




Shaw University

GRADUATE CATALOG
2010-2011



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Failure to read The Shaw University Graduate Catalog does not excuse students from the rules, regulations, and procedures described in this Catalog. The Shaw University reserves the right, without prior notification, to amend, add, or otherwise modify the contents of this catalog, which supersedes any previous editions. This Catalog shall be effective Fall 2010 and Spring 2011. Shaw University is committed to equal opportunity for all persons in education and in employment. Available electronically at <http://www.shawuniversity.edu/graduatecatalog.pdf>

GENERAL INFORMATION

Accreditation

The Shaw University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the associate, baccalaureate, and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of The Shaw University.

Shaw University is accredited by The Association of Theological Schools in the United States and Canada [10 Summit Park Drive, Pittsburgh, Pennsylvania 15275-113: Telephone number (412-788-6505 or 800-367-8250)] to award the Master of Divinity and Master of Religious Education degrees.

The Teacher Education program is accredited by the National Council for Accreditation of Teacher Education, and is approved by the North Carolina Department of Public Instruction.

Affiliations and Memberships

American Council on Education
American Humanics, Inc.
American Library Association
American Theological Library Association
Association of Theological Schools in the United States and Canada
Central Intercollegiate Athletic Association
Commission on Accreditation of Allied Health Education Programs
Cooperating Raleigh Colleges
Council for the Advancement and Support of Education
Council on Undergraduate Research
Greater Raleigh Chamber of Commerce
National Association for Equal Opportunity in Higher Education
National Association of College and University Business Officers
National Association of College Deans, Registrars and Admissions Officers
National Association of Colleges and Universities
National Association of Independent Colleges and Universities
National Association of Student Financial Aid Administrators
National Collegiate Athletic Association
National Council for Accreditation of Teacher Education
North Carolina Association of Colleges and Universities
North Carolina Association of Independent Colleges and Universities
North Carolina Association of Student Financial Aid Administrators
North Carolina Department of Public Instruction
Southern Association of College and University Business Officers
Southern Association of Colleges and Schools
Southern Association of Student Financial Aid Administrators
The Carolinas Association of Collegiate Registrars and Admissions Officers
The College Board
United Negro College Fund, Incorporated

MISSION STATEMENT

Shaw University exists to advance knowledge, facilitate student learning and achievement, to enhance the spiritual and ethical values of its students, and to transform a diverse community of learners into future global leaders. (Approved by the full Board on October 16, 2008)

Expanded Statement of Purpose

Shaw University was founded in 1865 by the American Baptist Home Mission Society of the Baptist Church to provide theological education to freedmen after the Civil War. It is a private, coeducational, liberal arts institution of higher learning with the main campus located in Raleigh, North Carolina, and eight satellite campuses dispersed throughout the state. Shaw University is committed to providing educational opportunities to all segments of society without regard to race, creed, or ethnic origin. However, as the oldest historically African-American university in the south, it has maintained a special interest in the education of minorities from diverse backgrounds, with academic potential for success. *Consistent with its motto, Pro Christo et Humanitate (For Christ and Humanity--that religion and learning may go hand in hand, and character grow with knowledge), Shaw University seeks to empower students with a sense of moral purpose based on Christian principles that provide guidance for intellectual and personal growth.*

Shaw University is committed to the transformative educational process of preparing graduates for citizenship in the twenty-first century workplace and for graduate or professional school, and seeks to instill in its students a philosophy that values lifelong learning, leadership, and service. In order to meet the challenges of a global society, Shaw University endeavors to develop graduates who are broadly educated in the liberal arts and sciences, possessing the knowledge and skills required of all disciplines, and the competencies associated with their chosen fields of study. Students who successfully complete undergraduate degree programs at Shaw University will demonstrate proficiency in critical and creative thinking, an ability to communicate effectively, both orally and in writing; proficiency in mathematical reasoning skills, scientific inquiry, technological and information literacy, an awareness of and commitment to ethical judgment, awareness of global issues, knowledge of diverse human cultures, and a commitment to personal and social responsibility. Students enrolled in graduate degree programs will, upon graduation, be able to demonstrate advanced knowledge in their chosen discipline.

The mission of Shaw University is to advance knowledge, facilitate student learning and achievement, to enhance the spiritual and ethical values of its students, and to transform a diverse community of learners into future global leaders, by providing quality educational programs and services to students that prepare graduates to lead productive lives and successful professional careers as citizens in a globally competitive society.

Central to the accomplishment of this mission is the recruitment and retention of qualified faculty and staff, who possess the qualifications and expertise to actively support students in the learning process. The University demonstrates its commitment to teaching and learning by providing quality educational programs and services in a safe and supportive learning environment, which meet the needs of students, promotes personal growth and development, and fosters academic achievement and student success. In addition to teaching and learning, Shaw University strives to create and maintain an academic climate that promotes the scholarship of research and the pursuit of new knowledge through active research programs. The University also recognizes its responsibility to instill in students, the importance of making a difference, not only in their own lives, but in the lives of others, by partnering with local communities to provide services that improve the human condition and contribute to the betterment of society.

Historical Perspective

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

The coeducational emphasis of the institution was noted with the erection of Estey Hall (1873), the first dormitory in the United States for African-American women. The building was named for its primary benefactor, Jacob Estey, and 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.

Shaw University graduated its first class in 1878, its first theology graduates in 1880, its first class of medical doctors in 1886, awarded its first law degree in 1890, and awarded 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, the Theological Department, and the academy were continued, the latter existing until 1926. The Theological Department became a theological seminary in 1933 and continued as a part of Shaw 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, Shaw University elected its first African-American president, Dr. William Stuart Nelson, who served from 1931 to 1936. In 1963, Dr. James E. Cheek, a 1955 alumnus of Shaw University became its ninth president. Dr. Cheek was president from December 1963 to June 1969. Dr. Talbert O. Shaw, the 12th President of Shaw University (1987-2003), led the institution in its “Strides to Excellence: Why Not the Best?” campaign. He and Shaw University was the subject of a March 1994 cover article in *The Chronicle of Higher Education*, the leading college and university professional publication. The article focused on the University’s recent history, remarking on the great strides it has made and the momentum it has developed.

In February 2003, Shaw University named Dr. Clarence G. Newsome as its 13th President. Under his administration, cutting-edge technological advances have been installed and are operating successfully; land acquisition has increased; promising professional partnerships have been established; and faculty, staff, and student morale is showing signs of positive improvement. - His vision, “A New Shaw for a New Millennium,” coupled with “Strides to Excellence: Only the Best!” truly characterize the administration of Dr. Newsome.

Dr. Dorothy Cowser Yancy was named Interim President in June, 2009. Dr. Yancy served as the 14th and first female President of The Shaw University. Under her leadership, the University restructured its debt and greatly improved its CFI (Composite Financial Index) ratio - an indication of institutional viability and completed renovations to over 17 campus buildings. Prior to Shaw University, Dr. Yancy served as the 15th President of Johnson C. Smith University.

In September, 2010, Dr. Irma McClaurin was named 15th President of Shaw University. Among Dr. McClaurin’s goals is to establish, foster, and nurture a culture of collaboration and partnerships, specifically related to what she describes as the four Es (E⁴) – employment, economy, education, and emerging technologies.

ADMISSIONS

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 (M.R.E.)

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. and U. S. Citizens

For fall semester admission - July 30

For spring semester admission - November 30

International Applicants

For fall semester admission - January 30

For spring semester admission - August 30

Shaw University Divinity School

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

For fall semester admission - July 30

For the spring semester admission - November 30

International Applicants

For fall semester admission - January 30

For spring semester admission - August 30

FINANCIAL INFORMATION

University Fees

The University Board of Trustees establishes tuition and fees annually. Considerable effort is made to keep increases at a minimum. Students enrolled in laboratory courses, military science, art, or applied courses may be assessed an additional fee to cover the cost of materials, individual instruction or equipment required for the course. Fees for dropping/adding/withdrawing of courses, late registration, delayed/delinquent exams or duplicate I.D. cards must be paid at the time of the transaction. These fees must be paid in advance and will not be added to the student's account.

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.

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 textbook purchases.

Full-Time Students

Tuition charges are based on the assumption that full-time students will take nine (9) semester credits per semester. 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 (9) semester hour course load. All tuition and fees must be paid in full at the time of registration.

Refunds

Before requesting a refund, a student should be certain 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. A student without a credit balance is not eligible for a refund.

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 he or she has knowledge. The student must report any scholarship, grant, work, stipend, or change in financial condition that is not specifically listed on the awards notification, for possible revision of the aid award. If a student receives funds from an external source and the University, and the combined funds exceed the total cost of education at the University, the University's allocation to the student will be reduced accordingly.

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.

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

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. ***Refunds are processed after the last day of the drop/add period.*** The processing takes fourteen (14) business days.

Billing

The University sends statements to students who have an outstanding balance or who have had activity on their accounts during the statement period. The statements are sent to the student at his/her permanent address.

Students are responsible for advising the University of a change of address. These changes should be made through the Registrar's Office, or by clicking the student profile tab of the web registration module. Questions pertaining to bills should be directed to Student Accounts, Tyler Hall, (919) 546-8228 or (919) 743-5707.

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 cleared.

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(s) 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, loans, and jobs awarded singly or in the form of a “package” to meet a student’s financial need. The factor of need is considered for all forms of financial assistance. The financial aid program provides 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’s 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 Office of Financial Aid, Tyler Hall, toll free number: (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 U.S. Department of Education. This loan is made for the purpose of helping a student meet his/her educational expense. Students who demonstrate need may borrow up to \$2,625 per year as first-year students, \$3,500 per year as second-year students, and \$5,500 per year after the completion of the first two years of undergraduate study. Repayment begins six- a month 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. The loan limits are the same as the Federal Direct Stafford Loan for dependent students. This loan provides additional funds for educational expenses.

Self-supporting students may borrow up to \$4,000 per year as first and second-year undergraduates and \$5,000 per year as third- and fourth-year undergraduates (not to exceed the cost of attendance minus any other financial aid), to help meet educational expenses.

Transfer Students and Financial Aid

In order to be considered for aid, transfer students must submit the Free Application for Federal Student Aid (FAFSA) and include Shaw University's school code (002962).

Students transferring after only one semester from another institution may still be eligible for any aid as long as the full amount of federal aid was not used at the previous institution including Pell grant and Federal Loans.

Shaw University will not make a final decision on the aid package until there is a check by way of the National Student Loan Data System (NSLDS) to determine if previous Pell Grants and Federal Loans have been exhausted.

WITHDRAWAL FROM THE UNIVERSITY

A student may receive a full refund for the fall and spring terms if the official withdrawal occurs prior to the first day of classes. Students who officially withdraw from a class or from the University after the first day of class will receive tuition refunds according to the following sixty percent (60%) refund rate schedule:

Students who withdraw completely from the University prior to completing (60%) of the days in a given semester are refunded a percentage of tuition and the mandatory fees paid. Students who withdraw after the 60% period are not entitled to a refund of any portion of tuition and fees. The refund will equal to that portion of the period of enrollment for which the students have been charged that remains on the last day of attendance by the student up to the sixty percent (60%) point (in time) of the days completed, in a given semester.

The refund for the summer term is 75% during the first week, with no refund after that period. The student is eligible for a refund after all charges and aid have been posted to the student's account. Refunds will be shown as credits posted to the student's account, unless the student requests a check for the amount of the refund. Normally, checks are processed within two (2) weeks. There is no refund for students who withdraw because of dismissal or suspension. Withdrawal requires that a student give verbal or written notification to the Director of Counseling and complete the forms and conferences required.

***Note: The University will continue to apply the refund calculation percentages (at 60%) for each semester up to and including Spring 2011 and Summer 2011. Please visit the Office of Fiscal Affairs for an updated version of the Withdrawal Refund Calculations Table.**

Academic Units

**College of
Graduate and
Professional
Studies**

COLLEGE OF GRADUATE AND PROFESSIONAL STUDIES

GRADUATE DIVISION

Degrees Offered: Master of Science in Curriculum and Instruction
Concentration: Early Childhood Education

Dr. Gaddis Faulcon, Dean College of Graduate and Professional Studies

Dr. Paula Moten-Tolson, Chair, Department of Education

Dr. Rosalie Parrish, Coordinator, Graduate Education

Telephone: (919) 278-2675

Fax: (919) 546-8531

Email: rparrish@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 thirty nine (39) semester hours of course work and three (3) semester hours of thesis for the thesis track (i.e., totaling 42 credit hours) or forty-five (45) credit hours for the non-thesis track. This graduate-level program is open only to graduate students. The primary target audiences are public school teachers in central and eastern North Carolina who are in the initial stage of licensure. Other candidates who meet the admissions requirements may be considered for admission.

The Training Model

Instructional delivery is conducted through the use of the traditional Socratic lecture method and the cooperative group-oriented case analysis method. Students are engaged in field-based action research projects and activities that support community service and other scholarly pursuits. Additionally, students complete a research project in all courses. Instructional activities are 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 Graduate Program Committee (consisting of graduate faculty and the Chair). The prospective student must hold the degree of Bachelor of Arts or Bachelor of Science from an accredited college or university in the United States or its equivalent—based on a four-year curriculum—in an institution outside of the United States. Admission is competitive and students are selected because of their preparation, experiences, 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. A minimum undergraduate grade point average of 3.0 (B) from an accredited institution, **or** a minimum undergraduate grade point average of 2.75 from an accredited institution and a graduate degree in a related discipline from an accredited institution.
2. A minimum of two (2) years of documented relevant educational or professional experiences.
3. A valid teaching license issued by a Department of Public Instruction in the United States.

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

4. Graduate Record Examination (GRE) scores on the aptitude section which are acceptable to the Graduate Admissions Committee.
5. *GRE scores must not be more than five (5) years old.
6. Proficiency in written and spoken English demonstrated in a written goals statement and a successful interview with the Graduate Program Committee.
7. A TOEFL score (subject to change) of at least 500 on the paper-based test, or at least 173 on the computer-based test, if the applicant is an international student.

****TOEFL scores must not be more than two (2) years old.***

Conditional Admission

Conditional admission may be granted for those applicants who do not satisfy all of the requirements for unconditional admission. The Graduate Program Committee (consisting of graduate faculty and the Chair) decides final disposition of cases involving students conditionally admitted.

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. Course content and level of instruction must result in student competencies 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 Program Coordinator. Transfer credits must be earned from a regionally accredited institution. Courses that are more than three (3) years old or that have grades lower than a "B" will not be accepted. Up to six (6) credit hours are transferable.

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 TOEFL scores. Test scores more than two years old are not accepted. The required minimum total score (subject to change) on the TOEFL test is 500 for the paper-based test or 173 for the computer-based test.

Since four (4) to six (6) weeks are required for scores to reach the University, applicants should take the test no later than the middle of January (for fall admission), June (for spring admission), or October (for summer admission) in order for scores to arrive by the deadline(s).

When applicants register for the test, they should request that their scores be sent to Shaw University (R5612). If this is not done initially, send a written request to the address given below. 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

Applicants must make certain that their name appears 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.*

Acceptable Licensure Areas

Applicants applying for admission into the graduate program should be licensed in one of the following areas: Birth Through Kindergarten (B-K), Elementary Education, Special Education, Social Work, Psychology or Sociology. Other applicants who show demonstrated experience/accomplishments in the field of Early Childhood Education and who meet the requirements for admission may be considered for admission and will be handled on a case-by-case basis.

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 thirty (30) semester hours of course work in Early Childhood Education and at least two (2) years of documented relevant educational or professional experience. Students are expected to be 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 (2) 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 (2) 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 accepted into the graduate program will be required to take two (2) preconditions or graduate support courses.

EDU 318 Graduate Support Educational Research (3)

The broad goal of this course is to help the graduate student in education learn the essentials needed to carry out the research process. Students are required to use the *Publication Manual of the American Psychological Association* (APA style) in writing a research paper.

EDU 319 Graduate Support Problems in Early Childhood Education (3)

This course addresses issues and trends in early childhood education, including diversity, developmentally appropriate practice, use of instructional technology, working with families, and teaching in inclusive settings.

Application Deadlines

The Department of Education will begin processing applications and making admissions decisions as applications are returned. Applicants are urged to apply early due to the limited number of openings each year.

Application Fee

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

Letters of Recommendation

Two (2) letters of recommendations must be submitted from persons who are familiar with the applicant's academic and professional qualifications. One (1) professional reference must be from a present or former supervisor.

Transcripts

An 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 Program Coordinator.

Graduate Record Examination (GRE) Scores

Scores on the GRE are required as part of the application to graduate school. Dates for administration of the GRE during the academic year are usually October, December, April, and June. Four (4) to six (6) weeks are usually required for test scores to reach the University. Graduate Record Examination scores more than five (5) years old are not accepted.

If an applicant did not specify at the time of taking the GRE that Shaw University was to receive his/her scores, the Educational Testing Service should be asked in writing to send the GRE scores to Shaw University (ETS Institutional Code R5612). If scores will not arrive by the application deadline, a photocopy of the student's score report should be sent which will be used until an official score 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

Each applicant must submit a one-page statement presenting his/her reasons for pursuing the Master of Science degree in Curriculum and Instruction with a concentration in Early Childhood Education along with any other information concerning the applicant's background and plans that may be helpful in considering the 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, contact the Office of Financial Aid at (919) 546-8240.

Time Limitation and Residency

A master's degree student has five (5) 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 42 credit hours, including a thesis. All students must complete the following requirements to earn the degree.

:

- Achieve unconditional admission status.
- File a degree plan with the Graduate Program Coordinator.
- Pass an oral comprehensive examination.
- Maintain a minimum grade point average of 3.0.
- Complete a Practicum/Internship.
- Write and successfully defend a thesis.

Present a passing score (North Carolina criteria) on the Praxis II (specialty examination). (Currently, North Carolina does not require a PRAXIS II test for Birth through Kindergarten. If the PRAXIS II test becomes a requirement in North Carolina, the degree program will also require it.)

The distribution of required course credit hours are:

18 semester credit hours of core courses

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

ECI 643: Social and Political Problems in Education

ECI 610: Psychological Foundations of Education, **or**

ECI 611: Advanced Studies in Human Development and Learning (specialty area specific)

ECI 691: Advanced Statistical Methods in Education

ECI 692: The Design of Educational Research and Evaluation

ECI 599: Instructional Leadership Practicum

ECI 698: Thesis Conference (0 credit hours)

ECI 700: Thesis

18 semester credit hours in the specialty area concentration

ECI 612: Working with Young Children and their Families

ECI 634: Multicultural Education: Planning and Implementing Instruction for Diverse Learners

ECI 625: Advanced Study of Literacy and Numeracy for Young Children

ECI 630: Assessment: Measuring and Evaluating Learning in the Early Childhood Curriculum

ECI 690 Interagency Collaboration: Effective Practices for Teaching, Learning, and Collaborative Leadership

ECI 677 Instructional Leadership in Early Childhood Education

3 semester credit hours of supportive electives (selected from the following courses):

- ECI 601: Creating Learning Environments for Young Children
- ECI 670: Administration of Child Development Centers
- ECI 615: Advanced Studies in the Fine Arts
- ECI 693: Advanced Theory and Design of Tests and Measurements
- ECI 605: Play and Young Children's Learning

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.

SATISFACTORY ACADEMIC PROGRESS POLICY

The Higher Education Act of the U.S. Department of Education requires Shaw University to develop and apply a consistent standard of academic progress. Students receiving financial assistance at Shaw University must enroll in courses leading toward a degree. To qualify for federal and state aid, a student must maintain satisfactory academic progress in the course of study the student is pursuing. Shaw University has developed its Satisfactory Academic Progress Policy to comply with the statutory requirements that a student must be making satisfactory academic progress to be eligible for federal aid. Students who fail to maintain satisfactory progress may not receive financial aid unless an appeal has been approved. The Satisfactory Academic Progress Policy is as follows:

Academic Standing and Satisfactory Academic Progress

At the end of each semester, the records of all matriculated graduate/professional students are reviewed to determine satisfactory academic progress. A graduate student's academic standing at Shaw University is classified in one of four official standings: *Good Standing*, *Academic Warning*, *Academic Suspension*, or *Academic Dismissal*. A student will remain in good academic standing if he/she demonstrates satisfactory academic progress in accordance with the standards listed below. Standards by which a student will be evaluated include progress in increments of hours completed (quantitative) and cumulative grade point average earned (qualitative).

Quantitative Standards:

- Students receiving financial aid must successfully earn 67% of the credit hours attempted. Attempted hours include all hours attempted at the University. [*Example:* If a student has attempted (enrolled in) in a total of 18 credit hours, he/she must earn a minimum of 12 credit hours (18 credit hours x 0.67 = 12 credit hours) in order to maintain satisfactory academic progress.]
- The maximum time frame allowed for a student to complete degree requirements and remain eligible to receive financial aid is 150% of the total credit hours required to receive a degree in a particular course of study. Hours accepted for transfer will count toward the maximum number of attempted hours. This means that graduate programs requiring forty-two (42) credit hours for graduation will be eligible for financial aid during the first sixty-three (63) attempted hours. Programs requiring ninety (90) hours will be eligible for financial aid during the first one hundred thirty-five (135) attempted hours, and programs requiring sixty-six (66) hours will be eligible for financial aid during the first ninety-nine (99) attempted hours.

Qualitative Standard:

- Graduate students must meet the following minimum cumulative GPA requirement to retain financial aid eligibility:

Graduate Program	Cumulative GPA
College of Graduate & Professional Studies <ul style="list-style-type: none">• Master of Science – Curriculum & Instruction	3.0
Divinity School <ul style="list-style-type: none">• Master of Divinity• Master of Religious Education	2.0 3.0

Academic Warning

A student is placed on academic warning when the student's semester grade point average and credit hours are below the minimum requirements according to the table above. If a student fails to remove the sanction by the end of the following semester, the student will be placed on academic suspension.

Students who have an academic warning, or who have been readmitted after an academic suspension or dismissal must adhere to the following:

1. Enroll in no more than 9 semester hours.
2. Repeat all required courses (when offered) for which at least the grade of "C" has not been achieved.
3. Provide written documentation to the Department Chairperson (for College of Graduate and Professional Studies students) or Dean (for Divinity School students) regarding meeting with their academic advisor to review their status and steps needed for correction.

Academic Suspension and Academic Dismissal

Academic suspension occurs automatically at the end of the semester when a student fails to remove the academic warning sanction. Students may be readmitted upon the recommendation of the Academic Standards Committee.

Academic dismissal occurs automatically at the end of the semester when a student fails to remove the academic suspension. A student who has been academically dismissed will be required to leave the university for one semester. The student may appeal the dismissal in writing to the Academic Standards Committee in care of the Vice President for Academic Affairs.

The appeal process for Academic Suspension and Academic Dismissal is as follows:

Any student who is on Academic Suspension may appeal the suspension in writing to the Academic Standards Committee. The request must include documentation to support the extenuating circumstances. Examples of acceptable documentation include, but are not limited to: death certificates, statements from physician(s), clergy, or other verifiable information.

1. The letter of appeal must be received by the Office for Academic Affairs according to the date specified in the letter.

2. The Vice President for Academic Affairs will submit the student's appeal to the Academic Standards Committee. The Academic Standards Committee will review the academic suspension and / or the academic appeal. If the appeal is approved, the readmitted student will be allowed to resume attending classes. If the appeal is denied, the Academic Suspension / Academic Dismissal will stand and the student will be required to comply with the conditions based on the decision of the Academic Standards Committee.

The Academic Standards Committee will review a students' progress following readmission to the University when considering a subsequent appeal. It is recommended that students attending on appeal successfully complete all attempted hours.

A student who has been readmitted twice on an appeal is no longer eligible to be readmitted to the University.

Readmission

Any student who has not been enrolled for at least one semester for any reason including but not limited to voluntary withdrawal and academic suspension (excluding summer school) and desires to be readmitted to the university must submit a readmission application to the Department Chairperson (for College of Graduate and Professional Studies students) or Dean (for Divinity School students) at least one month prior to the beginning of the term he/she plans to re-enroll. The student must also request that official transcripts from any other institution attended since attending Shaw be forwarded directly to the Department Chairperson (for College of Graduate and Professional Studies students) or Dean (for Divinity School students). If a student does not meet the academic requirements, the student **must** submit an appeal letter for readmission consideration.

A student who has been readmitted twice on an appeal is no longer eligible to be readmitted to the University.

Reinstatement of Financial Aid Eligibility

Students that are academically suspended or dismissed from the University are ineligible to receive financial aid. Financial aid applicants whose financial aid has been suspended may regain eligibility once they meet the minimum requirements or have an appeal approved by the Academic Standards Committee.

Shaw University
Academic Affairs/Academic Standards Committee
118 East South Street
Raleigh, NC 27601

Please contact the Office of Academic Affairs for additional assistance at 919-546-8330.

ACADEMIC REGULATIONS

The Grading System

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

A =	90-100 (Target)
B =	80-89 (Acceptable)
C =	70-79 (Acceptable)
D =	60-69 (Unacceptable)
F =	Below 60 (Unacceptable - failing)
I = Incomplete	
Z =	Unofficially Withdrawn (punitive, that is, 0 grade points computed in the grade point average)

Z Grade - Unofficially Withdrawn

The failing grade of “Z” is given to those students who initially attended a class but, at some point during the semester, stopped attending and that was the basis for their failure. The grade of “Z” is calculated in the grade point average in the same manner as the grade of “F”, which is zero (0) grade points earned. Additionally, the grade of “Z” may impact a student’s future eligibility for financial aid.

Common rubrics to assess student performance on assignments are used. Performance at target, acceptable, and unacceptable levels are assessed for such assignments as abstracts, research papers, essay examinations, demonstration teaching, microteaching, unit plans, reflective papers, oral reports, developmental electronic portfolios, lesson plans, the internship, case studies, and the use of technology in instruction. These rubrics are included as part of course syllabi, but may be issued under separate cover.

Academic Advising

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

Repeating a Course

A student cannot receive credit twice for the same course that is repeated. If a course is repeated in which credit hours are earned, the student's permanent record will be adjusted by subtracting the hours of the lower grade from the total hours earned. Credit hours will then be recorded only for the higher grade. Students are responsible for notifying the Office of the Registrar, via the appropriate space on the registration form, regarding which course is being repeated. Only the new grade/quality points will be used to factor the resulting cumulative GPA. The previous grade, e.g., "F" (0), will be deleted as a factor and the new grade, e.g., "B" (3), will be used—thus increasing the cumulative GPA.

Incompletes

The "I" (Incomplete) is assigned when the student, as a result of illness, an unusual or mitigating situation, or some other acceptable circumstance beyond the student's control has not completed the work of the course, provided the student is otherwise passing. The student has full responsibility for documenting the extenuating circumstance. The "I" grade is not to be used to help a student pass a course.

All Incompletes shall be removed within six (6) weeks of the next semester in which the student is enrolled – except by approved extension of time. If the Incomplete is not removed within the specified time frame, the un-removed "I" converts to a grade of "F".

The Incomplete is a non-punitive grade that is not included in the computation of semester and cumulative averages. A special form for the removal of "Incomplete"

grades is available to faculty members in the Office of Records and Registration.

All changes of “Incomplete” grades must be signed by the faculty and Department Chair and be accompanied by record book evidence of completion of incomplete class work. Once approved by the Department Chair and Dean, this information is to be submitted to the Office of Academic Affairs. All Department Chairs must document and file copies of grade changes for each instructor.

Withdrawal from Courses

Any changes in a student’s registration must have the official approval of the Office of the Registrar and the student’s advisor. Changes in registration can normally occur only within the prescribed dates shown in the academic calendar. Exceptions must receive special permission from the Vice President for Academic Affairs. A student may drop/add a course electronically, during the prescribed period; however, after the drop/add period, a student cannot change his/her schedule electronically. To change a schedule after the drop/add period, a student must obtain written approval through use of a Registration Transaction Form. A student can only withdraw from a course after the drop/add period; they cannot add a course. If a student withdraws from a course, they will receive a grade of “W.” A student cannot withdraw from all courses using this procedure. To withdraw from all courses, a student must withdraw from the University using that procedure.

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 policy governing refunds. (See **Total Withdrawal Refund Calculation Table**)

Thesis

Each candidate for the Master’s degree must submit an acceptable thesis. Credit equal to that of one full course (three 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 course only during the semester in which the thesis will be defended. However, a student may enroll in an additional three hours course, if necessary, to complete the thesis.

The Graduate Program Committee must approve thesis proposals. The completed thesis is defended orally before the candidate’s 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 (3) copies of the thesis must be inspected in the Department of Education for compliance with the requirements of form and style. The documents must then be deposited in the Office of Graduate and Professional Studies not later than the date specified in the academic calendar. All requirements, including the oral examination and the thesis must be completed by the dates listed in the academic calendar for a student to receive his/her degree during the desired semester.

Research Using Human Subjects

Shaw University has established an Institutional Review Board (IRB). The function of the IRB is to review projects and activities that involve human subjects. The IRB determines if subjects will be placed at risk for each activity planned and conducted. Shaw University is in the process of developing a policy for research using human subjects.

Suggested Sequence of Courses for Full-Time Study

*The program requires the equivalent of four (4) semesters and one (1) summer session of full-time study. However, it is expected that students will be practicing teachers and will attend at least part-time.

First Year

Fall Semester

ECI 640 Historical, Philosophical, and American Education	3
or	
ECI 601 Creating Learning Environments	3
ECI 643 Social and Political Problems.....	3
Total Academic Hours	6

Spring Semester

ECI 611 Advanced Studies in Human Development for Young Children* and Learning.....	3
or	
ECI 610 Psychological Foundations of Education	3
ECI 612 Working with Young Children and Their Families in Education	3
ECI 691 Advanced Statistical Social Foundations of Methods in Education.....	3
Total Academic Hours	9

Summer Session

ECI 692 Design of Educational Research and Evaluation	3
ECI 634 Multicultural Education: Planning and Implementing Instruction for Diverse Learners	3
Total Academic Hours	6

Second Year

Fall Semester

ECI 625 Advanced Study of Literacy and Numeracy for Young Children.....	3
ECI 630 Assessment: Measuring and Evaluating Curriculum.....	3
ECI 690 Interagency Collaboration: Effectives Practices for Teaching, Learning, and Collaborative Leadership.....	3
Total Academic Hours	9

Spring Semester

ECI 677 Instructional Leadership in Early Childhood Education	3
ECI 599 Instructional Leadership Learning in the Early Childhood Practicum	3
ECI 700 Thesis.....	3
Total Academic Hours	9

*Electives (only one required)

- ECI 601: Creating Learning Environments for Young Children
- ECI 605: Play and Young Children's Learning
- ECI 615: Advanced Studies in the Fine Arts
- ECI 670: Administration of Child Development Centers
- ECI 693: Advanced Theory and Design of Tests and Measurements

COURSE DESCRIPTIONS

ECI 599 Instructional Leadership Practicum (3)

This required internship provides experience for practicing teachers to conduct observations and fieldwork in early childhood education settings where they observe young children in multiple settings and with varying ability levels. Instructional leadership within the changing context of the American school and society is emphasized. Meta-analysis of research will be pursued. The course is WEB enhanced.

ECI 601 Creating Learning Environments for Young Children (3)

This course provides a comprehensive examination of curriculum development methods used in quality early childhood education settings. Evaluations of early childhood education programs, including learning environments, and their effectiveness on teaching and learning will be conducted. Meta-analysis of research data is pursued. The course is WEB enhanced.

ECI 605 Play and Young Children's Learning (3)

Students examine the role of play in early childhood education from historical and anthropological points of view. The stages of play in young children and the intimate relationship between play and young children's cognitive and affective development are explored. Students make practical application to their own curriculum for children. Meta-analysis of research data is 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 is given to personality factors of the teacher as an instructional leader and the interaction experiences between the teacher and the students. Meta-analysis of research data is pursued. The course is WEB enhanced.

ECI 611 Advanced Studies in Human Development and Learning (3)

This course provides a comprehensive review and analysis of research on the developing person from birth to age six. Candidates examine extreme theoretical perspectives as well as more balanced versions of human development and their effect upon research applications. Meta-analysis of research data is pursued. The course is WEB enhanced.

ECI 612 Working with Young Children and Their Families (3)

This course involves an in-depth study of developmental designs, supportive programs, programs designed to prevent problems, and programs and organizations that are sensitive to parents' needs and interests. Emphasis is placed on the process of working with families, parent involvement, communication, and collaborative leadership. Meta-analysis of research data is pursued. The course is WEB enhanced.

ECI 615 Advanced Studies in the Fine Arts (3)

This course is designed for practicing teachers and provides advanced study in the methods and materials of teaching the visual arts and music and how they can be integrated across content areas. Emphasis is placed on instructing teachers in satisfying the emotional and aesthetic needs of children through the arts. Meta-analysis of research data is pursued. The course is WEB enhanced.

ECI 625 Advanced Study of Literacy and Numeracy for Young Children (3)

The development of literacy and mathematical understanding in the home and pre-school settings from birth through kindergarten are explored. Language and cognitive development theories and research are linked to home and classroom experiences that enhance literacy and mathematical understanding through developmentally appropriate practice. Meta-analysis of research data is pursued. The course is WEB enhanced.

ECI 630 Assessment: Measuring and Evaluating Learning in the Early Childhood Curriculum (3)

Students examine formal and informal observation techniques used to observe, evaluate, and guide young children's growth, including children with typical and atypical developmental needs. Assessment findings are used to create classroom conditions that maximize children's growth. Meta-analysis of research data is pursued. The course is WEB enhanced.

ECI 634 Multicultural Education: Planning and Implementing Instruction for Diverse Learners (3)

This course addresses cultural diversity in education. It uses a critical thinking/problem-solving approach to dialogue as an effective method of teaching diversity across the curriculum. Inclusive early childhood curricula and instructional strategies for working with children with typical and atypical developmental needs are emphasized. Meta-analysis of research data is pursued. The course is WEB enhanced.

ECI 640 Historical, Philosophical, and Social Foundations of American Education (3)

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 is pursued. The course is WEB enhanced.

ECI 643 Social and Political Problems in Education (3)

This course is an in-depth examination of the theoretical and conceptual basis of politics and public policy in education and its relationship to successful instructional leadership. It also explores the school class as a social system—a social environment and a complex organization. Meta-analysis of research data is pursued. The course is WEB enhanced.

ECI 670 Administration of Child Development Centers (3)

This course is an analysis of the various leadership theories with a major focus on situational leadership and leadership styles. The course explores and tests (through field-based activities) leadership skills necessary for effective day care school oversight. Meta-analysis of research data is pursued. The course is WEB enhanced.

ECI 677 Instructional Leadership in Early Childhood Education (3)

The 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 educational settings. Meta-analysis of research data is pursued. The course is WEB enhanced.

ECI 690 Interagency Collaboration: Effective Practices for Teaching, Learning, and Collaborative Leadership (3)

This course emphasizes communication, home-school partnerships, family dynamics, community-school relationships, and agencies that provide services to young children and their families. Meta-analysis of research is pursued. The course is WEB enhanced.

ECI 691 Advanced Statistical Methods in Education (3)

This course covers statistics and their applications to education and the behavioral sciences. Topics include basic data tabulation, descriptive statistics, 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 is an introductory research proposal design course for graduate students. It explores drafting the research proposal and includes writing an introduction, a statement of the problem, a thesis statement, a methodology section, a literature review section, and a calendar. Ideally, this work will be the student's actual masters' thesis proposal, which may be ready for presentation as early as the following semester. The course is WEB enhanced. Prerequisite: ECI 691 or an equivalent graduate-level statistics class.

ECI 693 Advanced 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, the administration of various kinds of tests, the establishment of criteria for test construction, selection, and use, and the interpretation of test data is emphasized. Meta-analysis of research data is 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 up to the semester before they defend the thesis.

ECI 700 Thesis (3)

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. **Prerequisites: Admission to candidacy; passing oral examination.**

Academic Units

**Shaw University
Divinity School**

SHAW UNIVERSITY DIVINITY SCHOOL

Degrees Offered: Master of Divinity
Master of Religious Education

Dr. Bruce T. Grady, Interim Dean
Telephone: (919) 546-8569/546-8570
Fax: (919) 546-8571
Email: bgrady@shawu.edu

Introduction

The Shaw University Divinity School offers a professional degree, the Master of Divinity (MDiv) and a graduate degree, the Master of Religious Education (MRE). The course requirements for the MDiv can be completed in approximately three (3) years. The requirements for the MRE can be completed in approximately two (2) years.

Mission

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

The history of the Divinity School traces back to the very beginning of Shaw University in 1865. Between 1865 and 1919, three pivotal periods marked the development of the Divinity School. In 1880, the theological course produced its first graduates and in 1889, the theological course was extended to four years. In 1900, the first Bachelor of Theology degrees were awarded. In 1919, following a reorganization of Shaw University, 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.

In 1961, the School of Religion became Shaw Divinity School, offering the Bachelor of Divinity (BD) degree. In 1969, the Office of the Secretary of the State of North Carolina chartered the Shaw Divinity School as a non-stock, non-profit corporation. The BD degree was discontinued and the Master of Divinity degree

was offered. The three-year MDiv program offered a degree focused on training students for ministry primarily in African American communities.

In February, 1988, the Shaw Divinity School moved from the campus of Shaw University to a new three and a half acre site located 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 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 remerged with Shaw University. Under the merger, Shaw Divinity School became Shaw University Divinity School which was accredited by both the Association of Theological Schools (ATS) in the United States and Canada and the Southern Association of Colleges and Schools (SACS).

In 1999, Shaw University Divinity School relocated to the campus of Shaw University. The Divinity School was housed in the historic Estey Hall 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.

Location

The Shaw University Divinity School is located in the historic restored Leonard Building on the campus of Shaw University, 118 East South Street, Raleigh, North Carolina. An ongoing course offering site is currently located at the Shaw University High Point College for Adult and Professional Education. The address is 1301 Lincoln Drive, High Point, NC 27260. The telephone numbers are (336) 886-7613 or 886-4974. The fax number is (336) 886-2223.

Libraries

SUDS operates two libraries to provide information services and resources to support the preparation of clergy and laity for clinical, pastoral and teaching/research ministry professions, particularly in the African American community.

The G. Franklin Wiggins Library, located in Leonard Hall, has approximately 15,000 volumes and manages them as part of Shaw's James E. Cheek Learning Resources Center System. Wiggins Library also contains journals, microfiche, video and audiotapes and newspapers. In addition, students have access to over 135,000 volumes in on-campus Shaw University Library collections. The High Point Extension Site Library has approximately 2,000 volumes and computer-access to all Shaw University information assets.

Through formal arrangements, faculty and students at Shaw University Divinity School have access to the library resources at Southeastern Baptist Theological Seminary in Wake Forest, NC, as well as those of the other four participants of the Cooperating Raleigh Colleges consortium (North Carolina State University, Meredith College, Peace College and St. Augustine's College.) These facilities are within 25 miles of Shaw University Divinity School Raleigh campus.

ACADEMIC POLICIES AND REGULATIONS

Students are admitted to the Divinity School 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 Divinity School and without discrimination by its established policies and procedures.

Admissions Policies

Shaw University Divinity School (SUDS) accepts students as graduate degree candidates, continuing education students and non-matriculated graduate students. Students entering as graduate students must provide an official transcript from the school where they earned their bachelors' degree. Students entering the continuing education program must provide a transcript from their high school. Persons seeking information regarding admissions for Shaw University's undergraduate programs may see the Shaw University Undergraduate Catalog for that particular program, or request information from the Shaw University Office of Admissions and Recruitment. For detailed requirements for entry into each Divinity School program, see the program description outlined in this catalog.

Application Deadlines

Candidates are admitted into the graduate Divinity School program during any semester, fall, spring, or summer. Students desiring to enroll for the fall semester should apply by July 15th and students desiring to enroll for the spring semester should apply by November 15th.

Former students who have not matriculated within a two-year period must reapply for admission. Send requests for admissions applications to the following address:

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

Please mail completed Graduate Application for admission to Shaw University Divinity School to the address above along with a \$50.00 application fee (check or money order only).

Applicants are responsible for the following items to complete the application:

1. Official transcript(s) from all colleges or institutions attended
2. Two-page essay in response to the following two questions:
 - Why did you choose Shaw to do your theological education?
 - What do you hope to gain from this experience?
3. Two letters of reference
4. Health form completed by their physician (necessary for resident students only)

Categories of Admission

The three categories for admission to Shaw University Divinity School are:

1. Matriculation – Persons admitted into a degree program.
2. Non-matriculation – Persons admitted as special students. These persons are not seeking a degree but intend to take one or two courses only.
3. Audit – These persons observe a class but do not turn in assignments or take exams. An audit fee is required (same as regular tuition), but no credit is given for the course(s). Students who audit courses do not receive transcripts.

Readmission Policy - Persons previously admitted to the Divinity School who withdraw for two or more consecutive semesters must be readmitted. The returning student must reapply for admission by completing an application only, transcripts and letters of reference are not required.

Transfer of Credits and Shared Credit in Degree Programs

Shaw University Divinity School accepts transfer credit for course work completed towards the MDiv or MRE degrees from other institutions accredited by the Association of Theological Schools (ATS). No more than one-half of the credits required for the MDiv (45 semester hours) or the MRE degree (33 semester hours) may be approved for transfer credit.

A student may request transfer of credits from other graduate degree programs towards the MDiv or MRE. Such requests are considered on a case by case basis. Transfer credits must be transferable as graduate credits from an institution accredited by ATS or a regional accrediting body. The courses to be transferred must substantially correspond to the content of a course in the current Divinity School catalog. Ordinarily, no more than eighteen (18) graduate semester hours will be transferred from a non-theological graduate degree program.

Students who have completed a graduate theological degree at an institution accredited by ATS may request to have those credits applied to the MDiv or MRE degree at Shaw (shared credit). The limit for shared credit is the lesser of either one-half the credits required for the other degree program or one-half the credits required for the degree being pursued at Shaw University Divinity School. This policy also applies to Shaw University Divinity School students who have completed either the MDiv or MRE degree and wish to share credits from their degree towards the other degree.

Students who wish to receive transfer or shared credit should make the request in writing to their academic advisor during their first semester at Shaw University Divinity School. Official transcripts are required for completion of the process. The academic advisor will submit a written request to the Divinity School Admissions, Registration and Graduation Committee. The Committee will make a recommendation to the faculty for action.

All courses transferred or shared towards the MDiv and MRE degrees will appear on the student's transcript as a Pass ("P"). Transfer or shared credits are not counted in the student's GPA.

Veterans Certificate of Eligibility

Shaw University welcomes veteran applicants. Those who desire to enroll and use their educational benefits at the Shaw University Divinity School should initiate procedures with the Veterans Administration. The Shaw University Veteran Affairs office will certify those who have earned this entitlement.

SATISFACTORY ACADEMIC PROGRESS POLICY

The Higher Education Act of the U. S. Department of Education requires Shaw University to develop and apply a consistent standard of academic progress. Students receiving financial assistance at Shaw University must enroll in courses leading toward a degree. To qualify for federal and state aid, a student must maintain satisfactory academic progress in the course of study the student is pursuing. Shaw University has developed its Satisfactory Academic Progress Policy to comply with the statutory requirements that a student must make satisfactory academic progress to be eligible for federal aid. Students who fail to maintain satisfactory progress may not receive financial aid unless an appeal has been approved. The Satisfactory Academic Progress Policy is as follows:

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At the end of each semester, the records of all matriculated graduate/professional students are reviewed to determine satisfactory academic progress. A graduate student's academic standing at Shaw University is classified in one of four official standings: *Good Standing*, *Academic Warning*, *Academic Suspension*, or *Academic Dismissal*. A student will remain in good academic standing if he/she demonstrates satisfactory academic progress in accordance with the standards listed below. Standards by which a student will be evaluated include progress in increments of hours completed (quantitative) and cumulative grade point average earned (qualitative).

Quantitative Standards:

- Students receiving financial aid must successfully earn 67% of the credit hours attempted. Attempted hours include all hours attempted at the University. [Example: If a student has attempted (enrolled in) in a total of 18 credit hours, he/she must earn a minimum of 12 credit hours ($18 \text{ credit hours} \times 0.67 = 12 \text{ credit hours}$) in order to maintain satisfactory academic progress.]
- The maximum time frame allowed for a student to complete degree requirements and remain eligible to receive financial aid is 150% of the total credit hours required to receive a degree in a particular course of study. Hours accepted for transfer will count toward the maximum number of attempted hours. This means that graduate programs requiring forty-two (42) hours for graduation will be eligible for financial aid during the first sixty-three (63) attempted hours. Programs requiring ninety (90) hours will be eligible for financial aid during the first one hundred thirty-five (135) attempted hours, and programs requiring sixty-six (66) hours will be eligible for financial aid during the first ninety-nine (99) attempted hours.

Qualitative Standard:

- Graduate students must meet the following minimum cumulative GPA requirement to retain financial aid eligibility:

Graduate Program	Cumulative GPA
College of Graduate & Professional Studies <ul style="list-style-type: none">• Master of Science – Curriculum & Instruction	3.0
Divinity School <ul style="list-style-type: none">• Master of Divinity• Master of Religious Education	2.0 3.0

Academic Warning

A student is placed on academic warning when the student's semester grade point average and credit hours are below the minimum requirements according to the table above. If a student fails to remove the sanction by the end of the following semester, the student will be placed on academic suspension.

Students who have an academic warning, or who have been readmitted after an academic suspension or dismissal must adhere to the following:

1. Enroll in no more than 9 semester hours.
2. Repeat all required courses (when offered) for which at least the grade of "C" has not been achieved.
3. Provide written documentation to the Department Chairperson (for College of Graduate and Professional Studies students) or Dean (for Divinity School students) regarding meeting with their academic advisor to review their status and steps needed for correction.

Academic Suspension and Academic Dismissal

Academic suspension occurs automatically at the end of the semester when a student fails to remove the academic warning sanction. Students may be readmitted upon the recommendation of the Academic Standards Committee.

Academic dismissal occurs automatically at the end of the semester when a student fails to remove the academic suspension. A student who has been academically dismissed will be required to leave the university for one semester. The student may appeal the dismissal in writing to the Academic Standards Committee in care of the Vice President for Academic Affairs.

The appeal process for Academic Suspension and Academic Dismissal is as follows:

Any student who is on Academic Suspension may appeal the suspension in writing to the Academic Standards Committee. The request must include documentation to support the extenuating circumstances. Examples of acceptable documentation include, but are not limited to: death certificates, statements from physician(s), clergy, or other verifiable information.

1. The letter of appeal must be received by the Office for Academic Affairs according to the date specified in the letter.
2. The Vice President for Academic Affairs will submit the student's appeal to the Academic Standards Committee. The Academic Standards Committee will review the academic suspension and / or the academic appeal. If the appeal is approved, the readmitted student will be allowed to resume attending classes. If the appeal is denied, the Academic Suspension / Academic Dismissal will stand and the student will be required to comply with the conditions based on the decision of the Academic Standards Committee.

The Academic Standards Committee will review a students' progress following readmission to the University when considering a subsequent appeal. It is recommended that students attending on appeal successfully complete all attempted hours.

A student who has been readmitted twice on an appeal is no longer eligible to be readmitted to the University.

Readmission

Any student who has not been enrolled for at least one semester for any reason including but not limited to voluntary withdrawal and academic suspension (excluding summer school) and desires to be readmitted to the university must submit a readmission application to the Department Chairperson (for College of Graduate and Professional Studies students) or Dean (for Divinity School students) at least one month prior to the beginning of the term he/she plans to re-enroll. The student must also request that official transcripts from any other institution attended since attending Shaw be forwarded directly to the Department Chairperson (for College of Graduate and Professional Studies students) or Dean (for Divinity School students). If a student does not meet the academic requirements, the student **must** submit an appeal letter for readmission consideration.

A student who has been readmitted twice on an appeal is no longer eligible to be readmitted to the University.

Reinstatement of Financial Aid Eligibility

Students that are academically suspended or dismissed from the University are ineligible to receive financial aid. Financial aid applicants whose financial aid has been suspended may regain eligibility once they meet the minimum requirements or have an appeal approved by the Academic Standards Committee.

Shaw University
Academic Affairs/Academic Standards Committee
118 East South Street
Raleigh, NC 27601

Please contact the Office of Academic Affairs for additional assistance at 919-546-8330.

GRADING, ATTENDANCE and RECORDS

Withdrawal (W) Grade

Any student desiring to withdraw from the Divinity School must adhere to the University policy by completing a withdrawal form, obtaining appropriate signatures and returning it to the Dean's Office. If the student fails to comply with this policy, the student forfeits the right to any tuition refund. Students are to abide by the time frame specified for withdrawal according to the University calendar. Withdrawal forms are available at the Counseling Center. In order to receive credit for a course from which he/she has withdrawn, the student must retake the course.

Absences

Divinity School students are required to attend classes regularly and on time. Students are expected to arrange planned absences from class with the professor. Each professor is responsible for informing students of the absence policy for his/her course and enforcing the policy.

Tardiness

Students are expected to be on time for all classes and required activities. 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.

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 – Fail

W – Withdraw

I – Incomplete

Z – Unofficially Withdrawn

(punitive, that is, 0 grade points computed in the grade point average)

Elaboration on Grading Symbols

D Grade

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 must repeat the course.

F Grade

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. If an F grade is received in a required course, the course must be repeated until a passing grade of A, B or C is achieved.

“I” Grade - Incomplete

The letter “I” 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 the “I” grade is not removed, it will automatically become a failing grade of (F) and the student will need to repeat the course.

Z Grade - Unofficially Withdrawn

The failing grade of “Z” is given to those students who initially attended a class but, at some point during the semester, stopped attending and that was the basis for their failure. The grade of “Z” is calculated in the grade point average in the same manner as the grade of “F”, which is zero (0) grade points earned. Additionally, the grade of “Z” may impact a student’s future eligibility for financial aid.

Records

Records of a graduate student’s academic progress are maintained in the Registrar’s Office 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 located in the Shaw University Divinity School’s Office of Continuing Education.

Student Advisement and Counseling

Upon admission into the Student Advisement and Counseling Program, advisors/mentors are assigned to guide students through their degree programs. Students are encouraged to seek advisement regarding their programs, class schedules and other needs from their assigned advisors. Students are required to obtain approval from their advisor at registration.

MASTER OF DIVINITY DEGREE PROGRAM

The Master of Divinity program is the normative degree to prepare persons for ordained ministry and for general pastoral and religious leadership responsibilities in congregations and other settings. It is the required degree for admission to a Doctor of Ministry degree program and the recommended first theological degree for admission to advanced programs oriented to theological research and teaching. 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 ninety (90) semester hours.

Primary goals:

1. Graduates will demonstrate a capacity to articulate an understanding of the scriptural, historical and theological traditions of particular Christian traditions and of the broader community of faith.
2. Graduates will develop a consciousness about and a capacity to reflect critically on issues of diversity, globalization and cross cultural concerns.
3. Graduates will demonstrate a capacity for critical reflection on how their unique personalities, backgrounds and gifts and abilities relate to the role of the minister as leader, guide and servant of the faith community.
4. Graduates will demonstrate a capacity to create programs and have a critical voice in ministerial and public leadership.

Master of Divinity Degree Requirements

Every candidate for the Master of Divinity degree is required to complete a total of 90 semester hours of credit. Twenty-two (22) required courses (sixty-six hours) and eight (8) electives (twenty-four hours) are required to complete the requirements for the Master of Divinity degree.

Students may take a maximum of three (3) 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 (3) courses or nine (9) hours per semester. Any decision to do otherwise must be approved by the Dean.

Graduation Requirements

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

1. Completion of ninety (90) semester hours. For High Point/CAPE students, a minimum of forty-eight (48) semester hours must be completed at the Raleigh campus.
2. Maintain a cumulative average of 2.0 or better.
3. Resolution of all Incomplete ("I") grades.

Master of Divinity (MDiv) Program

Requirements: 90 Credit Hours

Required Courses - twenty-two courses (three credit hours per course)

MIN 502 Spiritual Formation

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 500 Introduction to Theology

THE 501 Systematic Theology

THE 511 Christian Ethics

HIS 501 Survey of Church History I

HIS 502 Survey of Church History II

HIS 533 African American Church History

HIS 534 Women in Western Religious History

HIS 551 Denominational History and Polity

PWS 501 Homiletics I: Introduction to Homiletics

PWS 502 Homiletics II: Seminar in Preaching

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

MIN 503 Spiritual Integration

Electives - eight courses (three credit hours per course)

In addition to the required courses listed above, each candidate for the Master of Divinity degree must complete an additional eight (8) electives or twenty-four credits. These electives may be chosen from any course offered in the Divinity School that is not a required course.

MASTER OF RELIGIOUS EDUCATION

The Master of Religious Education (MRE) program equips 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 sixty-six (66) semester hours.

Primary Goals:

1. Graduates will demonstrate a capacity to articulate an understanding of the scriptural, historical and theological traditions of particular Christian traditions and of the broader community of faith.
2. Graduates will evaluate teaching and learning theories for the purpose of developing a distinctly Christian philosophy of educating God's people.
3. Graduates will demonstrate a capacity for critical reflection on how their unique personalities, backgrounds and gifts and abilities relate to the ministry of Christian education.
4. Graduates will demonstrate a capacity to design and to carry out a lesson plan necessary for effective educational ministries.

Master of Religious Education Degree Requirements

Every candidate for the Master of Religious Education Degree is required to complete a total of twenty-two (22) courses or sixty-six (66) hours of credit (each course is three credit hours).

Students may take a maximum of three (3) 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 (3) courses or nine (9) hours per semester. Any decision to do otherwise must be approved by the Dean.

Graduation Requirements

To be awarded the Master of Religious Education degree (MRE), students must satisfy the following requirements:

1. Completion of sixty-six (66) semester hours. For High Point/CAPE students, a minimum of thirty-six (36) semester hours must be completed at the Raleigh campus.
2. Maintain a cumulative 3.0 average or better.
3. Removal of all Incomplete ("I") grades.
4. Maintain matriculation until degree is completed.

Master of Religious Education Degree (MRE) Program

Requirements: Sixty-six (66) Semester Hours

Required Courses (three credit hours each):

- 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 New Testament exegesis
- THE 500 Introduction to Theology
- THE 501 Systematic Theology
- THE 511 Ethics
- HIS 501 Church History I
- HIS 502 Church History II
- HIS 534 Women in Western Religious History
- CED 501 Introduction to Christian Education
- CED 511 Technology for Religious Teachers
- CED 520 Philosophy of Christian Education
- CED 521 Psychology of Religious Learning
- CED 522 Teacher as Facilitator of Learning
- RSO 510 Church and Society
- ADM 501 Church Administration
- PPC 502 Introduction to Pastoral Counseling
- MIN 502 Spiritual Formation
- HIS 551 Denominational History, Polity, and Doctrine
- CGC 510 Comparative Religions
- Elective

COURSE DESCRIPTIONS

OTS: Old Testament Studies

OTS 501. Survey of the Old Testament (three credit hours)

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. An introduction to the history of ancient Israel is explored as well as some of the critical methods employed in studying the text.

OTS 502. Theories and Practice of Old Testament Exegesis (three credit hours) Prerequisite: OTS 501

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 and the relationship of the Old Testament to the New.

OTS 510. Exegesis of the Old Testament in English (three credit hours) Prerequisite: OTS 501, OTS 502

The instructor will offer upper-level exegetical courses on selected books in the Hebrew Bible.

OTS 516. Teaching and Preaching the Old Testament (three credit hours) Prerequisites: OTS 501, 502

Students will examine ways to use Old Testament texts 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.

OTS 517. Introduction to Biblical Hebrew I (three credit hours)

This is a two-semester course. Students must finish both semesters. Students will learn the basics 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

OTS 518. Introduction to Biblical Hebrew II (three credit hours) Prerequisite: OTS 517

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.

OTS 590. Readings in the Old Testament (three credit hours)

This is a special course in the Old Testament offered according to the needs and interests of faculty and students in order to address particular topics, persons, periods, or schools of thought not otherwise covered in the current catalog.

OTS 595. Directed Studies in Old Testament I (three credit hours)

Prerequisites: OTS 501, OTS 502, Approval of the Instructor

This is a special course in directed studies that allows one or more students to work with a professor in pursuing independent reading and research on particular topics in the Old Testament.

OTS 596. Directed Studies in Old Testament II (three credit hours)

Prerequisites: OTS 501, OTS 502, Approval of the Instructor

This is a special course in directed studies that allows one or more students to work with a professor in pursuing independent reading and research on particular topics in the Old Testament.

NTS: New Testament Studies

NTS 501. Survey of the New Testament (three credit hours)

The aim of this course is to learn the content of all of the New Testament.

NTS 502. Theories and Practice of New Testament Exegesis (three credit hours) Prerequisite: NTS 501

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 and the relationship of the Old Testament to the New.

NTS 512. Basic Greek 1 (three credit hours) Prerequisite: NTS 501, NTS 502

The study of the basic grammar and vocabulary of New Testament Greek, continued in NTS 513.

NTS 513. Basic Greek II (three credit hours) Prerequisite: NTS 512

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.

NTS 520. Interpreting the Parables (three credit hours)

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.

NTS 590. Reading in the New Testament (three credit hours)

Reading various works by New Testament scholars under the guidance of a faculty member. Prerequisite: At least two (2) semesters of New Testament.

NTS 595. Directed Studies in New Testament

This course allows no more than three (three credit hours) students to work with the professor in pursuing independent research and readings on particular topics in New Testament Studies.

BIB: Biblical Courses (Old and New)

Advanced Biblical Studies Courses Prerequisites: NTS 501, NTS 502, OTS 501, OTS 502, approval of instructor.

BIB 501. Women in the Biblical Tradition (three credit hours)

Students will consider the portrayal of women in the Old and New Testaments. A major focus deals with feminist hermeneutics and various views on the role of women in ancient societies. This course is a seminar, with student involvement and presentations constituting a major portion of the course. **Limit 10 students.**

BIB 502. The Bible, Africa and African Americans (three credit hours)

This course will examine the role of Africa and Africans in both Testaments. We will also look at recent attempts to develop an African American hermeneutic and read works by African American biblical scholars and theologians. The course is a seminar, with student involvement and presentations constituting a major portion of the course work. Limit 10 students.

BIB 504. Apocalyptic Literature (three credit hours)

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 is a seminar, with student involvement and presentations constituting a major portion of the course work. **Limit 10 students.**

HIS: Historical Studies

HIS 501. History of the Christian Church I (three credit hours)

This is a study of the historical development of the Church from the Greco-Roman, Jewish and North African roots to the Reformation period.

HIS 502. History of the Christian Church II (three credit hours)

Prerequisite: HIS 501

This is a study of the historical development of the Church from the Reformation to the modern period.

HIS 533. African American Church History (three credit hours)

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.

HIS 534. Women in Western Religious History (three credit hours)

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. Analysis of subject matter includes an examination of 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 U.S. black women's religious history.

HIS 551. Denominational History, Polity and Doctrine (three credit hours)

This is an examination of the history, polity, doctrine and practices of the student's faith community.

HIS 590. Readings in Church History I (three credit hours)

This is a special course in Church History offered according to the needs and interests of faculty and students to address particular topics, persons, periods or schools of thought not otherwise covered.

HIS 591. Readings in Church History II (three credit hours)

This is a special course in Church History offered according to the needs and interests of faculty and students to address particular topics, persons, periods or schools of thought not otherwise covered.

HIS 595. Directed Study in Church History I (three credit hours) Prerequisites: HIS 501 and HIS 502

This course researches special interest topics in Church History under the guidance of a faculty member.

HIS 596. Directed Study in Church History II (three credit hours)

Prerequisites: HIS 501 and HIS 502.

This course researches special interest topics in Church History under the guidance of a faculty member.

THE: Theological Studies

THE 500. Introduction to Theology (three credit hours)

This is an introduction to the language and methods of Christian theology with a focus on doctrines of revelation, Christology and Trinity. Students will become acquainted with the major doctrines of the Christian faith and approaches to the study of theology in this first part of a two-part required course, which continues in THE 501 Systematic Theology.

THE 501. Systematic Theology (three credit hours) Prerequisite: THE 500

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.

THE 502. New Directions in Theology (three credit hours)

Prerequisite: THE 500

This is a study of recent movements in theology, which may include liberation theology, black theology, postmodern theology and indigenous theologies.

THE 503. Christology (three credit hours) Prerequisite: THE 501

This is 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.

THE 504. The Holy Spirit (three credit hours) Prerequisite: THE 501

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.

THE 506. Ecclesiology (three credit hours) Prerequisite: THE 500

This is 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.

THE 510. Biblical Ethics (three credit hours) Prerequisite: THE 511

This course examines the methods and traditions of reading the Bible as a guide to Christian ethics. Some attention will be given to the ethical content of both testaments and to key hermeneutical questions and the tensions within the texts themselves. Students will discuss secondary texts as well as analyze biblical materials.

THE 511. Christian Ethics (three credit hours) Prerequisite: THE 500

This course is 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.

THE 513. Church and State (three credit hours) Prerequisite: THE 511

This is a study of the history of theological understandings of the church in the world from the point of view of Christian identity and faithfulness in the contemporary setting.

THE 514. Peace and War in the Christian Tradition (three credit hours) Prerequisite: THE 511

This is a study of the historical and theological understandings of war in the history of the church, in light of the scriptures and in contemporary ecclesial and theological discussion.

THE 515. Sexuality and Sexual Misconduct (three credit hours) Prerequisite: THE 511

This course explores the God-given beauty of human sexuality, the ethical breaching of sexual boundaries and the related warped sensibilities accorded with the abuse of power, especially in the United States context of patriarchal, sexist, heterosexist, classist bias, using a Womanist perspective. We examine embodied, life giving, loving relationships as the context for a healthy theological ethic of sexuality.

THE 520. Philosophical Theology (three credit hours) Prerequisite: THE 500

This course is a study of the interrelationship of philosophy and theology, examining classic and contemporary writings that demonstrate efforts to explicate theological insight through dialogue with philosophical and social thought, including Black Studies.

THE 530. Black Theology (three credit hours) Prerequisite THE 500

This course is a study of the history and development of black theology, its methods, agenda and diversity, primarily in the United States. Readings include both early and more recent contributions to black theology.

THE 540. Women and Theology: An Introduction to Feminist/ Womanist Theology (three credit hours) Prerequisite: THE 501 and at least one Biblical Course.

Students will study the history of understandings and practices concerning 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.

THE 545. Womanist Theological Ethics (three credit hours)

Prerequisite: THE 511

This course is a working seminar that explores the study or discipline of human behavior, meaning and values, amid concepts of God that emerge out of the experience of African American women. This course addresses the theory and praxis of human individual and social behavior and the related value systems, quality of life and stewardship.

THE 556. Baptist Theology (three credit hours) Prerequisite: THE 511

This is a study of Baptist theology from its roots in the Reformation, through its formative periods in England and North America and into its expansion and diversification up to the contemporary era.

THE 565. Latin American Liberation Theologies (three credit hours)

Prerequisite: THE 500

This is a study of the emergence and flourishing of liberation theologies in Spanish and Portuguese speaking communities of the Americas. This course will cover the writings of Gustavo Gutierrez and others across the last three decades of the twentieth century in light of their social and ecclesial contexts as well as examining their influence beyond Latin America.

THE 571. Theology of Christian Community Development (three credit hours) Prerequisite: THE 511

This course will incorporate theological and practical writings, which undergird the social, political and economic mission of churches in their particular communities. Students will participate in a one-week intensive training and experiential learning trip to learn from expert practitioners with experience in Christian Community Development.

THE 572. Theology and Violence (three credit hours) Prerequisite: THE 501 or THE 511

This course samples and explores the theological and ethical dynamics of violence in modern culture via biblical scripture, film and a variety of music, from opera and church hymns to hip hop, in conversation with selected world philosophers, theologians, ethicists and biblical scholars.

THE 590. Readings in Theology and Ethics I (three credit hours)

Prerequisite: THE 500

This is a special course in theology and ethics offered according to the needs and interests of faculty and students in order to address particular topics, persons, periods or schools of thought not otherwise covered in the current catalog.

THE 591. Readings in Theology and Ethics II (three credit hours)

Prerequisite: THE 500

This is a special course in theology and ethics offered according to the needs and interests of faculty and students in order to address particular topics, persons, periods or schools of thought not otherwise covered in the current catalog.

THE 592. Readings in Theology and Ethics III (three credit hours)

Prerequisite: THE 500

This is a special course in theology and ethics offered according to the needs and interests of faculty and students in order to address particular topics, persons, periods or schools of thought not otherwise covered in the current catalog.

THE 595. Directed Studies in Theology and Ethics I (three credit hours)

Prerequisite: THE 501 and THE 511

This is a special course in directed studies that allows one or more students to work with a professor in pursuing independent reading and research on particular topics in theology and ethics.

THE 596. Directed Studies in Theology and Ethics II (three credit hours)

Prerequisite: THE 501 and THE 511

This is a special course in directed studies that allows one or more students to work with a professor in pursuing independent reading and research on particular topics in theology and ethics.

CED: Christian Education

CED 501. Introduction to Christian Education (three credit hours)

This course explores the problems and opportunities faced by leaders of education programs using case studies and discussion. The course increases 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.

CED 511. Technology for Religious Educators (three credit hours)

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.

CED 520. Philosophy of Christian Education (three credit hours)

Prerequisite: CED 501

This course examines, compares and contrasts 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. This course includes a field education component.

CED 521. Psychology of Religious Learning (three credit hours)

Prerequisite: CED 501

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 in times of tragedies or catastrophic occurrences. This course helps students develop a ground of being as they progress from elementary religious education to concepts that are more sophisticated.

CED 522. Teacher as Facilitator of Learning (three credit hours)

Prerequisite: CED 501

The teacher is an imparter of information that he or she has acquired from years of experience, education and theory. This course will 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. This course includes a field education component.

CED 590. Readings in Christian Education I (three credit hours)

This is a special course in Christian Education offered according to the needs and interests of faculty and students in order to address particular topics, persons, periods or schools of thought not otherwise covered.

CED 595. Directed Studies in Christian Education I (three credit hours)

The purpose of this course is to allow students to work with the professor in pursuing independent research and reading on particular topics.

CED 596. Directed Studies in Christian Education II (three credit hours)

The purpose of this course is to allow students to work with the professor in pursuing independent research and reading on particular topics.

PPC: Psychology and Pastoral Care

PPC 502. Introduction to Pastoral Care (three credit hours)

As the core course in pastoral care for students in the MDiv and MRE degree programs, this course provides a basic introduction to the fundamental assumptions, principles and methods of counseling in the context of Christian ministry. The course equips the minister to address himself/herself effectively to the psychological, sociological and theological needs of people in a variety of situations. Emphasis is placed upon constructing and reflecting upon personal narratives in order to better understand pastoral identity and development. The course introduces basic frameworks and skills for pastoral practice and explores common issues presented in pastoral care.

PPC 511. Practicum in Pastoral Care (three credit hours)

Prerequisite: PPC 502.

This course provides an opportunity to practice clinical pastoral counseling in an applied setting, including local congregations, ministries to the homeless, hospitals, jails and prisons and schools. The course consists of six hours of clinical participation at designated sites plus weekly supervision, theological reflection and case conference.

PPC 512. Marriage: Theory and Practice (three credit hours)

This course introduces the theory and practice of pre-marriage, marriage and family counseling, focusing upon systems, trans-generational and life-cycle perspectives. Special attention is given to the factors that contribute to relational health and disorder as well as counseling resources that exist for couples and practitioners. Students will develop a vision for couples' ministry.

PPC 514. Pastoral Care with Children and Youth (three credit hours)

This course explores the unique developmental and ethical issues that arise in pastoral care with children and adolescents. Emphasis is placed upon the role and development of faith and spirituality, methods for working with children and youth in counseling, components of youth culture that influence adolescent behavior and working with parents.

PPC 522. Pastoral Care and the African American Family (three credit hours)

This course focuses upon the unique pastoral care needs that arise out of the historical and contemporary experiences of African American families. Drawing upon literature from the social sciences, students will explore historical and contemporary trends in social and economic well-being, patterns in marriage and family formation and childrearing practices. Participants will review literature in African American pastoral care and will be introduced to narrative theology as a methodology for pastoral ministry in the Black church.

PPC 534. Grief, Dying and Death (three credit hours)

This course addresses theology and pastoral practice that pertain to ministering to the chronically ill and the bereaved. Emphasis is placed upon theological postures regarding theodicy, eschatology, sin and sickness, prayer, suicide, euthanasia and hope. Students will be encouraged to consider how one's theological commitments translate into authentic acts of care such as accompanying the dying, offering support to the bereaved and assisting the family in making decisions.

PPC 580. Level One Clinical Pastoral Education (6) Prerequisite: PPC 502.

This course provides academic credit for students who apply for and are accepted to a Level One Clinical Pastoral Education (CPE) unit at a training center accredited by the Association for Clinical Pastoral Education (ACPE) or the College of Pastoral Supervision and Psychotherapy (CPSP).

PPC 581. Level Two Clinical Pastoral Education (6) Prerequisite: PPC 502.

This course provides academic credit for students who have completed Level One CPE and have applied and been accepted to a Level Two CPE Unit at a training center accredited by ACPE or CPSP.

PPC 590. Readings in Psychology and Pastoral Care I (three credit hours)

This is a special course in Psychology and Pastoral Care offered according to the needs and interests of faculty and students in order to address particular topics, persons, periods or schools of thought not otherwise covered.

PPC 591. Readings in Psychology and Pastoral Care II (three credit hours)

This is a special course in Psychology and Pastoral Care offered according to the needs and interests of faculty and students in order to address particular topics, persons, periods or schools of thought not otherwise covered.

PPC 595. Directed Studies in Psychology and Pastoral Care I (three credit hours)

This course allows students to work with the professor in pursuing independent research and reading on particular topics.

PPC 596. Directed Studies in Psychology and Pastoral Care II (three credit hours)

This course allows students to work with the professor in pursuing independent research and reading on particular topics.

PWS: Preaching and Worship

**PWS 501. Homiletics I/ Introduction to Homiletics (three credit hours)
Prerequisite: OTS 502 or NTS 502**

PWS 501 is a basic course in sermon preparation-moving from text to sermon. Students are familiarized with homiletical terms, the process of exposition, a sermon form and the amplification of a biblical message .

**PWS 502. Homiletics II/Seminar in Preaching (three credit hours)
Prerequisite: PWS 501**

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.

PWS 511. Preaching in the African American Church Tradition (three credit hours) Prerequisite: PWS 501

Using discussions, lectures and selected readings, this course will focus on preaching in the Black tradition. Students will examine the history, theology and style of preaching of the African American experience.

PWS 512. Philosophy and Psychology of Preaching (three credit hours) Prerequisite: PWS 502

This course will examine philosophical and psychological influences that motivate the preacher and make powerful the preached word. The study includes understanding current social and cultural realities and explores preaching methods that help listeners to identify with a biblical text and be persuaded by a sermon.

PWS 515. The Preaching of Jesus (three credit hours)

We live in a religious culture today, which has diverted attention away from the classic message of the Christian gospel. This course is focused on keeping Jesus, as presented in scripture, at the center of preaching. It also examines the messages of Christ Himself to the world.

PWS 516. Preaching the Biblical Message in Contemporary Context (three credit hours)

This is a seminar, which seeks to examine and determine how to preach an accurate biblical message. Through proven methods of biblical interpretation, the student will learn how to move from text to sermon. Successful biblical interpretation will serve as a useful means to address issues and maintain relevance in our contemporary world.

PWS 517. The Preaching of Gardner Calvin Taylor (three credit hours)

This course is a seminar in African American preaching, as expressed through the thoughts of one of the greatest Christian preachers in the twentieth and twenty-first centuries – Dr. Gardner Calvin Taylor. Through his lectures, sermons and writings, the student will gain an insight into Dr. Taylor's preaching and methodology. This course focuses on the effectiveness and persuasiveness of preaching in bringing souls to Jesus Christ.

PWS 521. Introduction to Christian Worship (three credit hours)

This course focuses on the history, theology and psychology of Christian corporate worship with an emphasis upon the various elements that comprise traditional church worship. Special attention is given to the planning and conducting of recurring services and developing meaningful services of worship for special observances.

PWS 522. Christian Worship and Liturgy (three credit hours) Prerequisite: PWS 521

This course provides a comprehensive study of the impact of liturgical development upon Christian worship expressions amid theological, historical, cultural and nationalistic and other current influences. The Christian Year, the lectionary and other developments as the influences of the arts are discussed.

MIC: Ministry in Community

MIC 503. Health and Human Services Through the Church (three credit hours)

This course introduces students to the Health and Human Services Program of the General Baptist State Convention of North Carolina. Emphasis is placed on the role of the local church in human health and services and the theological foundations for the wholistic approach to human health.

MIC 504. The Church and Community (three credit hours)

This course provides a study of current social problems and the ways the church should meet them. Social reforms, 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 is discussed. (long sentence)

MIC 505. Women and the Contemporary Church (three credit hours)

This course focuses on women, particularly African American, in the context of the Black church and community today. The course includes the role of women in clergy and lay leadership, the dynamics of women's relationships in the church, the study of contemporary trends of women in other systems in society that influences church culture and the development of ministry models that expand the concept of the role of pastor in a traditional setting.

MIC 510. Health and Spirituality (three credit hours)

This course will explore the relationship between spirituality and health from an African- American perspective. It will focus on health promotion, disease prevention and collaborating 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.

MIC 511. Health Disparities and the Black Church (three credit hours)

This course will prepare students to provide leadership in the development of comprehensive ministries of health and healing as a strategy for addressing the poor health outcomes of African Americans and other racial ethnic minorities. The role of research along with the benefits and challenges of engaging in collaborative partnerships between the faith and health communities will also be explored.

MIC 512. Action Research in Ministry (three credit hours)

Using the principles of Action Research, this course will equip students to become agents of transformational change. Students will learn how to apply principles of action research to plan and implement community-focused ministries that provide practical solutions to the many complex challenges faced by church and community leaders in the 21st Century. Students will also learn how to use a variety of research and community organizing strategies.

MIC 520. Introduction to Church Planting (three credit hours)

This course is an introductory course in church planting and provides opportunity for the student to explore issues, which bear on planting a new church in a defined target area in response to selected purposive criteria of need. The course involves major church planting considerations including: The providence of God, the planter, the plan, the place and the process of church planting.

MIC 521. Evangelism and Church Growth in the Black Community (three credit hours)

This course is a study of how to witness among and grow local churches in the Black community. Evangelistic strategies and church growth techniques are presented and evaluated for their application in developing congregations, Sunday Schools and other ministry organizations..

MIC 522. The Black Church and Domestic Abuse and Violence (three credit hours)

The purpose of this course is to help students understand the psychology of domestic abuse and violence and how it influences the 21st Century Black Church. This course will increase awareness, focus on Biblical readings in Old Testament and New Testament and offer theological training in the prevention and intervention of domestic violence in the church and community.

MIC 523. The Church and HIV/AIDS (three credit hours)

This course introduces students to a faith-based response to the HIV/AIDS pandemic in the African American Community and beyond. The course will increase awareness of the disease, introduce preventive measures through education and motivate active participation in prevention. This multidiscipline course presents studies on HIV/AIDS and the Old Testament, New Testament, Theology, Pastoral Care and History.

MIC 524. A Theological Response to Trauma (three credit hours)

This course prepares clergy and faith-based counselors how to respond properly to victims of trauma. Training includes various techniques and educational initiatives to prepare students for victim care. Victims may be persons who find themselves traumatized by natural disasters or disasters created by human design.

ADM: Administration and Leadership

ADM 501. Church Administration (three credit hours)

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.

ADM 502. African American Church Leadership (three credit hours)

This course explores 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 is examined from the four frames as suggested by Bolman and Deal. The role of technology and its impact on decisions is examined from a local and global perspective.

ADM 511. The Church Leader as Mentor (three credit hours)

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. The course uses the theoretical concepts of transformational learning to help participants develop strategies for empowering the leadership team of a church through mentoring.

PCM: Practice of Church Music

PCM 501. Introduction to Church Music (three credit hours)

This is a study of the basic purposes of church music, which forms 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.

PCM 505. Music in the African American Church (three credit hours)

This course examines the historical and musical development of African American sacred music from slavery to the present; from African American 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.

RSO: Religion and Sociology

RSO 503. The Law and the Minister. (three credit hours)

This is an introductory survey course providing basic legal information for ministers.

RSO 510. The Church and Society (three credit hours)

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.

CGC: The Church in Global Context

CGC 502. The Christian World Mission (three credit hours)

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.

CGC 503. History of Christian Mission (three credit hours)

This course discusses 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.

CGC 510. Comparative Religions (three credit hours)

This course is provides 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.

FED: Field Education

FED 501. Supervised Ministry

Field Education Options:

Students Serving as Pastors (three credit hours)

Students who are pastors are strongly advised to limit their course load to nine (9) 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.

Students Serving in an Institutional Context (three credit hours)

This option is for students planning an institutional ministry or who desire exposure to ministries other than the pastorate. Supervised ministry is provided for institutional cases such as a hospital or prison.

Students Serving in the Parish (three credit hours)

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.

Creating a Ministry (three credit hours)

This option concerns 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.

Students Serving in Concurrent Internship (three credit hours)

Concurrent internship in a church or agency under the supervision of the faculty and a field supervisor. 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.

MIN: Ministry Preparation Studies

MIN 501. Thesis (three credit hours)

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.

MIN 502. Spiritual Formation (three credit hours)

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.

MIN 503. Spiritual Integration (three credit hours) Prerequisite: MIN 502

This course is an exit course for seniors. Students are to enroll in this course in the final semester of their matriculation. In this course, students will probe the integration of theory and praxis. Students will reflect and write on their theological experiences and the impact of theological education upon their understanding of Christian doctrines. Students will engage in class discussion and dialogue with ministry leaders.

GRT: Gerontology**GRT 504. Black Churches and Eldercare (three credit hours)**

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.

GRT 510. Practicum in Gerontology (three credit hours)

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.

Action Research in Ministry Institute

In order to fulfill our mission in a manner that maintains the tradition of excellence in theological education Shaw University Divinity School has expanded its emphasis on research through the establishment of the Action Research in Ministry Institute (ARMI). The ARMI focus is on leadership development in the “practice of ministry” with an emphasis on African American church and community leaders. The ARMI provides faculty with expanded opportunities to engage in a synergistic approach to research and teaching that will enable them to make significant contributions to the corpus of data in the “practice of ministry” that is particularly relevant to the African American church. The ARMI equips SUDS students, pastors and other church leaders with the requisite knowledge and skills to effectively respond to the plethora of complex issues faced by church and community leaders in the 21st Century. Such issues include but are not limited to: (1) disparities in education, health, income and wealth; (2) the rapid spread of HIV/AIDS, particularly in the African American community; (3) issues related to domestic abuse and violence, (4) the need to develop comprehensive church-based prison ministries and (5) the use of technology in teaching, learning, research and ministry.

The foundational beliefs of the ARMI are as follows: (1) The Black Church has both a spiritual and social mandate to respond to the emerging issues that threaten the well-being of the African American community thus society as a whole; (2) The Black church is the most effective institution to promote substantive socio-political change in response to the complex issues that threaten the well-being of the African American community thus society as a whole; (3) Committed and well-prepared leadership is a prerequisite to the Black Church’s ability to bring about substantive socio-political change in response to the aforementioned issues; (4) Action Research in Ministry provides an effective process for the preparation of a cadre of Black church leaders who are willing and prepared to embrace the mandate for fostering socio-political change.

Action Research in Ministry engages university faculty and church/community leaders as collaborative practitioner-researchers in a process of reflective and continuous dialog that includes planning, action, reflection and assessment that results in mutual empowerment, collaboration, the acquisition of knowledge and socio-political change.

CONTINUING CHRISTIAN EDUCATION

As a part of our mission, Shaw University Divinity School maintains an Office of Continuing Christian Education. This office offers continuing education programs such as conferences, special offering workshops, leadership training and an in-service program for ministers and church leaders.

The In-Service Program for Ministers and Church Leaders

The In-Service Program is designed for persons who are engaged in church leadership roles and others interested in enriching their knowledge, understanding and appreciation of the work and witness of the Christian Church. It is based on the belief that all Christians should involve themselves in a lifelong systematic study of the Word and work of the Christian Faith. The In-Service Program is open to any interested Christians who wish to commit their focus to fulfilling the ministry and mission of the church.

The In-Service Program for Ministers provides annual study opportunities in the basic disciplines of theological education for ministers and laypersons on Tuesday evenings during the fall and spring semesters. The In-Service Program seeks to address the needs and aspirations of persons with a high school diploma or less formal education. The basic focus of the program is on introduction to the Bible and Preaching.

Persons attending six consecutive semesters of the program will be awarded the Basic In-Service Certificate of Completion. Persons attending ten consecutive semesters will be awarded the Advanced In-Service Certificate of Completion.

The current cost of the program is \$125 per semester. This cost is subject to change.

Conferences

The Shaw University Divinity School conducts four annual conferences. They are the Health Enhancements through Medicine and Spirituality Conference, the Alexander/Pegues Annual Ministers' Conference, the Church Leaders' Conference and the Women's Conference.

The Health Enhancement through Medicine and Spirituality Conference

The Health Enhancement through Medicine and Spirituality (HEMS) Conference focuses on the elimination of health disparities in the African American community through the promotion of healthy lifestyles and health advocacy. Each year, one or several of the factors that contribute to health disparities are examined. These factors include issues related to education, economics, mental health, family and community. The conference consistently emphasizes the critical relationship between faith and health. HEMS is sponsored through a partnership between Shaw University Divinity School (SUDS) and the Old North State Medical Society

(ONSMS). Founded in 1886, the ONSMS is the nation's oldest state association of Black physicians. The society directs its energies toward the objectives of equity in health care, equal opportunity for African American professionals and equal care for African American patients.

The Alexander/Pegues Annual Ministers' Conference

The Alexander/Pegues Annual Ministers' Conference is a national convocation for ministers held annually in March. It addresses themes of contemporary and abiding relevance to ministers and seeks to foster intellectual stimulation and spiritual renewal in an atmosphere conducive to ministerial fellowship. Resource personnel of national and international repute are secured. Lodging is made available in the vicinity of the conference. The registration fee may vary from year to year.

The Annual Church Leaders' Conference

The Annual Church Leaders' Conference is a one-day conference held annually in June. Its purpose is to provide an intensive educational and inspirational experience for church leaders. It is specifically designed for ministers, missionaries, Church School and vacation church Bible school leaders and workers, Baptist Training Union leaders, ushers, deacons, trustees, church clerks and other laity of the church. Lectures, seminars and workshops are conducted on an assigned theme. The registration fee may vary from year to year. Lunch is provided by Shaw University.

The Annual Women's Conference

The Annual Women's Conference is a one-day conference held annually in September. On occasion the opening event may be a gala involving the larger community, the night before. The primary objective of the conference is to provide a context for education, support and inspiration for the women of God and insight for the men in their congregations and lives. The conference is inclusive of all women and men - ordained clergy, ministers and laity. Lectures, workshops and preaching are provided with emphasis on a chosen theme by the conference planning committee. The registration fee and venue may vary from year to year.

Special Offering Workshops

In addition to the above continuing education programs, the Office of Continuing Christian Education of the Shaw University Divinity School conducts Special Offering Workshops of one to three days on demand.

Some of the Special Offering Workshops are as follows:

- Worship
- Church Music
- Visionary Leadership
- Domestic Abuse and Violence Prevention
- HIV/AIDS Awareness
- Technology and Christian Education
- Basic Bible
- Conflict Resolution
- Teacher Training for Church Teachers
- Church Administration
- Pastoral Care
- Polity and Doctrine
- Preaching Clinic
- The Church and the Law
- Spiritual Formation

Persons interested in these workshops should contact the Shaw University Divinity School Office of Continuing Christian Education.

Continuing Christian Education Leadership Training

The Continuing Christian Education Leadership Training (CCELT) program gives participants a broad understanding of Christian teaching methods and course development. The teaching methods will consider the different methods for teaching children, youth, adults and senior citizens. Some attention is given to the philosophy of religious education and the use of technology in Christian Education. For course development, participants will actually develop curriculum that satisfies the stated needs of the local church. Additionally, participants will develop the syllabus and lesson plans for the courses in which they seek certification. The program consists of three modules of ten (10) hours each as follows:

- General Teaching and Learning Principles
- Teaching Strategies and Methods
- Curriculum Building, Course Design and Lesson Plan Development

Individual Teaching Certificate

Upon completion of the CCELT program, each teacher will be certified to teach from the lesson plan developed during the training. Teachers may be certified for more than one class if they take the third module, which is aimed at a specific course to be taught. The certificates will permit the person to teach in the following courses:

Basics of Christian Worship

Biblical Studies

Evangelism & Missions

Church History

Polity & Practice

Ethics & Church Etiquettes

Church Leadership

Other courses as defined by the site and approved by SUDS.

Upon completion of the program, the participants will be certified by the Shaw University Divinity School Continuing Christian Education Leadership Training Program to teach a given course.

Christian Group Certification

In addition to the Individual Teacher Certificate mentioned above, the Office of Continuing Christian Education is committed to working with churches, associations and denominational groups to shape a special curriculum to satisfy the Christian Education needs of that group. The program offers a certificate in a particular area, e.g., First Baptist Church Certificate in Christian Ministries; or Second Baptist Church Certificate in Diaconate Training. To achieve this level of offering, the group must ensure that all the persons teaching in the Group Certificate program participate in the CCELT program and be certified to offer the class they will teach in the Group Certificate program. Persons completing all the prescribed courses in the Group Certificate Program will receive the Group Certificate. This program is taught according to the calendar of the requesting group. With this program, an organization may offer a certificate program in Christian Missions. The certificates will be awarded by the Shaw University Divinity School.

Teaching with a Certificate

Persons or groups completing the CCELT program and wishing to offer a course or a certificate program must communicate this information to the Office of Continuing Christian Education of the Shaw University Divinity School. The following information is maintained by the Office of Continuing Christian Education:

A copy of the curriculum/lesson plan for the class to be taught.

A copy of the materials to be used in each class.

A copy of the class roster, including student name and attendance record.

A transcript describing the completed program will be maintained in the Office of Continuing Christian Education at Shaw University Divinity School.

Who may apply?

The CCELT program is open to anyone who has a responsibility for leadership in Christian/Religious Education. This would include Church School teachers, Bible class teachers, vacation Bible school teachers, seminar and workshop leaders, worship leaders or anyone who has a leadership role in Christian Education.

Persons with a bachelor's degree or higher are encouraged to enter this program to qualify for teaching Religious Education classes in the local church or at the denominational level. This program should be attractive to persons who are secular teachers or who possess a degree but does not have a theological educational foundation for teaching in a Christian setting. While completion of the CCELT program will certify persons with the ability and credentials to teach the course they have been trained in, persons interested in advanced teaching should explore the Masters of Religious Education or the Master of Divinity degree programs.

Cost of the CCELT program

The CCELT program consists of three modules of ten hours each. The cost to participate in the program will vary according to the number of participants. The base cost will be \$75.00 per unit. To be certified to teach a given class, one must complete Module I, Module II and at least one offering of Module III. This would make the cost of the CCELT program to be at least \$225.00 per student. To be effective, a minimum cohort must be at least six participants; hence the minimum costs for the CCELT is \$1350.00. An organization may have less than six persons in a group; however, they will be billed for the minimum of six person or \$1350.

Should the institution have more than six persons in the cohort, the cost will be the number of participants times \$225.00.

Delivery Options

The program can be delivered through three different options: on campus, in context, or distance education.

The on-campus approach will use the facilities of Shaw University Divinity School and classes will be held in Raleigh at the Divinity School campus. Students will be required to come to Raleigh for the duration of the training.

The in-context option will use the facilities of the requesting organization. The requesting organization must provide the classroom environment and all the teaching needs of the faculty. In addition, the organization must make provisions for the faculty to be at the local facility. When using the in-context option, the program will be configured to suit the needs of the organization requesting the training. For example, an association may want to schedule three different gatherings of 10 hours each, or a church may want to conduct the program in three

consecutive days at the church. The specific details must be worked out with the Director of Continuing Education and approved by the dean of SUDS.

The distance education option will use the online facilities of the Internet and Moodle or video conferencing to deliver the classroom instruction. Students will be required to come to the Raleigh campus for the first gathering. All other classroom sessions are through Moodle over the Internet or through video conferencing.

Application

Persons wishing to apply for the CCELT program should submit an application along with transcripts and vita information to:

Shaw University Divinity School
Office of Continuing Christian Education
118 East South Street
Raleigh, NC 27601
Phone: (919) 546-8569/8570, 8575
Fax: (919) 546-8571
email: rtripp@shawu.edu or bgrady@shawu.edu

SPECIAL PROGRAMS

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 often researches this biographical information.

All those 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. As members of the Shaw University Divinity School Alumni Association, they receive *The Seminarian*, annual calendars of events and other alumni publications.-

The Alumni Association holds its annual meeting on campus on 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 by recruiting students, raising fund, providing a network system for alumni relocation and supporting the needs of the Divinity School.

Women's Studies Program (WSP)

The Women's Studies Program works to have an interdisciplinary, holistic program that can serve the total student body as well as faculty and staff regarding women's studies in general and matters regarding women and religion in particular, towards creative and intellectual leadership and community engagement. WSP seeks to help diminish the isolation and insensitivity accorded the gifts and graces of women in general and deals with special challenges and sensitivities of women students and advocates gender inclusiveness in all aspects of university campus life and at Shaw University Divinity School.

WSP provides resources on women's concerns and helps to integrate the spirit of gender equality throughout the region and state. Through partnerships with collaborating institutions, we are engaging in developing new models for working between the academy and the church amid cross-fertilizing research, scholarship and female ministerial service, preparing women to live in an increasingly complex world and helping men engage with women in partnerships of mutuality and not dominance.

Shaw University Divinity School recognizes the changing trends in seminaries across the country and the unique sensitivities and gifts that women bring to the ministry. WSPS has an environment for building a program that will allow students an opportunity to choose their own paths and refine their talents and ambitions. Shaw University Divinity School recognizes the changing trends in seminaries across the country and the unique sensitivities and gifts that women bring to the ministry.

STUDENT LIFE

Food Service (Main Campus)

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 also have the option to purchase a meal package with Thompson Hospitality.

Housing (Main Campus)

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

Health Services

The Health Services Center is located on the first floor of Fleming/Kee Hall. 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 (Main Campus)

The Bookstore is located in the basement of the Willie E. Gary Student Union Building. Supplies, books, University paraphernalia including tee shirts, mugs, cups, etc. are available in the Bookstore.

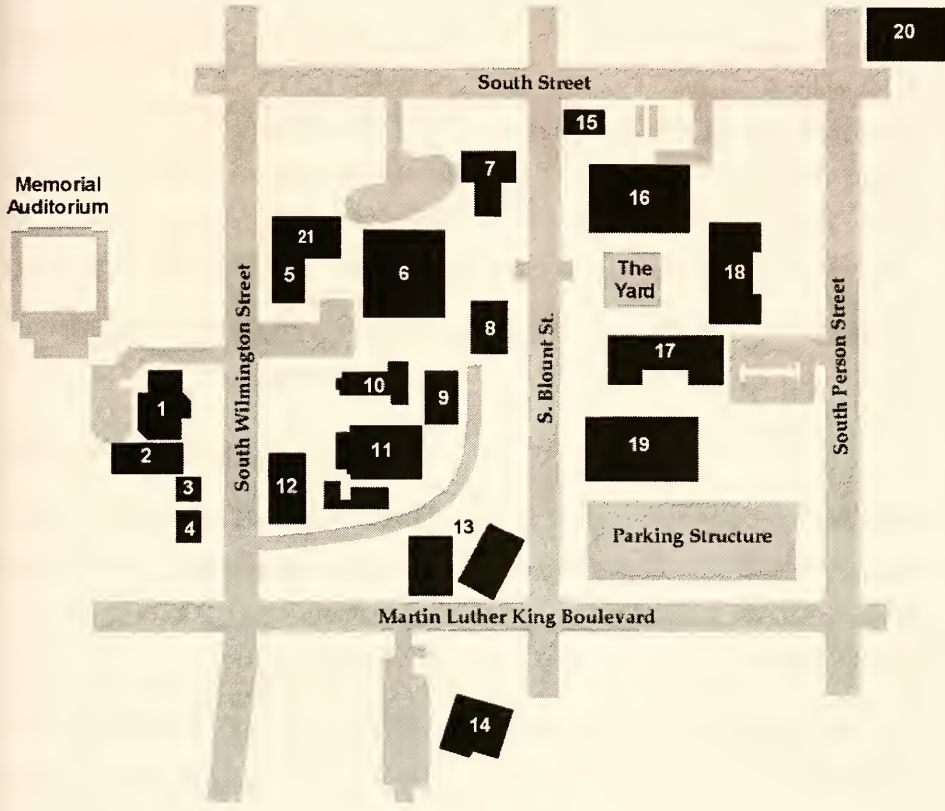
Graduate Student Government Association (GSGA)

The GSGA is the official student organization of the Shaw University Divinity School. The graduate student body elects all GSGA officers annually. The GSGA meets monthly and concerns itself with student and community life. This organization is closely supervised by the faculty advisor for GSGA.

Chapel (Main Campus)

Each Saturday students and faculty gather in the Lecture Hall of Leonard Building for worship during the school year. The Dean of the Thomas J. Boyd Chapel schedules other worship service opportunities for the larger university.

SHAW UNIVERSITY MAP - RALEIGH CAMPUS



- | | |
|---|--|
| 1. Tyler Hall | 12. Tupper Hall |
| 2. Leonard Hall | 13. Faculty Offices and Classrooms |
| 3. Practice Cottage | 14. International Studies Building |
| 4. Duplex Building | 15. Drama Building |
| 5. Nickolas F. Roberts Science Hall | 16. Willie E. Gary Student Center |
| 6. James E. Cheek Learning Resources Center | 17. Main Men's Residence |
| 7. Estey Hall | 18. Main Women's Residence |
| 8. George C. Debnam Hall | 19. Performing Arts Center* |
| 9. Campus Security | 20. Talbert O. Shaw Living & Learning Center |
| 10. Thomas J. Boyd Chapel | 21. Institute for Health, Social, and Community Research |
| 11. Spaulding Gymnasium | |

**Proposed*

SHAW UNIVERSITY BOARD OF TRUSTEES 2010-2011

Dr. Cornell Adams

Mr. Randolph Bazemore

Dr. Joseph N. Bell, Jr., *Vice-Chairman*

Dr. Geneva B. Chavis, *Secretary*

Mr. Thomas F. Darden

Dr. George C. Debnam

Dr. David C. Forbes

Dr. Willie E. Gary, *Chairman*

Dr. Evander Holyfield

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Dr. Don King

Dr. Wilson Lacy

Dr. H. Donell Lewis

Dr. John H. Lucas

Dr. Robert Morgan

Gen. (Ret.) G.L. Turner, Jr.

Dr. David Walker

Dr. Ida Silver Wiggins

Dr. Lorenzo Williams

EX-OFFICIO

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Dr. Gregory Moss

Dr. Haywood Gray

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Ms. Emily Perry

EMERITUS

Dr. Stanley Alexander

Dr. Thomas J. Boyd

Bishop Melvin Clark

Dr. Chancy R. Edwards

Dr. W. B Lewis

PERSONNEL

OFFICE OF THE PRESIDENT

Irma McClaurin, Ph.D., President

Marilyn Fields, Assistant to the President

Alfonza Carter, Athletics Director

Diane Crawford, SPHR, Director of Human Resources

Hooshang Foroudastan, Director of Information Technology

OFFICE OF ACADEMIC AFFAIRS

Marilyn Sutton-Haywood, Ph.D., Vice President for Academic Affairs

Deloris Jerman, Ed.D., Associate Vice President of Academic Affairs

Courtney S. Lamar, Ph.D., Associate Vice President of Academic Affairs

Bessie Lewis, Administrative Assistant

Jody Hamilton-Davis, M.S., Director of Records and Registration

Regina Chukwu, Assistant Director of Records and Registration/VA
Coordinator

Judy M. Pounds, Ed.D., Executive Director General Education/
Academic Success

Cynthia Graham, M.Ed., Director of First Year Programs

Kimberly Leathers, Ph.D., Dean of the Honors College

Marcellina U. Offoha, Ph.D., Director of the Center for Alternative
Programs of Education

Mercy Fapojuwo, Ph.D., Director of Faculty Development

Moses Goldman, Ed.D., Interim Director of Institute for Health, Social,
and Community Research

Musette McKelvey, M.L.S., Interim Director of Library Services

OFFICE OF STUDENT AFFAIRS AND ADMINISTRATION

Jeffrey Smith, Vice President for Student Affairs and Administration

Paul Vandergrift, Dean of Students

Arlene Grier, Administrative Assistant to the Vice President

Wanda Goodman, Administrative Assistant

Shannon Palmer Bennett, Director of Residence Life

Agnes Baxter, Director of Judicial Services

Evangeline January, Director of Student Health Services

Juanda Holley, Director of Student Affairs Planning and Effectiveness

Jerelene Carver, Director of Counseling Center/Disability Services

Denise Vaughn, Director of Experiential Learning and Career Development

OFFICE OF STRATEGIC PLANNING, INSTITUTIONAL RESEARCH, AND EFFECTIVENESS

Cecil McManus, Ph.D., Director of Strategic Planning, Institutional Research, and Effectiveness

Brian Cumberbatch, Senior Data Analyst

OFFICE OF FISCAL AFFAIRS

Thomas Poitier, Vice President for Fiscal Affairs

Shirley Martin, Administrative Assistant

Malcolm Weekes, Comptroller

Shirley H. Fennell, Bursar

OFFICE OF INSTITUTIONAL ADVANCEMENT

Lee Monroe, Ph.D., Vice President for Institutional Advancement

Vivian Galbreath, Administrative Assistant to the Vice President

Jacqueline Johnson, Secretary, Alumni Relations and Planning Giving

Jannie McLean, Manager of Gifts and Reports

Janine Woods, Director of Sponsored Programs/Asst. Director of Title III

Gwyneth Nelson, Director of Development

OFFICE OF RELIGIOUS LIFE

Quincy Scott, Jr., D.Min., Dean of the Chapel

Donna Battle, M.Div., Associate Dean of the Chapel

Faculty

COLLEGE OF GRADUATE AND PROFESSIONAL STUDIES

OFFICE OF THE DEAN

Gaddis Faulcon, Ed.D., North Carolina State University; Dean and Associate Professor of Recreation and Therapeutic Recreation

Vickie Spears, Administrative Assistant

DEPARTMENT OF EDUCATION

Paula Moten-Tolson, Ed.D., Nova University; Chair, Department of Education

Rosalie Parrish, Ph.D., University of North Carolina-Greensboro; Program Coordinator of Birth-Kindergarten Education, Assistant Professor of Early Childhood Education, Graduate Coordinator

Judy M. Pounds, Ed.D., University of North Carolina-Chapel Hill; Assistant Professor of Education

Jennifer Locklear, Ed.D., University of North Carolina-Chapel Hill; Program Coordinator of Elementary Education, Assistant Professor of Education

SHAW UNIVERSITY DIVINITY SCHOOL

Bruce Grady, Ed.D., Columbia University Teachers College; Interim Dean and Associate Professor of Religious Education

James Ashmore, Ph.D., Duke University; Interim Assistant Dean and Associate Professor of Old Testament

Mena Lewis, Administrative Assistant to Interim Dean

Stella Goldston, Coordinator of Student Affairs

Timothy W. Brock, Ed.D., The Southern Baptist Theological Seminary; Interim Director of Master of Religious Education Program

Reginald High, D.Min., Campbell University; Director of Field Education and Recruitment

Rudolph Tripp, Ed.D., North Carolina State University; Director of Continuing Education

Joseph Bryant, D.Min., Emory University; Coordinator, Shaw University Divinity School at High Point Site; Director of the Master of Divinity Program; Assistant Professor of Pastoral Studies

MonaLisa Covington, Administrative Assistant to Shaw Divinity School Coordinator at High Point CAPE

Thomas Clark, M.L.S., University of North Carolina-Chapel Hill; Librarian

Ida P. Johnson, M.L.S., University of Maryland; Librarian

Mikael Broadway, Ph.D., Duke University; Associate Professor of Theology and Ethics

Moses V. Goldmon, Ed.D., University of Tennessee; Assistant Professor and Director of ARMI Research

Eric Greaux, Ph.D., Duke University; Adjunct Professor of New Testament

James Arthur Holmes, Th.D., Boston University School of Theology; Assistant Professor of Church History

Cheryl Kirk-Duggan, Ph.D., Baylor University; Director of Women's Studies and Professor of Theology

Reginald Van Stephens, D.Min. United Theological Seminary; Assistant Professor of Homiletics



SHAW UNIVERSITY

ACADEMIC CALENDAR 2010-2011

FALL SEMESTER 2010

AUGUST		
2	Monday	Deadline to submit Housing Application forms to Housing and Residence Life; Deadline to submit required forms to Health Center
12-13	Thursday-Friday	Faculty & Staff University Opening
13	Friday	Residence Halls Open/Check-in for New Students Only - 9:00 a.m.
13-17	Friday-Tuesday	New Students' Orientation/Registration
14	Saturday	Residence Halls Open for Returning Students- 9:00 a.m.
16-18	Monday-Wednesday	Fiscal Clearance of New and Returning Students
17	Tuesday	Formal Classes Begin/Late Registration
18	Wednesday	Deadline for 100% refund of tuition /fees
24	Tuesday	Deadline for Fall 2010 Prospective Graduates to submit Graduation Applications to Department Chairpersons – 5:00 p.m.
26-28	Thursday- Saturday	National Alumni Association Confab - Shaw University
27	Friday	Deadline for Department Chairpersons to submit Applications for Fall 2010 Graduation to the Registrar's Office - 5:00 p.m.
SEPTEMBER		
1	Wednesday	Last Day to Add or Drop a Course (without grade of "W")
6	Monday	Labor Day Holiday
7	Tuesday	Classes Resume
8	Wednesday	All students must have a valid Student ID/ Temp Student ID cards expires
14	Tuesday	NR Report due to Registrar at 12:00 p.m. (noon)
17	Friday	Constitution Day Observance
23	Thursday	Fall Convocation - 11:00 a.m.
26-28	Sunday-Tuesday	Bessie Boyd-Holman Lecture Series on Ethics & Values
OCTOBER		
1	Friday	Deadline for the Removal/Conversion of Incompletes/To Change Grades from Spring 2010
5-7	Tuesday-Thursday	Mid-Semester Progress Report Due/Submitted via web by 4:00 p.m. on Thursday
8-11	Friday-Monday	Fall Break
12	Tuesday	Classes Resume
13	Wednesday	Academic Majors Fair
14	Thursday	Crowning of Royalty

OCTOBER		
15	Friday	Last Day to WITHDRAW from the University and Receive a Partial Refund
17	Sunday	Homecoming Opening Worship
18-24	Monday-Sunday	Homecoming Week
21	Thursday	Last Day to Withdraw from a Course (Grade of "W")
22	Friday	Memorial Service/Founder's Day- 10:45 a.m.
24	Sunday	Homecoming Closing Worship
25-29	Monday-Friday	Academic Advisement for Spring 2010 semester
30	Saturday	On-line Registration for Spring 2010 and Summer 2010 Begins
NOVEMBER		
2-3	Tuesday-Wednesday	Presidential Lecture Series
3	Wednesday	Fall Assessment Day (CAAP Exam for completers of General Education curriculum; Major Fields Tests for Fall Graduates)
4	Thursday	Career and Graduate/Professional School Fair (Tentative)
19	Friday	Deadline for Spring 2011 Prospective Graduates to submit Graduation Applications to Department Chairpersons- 5:00 p.m.
23	Tuesday	Deadline for Department Chairpersons to submit Applications for Spring 2011 Graduation to the Registrar's Office- 5:00 p.m.
24-28	Wednesday-Sunday	Thanksgiving Holiday (Academic Only)
29	Monday	Classes Resume
29	Monday	Deadline for receipt of Applications for Admission for Spring 2011
DECEMBER		
2	Thursday	University Holiday Celebration
2	Thursday	Formal Classes End Last Day to Withdraw From the University(no refund)
3	Friday	Reading Day
4, 6-9	Saturday and Monday-Thursday	Final Exam Week (Deadline to submit final grades via web is 2 calendar days after the scheduled final examination)
10	Friday	Fall Semester Ends (After Examinations)
11	Saturday	Residence Halls Closed at 5:00 p.m.
13	Monday	ALL Final Grades Due ◆Conferred Graduation Date for Fall 2010 degree candidates◆
14-16	Tuesday-Thursday	Departmental Assessment and Planning
16	Thursday	Faculty Checkout- 10:00 a.m.

****SPRING SEMESTER 2011****

JANUARY		
3	Monday	New Year's Day Holiday
4	Tuesday	Faculty & Staff University Opening
7	Friday	Residence Halls Open/Check-in for New Students-9:00 a.m.
7-10	Friday-Monday	New Student Orientation
8	Saturday	Residence Halls Open for Returning Students
10-12	Monday-Wednesday	Fiscal Clearance of Returning Students
11	Tuesday	Formal Classes Begin/Late Registration
12	Wednesday	Deadline for 100% refund of tuition /fees
14	Friday	Martin Luther King, Jr. Commemorative Service – 12:00 p.m. (noon)
17	Monday	Martin Luther King, Jr.'s Birthday Observed, Legal Holiday
24	Monday	Last Day to Add or Drop a Course (without grade of "W")
25	Tuesday	All students must have a valid Student ID/Temp Student ID cards expires
28	Friday	NR Report due to Registrar at 12:00 p.m. (noon)
FEBRUARY		
2	Wednesday	Academic Majors Fair
6-9	Sunday-Wednesday	Religious Emphasis Week
MARCH		
7-9	Monday-Wednesday	Mid-Semester Progress Report Due/Submitted via web by 4:00 p.m. on Wednesday
11	Friday	Last Day to Withdraw From University and Receive a Partial Refund
14-19	Monday-Friday	Spring Break (academic only)
21-25	Monday-Friday	Academic Advisement for Summer 2011 and Fall 2011 semesters
25	Friday	Last Day to Withdraw from a Course (Grade of "W")
26	Saturday	On-line Registration for Summer 2011 and Fall 2011 semesters Begins
28	Monday	Deadline for Summer 2011 Prospective Graduates to submit Graduation Applications to Department Chairpersons- 5:00 p.m.
30	Wednesday	Deadline for Department Chairpersons to submit Applications for Summer 2011 Candidates for Graduation to the Registrar's Office- 5:00 p.m.

APRIL		
12	Tuesday	Spring Assessment Day (CAAP Exam for completers of General Education curriculum; Major Fields Tests for Spring Graduates)
14	Thursday	University Awards Day - 11:00 a.m.
22-25	Friday-Monday	Easter Observance- University Closed
26	Tuesday	Classes Resume
26-29	Tuesday-Friday	Final Exams for Prospective Graduates (Deadline to submit final grades via web is 2 calendar days after the scheduled final examination)
28	Thursday	Formal Classes End/ Last Day to Withdraw from the University
29	Friday	Reading Day
MAY		
1	Sunday	Senior Service- 11:00 a.m.
2	Monday	Deadline for Instructors to submit All Grades for Prospective Graduates- 3:00 p.m.
2	Monday	Deadline for the Removal/Conversion of Incompletes/To Change Grades from Fall 2010
2-5	Monday-Thursday	Final Exams for non-Graduating Students(Deadline to submit final grades via web is 2 calendar days after the scheduled final examination)
6	Friday	Spring Semester Ends (After Examinations)
6	Friday	Baccalaureate Service Thomas J. Boyd Chapel- 6:00 p.m.
7	Saturday	Commencement Exercise, 11:00 a.m.
8	Sunday	Residence and Dining Halls Close- 5:00 p.m.
10	Tuesday	All Grades for non-Graduates Due- 5:00 p.m.
11-13	Wednesday-Friday	Departmental Assessment and Planning
13	Friday	Final Faculty Clearance- 10:00 a.m.
SUMMER 2011 SESSION (TBA)		

****The Shaw University Academic Calendar is subject to Modification**

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.

