


Shaw University



Graduate Catalog 2002-2003

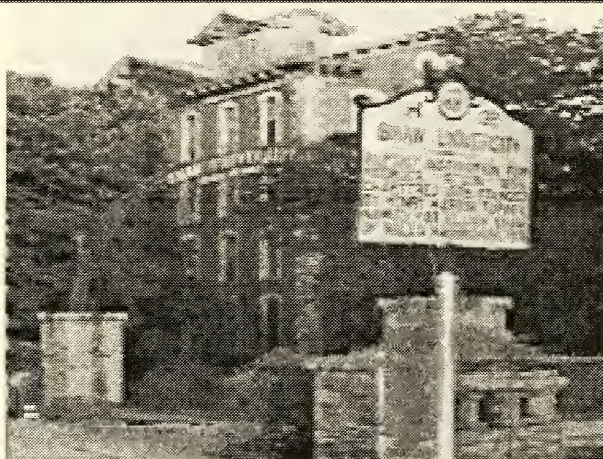
"Strides to Excellence: Why Not the Best?"



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Graduate Catalog 2002-2003

"Strides to Excellence: Why Not the Best?"

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INTRODUCTION

Accreditation

Shaw University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award the associate degree, the bachelor degree and the master's degree.

Mission

Shaw University, founded in 1865, is the oldest historically black college in the south. Shaw is a private, coeducational, liberal arts University affiliated with the Baptist Church. The University awards degrees at the undergraduate and graduate levels.

Shaw University is committed to providing educational opportunities for a diverse population who otherwise might not have the opportunity for education.

The primary mission of the University is teaching with the commitment to maintain excellence in research and academic programs that foster intellectual enhancement and technological skills. Additionally, the University stresses character development, which includes religious, cultural, social, and ethical values. Ultimately, Shaw University endeavors to graduate students with demonstrated competencies in their chosen fields of study.

History

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 in the United States 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. In 1963, the University elected its first president who is an alumnus of the school, Dr. James E. Cheek. He remained president from December 1963 through June 1969. Dr. Talbert O. Shaw, the current President of Shaw University, has led the institution in its "strides to excellence" since 1987. He and Shaw University was 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.

Graduate Programs

College of Graduate and Professional Studies

- ❖ Master of Science (M.S.) in Curriculum and Instruction
 - Concentration: Early Childhood Education

Shaw University Divinity School

- ❖ Master of Divinity (M.Div.)
- ❖ Master of Religious Education (MRE)

Admissions

A student must submit a completed admission application form, which is available in the respective college or school. The deadlines for the various graduate programs are as follows:

College of Graduate and Professional Studies

Applicants Living in the U. S. & U. S. Citizens

For fall semester admission	June 1
For spring semester admission	October 31
For summer session admission	April 1

International Applicants

For fall semester admission	March 1
For spring semester admission	August 1
For summer session admission	December 1

Shaw University Divinity School

Students desiring to enroll for the fall semester should apply by July 15th, students desiring to enroll for the spring semester should apply by November 15th; and students desiring to enroll for the summer semester should apply by April 15th.

Financial Information for All Masters Programs

TUITION AND FEES 2002-2003

Tuition (Full-Time - 9 hours)	\$3,402.00	
Administrative Fee	362.00	
Technology Fee	123.00	
Application Fee	50.00	
Graduation Fee	125.00	
Transcript Fee (Each)	5.00	
Add/Drop Fee	6.00	
Late Registration Fee (First Day)	30.00	
Each Subsequent Day	6.00	
Total Cost - Per Semester: \$3,887.00		Per Year: \$7,774.00

(The above fees are subject to change.)

Full-Time Students. Tuition charges are based on the assumption that full-time students will take an average of nine (9) semester credits per semester. Tuition for degree candidates is \$378.00 per credit hour. The charge for a three-hour credit course is \$1,134.00. All tuition and fees must be paid in full at the time of registration.

Part-Time Students. Students registered for part-time study are those who enroll in less than a nine-semester hour course load. Tuition is \$378.00 per credit hour course and must be paid in full at the time of registration.

Payment Of Fees

In order to complete registration, students must be prepared to satisfy all tuition and fees through either direct payment or financial aid. Cash, certified or cashier's check, money order or credit card (MasterCard or Visa) is required for direct payment.

Certified/cashier's checks or money orders should be made payable to Shaw University. All payments sent by mail should include the student's name and social security number. **PERSONAL CHECKS ARE NOT ACCEPTED.**

All students are advised that the first payments received by the University will be applied to their accounts. ***Refunds will be processed only after obligations to the University have been satisfied.***

Payments for books and supplies should be made separately from tuition and fees. Each student should be prepared to purchase textbooks and necessary supplies at the beginning of each semester. The average cost of books for a full-time student is \$400 per semester, however this may vary depending upon the course of study. The University cannot advance or lend money to students for textbooks purchases.

Refunds

Before requesting a refund, students should be sure that sufficient funds are available for the next semester. The University computes its charges on a semester basis. Consequently, if the University receives money from a one-time scholarship or loan source (for example, Guaranteed Student Loan) such funds will be applied, in full, against the semester in which it is received. This may create a credit balance for the semester.

1.) Financial Aid Refunds

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.

Students who have overpayments (credit balances) as a result of federal financial aid **do not need to request a refund**. These **refunds** will be **processed automatically**.

2.) Other Refunds

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 the refund. ***Students who are due a refund because of direct overpayment or as a result of a reduction in course load must request that refund.*** Refund requests should be addressed to the Student Accounts Office, Tyler Hall. ***Refunds are processed after the last day of registration.*** The processing requires two to four weeks.

Billing

The University sends monthly statements to students who have an outstanding balance or who have had activity on their accounts during the statement period. The statement will show the balance brought forward and the activity of the previous month. The statements are sent to the student at his/her permanent address.

Students are responsible for advising the University of a change of address. This may be done at the Registrar's Office or by clicking on the student profile tab of the web registration module.

Questions pertaining to bills should be directed to Student Accounts, Tyler Hall, (919) 546-8228.

Delinquent Accounts

The University will not issue a degree, transcript, or grade report to any student who has a delinquent account. A student with a delinquent account will not be readmitted to the University until all unpaid balances are paid.

Past due accounts are referred to a collection agency and may negatively impact the student's credit record. Each past due account may also be charged an additional amount which shall approximate the administrative cost incurred in collecting the past due amount, in addition to any attorney fees and reasonable collection costs incurred for collection of the past-due amount.

FINANCIAL AID

Financial aid at Shaw University consists of scholarships, grants, and loans 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.

A student must be enrolled as at least a half-time matriculated student and must be in good academic standing to be eligible for financial assistance. However, certain programs require a student to maintain a full-time status.

Financial aid is awarded for one-year only, upon reapplication and continued eligibility. The priority deadline for applying for Shaw University administrated financial aid is March 1 for the ensuing academic year.

An entering student must be accepted for admission before receiving an award letter regarding financial aid. An award notification for applicants who have met the March 1 priority deadline is normally mailed to the applicant by June 1.

Questions pertaining to financial aid should be directed to the Financial Aid Office, Tyler Hall (919) 546-8303 or (800) 475-6190.

Sources of Financial Aid

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

Federal Direct Stafford Loan (formerly the Guaranteed Student Loan Program -GSL). The Federal Direct Stafford Loan is a low-interest loan made to eligible students by the Department of Education. This loan is made for the purpose of helping a student meet his/her educational expense. Interest is deferred on the principal of the loan during the student's enrollment period. Students who demonstrate need may borrow up to \$8,500. Repayment begins six months after graduation or after the student ceases to be enrolled on at least a half-time basis.

Federal Direct Unsubsidized Federal Stafford Loans. 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. A graduate student may borrow up to \$10,000 per year in unsubsidized loans.

Withdrawals, Incompletes, and Repeats

Withdrawals, incompletes, and repeats will not be exempt from the calculation of semesters in attendance.

Termination of Financial Aid Eligibility

Continuing students applying for financial aid will be evaluated at least once each academic year (normally at the end of the spring semester) to determine if they have met the university's standards of satisfactory academic progress for financial aid eligibility and if they have exceeded the permitted number of attempted hours. Students who fail to attain either 1) the minimum required cumulative GPA or 2) the minimum required number of earned hours are considered to be making unsatisfactory progress and will be ineligible to receive financial aid funds. The first time a student fails to meet the satisfactory progress standard, he or she receives a notice from the school, and is put on academic probation for two terms or payment periods. The student can receive aid during these periods, but is not allowed to enroll for more than twelve hours. If the student does not meet the satisfactory progress standard at the end of the probationary term, he or she loses eligibility for any subsequent payments, until he or she meets the satisfactory progress standards again. Students on probation will be monitored every semester for improvement and with the terms of their probation. Students who fail to meet the requirements by the end of their satisfactory academic progress probation period will lose eligibility for all financial aid programs.

Reinstatement of Financial Aid Eligibility

Financial aid applicants whose financial aid has been suspended may regain eligibility once they meet the minimum requirements. A reinstatement of eligibility, however, does not necessarily guarantee that the student will be awarded financial aid for the following semester. Awards are made on the basis of several factors in addition to satisfactory academic progress, including the availability of funds, individual program requirements, and financial need.

Appeal of Eligibility Termination

Students whose financial aid has been terminated because of failure to meet the standards of satisfactory academic progress may make a formal appeal of that decision. Circumstances which may be considered in this appeal include the following: death in the student's immediate family, medical emergencies, accidents, personal tragedy, or other documented circumstances beyond the student's control which prevented him/her from meeting the minimum standards.

Appeals of eligibility termination are not permitted from students who have exceeded the maximum number of attempted hours, including transfer hours.

Appeal Procedures

To appeal the termination of financial aid eligibility, a student must follow the procedures outlined below.

1. A request must be submitted by the student, in writing, to the Director of Financial Aid within ten (10) working days of receipt of denial/cancellation of financial aid on the basis of unsatisfactory academic progress.
2. The circumstances that prevented satisfactory academic progress must be clearly stated and documented.
3. The request must include documentation to support the exceptional circumstances. Examples of acceptable documentation include, but are not limited to: death certificates, statements from physician(s), clergy, or other verifiable information.
4. The Financial Aid Office will review the appeal and determine if a financial aid award is justified. The student will receive a letter indicating approval or denial of the appeal.

STUDENT LIFE

Food Service

Students may eat meals in the Shaw University Cafeteria at rates established by the University and during designated meal hours. Shaw University is also in proximity of fast food restaurants and off-campus cafes. Students have the option to purchase a meal package if they choose to do so.

Housing

Housing is available on campus for graduate students at the regular rate set by the University. Incoming students will be sent information regarding the process for obtaining housing.

Health Services

The Health Services Center is located on the first floor of the Main Men's Dormitory. The hours of operation are Monday-Friday from 8:00 a.m. to 9:00 p.m. and on Saturdays from 9 a.m. to 1:00 p.m. A school nurse is available to serve students during the stated hours of operation.

The University Counseling Center is located on the second floor of the Willie E. Gary Student Union Building. The Center is open Monday, Tuesday and Friday from 8:00 a.m. to 5:00 p.m. and on Wednesday and Thursday from 8:00 a.m. to 7:00 p.m. Students are encouraged to visit the counseling center and make use of it as the need arises.

Bookstore

Required textbooks and parallel readings as well as other books are available through the campus bookstore.

Statement of Equal Educational Opportunity and Nondiscrimination

Students are admitted to the graduate programs without regard to gender, race, color, age, national or ethnic origin, provided they meet basic requirements for admission. All students admitted have equal access to the rights, privileges, programs, activities, and student financial aid afforded by Shaw University and is governed without discrimination by its established policies and procedures.

Veterans Certificate of Eligibility

Shaw University is approved to enroll veterans. Those who desire to enroll and use their educational benefits should initiate procedures with the Veterans Administration. Shaw University Veteran Affairs office will certify those who have earned this entitlement.

COLLEGE OF GRADUATE AND PROFESSIONAL STUDIES

Graduate Division

Master of Science in Curriculum and Instruction

Concentration: Early Childhood Education

Dr. Joan Barrax, *Dean*

Dr. Deloris Jerman, *Assistant Dean and Graduate Coordinator*

Telephone: (919) 546-8530

Fax: (919) 546-8531

Email: djerman@shawu.edu

Introduction

The Master of Science program in Curriculum and Instruction with a concentration in Early Childhood Education requires the equivalent of four semesters of full-time study. However, students are expected to attend part-time, as they are practicing teachers. Students must complete a minimum of 36 semester hours of course work and 3 hours of thesis. This graduate-level program is open only to graduate students. The primary target audience will be public school teachers in Central and Eastern North Carolina who are in the initial stage of licensure. Other candidates who meet the admission requirements may be considered for admission.

Accreditation

The Department of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE).

The Training Model

The instructional delivery method will consist of the traditional Socratic lecture method as well as the cooperative group-oriented case analysis method. Students will be engaged in field-based action research projects and activities that support community service and other scholarly pursuits. Additionally, students will complete a quantitative research project in all courses. Instructional activities will be research-based and infused with technology.

Application to the Master of Science Program

Only the official application forms should be used in applying to the Master of Science degree program in Curriculum and Instruction. Admission to graduate study can be authorized only by the Dean and the Graduate Coordinator. The prospective student must hold the degree of Bachelor of Arts or Bachelor of Science from an accredited college or university in this country or its equivalent—based on a four-year curriculum—in an institution outside of the United States. His or her record must be a strong one overall. A cumulative 3.0 grade point average for undergraduate work is desirable. Successful applicants must also have a minimum of two years of documented relevant educational or professional experiences. A valid teaching credential is preferred. Admission is competitive and students are selected on the basis of their preparation, experiences, and intellectual and leadership abilities.

Types of Admission

Unconditional Admission

In order to obtain unconditional admission, the applicant must meet or exceed the following criteria:

1. An undergraduate grade point average of 3.0 (B) minimum from an accredited institution, **or** an undergraduate grade point average of 2.75 minimum from an accredited institution and a graduate degree from an accredited institution.
2. A minimum of two years of documented relevant educational or professional experiences.
3. A valid teaching credential.

****If a student is admitted without a valid teaching credential, he or she will be required to take a diagnostic examination as a part of the admission process. The examination results will have an impact on the final admissions decision.***

4. Graduate Record Examination (GRE) scores on the aptitude section that are acceptable to the Graduate Admissions Committee.

****GRE scores must not be more than five years old.***

5. Proficiency in written and spoken English demonstrated in a written goals statement and a successful interview with the Graduate Admissions Committee.

6. A TOEFL score of at least 500, if the applicant is an international student.

****TOEFL scores must not be more than two years old.***

Conditional Admission

Conditional admission may be granted for those applicants who do not satisfy all of the requirements for unconditional admission. Final disposition of cases involving students who have been admitted on condition rests with the Graduate Admissions Committee (consisting of graduate faculty) and the Graduate Coordinator.

Re-Admission

A student who discontinues matriculation in the graduate degree program for one or more semesters must apply for re-admission. The evaluation of applications for re-admission will be based on University and specific program requirements in existence at the time of the re-admission application.

Transfer Credits

Course work accepted for credit toward the Master of Science in Curriculum and Instruction with a concentration in Early Childhood Education must represent graduate course work relevant to the degree, with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in Shaw University's Master of Science in Curriculum and Instruction degree program.

Graduate credit is not awarded for portfolio-based experiential learning which occurred prior to matriculation into the Master of Science degree program in Curriculum and Instruction with a concentration in Early Childhood Education and which was not supervised by a Shaw University graduate program faculty member.

Transfer credits from other institutions must be evaluated and approved by the student's advisor and the Graduate Coordinator. Transfer credits must be earned from a regionally accredited institution. Courses that are more than three years old or that have grades less than "B" will not be accepted. Up to six credit hours may be transferred.

Special Requirements for International Applicants

Test of English as a Foreign Language (TOEFL)

Applicants whose native language is not English and who have not received their education at an English-speaking university must submit scores on the TOEFL. TOEFL scores more than two years old are not accepted. The required minimum total score on the TOEFL test is 500 for each of the three sections of the TOEFL test.

Since four to six weeks are required for scores to reach the University, you should take the test no later than the middle of January (fall admission), June (spring admission), or October (summer admission) in order for scores to arrive in our office by the deadline.

When you register for the test, you should request that your scores be sent to Shaw University (R5612). If you do not do this initially, send a written request to the address given here. Address inquiries and requests for applications to TOEFL, CB6151, Princeton, New Jersey 08541-6151. In addition to the TOEFL, the Graduate Record Examination is required of all international applicants.

Document Identification

Please be certain that your name appears exactly the same on the application and on all supporting documents.

Transcripts

International student applicants must supply official transcripts or comparable academic records from all colleges and universities attended. *A notarized English translation must be provided.*

Undergraduate Preparation

The Master of Science in Curriculum and Instruction with a concentration in Early Childhood Education is designed for early childhood educators who work directly with young children in a variety of early childhood settings, who must accommodate children with a range of abilities and special needs, and who must work collaboratively with families and other professionals.

All regularly admitted students are expected to have an undergraduate major consisting of at least 30 semester hours of course work in early childhood education and at least two years of

documented relevant educational or professional experience. They are practicing teachers in public and private early childhood education settings, including the public schools, centers, and home-based programs.

However, applicants who are licensed in other areas of education, such as special education and elementary education and who have a minimum of two years of documented relevant educational or professional experience may also be considered for admission. Relevant educational or professional experience includes such experiences as public school teaching in another field (e.g., special education).

Applicants who are non-education majors and who have a minimum of two years of documented relevant educational or professional experience (private schools, centers, and home-based programs) are required to take a diagnostic examination as part of the admission process. The examination results will have an impact on the final admission decision. Non-education majors who are accepted into the graduate program will be required to take two preconditions (licensure support) courses.

EDU 319: Problems in Early Childhood Education. This course will address issues and trends in early childhood education, including diversity, developmentally appropriate practice, the use of instructional technology, and teaching in inclusive settings.

EDU 318: Licensure Support - Educational Research. The broad goal of this course is to help the graduate student in education learn the essentials needed to carry out the research process. Since research methods employed in other behavioral sciences such as psychology and sociology are often similar to those used in education, students will be expected to learn to use the *Publication Manual of the American Psychological Association* (APA style) in writing a research paper.

Application Deadline

The Department will begin processing applications and making admission decisions as applications are returned. Applicants are urged to apply early due to the limited number of openings each year. See page 5 for application deadlines.

Instructions for Completing the Application

Please remove all the application materials from the packet. Complete the forms carefully, using a typewriter or printing clearly in black or blue ink. Please check to make sure that all areas are complete. If you make a mistake while completing the application form, make corrections as legibly as possible.

Application Fee

A non-refundable \$50.00 fee must accompany all applications. Certified check or money order should be made payable to Shaw University. MasterCard and VISA are accepted. Personal checks are not accepted.

Letters of Recommendation

Two letters of recommendations must be submitted from persons who know your academic and professional qualifications well. One professional reference must be from your present or former supervisor.

Transcripts

One official transcript of all post-secondary work (bearing the signature of the registrar and the seal of the institution) should be sent to the Graduate Coordinator.

Graduate Record Examination (GRE) Scores

Scores on the GRE are required as part of the application to the Graduate School. Dates for administration of the GRE during the academic year are usually in October, December, April, and June. Four to six weeks are usually required for test scores to reach us. GRE scores more than five years old are not accepted.

If you did not specify at the time of taking the GRE that Shaw University was to receive your scores, you should write Educational Testing Service and ask that your GRE scores be sent to Shaw University (ETS Institutional Code R5612). If your scores will not arrive by the application deadline, please send us one photocopy of your student's score report, which will be used until an official report arrives. Registration forms for the GRE may be obtained by writing to Graduate Record Examinations, Educational Testing Service (ETS), CB6000, Princeton, NJ 08541-6000.

Goals Statement

You must submit a one-page statement in which you present your reasons for pursuing the Master of Science degree in Curriculum and Instruction and any other information concerning your background and plans that may be helpful in considering your application.

Financial Assistance

To apply for aid, a student should submit the Free Application for Federal Student Aid (FAFSA), listing Shaw University in item 32 as one of the schools to receive information from the processing agency. The FAFSA may be obtained from any college financial aid office or in person from the Shaw University Office of Financial Aid. An aid applicant must also provide a Financial Aid Transcript, completed by the financial aid office at each college or university the student has previously attended. The form is available in the Office of Financial Aid and may be duplicated as needed for several schools. Priority consideration is given to students who submit the FAFSA by the application deadline for the summer session or semester for which aid is requested. Applications filed after the deadlines will be processed as time and funds permit.

For detailed information on financial aid, see pages 7-9.

Time Limitation and Residency

A master's degree student has five years to complete his or her degree. There is no special requirement concerning residency.

Degree Requirements

The Master of Science Degree in Curriculum and Instruction with a concentration in Early Childhood Education requires a minimum of 39 credit hours, including a thesis. All students must complete the following requirements to earn the degree.

1. Achieve unconditional admission status.
2. File a degree plan with the Graduate Coordinator.
3. Pass a comprehensive examination.
4. Earn a grade point average of 3.0 or better.
5. Complete a Practicum/Internship.
6. Write and successfully defend a thesis.
7. Present a passing score (North Carolina criteria) on the Praxis II (specialty exam).

The distribution of required course credit hours are:

1. *12 credit hours of core courses*

Two Foundation Courses

ECI 610: Psychological Foundations of Education

ECI 611: Advanced Studies in Human Development

Two Research Courses

ECI 691: Statistical Methods in Education

ECI 692: The Design of Educational Research and Evaluation

2. *15 credit hours in the area of concentration, including ECI 599: Graduate Practicum*

ECI 599: Graduate Practicum

ECI 601: Curriculum Planning in Early Childhood Development

ECI 630: Infant Development and Behavior

ECI 612: Theories of Learning

ECI 634: Seminar in Child Development

ECI 662: Advanced Studies in Early Childhood Special Education

3. *6 credit hours of supportive electives (selected from the following courses):*

ECI 643: Contemporary Issues and Trends in Education

ECI 640: Historical, Philosophical, and Social Foundations of American Education

ECI 693: Theory and Design of Tests and Measurements

4. *3 credit hours of restricted electives: ECI 677: Instructional Leadership*

5. *3 credit hours for thesis*

ECI 698: Thesis Conference

ECI 700: Thesis

Standards for Satisfactory Academic Progress

Students must maintain a minimum grade point average of 3.0 to be in satisfactory academic standing.

Students must have completed all course work for the graduate degree except ECI 700: Thesis before applying for candidacy.

The Grading System

Grades are based on a four-point scale as follows: A = 4; B = 3; C = 2; D = 1.

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = Below 60 (failing)

I = Incomplete

Academic Advising

At the outset, the advisor for students in the Master of Science degree program in Curriculum and Instruction will be the Program Coordinator. As the program grows, students will be assigned to graduate faculty advisors alphabetically to assure a relatively even advisee load and quality of student advisement. The Program Coordinator will monitor students' academic progress through a program checklist, advisement at registration periods, and a review of students' transcripts each semester. All graduate faculty will be appointed by the Dean to serve on students' graduate committees.

Academic Probation

Students on academic probation are those who fail to maintain the required 3.0 grade point average. They may remain on academic probation for one semester. At the end of the semester that a student is on academic probation, the student's enrollment status will be evaluated by the Graduate Coordinator.

Grade Appeal Policy and Procedures

A student enrolled in the Graduate Division who believes that he or she has received an improper grade in a course is accorded due process on this matter. The Office of Graduate and Professional Studies has available procedures the student must follow in order to appeal a grade. Any action taken by the student must be done within 30 days after the end of the term in which the grade is received.

Repetition of Courses

At the discretion of the Dean, a student may repeat no more than two courses in which a grade of "B" or "C" was earned for the purpose of improving his/her GPA. The courses may be repeated

once, and only once, for a higher grade. Although all grades earned will remain a part of the permanent record when courses are repeated, only the highest grade will be used in computing the GPA; this does not result in multiple credits for a repeated course.

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

Withdrawal from Courses

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

Withdrawal Policy From the University

Students at the graduate school level must request withdrawal from the University through the Dean of the College of Graduate and Professional Studies. Student fees are adjusted for any withdrawal, based on the University's regular policy governing refunds.

Thesis

Each candidate for the Master's degree must submit an acceptable thesis. Credit equal to that of one full course (3 semester hours) will be granted when a thesis is accepted and successfully defended. It is expected that candidates will register for ECI 698: Thesis Conference while working on the thesis and register for ECI 700: Thesis only during the semester in which the thesis will be defended. However, a student may enroll in an additional 3 hours, if necessary, to complete the thesis.

The Graduate Council must approve thesis proposals. The completed thesis is defended orally before the thesis committee.

The preparation of the thesis is a research experience. It should show the capacity of the student, under guidance, to accomplish independent investigation, and it must demonstrate mastery of the technique of research. It is not expected or required that the thesis shall, in every case, be an original contribution to knowledge. The student, in the preparation of the thesis, is concerned with the materials of knowledge and the evidential basis on which the knowledge rests.

The original and three copies of the thesis must be inspected in the Office of Graduate and Professional Studies for compliance with the requirements of form and style. The documents then must be deposited in the Office of Graduate and Professional Studies not later than the date specified in the academic calendar. All requirements, including the written examinations, the thesis, and the oral examination must be completed by the dates listed in the academic calendar for a student to receive his/her degree during the desired semester.

Course Descriptions

MASTER OF SCIENCE IN CURRICULUM AND INSTRUCTION CONCENTRATION: EARLY CHILDHOOD EDUCATION

ECI 599 - Graduate Practicum (3-6) – This required course provides an internship experience for practicing teachers to conduct observations and fieldwork in early childhood education settings. Individual placements will be dependent on the focus and needs of the student and will include opportunities to observe students in multiple settings and with varying ability levels. Meta-analysis of research data will be pursued. The course is WEB enhanced.

ECI 601 - Curriculum Planning in Early Childhood Development (3) – Designed for practicing teachers, this course provides a comprehensive examination of curriculum development methods in quality early childhood education settings. An evaluation of existing and proposed early childhood education programs and their effectiveness for the teacher and children will be pursued. Meta-analysis of research data will be pursued. The course is WEB enhanced.

ECI 610 – Psychological Foundations of Education (3) – This course presents an advanced study of the analysis of factors influencing learning and teaching, including the attitudinal, motivational, and other characteristics of the learner and the teacher. Special emphasis will be given to personality factors of the classroom manager and the interaction experiences between the teacher and the students. This course relates current evidence to controversial school issues. Meta-analysis of research data will be pursued. The course is WEB enhanced.

ECI 611 – Advanced Studies in Human Development (3) – This course provides a comprehensive review and analysis of research on the developing person throughout the life span from conception to death. Students will examine extreme theoretical perspectives as well as more balanced visions of human development and their effect upon research applications. Meta-analysis of research data will be pursued. The course is WEB enhanced.

ECI 612 - Theories of Learning (3) – This course provides a comprehensive review and analysis of research on the developing person throughout the life span from conception to death. Students will examine extreme theoretical perspectives as well as more balanced visions of human development and their effect upon research applications. Meta-analysis of research data will be pursued. The course is WEB enhanced.

ECI 630 - Infant Development and Behavior (3) – This advanced course is designed to examine the physical, emotional, and mental principles of the child’s psychological development. Considerable attention will be devoted to theory and practice and normal and disorder development. An observational practicum will be required. Teachers will new understandings to improve their current practice. Meta-analysis of research data will be pursued. The course is WEB enhanced.

ECI 634 - Seminar in Child Development (3) - Individual reports and discussions of proposed research or case studies in early childhood development will be completed. Oral presentations during scheduled seminars required. Teachers will have opportunities to reflect upon their current teaching situations. Meta-analysis of research data will be pursued. The course is WEB enhanced.

ECI 640 - Historical, Philosophical, and Social Foundations of American Education (3) – This course provides advanced study of the historical, philosophical, and social foundations of education. Students are provided opportunities to build upon their current knowledge of the major historical events and philosophies that have influenced educational thought and practice in America, the ways in which student characteristics are influenced by societal conditions, and the ways in which factors external to the school system influence the school. Meta-analysis of research data will be pursued. The course is WEB enhanced.

ECI 643 - Contemporary Issues and Trends in Education (3) – This course presents advanced content knowledge of events and issues in American education for public and private early childhood education settings. It will include reports by the media and related research studies found in professional books and journals. This study will enhance students’ ability to plan, implement, and evaluate curriculum for young children. Students will also engage in abbreviated field studies related to topics addressed in the course. Meta-analysis of research data will be pursued. The course is WEB enhanced.

ECI 662 – Advanced Studies in Early Childhood Special Education (3) - This course presents an in-depth examination of current issues and trends in special education with emphasis on early childhood curricula and instructional methods; inclusion and supportive programs; collaborative leadership; the roles of interdisciplinary team members; and legislative mandates. This WEB-enhanced course requires a practicum as well as Meta analysis of research data.

Prerequisite or Co-requisite: ECI 611.

ECI 677 – Instructional Leadership (3) – This course presents an examination of instructional leadership theories and principles as they relate to educational leadership roles of teachers in public and private early childhood education settings. Meta-analysis of research data will be pursued. The course is WEB enhanced.

ECI 691 - Statistical Methods in Education (3) - This is a required graduate-level course in statistics and applications to education and the behavioral sciences. Topics considered in this course include basic data tabulation, descriptive statistics (both measures of central tendency as well as measures of variability), correlation, normal probability curve, and inferential statistics (t-tests, analysis of variance, multiple regression, factor analysis, and non-parametric statistics).

Experiences with computerized statistical analysis will be provided. The course is WEB enhanced.

ECI 692 – The Design of Educational Research and Evaluation (3) – This required graduate-level course will provide the graduate student in education with a strong foundation in research and evaluation methodology. Included will be sources of educational research and types of educational research and evaluation studies. Students will consider the scientific method as a basis of research as applied to the investigation of problems in education. Different types of research and evaluation methods such as experimental, survey, descriptive, and qualitative techniques will be studied. The course is WEB enhanced. **Prerequisite: ECI 691 or an equivalent graduate-level statistics class.**

ECI 693 – Theory and Design of Tests and Measurements (3) The theory and design of tests and measurements used in education and related studies are the focal points of this course. In addition, test administration, with particular attention to intelligence, aptitude, achievement, interest, and other psychological and diagnostic instruments, will be studied. The establishment of criteria for test construction, selection, and use will be included. Interpretation of test data will be undertaken. Meta-analysis of research data will be pursued. The course is WEB enhanced.

ECI 698 - Thesis Conference (0) – This course is to be taken by students who are working on their thesis but do not expect to complete and defend the work during the same semester. Students must register for this course each semester after admission to candidacy.

ECI 700 - Thesis (1-6) - The student registers for this course only for the semester during which the thesis will be completed and defended. A student who is conducting research work on the thesis, but will not complete and defend the thesis during the semester, must continuously register for ECI 698 until the thesis is completed.

MASTER OF SCIENCE IN CURRICULUM AND INSTRUCTION FACULTY

Barrax, Joan D. (1970, 2002) ----- Dean and Professor
Chair, Department of Education

BA - Howard University
MA - University of Pittsburgh
PhD - University of North Carolina – Chapel Hill

Bailey, Ida (2000) ----- Assistant Professor

BS - Claflin College
MA - South Carolina State University
EdD - South Carolina State University

Finch, Quentine (1997) ----- Associate Professor

BSC - North Carolina Central University
MEd - University of North Carolina - Chapel Hill
PhD - Ohio State University

Jerman, Deloris L. (2001) ----- Assistant Dean and Assistant Professor
Coordinator, Graduate Program

BS - Winston-Salem State University
MA - Appalachian State University
EdD - University of North Carolina – Chapel Hill

Muhammad, Amin (2000) ----- Assistant Professor

BA - Luther College
MS - Sul Ross State University
EdD - Texas Southern University

Ugwuoke, Simon (1992) ----- Assistant Professor

BS - University of Nigeria
MAT - Calvin College
MS - University of Iowa
PhD - University of Iowa

SHAW UNIVERSITY DIVINITY SCHOOL

Dr. James T. Roberson, *Dean*
Dr. Linda W. Bryan, *Assistant Dean*
Telephone: (919) 546-8570
Fax: (919) 546-8571
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Introduction

Shaw University Divinity School provides theological education dedicated to the preparation of clergy and laity for clinical, pastoral, and teaching/research ministry professions. The Divinity School is committed to the development of a research institute whose focus is leadership in the “practice of ministry” in the African American community, particularly in the African American Church.

History

Following a reorganization of Shaw University in 1919, a Missionary Training School was established to prepare home and foreign missionaries, social service workers, clergy and lay church leaders. The Theological Department, as it was then called, also continued to provide basic ministerial training through a Bachelor of Theology Program until 1933. On April 15, 1933, the Board of Trustees of Shaw University established the School of Religion as a graduate school for theological education.

In 1961 the School of Religion became Shaw Divinity School, offering the Bachelor of Divinity (BD) degree. From its beginning, Shaw Divinity School functioned as a quasi-autonomous body under the direction of the Shaw University Board of Trustees. In 1969 the Shaw Divinity School was chartered as a non-stock, non-profit corporation by the Office of the Secretary of the State of North Carolina. The BD degree was discontinued and the Master of Divinity degree (MDiv) was offered. The three-year MDiv program offered a graduate/professional degree focused on training students for ministry primarily in African American communities.

In February of 1988, the Shaw Divinity School moved from the campus of Shaw University to a new three and a half acre site at 509 Hilltop Drive in southeast Raleigh, North Carolina. The Hilltop campus became the central location for the Divinity School, providing space for administrative offices, the library and classrooms. G. Franklin Wiggins, an alumnus of Shaw University and Shaw Divinity School and a trustee of the Divinity School, along with his wife, Ida Wiggins of Peekskill, New York, purchased the Hilltop campus and leased it to Shaw Divinity School with first option to buy. The Hilltop campus was eventually named the "The Shaw-Wiggins Campus."

Between 1998 and 2002, several significant events occurred in the history of the Shaw Divinity School. In the summer of 1998, Shaw Divinity School merged with Shaw University. Under the merger, Shaw Divinity School became Shaw University Divinity School. Following the merger, the Divinity School was accredited by the Association of Theological Schools (ATS) in the

United States and Canada and by the Southern Association of Schools and Colleges (SACS) as the graduate school of Shaw University.

In 1999, Shaw University Divinity School relocated to the campus of Shaw University. The Divinity School was housed in the historic Estey Building. In November 2000, the Shaw University Divinity School relocated to the historic and restored Leonard Building. In 2002 a second degree, the Master of Religious Education degree, was approved by both SACS and ATS and was offered beginning in the fall of 2002.

Shaw University Divinity School has emerged as a leader in theological education for the African American community. Building on a tradition of quality, excellence, and relevance in theological education, Shaw University Divinity School moves proudly into the twenty- first century as the graduate school of Shaw University.

Accreditation

Shaw University Divinity School is accredited by the Association of Theological Schools in the United States and Canada (ATS) (10 Summit Park Drive, Pittsburgh, Pennsylvania 15275-1103: Telephone number 412-788-6505) to award the master of divinity degree and the master of religious education degree.

Admissions Procedures

Persons are admitted into the graduate program during the fall and spring semesters and must possess the Bachelors degree. Former students who have not matriculated within a two-year period must reapply for admission.

Persons desiring admission to the Shaw University Divinity School should request the Shaw University Graduate School Application for Admission Form from:

The Shaw University Divinity School
118 E. South Street
Raleigh, North Carolina 27601 (919) 546-8569 or 8570

or

The Admissions Office of Shaw University
118 E. South Street
Raleigh, North Carolina 27601 1-800-214-6683

The completed Graduate Application for Admission should be returned to Shaw University Divinity School at the above address along with a \$50.00 application fee.

Potential students are responsible for the following items to complete the application:

1. Request an official transcript from their college
2. Complete a two-page essay
3. Request two people to complete letters of reference
4. Have their physician complete a health form.

Application Deadlines

Students desiring to enroll for the fall semester should apply by July 15th, students desiring to enroll for the spring semester should apply by November 15th; and students desiring to enroll for the summer semester should apply by April 15th.

Every candidate for the Master of Divinity degree is required to complete a total of 90 semester hours of credit. Twenty-one (21) required courses (63 hours) and nine (9) electives (27 hours) are required to complete the requirements for the Master of Divinity degree.

Students may take a maximum of three courses on Saturday and may take additional courses during the week. It is strongly recommended that full-time pastors or bi-vocational students who are employed 35 or more hours per week limit their course load to three courses or nine hours per semester. Any decision to do otherwise must be approved by the Dean.

Categories of Admission

The three categories in which students are admitted to Shaw University Divinity School include:

1. Matriculation – Persons who are admitted into the degree program.
2. Non-matriculation – Persons who are admitted as special students. These persons are not seeking a degree but only interested in taking one or two courses.
3. Audit – Persons who desire to observe a class but not required to complete assignments. Persons are required to pay an audit fee but will not receive credit for the course. These persons will not be able to request a transcript for the course because no grade will be issued.

Advanced Standing in the Graduate Program

Students entering the graduate program at Shaw University Divinity School are required to possess the baccalaureate degree. While most entering students start as juniors, some students are admitted with advanced standings. Advanced standing is defined as students who are allowed to graduate by earning less than the 90 credits required for the MDiv degree at Shaw University Divinity School. Advanced standing can be achieved through assessment or through transfer of credits from another Association of Theological Schools (ATS). Even with advanced standing, a minimum of forty-five semester credits must be earned at Shaw University Divinity School to receive the MDiv degree.

Advanced Standing Through Assessment

Shaw University Divinity School will admit graduate students with advanced standing on the basis of their competence when no transcript of graduate credit is presented. SUDS will determine by appropriate written and/or oral assessment that students have the knowledge, competence, or skills that would normally be provided by the specific courses for which the student has been admitted with advanced standing. The Admissions Committee of the SUDS faculty will determine whether to admit advanced standing *without credit* or *with credit*. In either case, the Admissions Committee will review the candidate's application and make a recommendation to the Dean. The Dean of the Divinity School will make the final decision.

Advanced Standing through Transfer of Credits

SUDS will accept transfer credits for work completed at any ATS accredited theological schools. All transfer credits must be eligible for graduate credits in the institution at which they were taken and must be a grade of “C” or better.

Shared Credit in Degree Programs

SUDS will allow graduate credits applied toward other graduate degrees to be transferred to the MDiv degree program. Not more than half of the credits required for the other degree may be transferred into the MDiv program, and not more than half of the credits required by the MDiv degree may be granted on the basis of “shared” credits.

Student Classification

Student Classifications are based upon the number of credits accumulated as follows:

Junior	less than 30 credits
Middle	30 – 60 credits
Senior	61 credits or more.

Withdrawals

Any student desiring to withdraw from the Divinity School must adhere to the University withdrawal policy by completing a withdrawal form with appropriate signatures and returning it to the Dean’s Office. If the student fails to comply with this regulation, the student forfeits the right to any tuition refund. Students are to abide by the time frame specified for withdrawal on the school calendar. Withdrawal forms are available at the Counseling Center.

Absences

Divinity school students are expected to attend class regularly and on-time. Students are expected to arrange planned absences from class with the professor. Each professor is responsible for informing his or her students of the absentee policy for their classrooms and enforcing the policy.

Tardiness

Students are expected to be on time. Penalties for tardiness are imposed at the discretion of the professor, subject to the Dean's approval when appropriate.

Dismissals

Any divinity school student whose behavior is deemed negative to the point that he/she can no longer benefit from the educational programs and services provided by Shaw University Divinity School is subject to dismissal. Dismissal may also result if a determination is made that the student poses too great a threat to the learning experiences of other students or to the well being of the institution. Readmission will not be considered until at least one full semester has passed and the student gives adequate evidence of having made changes in his/her situation so as to justify readmission.

Academic Probation

Students whose cumulative grade point average drops below C will be placed on academic probation. Students whose cumulative average does not reach the C average two semesters after having been placed on academic probation may have their study program temporarily suspended or terminated. Readmission will not be considered until at least one full semester has passed and the student gives adequate evidence of having made changes in his/her situation so as to justify readmission. Students readmitted will automatically be on academic probation during the first semester.

The Grading System

Scale 4.0 Grade Symbols

A=4, B=3, C=2, D=1.

A – 90-100

B – 80-89

C – 70-79

D – 60-69

F – Failing

W- Withdraw

I - Incomplete

Elaboration on Grading Symbols

D

The letter grade D is passing, but reflects below average work and is not acceptable at the graduate level. However, as each D grade is the result of course work attempted, it is computed in the cumulative hour and grade point average. Students receiving a grade of D in a required graduate level course will be required to repeat the course until a grade of A, B, or C is achieved. In addition, a grade of D is not accepted in a transfer situation.

F

The letter grade F denotes failure in a course and no credit is earned. However, as each F grade is the result of course work attempted, it is computed in the cumulative hour and grade point average. Any F grade in a required course must be re-taken until a passing grade of A, B or C is achieved.

W

The letter symbol W indicates that a student officially withdrew before an assessment of his academic performance could be made.

I

The I grade is awarded at the discretion of the instructor when a student is unable to complete required work because of an unavoidable circumstance such as illness. The I **must** be removed by the end of the following semester. If it is not removed, the grade will automatically become a failing grade (F) and the student will need to repeat the course.

Records

Records of a graduate student's academic progress are maintained in the Office of Records and Registration and are furnished to the student upon request. There is a fee of \$4.00 for an official transcript.

Records of a continuing education student's academic progress are maintained in the Shaw University Divinity School Office of Continuing Education.

Student Advisement and Counseling

Students will be assigned an advisor/mentor to guide them throughout their degree program. Students are encouraged to seek advisement regarding their programs, class schedules, and other needs from their assigned advisors. Students are required to get approval of their advisor at registration.

SATISFACTORY ACADEMIC PROGRESS POLICY

1. Students must be in good academic standing with Shaw University Divinity School (SUDS), according to the criteria published in the catalog.
2. Students who receive financial aid are required to successfully complete all courses with a grade of C or better. Students taking 9 credits or more are considered full time; less than 9 credit hours is considered part-time.
3. Shaw University Divinity School considers an academic year to be its unit for measuring satisfactory progress.
4. Students denied financial aid because of failure to maintain satisfactory academic progress may enroll for courses at their expense in order to meet the Divinity School standards of satisfactory eligibility for financial aid. Upon review of satisfactory completion, additional aid may be received.
5. A student who has been denied financial aid may appeal in writing to the Director of Financial Aid. A written response will be sent to the student.

Policy Statement

Shaw University Divinity School is committed to a high standard of theological education and preparation for ministry. Through the financial aid program, Shaw University assists students who demonstrate need in their preparation for Christian ministry by providing assistance regardless of race, ethnic origin, gender, handicap, or denominational affiliation.

MASTER OF DIVINITY PROGRAM

The Master of Divinity program is a graduate program in theological education. It is designed for students who aspire to achieve a high level of competence in theological education and ministry. The Bachelor of Arts degree or its equivalent from an accredited college or university is required for admission to the program. Conferring of the degree is contingent upon the successful completion of 90 semester hours.

Master of Divinity (MDIV) Degree with Concentrations

Students enrolled in the MDIV program may seek concentrations in seven disciplines: Pastoral Counseling, Biblical Studies - OTS or NTS, Theology, Women's Studies, Church History, Christian Education, Black Church Studies, and Homiletics. The Master of Divinity degree with a concentration requires at least six electives in the discipline chosen. Advisors will assist students with course selection in their areas of concentration.

Graduation Requirements

To be awarded the Master of Divinity Degree, students must satisfy the following requirements:

1. Completion of ninety (90) semester hours.
2. Maintain a cumulative average of "C" or better.
3. Removal of all "I" (incompletes).

Master of Divinity (MDIV) Program

Requirements: 90 Credit Hours

Required Courses

OTS 501 Survey of the Old Testament
OTS 502 Theories and Practice of Old Testament Exegesis
NTS 501 Survey of the New Testament
NTS 502 Theories and Practice of New Testament Exegesis
THE 501 Systematic Theology
THE 511 Christian Ethics
HIS 501 Survey of Church History I
HIS 502 Survey of Church History II
HIS 530 Black Religion
HIS 533 African American Church History
HIS 534 Women in Western Religious History
HIS 551 Denominational History and Polity
MIN 502 Spiritual Formation
MIN 503 Spiritual Integration
PWS 501 Introduction to Homiletics
PWS 502 Advanced Sermon Analysis
PWS 512 Philosophy & Psychology of Preaching
PWS 521 Introduction to Christian Worship

FED 501 Field Education
ADM 501 Church Administration
CED 501 Introduction to Christian Education
PPC 502 Introduction to Pastoral Counseling

Electives - 9 courses (27 hours)

In addition to the required courses listed above, each candidate for the Master of Divinity degree must complete an additional nine (9) electives or 27 credits.

MASTER OF RELIGIOUS EDUCATION PROGRAM

The Master of Religious Education program is designed to equip students for competent leadership in Christian education to serve congregational ministries and other religious institutions. The Bachelor of Arts degree or its equivalent from an accredited college or university is required for admission to the program. Conferring of the degree is contingent upon the successful completion of 66 semester hours.

Primary Goals

1. Equip the student with the capacity for critical and constructive theological reflection regarding the content and processes of educational ministry.
2. Help students understand the educational, social, and behavioral sciences that under gird educational practice, as well as the cultural contexts in which educational ministry occurs.
3. Assist students with personal growth and spiritual maturity.
4. Provide skills in teaching and in the design, administration, and assessment of educational programming.

Master of Religious Education (MRE) Program

Requirements: 66 Credit Hours

Required Courses

OTS 501 Survey of Old Testament
OTS 502 Theories and Practices of Old Testament Exegesis
NTS 501 Survey of New Testament
NTS 502 Theories and Practices of Old Testament exegesis
THE 501 Systematic Theology
THE 511 Ethics
HIS 501 Church History I
HIS 502 Church History II
HIS 534 Women in Western Religious History
HIS 551 Denominational Polity
CED 501 Introduction to Christian Education
CED 511 Technology for Religious Teachers

CED 520 Philosophy of Christian Education
CED 522 Teacher as Facilitator of Learning
CED 521 Psychology of Religious Learning
CGS 510 Comparative Religions
RSO 510 Church and Society
ADM 501 Church Administration
PPC 502 Pastoral Counseling
MIN 502 Spiritual Formation
Two (2) Electives

COURSE DESCRIPTIONS

Master of Divinity and Master of Religious Education

OTS: OLD TESTAMENT STUDIES

OTS 501. SURVEY OF THE OLD TESTAMENT. The focus of this course is learning the content of all the books of the Old Testament. Students will take regular quizzes on the content of the books. Students will also be introduced to the history of ancient Israel and some of the critical methods employed in studying the text. 3 hours

OTS 502. THEORIES AND PRACTICE OF OLD TESTAMENT EXEGESIS. The focus of this course is building interpretative skills. In addition to learning and applying critical methods to various texts, students will also examine the philosophical and theological presuppositions of the methods. Students will consider issues relating to the interpretation of the text, such as the canonical process, the authority of the text, the relationship of the Old Testament to the New, etc. Prerequisite OTS 501. 3 hours

EXEGETICAL COURSES. The instructor will offer upper-level exegetical courses on selected books in the Hebrew Bible. Prerequisites OTS 501, 502. 3 hours.

OTS 511 Exegesis of Pentateuch/English
OTS 512 Exegesis of Former Prophets/English
OTS 513 Exegesis of Latter Prophets/English
OTS 514 Exegesis of Writings/English

OTS 515. THEOLOGY OF THE HEBREW BIBLE. Students will examine different approaches to understanding the theology of the Old Testament and discern the theologies represented in the text itself. The class will be taught as a seminar, a major component of the class being in-class presentations by the students. Prerequisites OTS 501, 502. 3 hours

OTS 516. TEACHING AND PREACHING THE OLD TESTAMENT. Students will examine ways in which Old Testament texts may be used in the life of the church. In addition to considering appropriate ways of approaching bible study and church school classes on the Old Testament, students will examine ways of preaching the Old Testament and using Old Testament texts in other ways within various services of worship. Prerequisites OTS 501, 502. 3 hours.

OTS 517. INTRODUCTION TO BIBLICAL HEBREW I. This is a two-semester course. Students must finish both semesters. Students will learn the basic of Hebrew grammar. As early as possible in the course, students will begin reading from the Hebrew Bible. By the end of the second semester, students will have built a substantial vocabulary and will have learned all of the Hebrew verb stems. Limit: 10 students. 3 hours

OTS 518. INTRODUCTION TO BIBLICAL HEBREW II. This is a two-semester course. Students must finish both semesters. Students will learn the basic of Hebrew grammar. As early as possible in the course, students will begin reading from the Hebrew Bible. By the end of the second semester, students will have built a substantial vocabulary and will have learned all of the Hebrew verb stems. Limit: 10 students. Prerequisite OTS 517. 3 hours

OTS 519. ADVANCED BIBLICAL HEBREW. Students in this class will work to improve their understanding of Hebrew syntax and build skill in reading and interpreting the Hebrew text. We accomplish this as we read some of the more challenging passages in the Hebrew Bible. Prerequisites OTS 517, 518. 3 hours

EXEGESIS OF THE OLD TESTAMENT IN HEBREW. Students will exegete the text in the original language. The primary focus of the class will be learning to use the tools available to enhance one's understanding of the meaning of the Hebrew text. The book or books covered will vary each time the course is taught. Prerequisites OTS 517, 518. 3 hours

- OTS 520 Exegesis of Pentateuch/Hebrew
- OTS 521 Exegesis of Former Prophets/Hebrew
- OTS 522 Exegesis of Latter Prophets/Hebrew
- OTS 523 Exegesis of Writings/Hebrew

OTS 590. READINGS IN THE OLD TESTAMENT. This is designed as an independent study course. Students and the instructor will agree on a list of books to be read during the semester and assignments to be completed. A written contract must be signed by the student and the instructor and approved by the Dean prior to registration. Prerequisites OTS 501, 502, approval of the instructor. 3 hours.

NTS: NEW TESTAMENT STUDIES

NTS 501. SURVEY OF THE NEW TESTAMENT. The aim of this course is to learn the content of all of the New Testament. 3 hours.

NTS 502. THEORIES AND PRACTICE OF NEW TESTAMENT EXEGESIS. The aim of this course is to build interpretative skills. In addition to learning and applying critical methods to various texts, students will also examine the philosophical and theological presuppositions of the methods. Students will also consider issues relating to the interpretation of the text, such as the canonical process, the authority of the text, the relationship of the Old Testament to the New, etc. Prerequisite NTS 501. 3 hours

NTS 503. NEW TESTAMENT THEOLOGY. An introduction to both the primary and secondary literature related to the theology of the New Testament. Special attention will be given to the question of methodology in constructing a New Testament theology, and the question of determining the center and periphery of New Testament thought. Prerequisite: At least one (1) semester of New Testament. 3 hours

NTS 512. BASIC GREEK I. The study of the basic grammar and vocabulary of New Testament Greek is begun and is continued in NTS 513. Prerequisite NTS 501, 502. 3 hours.

NTS 513. BASIC GREEK II. This course is a continuation of NTS 512. The study of the basic grammar and vocabulary of New Testament Greek is continued, with emphasis on the reading of selected portions of the Greek New Testament and preparation for New Testament exegesis. Prerequisite: NTS 512. 3 hours

NTS 514. INTERMEDIATE GREEK. The systematic study of Greek beyond the level of NTS 513 combined with an analysis of passages of the New Testament representing a variety of styles. Prerequisite NTS 512, 513. 3 hours

NOTE: A working knowledge of at least one of the biblical languages is strongly encouraged for those planning further graduate study in Bible or theology.

EXEGETICAL COURSES

These exegetical courses will stress in-depth analysis of the texts considered, exegetical skills thinking about the connections between the text and contemporary issues and situations. Students will be asked to engage in traditional academic exercises such as exegesis and will stress how academic study relates to the teaching and preaching of these texts in the church setting. Prerequisites NTS 501, 502.

NTS 520. INTERPRETING THE PARABLES. This course will consist of a study of Jesus' parables, including a survey of the history of their interpretation, their role in the ministry of Jesus, and reflection upon their challenge for New Testament theology and interpretation. 3 hours.

NTS 521. THE JOHANNINE LITERATURE. This course is designed to study the Gospel of John and the Epistles of John in their original theological, cultural, and social settings. The course will expose the content and meaning of these writings, and evaluate the distinctive theological contributions, which these writings gave to New Testament thought, to the early church, and to Christianity today. The course will examine the historical situations that prompted their composition. Special attention will be given to the value of the Gospel and the Epistles as they relate to contemporary Christianity. 3 hours.

NTS 522. THE BOOK OF ACTS. Based largely on an exegesis of the Book of Acts, this course purposes to study the history of the early church, its beginnings and growth. The various critical and historical problems of the Book of Acts itself will also be studied as well as the author's use of the Old Testament. There will be focus on the hermeneutical question of how Acts relates to the contemporary church. 3 hours

NTS 524. THE EPISTLES TO THE ROMANS AND THE GALATIANS. Exegesis of the text of Romans and Galatians with examination of principal theological themes in the context of Paul's apostolic mission and his relationship to those churches. 3 hours

NTS 525. THE CORINTHIAN CORRESPONDENCE. An exegetical study of the text of 1 & 2 Corinthians with special reference to Paul's self-understanding as an apostle and the major theological themes of his ministry as they are expressed in relationship to the problems of the Corinthian church. 3 hours

NTS 526. THE BOOK OF HEBREWS. Hebrews is introduced as a word of exhortation and an attempt is made to locate the epistle within a specific historical situation. The major themes of the letter receive treatment within the framework of an exposition of the text. Emphasis is given to the writer's Christology and eschatology, his treatment of revelation and the new covenant, his use of the Old Testament and his view of Christian existence as a life of faith, perseverance and worship. 3 hours

NTS 590. READING IN THE NEW TESTAMENT. Reading various works by New Testament scholars under the guidance of a faculty member. Prerequisite: At least two (2) semesters of New Testament. 3 hours

BIB: BIBLICAL COURSES (OLD AND NEW)

Advanced Biblical Studies Courses

Prerequisites: NTS 501, 502, OTS 601, 602, approval of instructor.

BIB 501. WOMEN IN THE BIBLICAL TRADITION. Students will consider how women are portrayed in the Old and New Testaments. Attention will also be given to feminist hermeneutics and various views on the role of women in ancient societies. This course will be taught as a seminar, with student involvement and presentations constituting a major portion of the course. Limit 10 students. 3 hours.

BIB 502. THE BIBLE, AFRICA, AND AFRICAN-AMERICANS. This course will examine the role of Africa and Africans in both Testaments. The course will examine recent attempts to develop an African-American hermeneutic and read works by African-American biblical scholars and theologians. The course will be taught as a seminar, with student involvement and presentations constituting a major portion of the course work. Limit 10 students. 3 hours.

BIB 503. THE OLD TESTAMENT IN THE NEW. Students will look in depth at the relationship between the Testaments, examining the ways in which the New Testament interprets, alludes to, and quotes the Old. This course will be taught as a seminar, with student involvement and presentations constituting a major portion of the course work. Limit 10 students. 3 hours.

BIB 504. APOCALYPTIC LITERATURE. The proto-apocalyptic works of the Old and New Testaments will be the focus of this course. We will also examine some of the apocalyptic material in the Apocrypha and Pseudepigrapha. This course will be taught as a seminar, with student involvement and presentations constituting a major portion of the course work. Limit 10 students. 3 hours.

BIB 505. THE NEW TESTAMENT AND ITS JEWISH ROOTS. Students will examine the New Testament against the background of emerging Judaism. A major focus of the course will be comparing and contrasting Jesus and Paul with Palestinian and Synagogue Judaism of the first century. This course will be taught as a seminar, with student involvement and presentations constituting a major portion of the course work. Limit 10 students. 3 hours.

BIB 506. THE APOCRYPHA AND PSEUDEPIGRAPHA. Students will read and discuss the books of the Apocrypha and some of the books of the Pseudepigrapha. Attention will be given to the question of the formation of the canon and the enduring significance of these non-canonical books. This course will be taught as a seminar, with student involvement and presentations constituting a major portion of the course work. Limit 10 students. 3 hours.

HIS: HISTORICAL STUDIES

HIS 501. HISTORY OF THE CHRISTIAN CHURCH I. A study of the historical development of the Church from the Graeco-Roman, Jewish, and North African roots to the Reformation period. 3 hours

HIS 502. HISTORY OF THE CHRISTIAN CHURCH II. A study of the historical development of the Church from the Reformation to the modern period. Prerequisite HIS 501. 3 hours each

HIS 503. MEDIEVAL CHRISTIANITY. A history of the life and thought of the church in the Latin West and the Greek East from the fourth century to the Reformation, including investigation of significant figures, institutions, and theological developments. Prerequisite HIS 501. 3 hours

HIS 504. HISTORY OF CHRISTIAN DOCTRINE. An introductory summary of basic doctrines of Christian theology. Includes a close examination of Origen, Augustine, Aquinas, Luther, Calvin, Schleiermacher, and other theologians. Prerequisites: HIS 501, 502. 3 hours

HIS 505. HISTORY OF CHRISTIAN DEVOTIONS. A study of the great works, such as Augustine's Confessions, The Book of Common Prayer, Loyola's Spiritual Exercises, Pilgrim's Progress, and The Prayers of Martineau. Attention will also be given to the validity of mysticism. 3 hours

HIS 506. MODERN RELIGIOUS CULTS. A study of history, doctrine, practices, and numerical strength of present day cults and sects, especially among minority Americans. 3 hours

HIS 521. AMERICAN CHURCH HISTORY. A survey of the diversity in religion in North America, focusing primarily on Protestant churches, but including emphases on Roman Catholicism, Eastern Orthodoxy, Judaism, and other non-Protestant and non-Christian groups. 3 hours

HIS 522. RELIGION IN THE AMERICAN SOUTH. A study of the development and cultural impact of religion in the South from colonial establishment to the modern "Bible Belt." The course highlights evangelism, fundamentalism, and black southern religion. 3 hours

HIS 530. BLACK RELIGION. Students will study the origin and development of the variations of Black religion. 3 hours

HIS 531. AN INTRODUCTION TO AFRICAN RELIGIONS. A survey course covering the philosophy, history, and significance of a variety of religions in Africa. It is a sharing of the ancient religious experiences, values, theology and their meaning and function for black people. The course notes the impact of Asian and African religions of the West. 3 hours

HIS 532. CONTEMPORARY AFRICAN RELIGIONS. This course examines the African motifs and strands in the African and American Christian experience today. A look at African Christianity today reveals a vital religion that may transform people internationally. 3 hours

HIS 533. AFRICAN AMERICAN CHURCH HISTORY. A study of the historical development, beliefs, practices and contemporary significance of the Black Church. The course examines the historical realities of the Black religious community and its ministry while lifting up the responses it has made as a proper preparation for sustained reflection on that experience. 3 hours

HIS 534. WOMEN IN WESTERN RELIGIOUS HISTORY. The course explores problems of method, sources, and conceptual framework in studying women's history. It traces the history of women's participation in western religion, the reactions from male ecclesiastical hierarchies, and theological interpretations about women from the early church to the present, especially of Protestantism and Roman Catholicism. It examines social currents that have affected women's religious leadership and speculates on the future of women's religious history. Through readings, discussions, and class presentations, the course will pay particular attention to black women's religious history. 3 hours

HIS 551. DENOMINATIONAL HISTORY, POLITY AND DOCTRINE. An examination of the history, polity, doctrine and practices of the student's faith community. 3 hours

HIS 552. HISTORY AND POLITY OF THE GENERAL BAPTIST STATE CONVENTION. An in-depth, comprehensive study of the General Baptist State Convention of North Carolina. Attention will be given to its auxiliaries, objectives, structure, and mission. 3 hours

HIS 590. READINGS IN CHURCH HISTORY. Reading various works by outstanding church historians under the guidance of a faculty member competent in this area. 3 hours

THE: THEOLOGICAL STUDIES

THE 501. SYSTEMATIC THEOLOGY. This course is an examination of the major doctrines of the Christian faith, their historical development, their systematic relationships, and their practical embodiment in Christian communities. 3 hours.

THE 502. NEW DIRECTIONS IN THEOLOGY. A study of recent movements in theology which may include liberation theology, black theology, postmodern theology, and indigenous theologies. 3 hours

THE 503. CHRISTOLOGY. A study of classical and contemporary ways of understanding the person and work of Jesus Christ, including the relation of the doctrine of Christ to other Christian beliefs. Prerequisites THE 501, 511. 3 hours

THE 504. THE HOLY SPIRIT. This course is a study of the doctrine of the Holy Spirit through biblical, theological, and historical texts, including the variety of perspectives in contemporary churches. Prerequisites THE 501, 511. 3 hours

THE 505. MISSIOLOGY: THE THEOLOGY AND HISTORY OF CHRISTIAN WITNESS AND MINISTRY. This course is a study of the biblical, theological, and historical basis of the worldwide Christian mission. The study will include an examination of historical mission movements and awakenings; the relationship of evangelism, ethics, and social ministry; and current local, national, and international organized mission efforts, both urban and rural. Prerequisite THE 501. 3 hours

THE 506. ECCLESIOLOGY. A study of the doctrine of the church, drawing on classical and contemporary sources to develop theoretical and practical understandings of the calling and work of the church in the world. Prerequisites THE 501, 511. 3 hours

THE 511. CHRISTIAN ETHICS. An introduction to the biblical, theological, and philosophical understandings of the way of life of the people who follow Jesus Christ. The course will examine the identity of the Christian community, approaches to ethical reflection, and various questions related to topics such as racism, human life, warfare, colonialism, economics, sexuality, social issues, politics and professional integrity. 3 hours

THE 512. MINISTERIAL ETHICS. This is a study of the ethics in the practice of ministry and ministerial character, including examination of legal issues pertaining to ministry. Prerequisite THE 511. 3 hours

THE 520. PHILOSOPHICAL THEOLOGY. A study of the interrelationship of philosophy and theology through the examination of classic and contemporary writings which demonstrate efforts to explicate theological insight through dialogue with philosophical and social thought, including black studies. 3 hours

THE 521. THE PHILOSOPHY OF RELIGION. A study of questions which arise at the intersection of philosophy and theology, with particular interest in knowledge of God, relationships of Christianity and other faiths, philosophical anthropology, the problem of evil, the nature of time and history, and relationships between the Christian faith and other forms of social thought. 3 hours

THE 530. BLACK THEOLOGY. A study of the history and development of black theology, its methods, agenda, and diversity. Readings include both early and more recent contributions to black theology. Prerequisite THE 501. 3 hours

THE 531. AFRICAN THEOLOGIES. A study of the writings of African Christian theologians and the practices and beliefs of African Christian churches, communities, and movements. Prerequisite THE 501. 3 hours

THE 532. AFRICENTRIC CHRISTIANITY. Africentrism has captured the imagination of many in the African American community who are intent on discovering their cultural heritage on the African continent. This course provides a theological assessment of Africentrism and its relationship to Christianity. Students will explore the origins, history, and principles of Africentrism as well as how its influences have affected the practice of the Christian faith in the African American community. 3 hours

THE 540. WOMEN AND THEOLOGY: AN INTRODUCTION TO FEMINIST/WOMANIST THEOLOGY. Students will study the history of understandings and practices in relation to gender in Christianity and of the varieties of feminist and womanist approaches to Christian theology. This course addresses practical questions of women in the church, including specific examination of black churches and black theologies. Prerequisite: THE 501 and at least one Biblical course. 3 hours

THE 550. HISTORICAL THEOLOGY. A study of classical, medieval, reformation, modern, and contemporary theological writings and movements. Prerequisites THE 501, HIS 501, 502. 3 hours

THE 590. READINGS IN THEOLOGY AND ETHICS. Reading various works by Christian theologians and/or Christian ethicists under the guidance of a professor competent in the area. 3 hours

CED: CHRISTIAN EDUCATION

CED 501. INTRODUCTION TO CHRISTIAN EDUCATION. An exploration of the problem and opportunities faced by leaders of education programs through the use of case and discussion. The course is designed to increase the proficiency of teaching supervision; to foster an understanding of the theory, practice, evaluation, and selection of curricula materials; to develop curricula models; and to integrate accumulated insights, principles, and techniques. 3 hours

CED 502. INTERGENERATIONAL CHRISTIAN EDUCATION. This course examines Christian Education as an aspect of the whole church's ministry. It compares and contrasts Biblical, theological, philosophical, and educational ministry. It will deal with the life of faith passed on from one generation to the next (Intergenerational Education). 3 hours.

CED 503. CHRISTIAN EDUCATION FOR CHILDREN AND YOUTH. A study of the basic needs of children, youths and adolescents, with emphasis on fulfilling some of those needs in the Christian context. 3 hours

CED 504. CHRISTIAN EDUCATION FOR ADULTS. A study of the basic needs and problems of adults with special attention to their growth and development. 3 hours

CED 505. PROGRAM PLANNING AND CURRICULUM BUILDING. This course is designed to aid the student in understanding the theory of curriculum building so he/she will be in position to build and plan programs for the various organizations of the church. 3 hours

CED 506. LEADERSHIP TRAINING IN THE CHURCH. This course fosters the development of the ability to design and execute programs of education for various leadership roles in the local church. 3 hours.

CED 511. TECHNOLOGY FOR RELIGIOUS EDUCATORS. This course explores the use of technology in an experiential learning context. Students will be required to have Internet access and work with a group of participants from their local church. 3 hours

CED 520. PHILOSOPHY OF CHRISTIAN EDUCATION. This course examines comparisons and contrasts in the philosophies of religion and examines issues such as epistemology and the natural function of religious experience. The course deals with the belief in God and the concepts of good and evil in human personality development. Prerequisite: CED 501. 3 hours

CED 521. PSYCHOLOGY OF RELIGIOUS LEARNING. Religious learning is a psychological understanding of how we comprehend the concept of God or the higher power and its relationship to our lives. The course deals with the cultural phenomenon that helps us explain the unexplainable at the times of tragedies or catastrophic occurrences. This course helps students develop a ground of being as they progress from elementary religious education to more sophisticated concepts. Prerequisite: CED 501. 3 hours

CED 522. TEACHER AS FACILITATOR OF LEARNING. The teacher is an imparter of information that he or she has acquired as a result of years of experience, education, and theory. This course is designed to bring about a systematic and comprehensive pedagogy of how students learn. It encompasses students' various learning styles and areas that present blind spots. An emphasis is placed on individual education plans that facilitate students' learning when they encounter difficult information. Prerequisite: CED 501 or CED 520. 3 hours

PPC: PSYCHOLOGY AND PASTORAL CARE

PPC 501. PSYCHOLOGY OF RELIGION. An examination of the relationship of Biblical, theological, sociological, and psychological understandings on pastoral care and an exploration of their implications for marriage and family life, interpersonal relationships and understandings. Psychological means and methods of interpreting the religious life will be pursued. 3 hours

PPC 502. INTRODUCTION TO PASTORAL COUNSELING. Fundamental assumptions, principles, and methods of counseling are considered in the context of pastoral care. The course is designed to equip the minister to address himself/herself effectively to the psychological, sociological, and theological needs of people in a variety of situations. 3 hours

PPC 503. PROBLEMS IN PASTORAL COUNSELING. The focus of this course is on special problems encountered by the minister and the examination of methods for dealing with crisis situations. 3 hours

PPC 504. RELIGION AND PERSONALITY PROCESS. This course pursues an understanding to the psychological growth process and the personality factors that relate to religious development. It views faith and patterns of belief and their relationship to causal factors in negative behavioral patterns. 3 hours

PPC 505. HUMAN GROWTH AND DEVELOPMENT. A study of human growth and development from the beginning of life through adulthood. 3 hours

PPC 506. CLINICAL PASTORAL CARE. This course provides opportunity to learn pastoral care through interpersonal relations in an appropriate institution, such as a hospital, prison, church, or other clinical situation, where an integrated program of theory and practice is realized with the supervision and collaboration of an inter-professional staff. 3 hours

PPC 507. CLINICAL PASTORAL EDUCATION. This course differs from PPC 508 in that it is accredited by the Association for Clinical Pastoral Education and is physically located at one of several convenient certified training centers. The student should select a center and make appropriate application for a basic unit. There are several such centers in North Carolina such as Wake Medical Center, Raleigh; North Carolina Memorial Hospital, Chapel Hill; Duke Medical Center, Durham; Baptist Hospital, Winston-Salem; and John Umstead, Butner. Each center will provide information concerning Clinical Pastoral Education (CPE). Students seeking a Master of Divinity degree with a concentration in pastoral care are required to take three courses in this discipline as follows. 6 hours

PPC 508. ADVANCED CLINICAL PASTORAL EDUCATION. A status that may be granted by a CPE Committee during the second basic unit. As with PPC 509, this course is located off campus. 6 hours

PPC 509. CLINICAL PASTORAL EDUCATION INTERNSHIP. A full year (12 months) of 40 hours per week in clinical, didactic, and personal growth experience under individual supervision at an accredited off-campus center. 8 hours

PPC 510. CLINICAL PASTORAL ORIENTATION. An introductory course in clinical pastoral care. Seminar involving supervised calling and case conferences. One full day (eight hours) each week. 4 hours

PPC 515. PERSONALITY THEORY FOR PASTORAL RELATIONSHIPS. A course to help the student develop a cognitive grasp of personality growth and development in order to enable better relationships with and among persons. Some grasp of the dynamics of personality growth is essential to develop adequate pastoral relationships, whether one is a minister of a church, a teacher of a class, a worker in a community organization, or a pastoral counselor. 3 hours

PPC 521. UNDERSTANDING AND COPING WITH DEPRESSION. Designed to provide students with a basic knowledge of the concept of depression--a problem which may impact on their effective functioning as ministers. The emphasis will be on teaching students how to recognize depression if it occurs, and to provide useful methods for coping with it. 2 hours

PPC 522. PASTORAL CARE AND THE AFRICAN AMERICAN FAMILY. A course designed to help students develop a level of comfort dealing with sensitive women issues. The course will provide discussions on battered women-domestic violence, rape, child sexual abuse, alcoholism, depression, gender role socialization, and women in ministry. The course seeks to aid students in developing healthy pastoral care skills for women with special needs. 3 hours

PPC 523. PASTORAL PSYCHOLOGY, RELIGION, AND THERAPY. This course introduces students to psychological disciplines, philosophy of religion, and counseling philosophies and skills that will enhance the pastoral minister's ability to work effectively in multi-disciplinary fields dealing with clients needing counseling. 3 hours

PPC 531. COUNSELING THE CULTURALLY DISENFRANCHISED. This course focuses on psycho social and cultural factors that have historically affected African Americans and other people of color in the United States. It further examines the role of religion in the empowerment of culturally disenfranchised people. 3 hours.

PPC 532. COUNSELING AND ABNORMAL PSYCHOLOGY. Study of basic concepts related to the development and assessment of abnormal behavior with an emphasis on disorders typically encountered in counseling and clinical practice. Focus is on the person-in-environment paradigm. Content focuses on major mental disorders, the diagnostic/assessment process and its application in a variety of settings, the use of assessment tools such as the DSM-IV, mental status exam, psychosocial history, etc. Prerequisites: PPC 602. 3 hours.

PPC 533. PROFESSIONAL AND LEGAL ETHICS IN COUNSELING. This course is designed to help students become aware of the duties of professional counselors and their responsibilities in upholding the high standards of professional and religious counselors. This course instructs students in legal liabilities, appropriate conduct, and avoidance of conduct that may create the appearance of impropriety. This course is also designed to make students aware of behavior that must be reported to County Child Protective Services, the District Attorney's Office, and the Family Court. 3 hours.

PWS: PREACHING AND WORSHIP

PWS 501. HOMILETICS: THEORY AND PRACTICE. This is a basic course in sermon preparation to moving from text to sermon. The course analyzes sermon infrastructure, meaning, styles, and language and explores hermeneutical, cultural, and theological questions. 3 hours

PWS 502. ADVANCED SERMON ANALYSIS. These seminars are designed to trace the development of Black preaching and its place in the Black church and community. Through the use of analysis of taped sermons, the course facilitates the development of personal styles and the ability to contrast and structure several types of sermons. An understanding of homiletical and theological problems is pursued and a more philosophical understanding of the preacher's task is fostered. Prerequisite: PWS 501. 3 hours

PWS 511. PREACHING IN THE AFRICAN AMERICAN CHURCH TRADITION.

Using discussions, lectures, selected readings, the course will focus on preaching in the Black tradition. Students will examine the history, theology, and style of preaching out of the African American experience. Prerequisite: PWS 503. 3 hours.

PWS 512. PHILOSOPHY AND PSYCHOLOGY OF PREACHING. This course will examine the philosophical and psychological influences that motivate the preacher and empower the preached word. The importance of practicing the spiritual disciplines and study will be considered and emphasized. The importance of experiencing a “sense of call to Christian Ministry” will be discussed. 3 hours

PWS 514. SEMINAR IN PREACHING. This course examines and explores the components of a sermon and works at developing the students’ skills in producing, shaping, organizing and using the various elements of a sermon. Attention will focus upon how one can most effectively communicate the gospel through the preaching event. 3 hours

PWS 521. INTRODUCTION TO CHRISTIAN WORSHIP. A study of the history, theology, and psychology of Christian corporate worship with an emphasis upon the various elements that comprise traditional church worship. Attention will be given to the planning and conducting recurring services and developing meaningful services of worship for special observances. 3 hours.

PWS 522. CHRISTIAN WORSHIP AND LITURGY. A comprehensive study of the impact of liturgical development upon Christian worship expressions amid theological, historical, cultural, and nationalistic, and other influences today. The Christian Year, the lectionary, and other developments as the influences of the arts will also be considered. Prerequisite PWS 521. 3 hours

PWS 523. CONDUCTING CHRISTIAN WORSHIP. This course is designed to assist students develop skills for planning and leading public worship in the Reformed and related Christian traditions. Practical work on preparation, leadership, and evaluation of regular recurring and special services will be practiced. Prerequisite: PWS 521. 3 hours

MIC: MINISTRY IN COMMUNITY

MIC 501. RELIGION AND CONTEMPORARY LIFE. A comprehensive study of the organization, function, and programs of the various social, industrial, educational, and religious institutions and agencies of contemporary life. The purpose is to acquaint students with the facts in these areas and to explore the church’s role in fostering social betterment. 3 hours

MIC 502. URBAN STUDIES. Urban studies is designed to facilitate the development of the kind of ministers who can become agents of urban and rural change. The course consists of special lectures by persons with expertise in the dynamics of urban and rural America, assigned readings, class discussions, and a field experience. 3 hours

MIC 503. HEALTH AND HUMAN SERVICES THROUGH THE CHURCH. This course is designed to introduce students to the Health and Human Services Program of the General Baptist State Convention of North Carolina. Emphasis will be placed on the role of the local church in human health and services and the theological foundations for the wholistic approach to human health. 3 hours

MIC 504. THE CHURCH AND COMMUNITY. A study of current social problems and the ways the church should meet them. Social reforms are briefly traced as well as problems in connection with housing and family life, delinquency and crime, public education, commercialized recreation and the broader uses of leisure and studies with a view to discovering avenues of church cooperation with local agencies in solving these problems. 3 hours

MIC 505. WOMEN AND THE CONTEMPORARY CHURCH. This course is designed to focus on women, particularly African-American, in the context of the Black church and community today. The complex issues surrounding the role of women in leadership, the dynamics of women's relationships in the church; study of the contemporary trends of women in other systems in society that impacts church culture, and develop ministry models that expand the concept of the role of pastor in a traditional setting. 3 hours

MIC 510. HEALTH AND SPIRITUALITY. This course will explore the relationship between spirituality and health from an African American perspective. It will focus on health promotion, disease prevention, and collaborative partnering between the faith and medical communities. The course will teach students how to build effective coalitions in their communities with the goals of health promotion and disease prevention. 3 hours

MIC 521. EVANGELISM AND CHURCH GROWTH IN THE BLACK COMMUNITY. A study of how to witness among and grow local churches in the Black community. Various evangelistic strategies and church growth techniques will be presented and evaluated for their application in developing congregations, Sunday Schools, and other ministry organizations. 3 hours

ADM: ADMINISTRATION AND LEADERSHIP

ADM 501. CHURCH ADMINISTRATION. This course looks at the church as an organization and the various administrative functions and units necessary to achieve the goals of the organization. Students will be required to develop a paper looking at their particular church with ideal administrative structure to fulfill the vision of their church. 3 hours

ADM 502. AFRICAN-AMERICAN CHURCH LEADERSHIP. This course is designed to explore the various aspects of leadership within the African American church in the Information Age. Students will examine their own context and discuss various options for leadership styles. Leadership will be examined from the four frames as suggested by Bolman and Deal. The role of technology and its impact on decisions will be explored from a local and global perspective. 3 hours.

ADM 511. THE CHURCH LEADER AS MENTOR. This course will examine the role of church leaders as mentors. Students will grapple with the historical and contemporary role and expectations of a mentor as well as a person being mentored. The course is designed to use the theoretical concepts of transformational learning to help participants develop strategies for empowering the leadership team of a church through mentoring. 3 hours

PCM: PRACTICE OF CHURCH MUSIC

PCM 501. INTRODUCTION TO CHURCH MUSIC. A study of basic purposes of church music, which form the foundation of a biblical philosophy. A survey of historical influences is presented, introducing happenings on which evangelical church music has drawn. Music in worship, evangelism, instrumental music, and other related ministries are discussed. An exploration of contemporary journals and historical resources on church music is provided to students. 3 hours.

PCM 502. MUSIC AND WORSHIP. A practical course designed to facilitate the planning of worship by (1) study of basic source materials such as lectionaries, liturgical orders, hymnals, etc., (2) exploration of specific techniques of planning textual and musical content, and (3) experience of constructing specific orders of worship. 3 hours.

PCM 503. HYMNOLOGY. A study of the origins and development of Christian hymnody, with reference to the theological emphasis of various periods, aiming to arouse interest in the textual and musical content of hymns and in their effective use of Christian worship. This course will also examine current denominational hymnals, with an emphasis on more recent hymnody. Prerequisites: PCM 501, PCM 502. 3 hours.

PCM 505. MUSIC IN THE AFRICAN AMERICAN CHURCH. An examination of the historical and musical development of African American sacred music from slavery to the present; from Negro folk spirituals to traditional and contemporary gospel music; with special attention to African American culture in the U.S., a culture which represents a synthesis of African and European cultures into a unique hybrid with its own developmental tradition. The students will be required to complete a major project of attending two contrasting Black worship services, documenting the services with an audio and/or video recording and with field notes, analyzing the kind of music used in the services, and the way music functions. 3 hours.

PCM 506. CHURCH MUSIC ADMINISTRATION. Techniques and materials for managing the church music program. Consideration of interpersonal relationships, organizing skills, and management of finances and facilities. The course will discuss recruiting, evaluations, budgets, purchasing and maintaining musical instruments and the minister and musician relationship. Prerequisite: PCM 701. 3 hours

RSO: RELIGION AND SOCIOLOGY

RSO 500. SOCIOLOGY OF RELIGION. The study of the social forms of religion, its organizational structure and dynamics, and the social forces that provide the milieu for religious institutions. 3 hours

RSO 501. SOCIOLOGY OF THE AFRICAN-AMERICAN EXPERIENCE. This course is an in-depth study of the economic, racial, political, and technical developments of a people who were predominantly rural before 1910 to a people who are predominantly urban today. Special consideration will be given to those institutions, movements, and programs that were instrumental in this evolutionary process. 3 hours

RSO 502. CHURCH-STATE RELATIONS. An analysis of problems and concerns in church-state relations and a discussion of history and current trends. 3 hours

RSO 503. THE LAW AND THE MINISTER. An introductory survey course providing basic legal information for ministers. 3 hours

RSO 504. THE BLACK CHURCH IN ECONOMIC AND POLITICAL EMPOWERMENT. An exploration of the relationships between the Black church and the political and economic well being of Black people. The course will focus on the potential of the Black church and the strategies for creating and maintaining housing, employment, education, and leadership. It will lift up the Black church's role in liberating human beings from poverty into wholistic well-being. 3 hours

RSO 510. THE CHURCH AND SOCIETY. A study of current social problems and the ways the church should meet them. Social reforms are briefly traced as well as problems in connection with housing and family life, delinquency and crime, public education, commercialized recreation and the broader uses of leisure and studies with a view to discovering avenues of church cooperation with local agencies in solving these problems. 3 hours

CGC: THE CHURCH IN GLOBAL CONTEXT

CGC 501. THE CHURCH AND WORLD ORDER. A look at Christianity in the world today as it attempts to minister to ideologies, totalitarianism, and neocolonialism around the world. Interpreters of Black thought, African leaders, South American revolutionaries and related materials from a variety of sources, including the Detroit Conference on Liberation Theology in the Americas are considered, and the World Council of Churches in Nairobi, Kenya, and other countries is discussed. 3 hours

CGC 502. THE CHRISTIAN WORLD MISSION. This course considers the theological foundations of the Christian mission. It evaluates the strengths and weaknesses of the guiding principles of mission, and central emphasis is placed on strategies, principles, problems, and goals of Christian mission, especially in the Third World. 3 hours

CGC 503. HISTORY OF CHRISTIAN MISSION. A survey of the spread of Christianity from the Apostolic Age to the present. Attention is given to the problems of missionary expansion in the present world order and to the Ecumenical Movement. 3 hours

CGC 504. WORLD RELIGIONS. A study of the history of the living religions of the world and their comparison with Christianity. Specialized study will be made of some non-Christian religions. 3 hours

CGC 505. DIALOGUE WITH PEOPLE OF LIVING FAITHS AND IDEOLOGIES.

Designed to provide group and one-on-one dialogue between students and practitioners of the various faith communities. Includes discussion and examination of tenets and beliefs of religious movements. Various ideologies are explored in an atmosphere of ecumenical friendship. Open and frank discussions are encouraged. No effort is made to convert anyone from his/her present religious beliefs. 3 hours

CGC 506. RELIGION AND JUSTICE ISSUES AROUND THE WORLD. A survey of the need of and struggles for justice all over the world. This will include a discussion of the involvement of religious groups, especially the Black church. 3 hours

CGC 510. COMPARATIVE RELIGIONS. This course is designed to provide students with a comprehensive and comparative overview of the religions of the world with emphasis on promoting understanding of differences in religious thought and practices, worldwide in the context of globalization. To the extent practical, there will be interactive sessions with religious practitioners from the various faith communities. 3 hours

FED: FIELD EDUCATION

Each student enrolled in Shaw University Divinity School is expected to successfully complete a minimum of three semester hours in field education. This requirement rests on the conviction that theory and practice in the disciplines of theology must be integrated, and that the student, while in divinity school, should be provided with a situation in life and appropriate supervision wherein this integration can take place.

Candidates for the master of divinity degree may satisfy the requirements for Field Education by enrolling in PPC 507 at a center certified by the Association of Clinical Pastoral Education.

Program Objectives

The field experience is designed to (1) assist students in developing vocational identity as ministers by providing experience with a variety of ministry tasks; (2) provide a context for testing and reconstructing theological concepts; (3) develop the ability to do critical and reflective thinking by relating theory and practice; (4) provide the opportunity to achieve a level of professional competence; and (5) bring academic studies, personal experiences, and critical reflection into meaningful dialogue for effective ministry.

Field Education Options:**FED 501. SUPERVISED MINISTRY**

STUDENTS SERVING AS PASTORS. Students who are pastors are strongly advised to limit their course load to nine hours per semester and to use their pastoral appointments as learning contexts for field education programs initiated by the school. A supervisor will be assigned to guide the students' learning activities in the parish. 3 hours (Practicum)

STUDENTS SERVING IN AN INSTITUTIONAL CONTEXT. For students planning an institutional ministry or who desire an exposure to ministries other than the pastorate. Supervised ministry can be arranged and approved in an institutional context such as a hospital or prison. 3 hours

STUDENTS SERVING IN THE PARISH. Supervised ministry in a local parish under the supervision of the pastor or other qualified person approved by the faculty. A minimum of 10 hours per week is required. 3 hours

CREATING A MINISTRY. Ministry in a non-ecclesiastical context (street corner, game room, clubs, etc.) under the supervision of an experienced field supervisor in the area and a faculty member whereby the student explores ways of bringing the Gospel to bear upon the unchurched. Prerequisite: a proposal approved by the faculty. 3 hours

STUDENTS SERVING IN CONCURRENT INTERNSHIP. Concurrent internship in a church or agency under the supervision of the faculty and a field supervisor. 3 hours

Other creative arrangements and paradigms in Field Education are encouraged. These must first be approved by the Dean before any academic credit can be given for the experience(s). All field supervisors must be approved by the Dean.

Orientation and Training of Supervisors

All volunteer supervisors, coordinators, and related personnel are expected to participate in a special orientation and training program provided by Shaw University Divinity School.

MIN: MINISTRY PREPARATION STUDIES

MIN 501. THESIS. The thesis project is an independent study done under the thesis director who will advise students and direct to appropriate faculty for consultation in their area of interest. The thesis allows students to pursue in-depth study in a particular area of interest. 3 hours

MIN 502. SPIRITUAL FORMATION. This is an introductory course designed to assist first year students in identifying and understanding their spiritual formation and development. The course includes discussion and theological reflection as it relates to course objectives. Particular attention is given to how students understand theological education, call to ministry, spiritual, personal, and professional identity formation. Students will have the opportunity to dialogue with local pastors/spiritual leaders. 3 hours

MIN 503. SPIRITUAL INTEGRATION. This course is designed to be an exit course for seniors. Students are advised to enroll in this course in the final semester of their matriculation. Students will be expected to probe the integration of theory and praxis. Students will reflect and write on their theological experience and the impact of theological education upon their understanding of Christian doctrines. Students will engage in class discussion and dialogue with ministry leaders. 3 hours

GRT: GERONTOLOGY

GRT 501. ETHNOGERONTOLOGY AND ELDERCARE. Introduces students to major gerontological theories, methodologies, and findings about biological, psychological, and sociocultural aging. Students will study ethnogerontologic and ethnogeriatric findings and issues about diverse black elders, with emphasis on those who are most at-risk and gain an understanding of public policies and programs for older adults. Students will be introduced to major demographic data related to aging and be provided a practicum for the collection and analysis of primary data related to health, family and social networks and patterns of African Americans age 65 and over. 3 hours

GRT 504. BLACK CHURCHES AND ELDERCARE. Focuses on need for and advantages of church involvement in eldercare programs; philosophies and strategies of initiating, financing, and maintaining eldercare programs in local parishes; planning and conducting eldercare workshops for parish members; effective counseling of at-risk black elders and their caregivers; and pastoral advocacy for at-risk elders and collaboration with local aging agencies. 3 hours

GRT 590. SEMINARS IN GERONTOLOGY. This course is designed to enhance the knowledge and skills of persons who are working or who plan to work with and for older adults. Students will gain knowledge and understanding of the theological or spiritual and related aspects of aging; awareness of and familiarity with various national and local church programs; and abilities and skills in planning programs for older adults. 3 hours

GRT 510. PRACTICUM IN GERONTOLOGY. This course will introduce the student to gerontology as a field of study and as a science. It will provide the student an opportunity to develop a project in gerontology that may be implemented in a local church or other ministry context. 3 hours

FACULTY COLLOQUY SERIES

The Faculty Colloquy Series is conducted monthly and uses regular faculty persons to deliver special lectures or conduct seminars in their areas of concentration with special attention to new trends and/or developments in the various disciplines. Resource persons beyond the Shaw University Divinity School faculty are also scheduled under this series. These seminars are without cost to full-time students. Lunch is available at cost.

SHAW UNIVERSITY DIVINITY SCHOOL ALUMNI ASSOCIATION

Shaw University Divinity School Alumni Association is responsible for coordinating all matters relating to alumni activities through the Shaw University Office of Alumni Affairs. This organization maintains a roster of all current and former students including such information as current address, a record of achievements, and biographical synopsis. The Shaw University Divinity School Alumni Association is frequently called upon to research this biographical information.

All persons who matriculated at Shaw University Divinity School, those who received degrees and those honored by the Divinity School (honorary doctorate and similar honors) are considered

alumni/ae. As members of the Shaw University Divinity School Alumni Association, they receive *The Seminarian*, annual calendars of events, and other publications, which may be printed from time to time.

The Alumni Association holds its annual meeting on campus on Tuesday following the third Sunday in March, which is also the second day of the Annual Alexander/Pegues Ministers' Conference. Several SUDS alumni chapters have been organized in various geographical areas where alumni reside. These chapters assist the Divinity School in the recruitment of students, fund-raising, provide a network system for alumni relocation, and support the needs of the Divinity School.

OFFICE OF WOMEN'S CONCERNS

The Office of Women's Concerns seeks to serve the total student body, as well as faculty and staff in matters relating to women's issues. This office deals with special problems and sensitivities of women students and advocates gender inclusiveness in all aspects of campus life at Shaw University Divinity School. It provides resources on women's concerns and helps to integrate the spirit of gender equality throughout the state and nation.

The Director of Women's Concerns is primarily responsible for advocacy, women's studies, counseling, working with women's groups, and assisting women graduates with job placement.

Shaw University Divinity School recognizes the changing trends in seminaries across the country and the unique sensitivities and gifts that women bring to ministry.

**Shaw University Divinity School Faculty and Staff
Administration**

- James Terry Roberson, Jr. Dean
BS - Millsaps College
MS - NY University
MDiv – NY Theological Seminary
PhD – Fordham University
- Linda W. Bryan Assistant Dean
BA – Shaw University
MDiv – Duke University Divinity School
DMin – Virginia Union School of Theology
- Lilipiana D. Darensburg. Administrative Assistant
BS – North Carolina Central University
MDiv – Shaw University Divinity School
- Stella Goldston Secretary
AA - Central Carolina Community College
BA - Shaw University
- Patricia Haynes Librarian
BA – University of Texas at Arlington
MLS – University of Texas

Faculty

- James Ashmore Assistant Professor of Old Testament
BA – Davidson College
MDiv – Union Theological Seminary
PhD – Duke University
- Mikael Broadway Assistant Professor of Theology and Ethics
BA – Baylor University
MDiv – Golden Gate Baptist Theological Seminary
PhD – Duke University
- James Arthur Holmes. Assistant Professor of Church History
BA – Allen University
MDiv – Turner Seminary
MTS – Boston University School of Theology
ThD – Boston University School of Theology

Rudolph Tripp Assistant Professor of Pastoral Studies
BS - Central Michigan University
MA – Pepperdine University
MDiv – Shaw University Divinity School
EdD – North Carolina State University

Part-time Faculty

James E. Arnette.Adjunct Professor of Worship
AB – Shaw University
BD – Johnson C. Smith University
DMin – Johnson C. Smith University
DMin – Southeastern Baptist Theological Seminary

Charles T. BullockAdjunct Professor of Church History
BA – Shaw University
BD – Shaw University
MDiv – Shaw University Divinity School
DMin – Howard University Divinity School

Serenus ChurnAdjunct Professor of Homiletics
BA – Morgan State University
BD – Howard University
MDiv – Howard University
DMin – Drew University

Dumas Harshaw Adjunct Professor of Black Theology
BA – Pasadena College
MA – Point Loma College
MDiv – Claremont School of Theology
DMin – Claremont School of Theology
PhD – Claremont Graduate University

Charles H. LongVisiting Professor of Church History
BD – University of Chicago Divinity School
PhD – University of Chicago

Lafayette MaxwellAdjunct Professor Black Church Studies
BA – University of Florida
MDiv – Duke University Divinity School
DMin – Samuel DeWitt Proctor School of Theology

Jeffrey Jon RichardsAdjunct Professor of Ethics
AB – Pfeiffer College
MTh – Dallas Theological Seminary
PhD – Drew University

J. Deotis Roberts Visiting Professor of Theology
AB – Johnson C. Smith University
BD – Shaw University Divinity School
BD/STM – Hartford Seminary
PhD – University of Edinburgh

Reginald Van Stephens Adjunct Professor of Homiletics
BS – Edward Waters College
MDiv – Eastern Baptist Theological Seminary
DMin – United Theological Seminary

Herman Thomas Adjunct Professor of Church History
BS – NC A&T University
BD – Duke Divinity School
ThM – Duke Divinity School
PhD – Harvard Seminary

Lillie Travis Adjunct Professor of New Testament
BS – Cheyney State Teachers College
MAT – Trinity College
MDiv – Howard University Divinity School
DMin – United Theological Seminary

Benjamin Whitlock Adjunct Professor of Black Church Studies
BA – Shaw University
MDiv – Shaw University Divinity School
DMin – Drew University

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