the evaluation of speech disorders. Procedures for report writing, testing, diagnoses, and referral are included.

**SPP 452 Physiogenic Disorders (3) Prerequisite: SPP 351**

A course intended to acquaint the student with various physiogenic disorders, including cerebral palsy, cleft lip/palate, dysarthria, and apraxia of speech.

**SPP 453 Disorders of Language (3)**

Concentration on the various disorders associated with the inability to develop or utilize language effectively. Among the topics considered is delayed language development in children due to mental retardation or emotional difficulty.

**SPP 467 Clinical Practicum-I (3) Prerequisite: SPP 451**

An introduction to a "hands-on" approach for the evaluation and remediation of speech, language, and hearing disorders. This course includes comprehensive report writing, record keeping, and presentation of therapeutic techniques through practical application.

**SPP 468 Clinical Practicum-II (3) Prerequisite: SPP 467**

In this course, the student assumes an independent role in the evaluation.

**SPP 491 Independent Study (3) Prerequisite: senior status**

A summary experience for students majoring in speech pathology and audiology, particularly for those who intend to pursue graduate 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.

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**DIVISION OF SOCIAL SCIENCE**

The Division of Social Science includes two majors leading to the bachelor of arts degree, one of which (Criminal Justice) can also lead to the associate of arts degree as well as several courses that contribute to the University Core Curriculum and the divisional core. In addition, the division offers courses in statistics and social research, which may also be required for students outside the division.

**MAJORS**

Students in the division may major in Criminal Justice or Social Science, with a concentration in either Psychology, Sociology, or Social Gerontology. A major in Social Science with a concentration in Criminal Justice is available for students who wish to pursue studies in both areas.

**CRIMINAL JUSTICE** A major in Criminal Justice consists of a 10-course sequence with a concentration in Law Enforcement and Police Science, Corrections and Social Rehabilitation, or Pre-Law.

**CRIMINAL JUSTICE — LAW ENFORCEMENT AND POLICE SCIENCE CONCENTRATION** CRJ 300, CRJ 301, CRJ 302, CRJ 307, CRJ 311, CRJ 313, CRJ 400, CRJ 403, CRJ 408, and CRJ 431.

**CRIMINAL JUSTICE — CORRECTIONS AND SOCIAL REHABILITATION CONCENTRATION** CRJ 203, CRJ 301, CRJ 302, CRJ 307, CRJ 310, CRJ 311, CRJ 313, CRJ 401, CRJ 402, and CRJ 431.

**CRIMINAL JUSTICE — PRE-LAW CONCENTRATION** BUS 201, CRJ 203, CRJ 301, CRJ 302, CRJ 305, CRJ 311, CRJ 313, CRJ 320, CRJ 400, and CRJ 431.

**SOCIAL SCIENCE** A major in Social Science consists of a 10-course sequence with a concentration in Criminal Justice, Psychology, Sociology, or Social Gerontology.

**SOCIAL SCIENCE — CRIMINAL JUSTICE CONCENTRATION** CRJ 301, CRJ 302, CRJ 311, CRJ 313, CRJ 400, CRJ 403, CRJ 431, EVR 200, EVR 322, and SSC 341.

**SOCIAL SCIENCE — PSYCHOLOGY CONCENTRATION** EDU 415, EVR 200, EVR 322, SSC 204, SSC 210, SSC 304, SSC 310, SSC 330, SSC 341, and SSC 492.

**SOCIAL SCIENCE — SOCIOLOGY CONCENTRATION** EVR 200, EVR 322, SSC 215, SSC 300, SSC 306, SSC 312, SSC 315, SSC 341, SSC 450, and SSC 491.

**SOCIAL SCIENCE — SOCIAL GERONTOLOGY CONCENTRATION** EVR 200, EVR 322, SSC 241, SSC 304, SSC 313, SSC 314, SSC 320, SSC 460, SSC 470, and SSC 472.

## **ASSOCIATE DEGREE**

**CRIMINAL JUSTICE** The associate degree in Criminal Justice is available to those students who may wish to increase their knowledge of criminal justice but do not wish to pursue a four-year program. Students in the associate degree program must take BIO 111, CIS 200, CRJ 200, CRJ 203, CRJ 301, CRJ 302, CRJ 307, CRJ 313, ENG 111, ENG 112, ENG 113, MAT 111, MAT 112, MCO 210, REL 290, SSC 201, SSC 211, and nine hours of electives.

## **DIVISIONAL CORE**

All student majors seeking the bachelor of arts degree in the division are required to take the following divisional core courses: CRJ 200, REL 290, SSC 201, SSC 202, and SSC 211.

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## **Course Descriptions**

### **CRIMINAL JUSTICE**

#### **CRJ 200 Introduction to Criminal Justice (3)**

Introduction to the major areas within the criminal justice system. Special topics include processes, constitutional limitations, and problems and criticisms of contemporary criminal justice.

#### **CRJ 203 Criminology (3)**

Study of the causes, nature, and extent of crime and the policies used in dealing with crime and criminals. Special topics include the definition of crime, crime statistics, theories of crime causation, and crime typologies.

#### **CRJ 300 Introduction to Law Enforcement (3)**

Introduction to the philosophical, cultural, and historical backgrounds of the police role in the criminal justice system.

#### **CRJ 301 Court Administration (3) Prerequisite: CRJ 200 or CRJ 203**

Examination of the courts' and law enforcement's roles in the criminal justice process. Special topics discussed include courts as a political subsystem in comparative perspective, judicial decision making, and the development of public policy through the judicial process.

#### **CRJ 302 Juvenile Delinquency (3) Prerequisite: CRJ 200 or CRJ 203**

Study of the legal and social character of juvenile delinquency. It considers theories of delinquency, contributing social problems, adolescence as a subculture, the adjudication process for delinquents, and modern trends in prevention and treatment.

**CRJ 305 Constitutional Law for Law Enforcement Officers (3) Prerequisite: CRJ 200 or CRJ 203**

A detailed examination of those articles and constitutional amendments that deal exclusively and specifically with police powers and implied law enforcement operation activities.

**CRJ 307 Probation and Parole (3) Prerequisite: CRJ 200 or CRJ 203**

Study of the development, organization, operation, and results of systems of probation and parole as substitutes for incarceration.

**CRJ 310 Introduction to Corrections (3)**

An overview of the American correctional system. Special topics include analysis and evaluation of the historical and contemporary correctional system and the development, organization, and results of different systems.

**CRJ 311 Evidence in Law Enforcement (3) Prerequisite: CRJ 200 or CRJ 203**

Study of the rules of evidence and their application to law enforcement operations. Special topics include classification of evidence, utilization of evidence, courtroom presentation, hearsay rule and exceptions, impeachment and cross-examination, and privileges.

**CRJ 313 Basic Criminal Procedure (3) Prerequisite: CRJ 200 or CRJ 203**

Study of the basic rights of individuals as they are processed throughout the criminal justice system. Special topics include search and seizure, arrest, use of informants, entrapment, the exclusionary rule, and police line-ups.

**CRJ 320 Court Procedures (3) Prerequisites: CRJ 200 or CRJ 203 and CRJ 313**

A detailed study of the major judicial procedures followed from an arrest and arraignment to final case disposition and sentencing. Specific topics include current trial techniques, legal defenses, and courtroom procedures.

**CRJ 400 Criminal Law (3) Prerequisite: CRJ 200 or CRJ 203**

Study of the nature, sources, and types of substantive criminal law. Some attention is given to historical origins of the criminal law, with special emphasis being placed on the North Carolina penal code.

**CRJ 401 Law and Corrections (3) Prerequisites: CRJ 200, CRJ 307, and CRJ 310**

A survey of the legal aspects of incarceration, institutionalization, rehabilitation, and postrelease programs. Special topics include inmate rights and sentence investigation.

**CRJ 402 Community-Based Corrections (3) Prerequisites: CRJ 200, CRJ 307, and CRJ 310**

An examination of the history, philosophy, theory, and functions of halfway houses, work release centers, and other forms of community-based treatment programs available to the offender. The course also explores current



innovations, such as using volunteers and offenders as correctional manpower resources.

**CRJ 403 Basic Criminal Investigation (3) Prerequisites: CRJ 200 or CRJ 203, and CRJ 400**

Study of the role of the criminal investigator and investigative methodology. Specific topics include various investigative techniques, crime scene searches, and presentation of police cases in court.

**CRJ 406 Civil Rights (3) Prerequisite: CRJ 200 or CRJ 203**

An examination of civil rights in the light of possible violation of criminal and civil statutes in the United States. Major emphasis is placed on the analysis of important U.S. Supreme Court decisions.

**CRJ 407 Middle Management for Law Enforcement Personnel (3) Prerequisites: CRJ 200 and CRJ 300**

An evaluation and analysis of supervisory practices for the experienced middle-command officers, patrol and line operations, and the application of sound middle-management practices to police agencies in the United States.

**CRJ 408 Law Enforcement Planning and Research (3) Prerequisites: CRJ 200 or CRJ 203 and nine additional hours of Criminal Justice courses**

A survey of problems and practices of police agency planning, budget, manpower, community needs, and others.

**CRJ 431 Seminar in Criminal Justice (3) Prerequisites: CRJ 200 and 12 additional hours of Criminal Justice courses**

A course designed primarily to integrate and synthesize the various components of the criminal justice system and to assist students in preparing for the world of work once they leave the University. Major emphasis is placed on career development, career planning, human relations, and management skills that facilitate employment.

**CRJ 432 Individual Studies (1 to 3) Prerequisites: CRJ 200, 12 additional hours of Criminal Justice, and permission of the instructor**

A course designed to give advanced undergraduate students academic flexibility by providing opportunities for them to do supervised individual reading and research in criminal justice.

**CRJ 434 Internship in Criminal Justice (3) Prerequisites: CRJ 200, 12 additional hours of Criminal Justice, and permission of the instructor**

Open only to upper-level Criminal Justice majors and designed to provide them with opportunities to apply academic training in a practical criminal justice setting. The course is jointly supervised by the Criminal Justice staff and agency personnel.

## EVALUATION RESEARCH

### **EVR 200 Elementary Statistics (3)**

A introductory course in statistics that covers descriptive statistics and statistical inference, including elementary probability, theoretical distributions, estimation, and hypotheses testing.

### **EVR 300 (CAPE) Research and Portfolio Development (0-27)**

A required course for all CAPE students that should be taken during the first semester that the student enrolls or not later than the second semester. The course is concerned with the articulation and presentation of quantifiable skills and experiences that may be translated into University credits.

### **EVR 322 Introduction to Research (3) Prerequisite: EVR 200**

Instruction in the techniques of survey research design, instrument design, collection, analysis, and interpretation of data.

### **EVR 323 Survey Research Methods (3) Prerequisite: EVR 200**

Instruction in advanced techniques of survey research design, sampling, and statistical analysis.

### **EVR 324 Intermediate Statistics (3) Prerequisite: EVR 200**

A course on testing hypotheses, chi square, regression and correlation, analysis of variance, and an introduction to design of experiments.

### **EVR 325 Program Evaluation (3) Prerequisite: EVR 200**

An examination of systematic designs and analytical procedures for measuring the impact and effectiveness of programs initiated for specific purposes.

## SOCIAL SCIENCE

### **SSC 115 Survey of the Social Sciences (3)**

An introductory study of the origins, concepts, and theories of man, culture, and society, and focuses on sociology, psychology, and other social sciences.

### **SSC 201 Introduction to Psychology (3)**

An introduction to the theoretical and research bases of numerous aspects of human behavior and mental processes.

### **SSC 202 Introduction to Gerontology (3)**

An introduction to the sociological, psychological, and biological factors of aging.

### **SSC 204 Psychology of Personality (3) Prerequisite: SSC 201**

An examination of on the major theories of personality determinants, structure, development, dynamics, and measurement.

### **SSC 210 Human Development (3) Prerequisite: SSC 201**

A study of physical, cognitive, and social changes occurring across the life span.

**SSC 211 Introduction to Sociology (3) Prerequisite: SSC 115**

An introduction to the basic concepts for understanding and analyzing group interaction and social structure.

**SSC 215 Marriage and the Family (3) Prerequisite: SSC 211**

An investigation of the changing marriage patterns and family structure and functions in the United States. It also considers the status of family and the process of marriage in different Western and Eastern cultures.

**SSC 241 The Helping Professions (3)**

An introduction to those professions that will be increasingly called upon to meet the growing multiservice needs of the aging population. It places today's health care system in historical perspective and discusses key concepts such as accreditation, certification, licensure, registration, and curricula.

**SSC 300 Social Problems (3)**

Concentration on different social problems in American society, including poverty, physical health, mental illness, alcoholism, drug addiction, AIDS, and others. Different sociological approaches to these problems and different social policies on them are analyzed.

**SSC 304 Abnormal Psychology (3) Prerequisite: SSC 201**

Instruction in the theoretical and research bases of classification, diagnosis, and treatment of abnormal behavior.

**SSC 308 Social Change (3)**

A study of the process of social change in human society with respect to how society/community changes over time. Sources and forces of change as well as the theories concerned are taught comparatively. Certain emphasis will be placed on the contemporary society of the United States.

**SSC 310 Experimental Psychology (3) Prerequisite: SSC 201**

Instruction in the basic principles of research in psychology, research design, and report writing.

**SSC 312 Social Stratification (3)**

Introduction to the study of structured social inequality in society. Special topics include social classes, social mobility, and valued or scarce resources for which social groups compete. The different sociological theories of stratification will also be addressed.

**SSC 313 Psychology of Aging (3) Prerequisite: SSC 201**

Instruction in the psychological changes that occur during the later years of life.

**SSC 314 Aging and the Contemporary Community (3)**

Focus on age as a demographic, sociological, and political variable in the analysis of the contemporary community.

**SSC 315 Race and Ethnic Relations (3)**

An investigation of the social, economic, cultural, and political forces responsible for group control that breeds prejudice and discrimination which thereby enhance social distance and socioeconomic injustice. Different theories on race and ethnic relations will be analyzed. Although the major concentration will be given to the ethnic situation in the United States, crosscultural examples and experiences will also be discussed.

**SSC 320 Minority Aging (3)**

An analysis of variations within and between different minority groups, with special emphasis on the Black aged. The course examines social and economic differences, as well as values, attitudes, and trends in Black culture as they relate to aging.

**SSC 330 Physiological Psychology (3) Prerequisite: SSC 201**

A study of the biological bases of human behavior with emphasis on the nervous system.

**SSC 341 Social Psychology (3) Prerequisite: SSC 201**

A study of the thoughts, feelings, and behaviors of individuals as affected by others.

**SSC 400 Housing and Government-Related Programs (3)**

Examination of the mechanisms through which federal policies concerning the elderly are implemented. Housing legislation and the Older Americans Act are used to illustrate funding procedures for government projects.

**SSC 450 Sociological Theory (3) Prerequisites: SSC 211 and nine hours of social science courses**

A survey of theoretical explanations as to how human society, social interaction, and social behavior have become possible. The contributions of the founders of sociology as well as insights of contemporary sociologists are discussed and analyzed.

**SSC 460 Economics of Aging (3) Prerequisite: SSC 202**

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.

**SSC 470 Seminar in Aging (3) Prerequisite: senior status or permission of the department**

Special topics designed to integrate the students' total exposure to the discipline.

**SSC 472 Internship (3) Prerequisite: junior status**

Open to upper-level majors and designed to provide students with an opportunity to gain practical skills and to apply their academic training through work with some relevant community agency.

**SSC 491 Senior Seminar (3) Prerequisite: senior status or permission of the department**

Integration and synthesis of several sociological topics that students have examined. It is also designed to orient students toward further academic study or toward career development.



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# MILITARY SCIENCE DEPARTMENT

## U.S. ARMY RESERVE OFFICER TRAINING CORPS (ROTC)

### MISSION

The mission of the Military Science Department is to commission the future officer leadership of the United States Army. The department's mission is accomplished through recruiting, selecting, motivating, training, and retaining students who possess leadership potential. In achieving this mission, the department provides a unique opportunity for students. ROTC enhances a student's education by providing both training and experience in leadership and management. It develops self-discipline, responsibility, and confidence — qualities basic to success in the Army or in a civilian career.

ROTC gives students a valuable opportunity to build for the future by helping them earn both a college degree and an officer's commission at the same time.

ROTC graduates are leaders, thinkers, and decision makers. They meet problems head-on and solve them quickly. They know how to adapt to situations and take charge. They will find that their background and experience in ROTC and the Army can be a valuable asset if they decide to pursue a civilian career. The practical experience they gain by leading people and managing money and equipment can place them far ahead of other college graduates competing for jobs that lead to top management positions.

### OBJECTIVES

The Military Science Program of Instruction is structured to develop within students

- 1 a strong sense of personal integrity, honor, and sense of duty;
- 2 a strong sense of individual responsibility and accountability;
- 3 an understanding of the principles of military leadership, management, and organization;
- 4 the ability to communicate effectively in speech and writing;
- 5 a general knowledge of the historical development of the U.S. Army and its role in support of national objectives;
- 6 an understanding that military life as a commissioned officer includes opportunities and obligations; and
- 7 the ability to apply principles of leadership, management, and tactics.

### PROGRAM DESCRIPTION

**The Four-Year Curriculum** The ROTC Program is based on a four-year curriculum intended to be integrated with the normal baccalaureate degree program. Flexibility is provided through a number of options and alternatives. These alternatives recognize previous military-related experience and provide accelerated or compressed instruction to allow late entry into the program.

The Four-Year Program is divided into two parts: the Basic Course and the Advanced Course.

The Basic Course is usually taken during the freshman and sophomore (MS I and MS II respectively) years of college and covers such subjects as management principles, national defense, military history, and leadership development. There is no military obligation for enrollment in the Basic Course. After they have completed the Basic Course, students who have demonstrated the potential to become officers and who have met the physical, moral, and scholastic standards are eligible to enroll in the Advanced Course.

The Advanced Course is usually taken during the junior and senior years (MS III and MS IV, respectively). It includes instruction in organization and management, tactics, ethics and professionalism, and further leadership development.

During the summer between their junior and senior years, Advanced Course cadets attend a fully paid six-week Advanced Camp. This camp gives cadets the chance to put into practice the theories and principles they learned in the classroom and introduces them to Army life in the field.

**The Two-Year Program** The two-year program is designed for junior and community college graduates, students at four-year colleges who did not take ROTC during their first two years, students entering a two-year post-graduate course of study, and high school students who plan to attend military junior college. To enter the Two-Year Program, students must first attend a fully paid six-week Basic Camp, normally held during the summer between their sophomore and junior years of college. After successfully completing Basic Camp, students who meet necessary requirements may enroll in the Advanced Course.

**The Alternate Entry Program** A junior in college may begin the Advanced Course, next complete the ROTC Basic Camp for Basic Course credit, and then complete Advanced Camp the following summer.

**Placement Credit** Veterans, reservists, and students with at least three years of JROTC training seeking enrollment in the Advanced Course may be given credit for up to three semesters of Basic Course training. Eligible students must apply to the Professor of Military Science.

**Compression** For sophomores, the first two years may be compressed into a single year by simultaneous enrollment in MS I and MS II.

**Select Training Programs** Highly motivated and very promising students may be selected by the Professor of Military Science for

participation in elite off-campus summer training programs. These include Airborne School, Cadet Troop Leader Training, Air Assault, Northern Warfare, and Russian Language Training.

**Textbooks, Uniforms, and Equipment** All textbooks, uniforms, and instructional material are provided free of charge.

**Cadet Activity Fee** Funds are used to defray the cost of the Annual Military Ball and other ROTC activities (\$25 per semester).

**Course Tuition** ROTC is taken free of charge. If ROTC creates a situation where the student is placed in an overload status, then no overload fee is assessed for credit hours earned through Military Science instruction.

**Physical Fitness Training Clothing** Contracted and scholarship cadets must purchase running shoes and two sweat suits for physical fitness training. All other students are encouraged to purchase a pair of running shoes.

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**Program of Instruction (in sequence)**

**THE BASIC COURSE**

Course requirements	Semester hours
MS 101 Basic Military Science	2
MS 102 Applied Leadership and Management	2
MS 201 Intermediate Military Science I	2
MS 202 Intermediate Military Science II	2

**Alternate ways of satisfying basic course requirements:**

- 1** MS 236 A six-week summer camp 6
- 2** 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, provided they demonstrate the accepted level of performance for the Basic Course.

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

**Enrollment requirements:**

- 1** Be of good moral character.
- 2** Be a U.S. citizen; limited exceptions.
- 3** Be at least 17 years old to begin ROTC and under 30 years of age at the time of commissioning.
- 4** Be enrolled in and attending full-time a school participating in the



Senior ROTC Program, pursuing a course of instruction leading to an approved baccalaureate or advanced degree.

- 5 Execute a loyalty oath or affirmation.
- 6 Not be a conscientious objector.

## THE ADVANCED COURSE

Course requirements	Semester hours
MS 301 Advanced Basic Military Science I	3
MS 302 Advanced Basic Military Science II	3
MS 401 Advanced Military Science I	3
MS 402 Advanced Military Science II	3
MS 432 A Survey of Military History	3

### Required Electives

The Advanced Course student must complete at least one course from each of the following groups of courses to meet commissioning requirements. These courses may be taken during the freshman, sophomore, junior, or senior year.

Courses	Semester hours
<b>Human behavior</b>	
Humanities	2
Principles of Economics	3
Introduction to Psychology	3
Introduction to Sociology	3
<b>Computer literacy</b>	
Introduction to Computers Basic	3
<b>Written communication*</b>	
English Composition	3
<b>Mathematical reasoning*</b>	
College Algebra	3

\*These requirements may also be satisfied through satisfactory completion of the Enhanced Skills Training Program, which is sponsored by the U.S. Army under the auspices of the Army ROTC Program at Saint Augustine's College.

### Enrollment Requirements

Students desiring to enroll in the Advanced Course must

- 1 demonstrate leadership and officer potential;

- 2 have at least two full academic years remaining in college;
- 3 have Basic Course completion credit;
- 4 successfully complete the current aptitude or screening tests and any other prescribed surveys or evaluations;
- 5 be medically qualified;
- 6 execute a contract with the U.S. Army;
- 7 possess at least a 2.0 cumulative grade point average; and
- 8 be selected by the Professor of Military Science.

**Stipend**

Each advanced course student is paid a monthly stipend of \$100 for up to 10 months per school year, or a total of 20 months.

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**Course Descriptions**

NOTE: All military science courses include a mandatory 1 1/2 hour leadership laboratory.

**MS 101 Basic Military Science (2)**

A performance-based program designed to provide students with the opportunity to develop leadership skills. This objective is accomplished by presenting students with a realistic overview of the total force Army and providing training and practice in soldiering skills essential for effective unit leadership. Fee: \$25. Fall

**MS 102 Applied Leadership and Management (2)**

A performance-based program designed to provide students with the opportunity to develop leadership skills. This objective is accomplished by presenting students with skills and information essential to effective unit leadership. Fee: \$25. Spring

**MS 201 Intermediate Military Science I (2)**

A performance-based program designed to provide students with the opportunity to develop those skills which are important for platoon leadership. This objective is accomplished by presenting students with skills and information essential to effective unit leadership. Fall

**MS 202 Intermediate Military Science II (2)**

A performance-based program designed to provide a student with the opportunity to develop leadership skills. This objective is accomplished by presenting students with tactical doctrine and by providing training and practice in soldier skills essential for effective unit leadership in a tactical environment. Spring

**MS 236 Basic Camp (6)**

A six-week course conducted at Fort Knox, Kentucky. The course provides

training equivalent to the Basic Course and is designed to qualify students for the ROTC Advanced Course. Emphasis is placed on training in the basic military skills of leadership, weapons, communications, tactics, map reading, and physical training. Basic Camp applications must be made through the Professor of Military Science. Summer

**MS 301    Advanced Basic Military Science I (3)**

**Prerequisite: successful completion of Basic Course requirements**

A performance-based program designed to develop leadership skills. This objective is accomplished by presenting students with practical exercises in tactical doctrine and essential junior officer tasks. Fee: \$25. Fall

**MS 302    Advanced Basic Military Science II (3) Prerequisite: MS 301**

A continuation of the performance-based program designed to develop leadership skills. This objective is accomplished through exercising tactical and management skills in simulated leadership positions. Fee: \$25. Spring

**MS 336    Advanced Camp (6)**

A six-week course conducted at Fort Bragg, North Carolina. The course is designed to train Advanced Course cadets to Army standards in leadership and basic soldiering skills. The course evaluates officer leadership potential by placing students in demanding leadership positions.

**MS 401    Advanced Military Science I (3)**

A performance-based program designed to complete the pre-commissioning phase of an Army Lieutenant. Students accomplish this objective by performing tasks routinely expected of junior officers. Students are also instructed in the ethics of the military profession. Fee: \$25. Fall

**MS 402    Advanced Military Science II (3)**

A continuation of the performance-based program designed to complete the precommissioning phase of an Army Lieutenant. Fee: \$25. Spring

**MS 432    Survey of Military History (3)**

A performance-based information program designed to examine the lessons of history and apply these lessons to the treatment of contemporary military problems. This objective is accomplished by presenting students with a historic survey of warfare and the relationship between the soldier and the state. REQUIRED FOR COMMISSIONING. Spring

## **COMMISSIONING REQUIREMENTS**

Satisfactory completion of

- 1** the Basic Course (via class attendance and/or placement credit);
- 2** the Advanced Course;
- 3** the Advanced Camp;
- 4** a course in military history (MS 432);

- 5 course in human behavior (see Program of Instruction);
- 6 a course in computer science (see Program of Instruction);
- 7 a course in written communications (see Program of Instruction); and
- 8 a course in mathematical reasoning (see Program of Instruction).

**The cadet must**

- 1 maintain at least a 2.0 cumulative GPA;
- 2 pass a Department of Defense medical examination within 16 months of the date of commissioning;
- 3 pass the Army Physical Fitness Test within six months of the date of commissioning; and
- 4 not have exceeded his or her 30th birthday (25th for scholarship students) on the date of commissioning.

## **FINANCIAL ASSISTANCE**

**STIPENDS** All cadets in the Advanced Course (juniors and seniors) receive a monthly stipend of \$100 for each of the first two years (this is not in addition to the stipend provided to scholarship winners), as well as pay for attending the six-week Advanced Camp. Students attending the Basic Camp of the two-year program are also paid.

**SIMULTANEOUS MEMBERSHIP PROGRAM (SMP)** This program provides an opportunity for the student who belongs to a Reserve or National Guard Unit, as an enlisted soldier, to be a member of the Army ROTC Program also.

As reservists or guardsmen, these students, as freshmen or sophomores, can make approximately \$1,150 for one summer by attending enlisted basic training. This is in addition to money earned for the weekend drill with their unit.

A student who has applied for SMP and becomes contracted into the Army ROTC Advanced Course retains affiliation with the Reserve or Guard Unit as an officer trainee and is paid for drills and assemblies plus up to \$1,000 a year in monthly stipends of \$100 each.

# STUDENT LIFE

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### **THE JAMES E. CHEEK LEARNING RESOURCES CENTER**

The James E. Cheek Learning Resources Center, built in 1969, houses the University radio station WSHA-FM and a book collection of over 120,000 volumes. The library also subscribes to nearly 400 periodicals, owns close to 600 video titles, and has a collection of 127,000 units of microfiche.

The James E. Cheek Learning Resources Center provides the latest in information research and technology, including NewsBank, SIRS, InfoTrac, and ProQuest data bases, as well as a variety of reference sources on CD-ROM. The library recently became a subscriber to Interpath, the new Super Information Highway that was implemented by the Vice President of the United States. Special collections of the library include the John Wilson Fleming African-American Collection and excerpts from the Schomburg Center for Research in Black Culture. The library's two objectives are the provision of books, periodicals, and media materials that support the academic program and the provision of general reading material.

The Library exists specifically for students' use, and every student is encouraged to become acquainted with its holdings and procedures.

#### **Library Hours**

Monday-Thursday	8:00 a.m. - 10:00 p.m.
Friday	8:00 a.m. - 5:00 p.m.
Saturday	12:00 p.m. - 5:00 p.m.
Sunday	8:00 p.m. - 10:00 p.m.

### **RELIGIOUS LIFE**

Shaw University is committed to its tradition as a Christian institution. It promotes interaction with all faiths and respects the diversity of religions among members of the Shaw family.

Under the leadership of the Dean of the Chapel, the University seeks to promote its motto: "Pro Christo et Humanitate" (For Christ and Humanity), offering its students the opportunity to grow spiritually and to develop the desire to serve mankind.

Worship services are conducted each Sunday morning in the University Chapel at 11:00 a.m. Students are expected to attend, although they may also attend churches of their choice in the community.

### **RESIDENCE LIFE**

The residence halls afford students the opportunity to interact with others from varied backgrounds and so to broaden their own experiences.

Students occupying the residence halls are expected to abide by all the regulations and policies established by the institution. Occupancy of spaces in the residence does not constitute ownership, but it carries with it respect for University property and respect for the rights of others.

All students must declare their housing preference as “on campus” or “off campus” at the beginning of the registration process. Official permission for residence in the dorms cannot be granted until registration is completed. Students who are temporarily assigned to rooms who do not complete registration within the prescribed time must vacate the facility, and will then be charged for the period of occupancy.

Shaw University housing staff consists of a Director, Residence Counselors, and Resident Assistants. The staff is under the direction of the Assistant Vice President for Student Affairs and is responsible for the design and implementation of a program of activities that enhances the personal growth of each resident.

### **Security in Residence Halls**

All doors in the residence halls are equipped with alarm systems for the safety and security of the occupants. Students are required to use the front door at all times. Any student who places the lives or safety of others in jeopardy by admitting unauthorized persons through any exit or by manipulating doors so that such persons may gain entrance will be dismissed from the University.

## **DISCIPLINARY POLICY\***

### **Dismissal**

The University reserves the right to dismiss any student who violates or disregards policies and regulations to the extent that the integrity of the institution is compromised. The University may suspend or exclude at any time any student whose academic standing or conduct is regarded by Shaw University as undesirable or unacceptable. The use, possession, distribution, and sale of narcotics and drugs in any form other than by proper prescription, as well as drug paraphernalia, are strictly prohibited on the campuses of Shaw University, on University-owned property, and at University-sponsored events. Students caught with drugs, alcohol, or firearms will be dismissed.

### **Suspension**

A student may be suspended from the institution for a specified time when, in the judgment of its administrators, a violation occurs that is serious enough to warrant such suspension.

## **Probation**

A student who violates policy or regulations may be placed on probation depending on the nature of the offense. Probation has a stated time period. The student may be prohibited from participating in any social activity during the period specified. \*See also the *Student Handbook*.

## **OFFICE OF CAREER DEVELOPMENT**

The Office of Career Development (OCD), acting on its slogan, "Career Planning: Guarantee for a Successful Future," focuses on assisting students as they plan and develop their career direction. Students are encouraged to explore their options through the use of a variety of services, including career counseling, resume and cover letter critiques, and access to a library of publications on careers. The premier activities sponsored by this office are Career Day, Graduate School Day, the Career Development Task Force, Future Friday Workshops, and Evening Career Development Workshops. The OCD also organizes programs and events that educate students about job opportunities and graduate/professional schools. In addition to the career development focus, the office also provides information on current part-time, full-time, and professional job openings and internships.

## **COUNSELING CENTER**

In keeping with the University's mission, as well as with the mission of Student Affairs, the mission of the Counseling Center is to provide comprehensive and effective support services necessary for the Shaw student to complete his/her college education successfully, while acquiring maximum personal growth and development. In doing so, the Counseling Center is committed to assisting student development and personal growth through personal conferences; life skills training in self-awareness; self-actualization/self-empowerment; problem-solving skills; stress management; leadership skills; conflict resolution; and personal and vocational assessment. Activities on substance abuse education and prevention and HIV/AIDS/STD education and prevention are standard, initiated during Freshman Orientation and continued during each semester of the year. Group counseling/support groups in the areas of coping with loss, self-awareness and self-esteem, peer counselor training, and other areas are available on a small-group, class, and staff-development basis.

Upper-level students who have an interest in working with the Counseling Center are screened, interviewed, approved by the University, and trained as peer counselors/educators. These Student Development Counselors (SDCs) are assigned to small groups of freshmen in an effort to ensure their successful transition, adjustment, and performance. Tutoring, peer



counseling in the area of life skills, and peer education in the area of substance abuse and HIV/AIDS/STD prevention are the major responsibilities of the SDCs. They also extend their services to the University as requested, as well as to other students on the campus and in the local community.



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## STUDENT ORGANIZATIONS

### STUDENT GOVERNMENT ASSOCIATION

The Student Government Association is the official representative body for students in all matters related to the common welfare and general interest of the students enrolled at the University, with provisions stated in the constitution of the Student Government Association.

### HONOR SOCIETIES

**Alpha Chi.** This is a coeducational society whose purpose is to promote academic excellence and exemplary character among college and university students and to honor those achieving such distinction. Its name derives from the initial letters of the Greek words Aletheia and Charakter, meaning Truth and Character. An honor society, as opposed to a recognition, Alpha Chi predicates its membership upon accomplishment rather than mere interest or participation. A general honor society as contrasted with a specialized one, it admits to membership students from all academic disciplines rather than a single area of study.

**Alpha Epsilon Rho.** This is the National Honorary Broadcasting Society for outstanding students in the broadcasting industry. Shaw University's chapter, established in the fall of 1975, emphasizes superior scholarship and creative participation in broadcasting production and activity. In this way, Alpha Epsilon Rho helps to prepare its members for future roles as responsible broadcasters.

**Alpha Kappa Mu Honor Society.** The Alpha Omicron Chapter of Alpha Kappa Mu is located at Shaw University. This honor society has chapters in many of the outstanding colleges and universities. The purpose of the society is to promote high scholarship, to encourage sincere and zealous endeavor in all fields of knowledge and services, and to cultivate a higher order scholarly work and endeavor in others.

**Beta Kappa Chi Honor Society.** A chapter of the national science honor society functions under the guidance of the Division of Science and Technology. Membership is based upon scholastic achievement in the physical and natural sciences.

**Pinnacle.** A national honorary society for adult and nontraditional students attending America's colleges and universities. Selection for membership in Pinnacle represents the highest achievement of academic and out-of-class performance.

### NATIONAL GREEK LETTER FRATERNITIES AND SORORITIES

The University recognizes eight national groups which are a part of the National Pan-Hellenic Council: Alpha Phi Alpha Fraternity,

Inc., Kappa Alpha Psi Fraternity, Inc., Phi Beta Sigma Fraternity, Inc., Omega Psi Phi Fraternity, Inc., Alpha Kappa Alpha Sorority, Inc., Delta Sigma Theta Sorority, Inc., Sigma Gamma Rho Sorority, Inc., and Zeta Phi Beta Sorority, Inc. These organizations have been approved to function at the University with the understanding that the University has the right to suspend any or all of them for failing to comply with the University guidelines for these organizations. The advisors for the organizations must be those officially recognized as graduate advisors and the University requires written verification. Faculty advisors, who serve with the Graduate Advisor, must be approved by the University. The Graduate Advisor, however, is the official contact person and the person with whom the University deals officially. The Assistant Vice President for Student Affairs has direct responsibility for matters related to fraternities and sororities.

The University respects the rights of these organizations with regard to membership selection as long as they adhere to the following minimum academic requirements established by the University:

- 1** students seeking membership must meet the 2.5 minimum cumulative grade point average;
- 2** students must have been enrolled at the University for two consecutive semesters prior to application for membership; and
- 3** students cannot apply for membership if on social conduct probation.

The University does not allow any pledging or initiation activities on the part of these organizations. In addition, the University prohibits hazing of any type and will suspend any group not abiding by the rules and policies of the University.

The membership of these organizations must recognize and appreciate the privilege to function on the campus and be aware that all regulations governing student organizations apply, with the exception of those duly noted.

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## UNIVERSITY TRADITIONS

**NEW STUDENTS ORIENTATION** To ensure a successful transition to college, the University conducts an Orientation to College Program. All new students are required to participate.

**UNIVERSITY CONVOCATION (Fall)** This event recognizes the official opening of the academic year. A special address is given by the President in the presence of the entire student body, faculty, and staff.

**HOMECOMING** Homecoming is a festive occasion in which the entire campus becomes involved. It is a time when alumni of Shaw University return to the University to renew old acquaintances and enjoy the festivities of the week. Among the major attractions are the Crowning of Miss Shaw University, the Homecoming Concert, a parade, the traditional basketball game, and a fraternity and sorority "step show."

**FOUNDER'S DAY** Shaw University was founded in 1865. This founding is celebrated annually with a Founder's Day Convocation and Banquet. The speakers chosen for this occasion are persons who have made significant contributions to society.

**CORONATION OF MISS SHAW** The Coronation of Miss Shaw University is held during the week of Homecoming and is characterized by an atmosphere of royalty, splendor, and campus unity. Representatives from campus organizations and offices of the Student Government Association participate in the event.

**RELIGIOUS EMPHASIS WEEK** Religious Emphasis Week is a period when the University emphasizes the importance of religion in the growth and development of the human personality. During this week, local clergy and lay persons are invited to campus to participate in interdenominational activities.

**ATHLETIC BANQUET** The Athletic Banquet is an affair that honors outstanding athletes at the University, and special tributes are made during the Spring Semester.

**HONORS CONVOCATION** The Honors Convocation is the event at which the University recognizes those persons who have excelled in curricular and extracurricular activities. Special recognition is given to the Senior Class Valedictorian and Salutatorian, members of the honor societies, and scholars on the Dean's List, National Dean's List, and Who's Who Among Students in American Colleges and Universities.

**SERVICE AWARDS** Service Awards are presented to members of the campus community in a special program. This is done in appreciation of

meritorious and outstanding service beyond the normal or expected call of duty.

**SENIOR BANQUET** Senior Banquet is an annual event for graduating seniors and is hosted by the President of the Senior Class. Graduating seniors and their parents/guardians and friends join the campus community in a special night of celebration, with expressions of appreciation from the seniors to all who have contributed to their success.

**COMMENCEMENT EXERCISES** Commencement Exercises are held at the close of Spring Semester. At this time degrees are conferred upon candidates who have satisfactorily completed all requirements. All persons receiving degrees are required to attend these ceremonies.

### **HEALTH SERVICES**

Assessment and treatment of minor illness and injury are provided for students on an outpatient basis Monday through Friday from 8:00 a.m. to 5:00 p.m. by qualified personnel in the Student Health Center. Referrals are given for specialized consultation off campus for students with other health problems. The Health Center is located on the first floor of the Men's Residence, which is easily accessible to both on- and off-campus students.

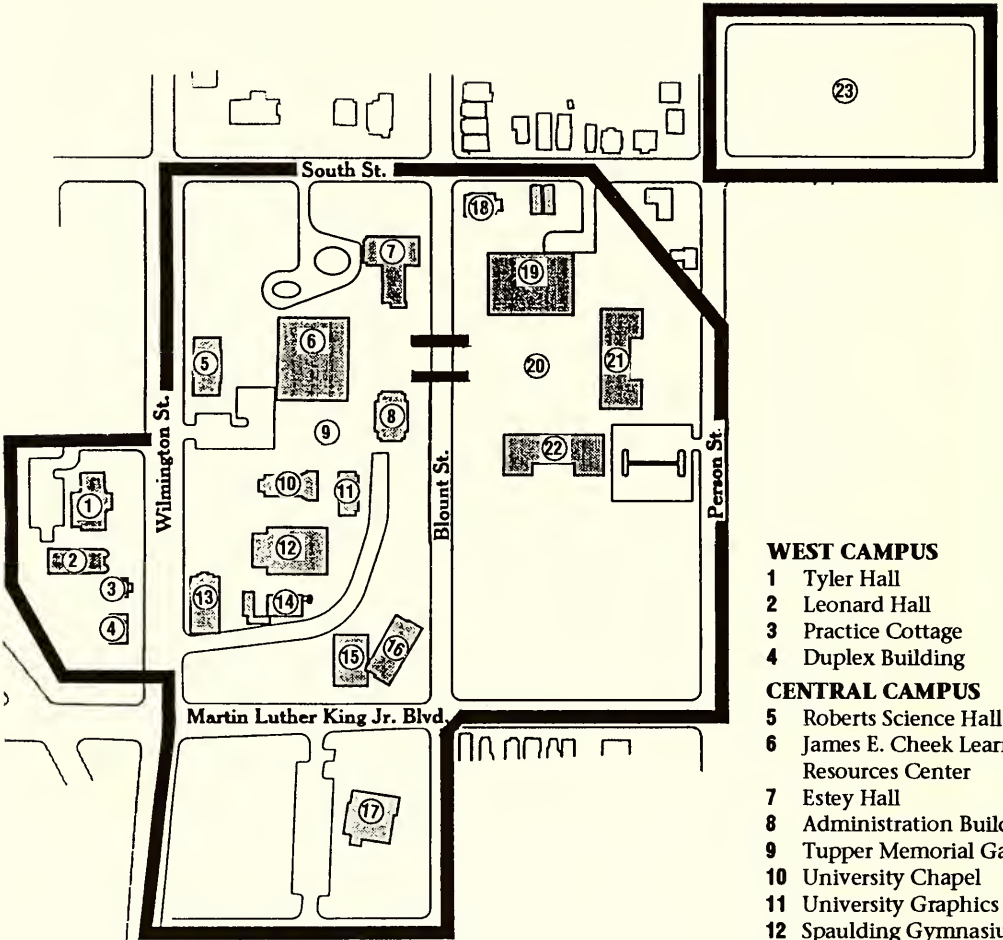
### **CAMPUS SECURITY/PUBLIC SAFETY**

The Department of Public Safety is primarily responsible for the maintenance of a collegial and orderly atmosphere on the campus and is centrally concerned with the safety of members of the Shaw Family.

### **AUTOMOBILES AND CAMPUS PARKING**

Only on-campus residents are permitted to park in the parking areas adjacent to the Residence Halls. Cars belonging to residents must be registered with the Offices of Student Affairs and Public Safety. If the parking lots are full, visitors are not permitted to drive their vehicles on campus.

# MAIN CAMPUS MAP



## WEST CAMPUS

- 1 Tyler Hall
- 2 Leonard Hall
- 3 Practice Cottage
- 4 Duplex Building

## CENTRAL CAMPUS

- 5 Roberts Science Hall
- 6 James E. Cheek Learning Resources Center
- 7 Estey Hall
- 8 Administration Building
- 9 Tupper Memorial Garden
- 10 University Chapel
- 11 University Graphics
- 12 Spaulding Gymnasium
- 13 Tupper Hall
- 14 Physical Plant
- 15 Education Building
- 16 Speech & Hearing Clinic

## SOUTH CAMPUS

- 17 International Studies Ctr.

## EAST CAMPUS

- 18 Theater Arts Building
- 19 Student Center
- 20 The Yard
- 21 Women's Residence Hall
- 22 Men's Residence Hall

## NORTHEAST CAMPUS

- 23 Former YMCA property

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**PERSONNEL**

**SHAW BOARD OF TRUSTEES**

Dr. Joseph N. Bell, Jr.  
Dr. Priscilla A. Brodie  
Dr. Shirley Caesar  
Dr. Geneva B. Chavis  
Dr. Calvin C. Craig  
Mr. Thomas F. Darden  
Dr. George C. Debnam  
Mr. Edward C. Dolby  
Dr. Harold E. Doley, Jr.  
Dr. Chancy R. Edwards,  
Trustee Emeritus  
Dr. Robert L. Fairman  
Dr. David C. Forbes  
Dr. John H. Foster  
Attorney Willie E. Gary,  
Chairman  
Dr. Regina George-Bowden  
Mrs. Thelma Goodrich,  
Assistant Secretary  
Dr. Ralph T. Grant, Jr.  
Mr. Paige Johnson  
Dr. Paul H. Johnson,  
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Dr. John H. Lucas  
Hon. Vernon Malone  
Dr. Eugene McCullers  
Dr. Robert Morgan  
Bishop M. S. Nesbitt  
Dr. Dimple M. Newsome  
Mr. William Pretty, Jr.  
Mrs. Jane Purser  
Dr. Elizabeth S. Randolph  
Dr. Leon Riddick  
Hon. Edolphus Towns  
Gen. (Ret.) G. L. Turner, Jr.  
Attorney David Walker  
Dr. G. F. Wiggins  
Attorney Lorenzo Williams  
Hon. Donald P. Wilson  
Dr. James E. Wilson

**OFFICE OF THE PRESIDENT**

Talbert O. Shaw,  
President  
Ernest L. Pickens,  
Executive Vice President  
Joan D. Barrax,  
Special Assistant to the  
President  
Marilyn J. Fields,  
Administrative Assistant  
[temporarily vacant],  
Dean of the Chapel  
Keith Smith,  
Athletics Director

**AREA OF ACADEMIC AFFAIRS**

Collie Coleman,  
Vice President for Academic  
Affairs  
Robert E. Powell,  
Assistant Vice President for  
Academic Affairs and Director  
of CAPE  
Rudolph Williams,  
Director of Records and  
Registration  
Eleanor Lipscomb-Warren,  
Assistant Director of Records  
and Registration/VA  
Coordinator  
Carolyn Peterson,  
Director of the Learning  
Resources Center  
Keith Smith,  
Director of Upward Bound  
Vernise Loveless,  
Director of the Child  
Development Associate  
Program  
Willie Catherine High,  
Director of the Academic  
Assessment and Achievement  
Center

## **AREA OF FISCAL AFFAIRS**

**Sama Mondeh,**  
Vice President for Fiscal Affairs  
**Mack Sowell,**  
Assistant Vice President for  
Fiscal Affairs  
**Dallas Joseph,**  
Comptroller  
**Sharon Oliver,**  
Director of Financial Aid  
**Shirley H. Fennell,**  
Bursar  
**Luther Smith,**  
Director of the Computer  
Center

## **AREA OF STUDENT AFFAIRS**

**Vaughan C. Witten,**  
Interim Vice President for  
Student Affairs  
**Gloria Smith,**  
Assistant Vice President for  
Student Affairs  
**Alfonza Carter,**  
Director, Admissions and  
Recruitment  
**Carol Gartrell,**  
Director, University Counseling  
Center  
**Carleton Goode,**  
Director of Student Activities  
**Charity Parker,**  
Director, Office of Career  
Development  
**James Underwood,**  
Director, Annual Yearbook  
**David Howard,**  
Director of Men's Residence  
**Robin Smith-Swinson,**  
Director of Women's Residence  
**George Debnam,**  
University Physician  
**Carolyn Parks,**  
University Nurse

## **AREA OF INSTITUTIONAL ADVANCEMENT**

**Ronald Swain,**  
Vice President for Institutional  
Advancement  
**Julia Davidson,**  
Director of Alumni Relations  
and Planned Giving  
**Chrystle Swain,**  
Consultant, Public Relations  
and Publications

## **FACULTY**

### **DIVISIONS OF INSTRUCTION**

#### **Business and Public Administration**

**Alaribe, Raymond O.**  
(1991); PhD, University of Texas  
at Dallas; Assistant Professor of  
Public Administration  
**Bugg, Bernard F.**  
(1988); MBA, Duke University;  
Assistant Professor of  
Accounting  
**Ezirim, Daniel U.**  
(1989); MBA, Louisiana Tech  
University; MS, Grambling State  
University; Instructor of  
Accounting (on leave)  
**Ford, Dianthia M.**  
(1990); MA, Northern Illinois  
University; Instructor of Public  
Administration  
**Graham, Oscar**  
(1984); MBA, University of  
Wisconsin; Assistant Professor of  
Business Management and  
Director of Wilmington CAPE  
**Guseh, James S.**  
(1992); PhD, University of Texas  
at Dallas; Director of  
Kannapolis CAPE Center and  
Assistant Professor of Public  
Administration



**Kalu, Mma Arua**  
(1983); PhD, Virginia  
Polytechnic Institute; Division  
Chair and Associate Professor of  
Public Administration

**McCollum, James**  
(1977); MBA, North Carolina  
Central University; Assistant  
Professor of Business  
Management and Director of  
Fayetteville CAPE

**Moore, Joi**  
(1994); MS, North Carolina  
State University; Instructor of  
Computer Information Systems

**Mondeh, Sama A.**  
(1988); MBA, MA, CPA, Morgan  
State University; Vice President  
for Fiscal Affairs

**Ogunsola, Isaac O. A.**  
MBA, CPA, CMA, Morgan State  
University; Assistant Professor  
of Accounting

**Onuorah, Nnamdi**  
(1985); MBA, Western Carolina  
University; Director of Raleigh  
CAPE and Instructor of Business  
Management

**Salley, Arlease G.**  
(1992); PhD, Howard  
University; Assistant Professor  
of Business Management

**Shin, Do Yeong**  
(1984); MS, Colorado State;  
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Information Systems

**Williams, Gladwell M.**  
(1986); MBA, Campbell  
University; Instructor of  
Business Management

**Zander, Robert A.**  
(1991); MBA, Harvard  
University; Assistant Professor  
of Business Management

## EDUCATION AND HUMANITIES

**Allen, Francine**  
(1992); MA, University of North  
Carolina at Chapel Hill;  
Instructor of English

**Barrax, Joan**  
(1970); PhD, University of  
North Carolina at Chapel Hill;  
Special Assistant to the  
President for Institutional  
Planning, Research, and  
Effectiveness; Associate  
Professor of English

**Battle, Nelo B.**  
(1992); MA, University of North  
Carolina at Chapel Hill;  
Instructor of English (on leave)

**Blair, Lisa M.**  
(1993); PhD, Florida State  
University; Assistant Professor  
of French and Spanish

**Bradford, Ernest M.**  
(1987); PhD, University of  
Nebraska-Lincoln; Associate  
Professor of English

**Brown, Charles**  
(1983); MA, North Carolina  
Central University; Assistant  
Professor of Music

**Bryant, Tramellia**  
(1990); MS, North Carolina  
A&T State University; Instructor  
of English

**Caple, Horace B.**  
(1969); PhD, Union Institute;  
Chair of the Division of  
Education and Humanities and  
Professor of Theatre Arts

**Chander, Harish**  
(1983); PhD, Miami University;  
Associate Professor of English

**Cornwall, Lonieta T.**  
(1984); SMM, Union  
Theological Seminary;  
Instructor of Music

- Cunningham, Irma**  
(1993); University of Michigan—Ann Arbor; Associate Professor of English
- Emekauwa, Emeka L.E.**  
(1987); PhD, University of Wisconsin-Madison; Associate Professor of Mass Communication
- Ervin, Hazel A.**  
(1985); PhD, Howard University; Associate Professor of English
- Gartrell, Carol**  
(1989); MEd, North Carolina State University
- Hastings, Robert P.**  
(1979-1984, 1989); DA, University of Oregon; Associate Professor of English and University Editor
- Hatcher, George E.**  
(1971); MA, University of North Carolina at Greensboro; Instructor of Music
- High, Willie C.**  
(1966); LHD, Shaw University; MA, New York University; Associate Professor of Mass Communication
- Hunt, James**  
(1968); PhD, Syracuse University; Professor of Religion and Philosophy
- Johnson, Bruce C.**  
(1991); PhD, Northwestern University; Assistant Professor of English
- Kirkley, James F.**  
(1993); PhD, Duke University; Assistant Professor of Religion and Ethics
- Laizner, Elizabeth**  
(1965); PhD, University of Vienna; Professor (part-time)
- Loveless, Vernise**  
(1978); EdD, Nova University; Assistant Professor of Education
- Lovely, Brenda B.**  
(1988); PhD, Southern Illinois University; Assistant Professor of English
- McMillan, Minnie**  
(1966); MFA, Catholic University of America; Assistant Professor of Art
- McQueen, Anne F.**  
(1992); EdD, Highland University; Instructor of Education (part-time)
- Moody-Freeman, Julie**  
(1992); MA, North Carolina State University; Instructor of English (on leave)
- Nassir, Ghazi**  
(1993); PhD, Florida State University; Assistant Professor of English
- Nwosu, Patricia**  
(1990); MA, North Carolina Central University; Assistant Professor of English
- Oyinade, Raphael B.**  
(1990); PhD, Howard University; Assistant Professor of Mass Communication
- Pandalis, Joyce**  
(1993); PhD, DePaul University; Assistant Professor of Religion and Ethics
- Parker, Charity**  
(1991); MEd, Clark Atlanta University
- Pickens, Ernest L.**  
(1988); EdD, Temple University; Executive Vice President and Professor of Education
- Ramsey, Charles A., II**  
(1989); PhD, Iowa State University; Assistant Professor of History and Director of Ahoskie CAPE

**Sloan, Benjamin L.**  
(1991); PhD, The Graduate School of the City University of New York; Assistant Professor of English

**Tita, Charles A.**  
(1993); PhD, Howard University; Assistant Professor of English

**Swain, Ronald**  
(1974); EdD, George Washington University; Vice President for Institutional Advancement and Planning

**Underwood, James**  
(1991); BS, North Carolina Central University

**Vogt, Randall L.**  
(1993); PhD, University of Wisconsin—Madison; Assistant Professor of Mass Communication

**Weil, Eric A.**  
(1993); PhD, University of North Carolina at Greensboro; Assistant Professor of English

**Wilson, Eddy P.**  
(1991); PhD, University of Tennessee; Assistant Professor of Religion and Philosophy

### **International Studies**

**Amadife, Emmanuel**  
(1992); PhD, University of Connecticut; Assistant Professor of International Relations

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(1991); PhD, University of Aberdeen; Assistant Professor of International Relations

**Mustafa, Munawar**  
(1966); PhD, Duke University; Professor of International Relations

**Mustafa, Urabi**  
(1966); PhD, American University; Division Chair and Professor of International Relations

**Salem, Abdul Hamid**  
(1991); PhD, Howard University; Assistant Professor of International Relations

**Thalhami, Nicola Y.**  
(1989); MA, University of Illinois; Assistant Professor of Arabic

**Ward, Alicia**  
(1991); MS, Florida State University; Instructor of International Relations

### **Science and Technology**

**Baskerville, Eugene**  
(1984); PhD, University of North Carolina at Chapel Hill; Associate Professor of Biology

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**Carter, Alfonza**  
(1980); MS, North Carolina A&T State University

**Childress, Conduff G., Jr.**  
(1992); PhD, University of South Carolina; Assistant Professor of Mathematics

**Clayton, McLouis**  
(1966); PhD, North Carolina State University; Professor of Mathematics

**Coats, Lorenzo W.**  
(1992); PhD, Purdue University; Assistant Professor of Biology

- Cummings, Lillian**  
(1984); PhD, Cornell University; Assistant Professor of Chemistry
- Davis, Raymond**  
(1993); PhD, Atlanta University; Associate Professor of Biology
- Ejire, Edemola L.**  
(1990); PhD, North Carolina State University; Assistant Professor of Biology
- Gould, Lillian V.**  
(1965-72; 1978-79; 1988); EdD, North Carolina State University; Associate Professor of Mathematics
- Highsmith, Maxine T.**  
(1988); PhD, North Carolina State University; Assistant Professor of Biology
- Iqbal, Nadeem**  
(1988); PhD, North Carolina State University; Assistant Professor of Physics
- Isaacs, Gale**  
(1983); PhD, University of North Carolina—Chapel Hill; Associate Professor of Speech Pathology and Audiology
- Jang, Ho-Jong**  
(1990); PhD, North Carolina State University; Assistant Professor of Mathematics
- Johnson, Frederick Dean**  
(1988); MS, North Carolina State University; Instructor of Mathematics
- King, Patricia**  
(1990); MEd, Central State University; Instructor of Recreation
- McCallum, James**  
(1993); MEd, University of Georgia; Assistant Professor of Audiology
- McNeil, Tonya**  
(1993); MS, Indiana University; Instructor of Health, Physical Education, and Kinesiotherapy
- Newell, John T.**  
(1979); PhD, Northwestern University; Associate Professor of Biology
- Palmer, Joseph**  
(1988); M. Sport Science, United States Sports Academy; Instructor of Adapted Physical Education and Kinesiotherapy
- Qasim, Mohammad**  
(1980); PhD, University of Cincinnati; Associate Professor of Chemistry
- Rosenhaus, Vladimir**  
(1991); PhD, Tartu Institute of Physics; Associate Professor of Mathematics and Physics
- Sanders, Bobby**  
(1979); MS, North Carolina Central University; Instructor of Recreation
- Sansom, Vivian**  
(1960); MEd, Boston University; Associate Professor of Health and Physical Education (part-time)
- Satagopan, Kunnavakkam P.**  
(1986); PhD, Tulane University; Associate Professor of Mathematics
- Spann, William M.**  
(1960); DA, Middle Tennessee State University; Associate Professor of Adapted Physical Education and Kinesiotherapy
- Stevenson, Sheryl**  
(1993); MS, Bowling Green State University; Instructor of Biology
- Ugwuoke, Simon**  
(1992); PhD, The University of Iowa; Assistant Professor of Mathematics

**Wallace-Williams, Sharon K.**  
(1985); MS, University of North Carolina at Chapel Hill; Instructor of Speech Pathology and Audiology (on leave)

**Williams, Paul D.**  
(1987); MS, Auburn University; Instructor of Mathematics

**Williams, Rudolph A.**  
(1974); MS, North Carolina Central University; Director of Records and Registration

**Yang, Jianping**  
(1993); PhD, University of Wisconsin—Milwaukee; Instructor of Mathematics

## **Social Science**

**Al-Taie, Ali**  
(1989); PhD, University of Oklahoma; Assistant Professor of Social Science

**Banks, William**  
(1980); MEd, North Carolina A&T State University; Assistant Professor and Director of High Point CAPE

**George-Bowden, Regina**  
(1991); EdD, North Carolina State University; Assistant Professor of Social Science

**Goodson, Marion**  
(1991); JD, North Carolina Central University; Director of Durham/Butner CAPE and Assistant Professor of Criminal Justice

**Henning, Rita**  
(1983); PhD, George Peabody College; Director of Rocky Mount/Wilson CAPE and Assistant Professor of Psychology

**Islam, N. Kamrul**  
(1992); MA, East Carolina University; Instructor of Sociology

**Jabs, Albert**  
(1985); EdD, University of South Carolina; Associate Professor of Social Studies

**Powell, Robert E.**  
(1966); EdD, North Carolina State University; Assistant Vice President for Academic Affairs and Assistant Professor of Social Science

**Richardson, Joseph**  
(1982); PhD, Cornell University; Division Chair and Associate Professor of Social Science/Criminal Justice

**Russell, Laila S.**  
(1969); PhD, University of Wisconsin; Professor of Statistics and Research

**St. Clair, Karen**  
(1993); PhD, George Peabody College; Assistant Professor of Psychology

**Smith, Gloria K.**  
(1968); MS, North Carolina State University

**Witten, Vaughan C.**  
(1979); PhD, North Carolina State University; Associate Professor of Social Science

**Wortham, Carol B.**  
(1990); PhD, Emory University; Assistant Professor of Social Science

## **Military Science**

**Knowles, LTC Gilbert**  
(1994); BS, St. Augustine's College; Professor of Military Science

**Scisney, CPT Theresa**  
(1994); BS, Bowie State College; Executive Officer

**Hollins, MSG Thomas**  
(1990)

**Reynolds, MSG Joseph**  
(1994)

**Sanders, SFC Reginald**  
(1994)

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**1994-1996 ACADEMIC CALENDAR**

**THE ACADEMIC YEAR**

The academic year consists of two semesters. The Fall Semester commences in late August and concludes in mid-December. The Spring Semester extends from late January through mid- May. The Summer Session may be used to accelerate progress toward graduation, to utilize special course offerings, to correct grade-point deficiencies, or to obtain an early start on college studies.

**FALL SEMESTER**

<b>1994</b>	<b>1995</b>	
Aug. 8	Aug. 7	CAPE registration—Fayetteville and Durham
Aug. 9	Aug. 8	CAPE registration—Kannapolis and Rocky Mount
Aug. 10	Aug. 9	CAPE registration—Asheville and Ahoskie
Aug. 11	Aug. 10	CAPE registration—High Point and Wilmington
Aug. 12	Aug. 11	CAPE registration—Raleigh
Aug. 13	Aug. 12	Residence Halls open for new students
Aug. 13	Aug. 12	Parent Orientation
Aug. 13-21	Aug. 12-20	New Student Orientation/Placement testing/Registration
Aug. 15	Aug. 14	Faculty report
Aug. 15-17	Aug. 14-16	Faculty/Staff Preschool Conference
Aug. 17	Aug. 16	Residence Halls open for returning students
Aug. 17-20	Aug. 16-19	Registration for returning students
Aug. 22	Aug. 21	Classes begin
Aug. 22	Aug. 21	Beginning of late registration and period for dropping/adding a course
Aug. 26	Aug. 25	End of late registration and drop/add period
Sept. 5	Sept. 4	Labor Day Holiday
Sept. 6	Sept. 5	Classes resume
Sept. 21	Sept. 20	Last day to withdraw and receive partial refund
Sept. 22	Sept. 21	Fall Convocation
Sept. 23	Sept. 22	Last day to remove Incomplete grades/Midsemester Progress Reports due
Oct. 14	Oct. 13	Last day to drop a course without a grade
Oct. 17	Oct. 16	Career Day
Nov. 10-12	Nov. 9-11	Registration for Spring Semester/Application period for May 1995 Graduation begins
Nov. 13-20	Nov. 12-19	Homecoming Week
Nov. 16	Nov. 15	Coronation of Miss Shaw University

**1994**

Nov. 18

**1995**

Nov. 17

Founder's Day Observance/Homecoming  
Convocation

Nov. 24-27

Nov. 23-26

Thanksgiving Holiday

Nov. 28

Nov. 27

Classes resume

Nov. 29

Nov. 28

Last day to apply for May Graduation

Dec. 1-2

Nov.30-Dec.1

Registration for Spring Semester

Dec. 9

Dec. 8

Last day of classes

Dec. 10-16

Dec. 9-15

Final examinations

Dec. 16

Dec. 15

Fall Semester ends

Dec. 17

Dec. 16

Residence and dining halls closed

**SPRING SEMESTER****1995**

Jan. 2

**1996**

Jan. 2

CAPE registration—Fayetteville and Durham

Jan. 3

Jan. 3

CAPE registration—Kannapolis and Rocky  
Mount

Jan. 4

Jan. 4

CAPE registration—Asheville and Ahsokie

Jan. 5

Jan. 5

CAPE registration—High Point and  
Wilmington

Jan. 7

Jan. 6

CAPE registration—Raleigh

Jan. 7

Jan. 6

Residence Halls open for new students

Jan. 8

Jan. 7

Residence Halls open for returning students

Jan. 8-10

Jan. 7-9

Orientation for new students/Registration for  
returning students

Jan. 9

Jan. 8

Faculty Development Workshop

Jan. 11

Jan. 10

Classes begin

Jan. 11

Jan. 10

Beginning of late registration and period for  
dropping/adding a course

Jan. 16

Jan. 15

Martin Luther King, Jr. Holiday

Jan. 20

Jan. 19

End of late registration and drop/add period

Jan. 27

Jan. 26

Last day to apply for May graduation

Feb. 3

Feb. 2

Last day to drop a course without a grade

Feb. 3

Feb. 2

Last day to withdraw and receive a partial  
refund

Feb. 12-15

Feb. 11-14

Religious Emphasis Week

Feb. 18-26

Feb. 17-25

Spring Break (dormitories closed)

Feb. 27

Feb. 26

Classes resume

Feb. 28

Feb. 27

Last day to remove Incompletes/  
Midsemester Progress Reports due

<b>1995</b>	<b>1996</b>	
April 10-12	April 9-11*	Registration for Fall Semester *After Easter
April 14-17	April 5-8	Easter Holiday
April 18	April 9	Classes resume
April 10-12	April 9-11	Preregistration for Fall Semester
April 25	April 23	University Awards Day
April 26-28	April 24-26	Final exams for prospective graduates
May 5	May 3	Last day of classes
May 6-12	May 4-10	Final examinations
May 7	May 5	University Band and Choir Spring Concert
May 12	May 10	Spring Semester ends
May 12	May 10	Baccalaureate Service
May 13	May 11	Commencement
May 14	May 12	Residence and dining halls closed

## **SUMMER SESSION**

### **1995**

May 22	Registration
May 23	Classes begin
May 23-26	Late registration
May 26	Late registration ends
May 29	Memorial Day Holiday
July 4	Independence Day Holiday
July 13-14	Final Exams
July 15	Summer term ends
July 16	Residence and dining halls closed











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