



# SHAW UNIVERSITY



## 2011-2012 Undergraduate Academic Catalog

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Failure to read *The Shaw University Undergraduate 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 2011 through spring 2012.

The Shaw University is committed to equal opportunity for all persons in education and in employment.

The Shaw University Undergraduate Catalog is primarily a digital publication, available in both HTML and PDF versions at <http://www.shawu.edu>. A limited number of copies was printed for the University.

## 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.

The 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 Athletic Training Education program is nationally accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

The Kinesiotherapy Degree program is nationally accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

The Social Work program is accredited by the Council on Social Work Education (CSWE).

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

### Affiliations and Memberships

American Library Association

Association of Theological Schools in the United States and Canada

Central Intercollegiate Athletic Association

Cooperating Raleigh Colleges

Commission on Accreditation of Allied Health Education Programs

Commission on Accreditation of Athletic Training Education

Council of Social Work Education

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 Student Financial Aid Administrators

National Collegiate Athletic Association

National Council for Accreditation of Teacher Education

North Carolina Association of Colleges and Universities

North Carolina Independent Colleges and Universities

North Carolina Department of Public Instruction  
Southern Association of College and University Business Officers  
Southern Association of Colleges and Schools  
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 nine 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 judgement, 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. (Approved May 7, 2010)

### **Historical Perspective**

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

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

The University graduated its first college class in 1878, its first class of medical doctors in 1886, awarded its first law degree in 1890, and its first pharmacy degree in 1893. In 1909, the Normal Department was supplanted by an Education Department, and in 1910, the Preparatory Department became a four-year academy. The professional schools were

closed in 1918, but the college, theological department, and academy were continued, the latter existing until 1926. The theological department became a theological seminary in 1933 and continued as part of the University until 1976, when it became an independent institution.

Since 1921, Shaw has functioned primarily as a liberal arts college, although it has retained its name as a university. In 1931, the University elected its first Black president, Dr. William Stuart Nelson, who was president from 1931 to 1936. In 1963, the University elected Dr. James E. Check, an alumnus of Shaw University as its ninth president. He remained president from December 1963 through June 1969. Dr. Talbert O. Shaw, the 12<sup>th</sup> President of Shaw University (1987-2003), led the institution in its “Strides to Excellence: Why Not the Best” campaign. He and Shaw University were 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.

Dr. Clarence G. Newsome served as the 13<sup>th</sup> President. Under his administration, cutting-edge technological advances were installed; land acquisition increased; professional partnerships were established; and faculty, staff, and student morale showed signs of positive improvement. His vision, “A New Shaw for a New Millennium,” coupled with “Strides to Excellence: Only the Best” characterized the administration of Dr. Newsome.

Dr. Dorothy Cowser Yancy was named Interim President in June, 2009. Dr. Yancy served as the 14<sup>th</sup> 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 15<sup>th</sup> President of Johnson C. Smith University.

In September, 2010, Dr. Irma McClaurin was named 15<sup>th</sup> President of Shaw University. Among Dr. McClaurin’s goals was to establish, foster, and nurture a culture of collaboration and partnerships, specifically related to what she described as the four Es (E<sup>4</sup>) – employment, economy, education, and emerging technologies.



## ADMISSIONS

### Applying as a First Time Freshman

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

A high school diploma or General Education Development (GED) certificate;

The following distribution of high school units: and

English	3 units
Mathematics	2 units
Natural Sciences	2 units
Social Sciences	2 units
Electives	9 units

A minimum of a 2.0 grade point average overall, unless recommendations or other evidence indicates the student's college potential.

Home schooled students may be admitted to Shaw University on the following conditions:

Attended a home school authorized and supervised under a state agency;

Shaw University application and non-refundable \$25 check or money order;

Official copy of passed GED;

Official copy of ACT or SAT;

Copy of home school transcript; and

Shaw University, recommendation forms, immunization, Free Application for Federal Student Aid (FAFSA) and proof of residency – North Carolina.

The University administration and faculty, who have jurisdiction over the admissions process, require that the Office of Admissions consider such factors as an applicant's grades or GED test scores, class rank, standardized test scores, pattern of courses completed, educational objectives, school and personal recommendations, record of past conduct, or personal records when making its admissions decisions. Shaw University prefers that all entering freshman complete the SAT or ACT and have the official results submitted to the Office of Admissions. Persons who seek admission to the University must submit the following:

Shaw University application

Nonrefundable application fee of \$25 by check or money order;

SAT or ACT scores;

Free Application for Federal Student Aid (FAFSA);

Official copy of high school transcript or GED certificate;

Official copies of transcripts from all institutions attended after high school (transfer student only)

Recommendation form

Criminal History Report

The required forms can be obtained by writing to the Office of Admissions, Shaw University, 118 East South Street, Raleigh, NC 27601. Admissions materials should be sent to the same address. Admission to the University is contingent upon verification of the applicant's graduation from high school and receipt of transcripts showing the applicant's satisfactory performance in any courses completed after applying for admission. Submission of false, distorted, or incomplete statements on or with the admissions application or submission of fraudulent residence affidavits may result in denial of classes, loss of tuition and fees paid, exclusion or dismissal, and/or loss of future registration privileges.

Each year Shaw University admits a limited number of students who may not fully meet the institution's regular admissions criteria but whose overall profile suggests academic promise. This profile must be evidenced by academic potential, community service, good citizenship, and character.

### **International Student Admission**

All prospective international students must submit a Shaw University International Application Package to the Admissions Office. Contact the Admissions Office for an International application to be mailed to you.

The following forms must be returned in a timely manner:

1. Notarized International Student Application
2. Certified official high school and/or college transcripts:  
\*College transcript: At the expense of the applicant, an official evaluation of transcripts should be submitted to:

**World Education Services**  
**PO Box 5087**  
**Bowling Green Station**  
**New York, NY 10274-5087**  
**www.wes.org**

3. SAT, ACT or TOEFL Scores
4. Complete a notarized affidavit of support (including original bank statements to confirm affidavit of support)
5. Non refundable \$40 application fee

**International students must be approved for admission before an I-20 form is issued. An I-20 form will not be issued until all financial documentation is received and approved.**

### **Admission to the Teacher Education Program**

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

### **Readmission**

Any student who has previously attended Shaw University, but was not in attendance during the prior semester or who withdrew from the University before completing the prior semester, is required to file an application for readmission with the Office of Admissions. A student who has been academically dismissed from the University must refer to the section on **Satisfactory Academic Progress (pg. 34)**. A student who formally withdrew may apply for readmission prior to the beginning of the next scheduled semester or summer session.

## APPLYING AS A TRANSFER STUDENT

A transfer student is defined as a student who has earned twelve (12) or more transferable hours from a regionally accredited institution. Transfer applicants are required to provide to the Office of Admissions all official transcripts of credits earned from postsecondary schools.

It is the student's responsibility to request that all transcripts and other records be forwarded to the Office of Admissions. Copies of all postsecondary transcripts must be received prior to enrollment. Transcripts received after mid-semester of the First Semester of enrollment may not be processed for advanced standing. Transfer credits accepted for credit toward a Shaw University degree must be completed at an institution that is accredited as degree granting by a postsecondary regional accrediting commission at the time the course work was completed. Exceptions may be allowed at the discretion of the University. Transfer credit is given only for courses in which the student earned a final grade of "C" or above.

To earn a Shaw University degree, students transferring from accredited senior colleges may:

- Transfer no more than 90 credit hours;

- Are required to complete successfully at least 30 semester hours or one academic year of study at Shaw University.

Students transferring from a two-year institution may:

- Transfer no more than 70 credit hours;

- Are required to complete at least 30 semester hours for the associate degree and at least 50 semester hours for the baccalaureate degree at Shaw University.

Transfer students who are applicants for admission should have their official transcripts sent directly to the Director of Admissions. The Director of Admissions will send the official copy of all college or university transcripts to the Director of Records and Registration. Copies will then be prepared and sent to the respective department chair for evaluation.

Only those credits shown as accepted for transfer will appear on the Shaw University transcript. Regardless of the number of credit hours transferred or transferable, the student will be held responsible for satisfactory completion of all courses that are required in his/her major area for the associate or baccalaureate degree.

Transcripts from colleges and universities that are on the quarter system will be calculated to show value in semester hours. A quarter hour of academic credit is equivalent to two-thirds of a semester hour. This means that a course that carries four-quarter hours would equate to two and two-thirds semester hours, or a course carrying five-quarter hours would equate to three and one third semester hours, and so forth. This also means that in at least some cases, two courses from a quarter system would be required to fully satisfy equivalency in semester hours.

## SHAW UNIVERSITY

### COLLEGE OF ADULT AND PROFESSIONAL EDUCATION (CAPE)

The University delivers its educational program beyond the confines of the residential college community through nine (9) extramural sites in North Carolina at the following locations:

- |              |                 |                                  |
|--------------|-----------------|----------------------------------|
| 1. Ahoskie   | 4. Fayetteville | 7. Raleigh                       |
| 2. Asheville | 5. High Point   | 8. Rocky Mount/Wilson/Greenville |
| 3. Durham    | 6. Kannapolis   | 9. Wilmington                    |

The College of Adult and Professional Education (CAPE) program provides innovative educational delivery systems for many self-directed, highly motivated persons who are otherwise unable to attend institutions of higher education. CAPE is designed specifically for the mature learner who has demonstrated a deep interest, strong desire, and clear vocational choice and who has expressed a need to participate in an alternative form of education. It offers educational opportunities to those who, because of job or family situations, military service obligations, lack of previous opportunity or adverse circumstances, have been unable to attend institutions of higher education. Students are provided an opportunity to expand their educational horizon through enrolling in undergraduate, graduate and continuing education courses. These learning occasions are provided in the traditional classroom setting and through distance learning.

The College of Adult and Professional Education (CAPE) students are admitted to the university via the main campus Admissions Office the same as all other regular main campus students. All applications for admission must be sent to the Admissions Office along with the official transcript or GED for evaluation. Students may not attend class nor can they be registered in any way, prior to being officially admitted to the University.

## 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 and 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. Tuition and fee information is available online at: <http://www.shawu.edu/>

### 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 \$500 per semester; however, this may vary depending upon the course of study. The University cannot advance or lend money to students for textbook purchases. Students with excess financial aid can receive a book card to where the cost of the books is charged to their account.

### Refunds

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. Students who have a credit balance will receive their refunds within two weeks.

#### *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 as-

sistance by a third party in the form of tuition assistance, scholarships, or payment on the student's behalf.

The student is obligated to report to the University all sources of funding available to him or her, at the time of registration. The student must report any scholarships, grants, work pay, stipends, or changes in financial condition that is not specifically listed on the award 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 as a result 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 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. This may be done at the Registrar's Office or by clicking on the student profile tab of the web registration module. Questions pertaining to billing 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 paid.

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

## FINANCIAL AID

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

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

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

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

Questions pertaining to financial aid should be directed to the Financial Aid Office, George C. Debnam Hall at (800) 475-6190.

### Sources of Financial Aid

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

*Federal Perkins Loans (formerly the National Direct/Defense Student Loan-NDSL).* The Federal Perkins Loan is a federal loan administered by the University to provide long-term, low interest (5%) loan funds for educational expenses to students with “exceptional financial need.” Under this program, students may borrow up to \$4,000 per year depending upon the student’s need and availability of funds to finance their educational expenses. The total amount borrowed cannot exceed \$15,000 for undergraduate students. Repayment begins nine months after graduation, withdrawal or after the student ceases to be enrolled on at least a half-time basis.

*Federal Stafford Loan (formerly the Guaranteed Student Loan Program-GSL).* The Federal Stafford Loan is a low-interest loan made to eligible students by various lenders through the Federal Family Education Loan Program. This loan is made for the purpose of helping a student meet his/her educational expenses. Students who demonstrate need may borrow up to \$3,500 a year as first-year students, \$4,500 a year as second-year students, and \$5,500 a year after the completion of the first two years of undergraduate study. Repayment begins six- months after graduation, withdrawal or after the student cease to be enrolled on at least a half-time basis. The aggregate amount may not exceed \$23,000.



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

*Federal Unsubsidized 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 Stafford Loan for dependent students. This loan provides additional funds for educational expenses.

Independent 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. Repayment begins six-months after graduation, withdrawal or after the student cease to be enrolled on at least half-time basis. The aggregate amount may not exceed \$34,500.

Dependent students whose parents are denied a PLUS loan may borrow at the same loan limits established for independent students. The aggregate unsubsidized loan limit for dependent students is \$31,000.

Students were recently granted an additional \$2,000 in annual unsubsidized loan eligibility. These funds are available to Independent and Dependent students. A PLUS denial is not required for the additional \$2,000 unsubsidized loan; however, the funds count toward the aggregate loan limits for both Dependent and Independent students.

*Federal Pell Grants.* These grants are available to students who are attending college on a full-or part-time basis. They are based on a federal formula that measures the ability of students' families to meet their educational expenses. An application for a Pell Grant must be submitted for the academic year for which the student is applying. Students are encouraged to complete the Free Application for Federal Aid (FAFSA) by applying on-line at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). A processed Student Aid Report (SAR) should be received by email within two to three days. Students may download the paper FAFSA application, or call 1-800 4-FEDAID to request a paper application by mail. A limited number of applications may be available from institutions of postsecondary education, high schools, and public libraries. A Student Aid Report (SAR) should be received within two to four weeks for those who completed a paper FAFSA. The University receives an electronic copy as long as Shaw University's school code (002962) is listed.

*Federal Supplemental Educational Opportunity Grant Program (FSEOG).* FSEOG awards are made to the students with greatest need, with priority given to students who receive a Pell Grant. The grant ranges from \$250 to \$4,000 per academic year, depending upon the student's need and the availability of funds.

*North Carolina State Contractual Scholarship Fund (NCSCSF).* This grant is funded by the State Legislature especially for students who attend private institutions and is limited to North Carolina residents who demonstrate exceptional need. In order to receive this grant a student must have a processed FAFSA on file by March 1<sup>st</sup>.

*North Carolina Student Incentive Grant (NCSIG).* This grant is offered to legal residents of North Carolina who are full-time students with demonstrated financial need. Funds are awarded in amounts up to \$700 per year. The program is administered by the State of North Carolina through College Foundation, Inc. A student may apply by completing the Free Application for Federal Student Aid (FAFSA) by March 1 of the year in which the student is applying for the grant.

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

*Federal Work-Study (FWS).* The Work-study program provides part-time employment to eligible students who are enrolled. Students earn at least the minimum wage. Work-study gives students a chance to earn money to help meet their educational expenses. Students are employed on campus by a variety of departments and offices, with the typical student working approximately 8 to 12 hours per week. Federal Work-Study is a need based program. Funds are awarded on a first come, first serve basis to eligible students according to fund availability.

*Scholarships and University Grants-in-Aid.* Scholarships are awarded to students for participation in various organizations, such as, band and choir. Students are also awarded various grant-in aid awards for participation in various sports. Recommendations for such scholarships and grant in aid awards are made by the program directors, or coaches respectively. The scholarships vary in amount and are renewable each year provided the student continues to maintain satisfactory academic progress and receives the requisite recommendation from his/her director/coach. Other scholarships are awarded according to criteria set by each donor.

## 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 Grants 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 Grant and Federal Loans have been exhausted.

## Academic Standing and Satisfactory Academic Progress

At the end of each semester, the records of all matriculated students are reviewed to determine satisfactory academic progress. A student's academic standing at Shaw University is classified in one of five official standings: *Good Standing*, *Academic Warning*, *Academic Probation*, *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 two-thirds (i.e., 67% rounded to the nearest whole number) of the credit hours attempted. Attempted hours include all hours attempted at the University, as well as transfer hours. Transfer credit hours from another institution that are accepted toward the student's academic degree program will count as both attempted and completed hours. [Example: If a student has attempted (enrolled in) in a total of 32 credit hours, he/she must earn a minimum of 21 credit hours ( $32 \text{ credit hours} \times 0.67 = 21 \text{ credit hours}$ ) 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. [Example: If a particular degree program requires a minimum of 123 credit hours, then the student may be eligible to receive financial aid for a maximum of 185 attempted credit hours ( $123 \text{ credit hours} \times 150\% = 185 \text{ credit Hours}$ ).]

### *Qualitative Standard:*

- A student's cumulative grade point average must meet the criteria specified in the table below.

Cumulative Credit Hours Accepted	Minimum Cumulative GPA
0 – 29	1.5
30 – 59	1.8
60 – 89	2.0
90 and above	2.0

### **Academic Warning and Academic Probation**

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 probation. A student may remain on academic probation for two (2) consecutive semesters.

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

1. Enroll in no more than 13 semester hours.
2. Repeat all failed courses that are core requirements for their degree or required for their major.
3. If students have not already done so, visit the Academic Advising office for an Academic Recovery Plan, referral for additional assistance from the academic department for the failed course and/or attend mandatory sessions in Tutorial Services.
4. Maintain regular contact with their academic faculty advisor and the Academic Advising office according to your individual Academic Recovery Plan.

If a student achieves a GPA of 0.999 or less at the end of a fall or spring semester and has attempted 24 or more semester hours, then the student will be placed on academic suspension although the student has not been placed on academic warning or academic probation.

### **Academic Suspension and Academic Dismissal**

Academic suspension occurs automatically at the end of the second semester when a student fails to remove the academic probation sanction. A student who has an academic suspension sanction may improve his/her academic standing by attending Summer School at Shaw University. Attendance at Summer School, however, does not result in automatic readmission to the University. Students may be readmitted upon the recommendation of the Academic Standards Committee.

The Academic Standards Committee will review a student's progress at the end of the semester following readmission to the University. In order to remain academically eligible, it is recommended that students attending on appeal successfully complete all attempted hours and obtain a minimum semester GPA of 2.5. If the student has failed to improve his/her cumulative GPA at the end of the semester of readmission, then that student is subject to academic dismissal. At the end of the second semester after readmission, the student must meet the aforementioned minimum *qualitative* and *quantitative* standards.

A student who has been academically dismissed will be required to leave the university for one semester. They 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 Vice President for Academic Affairs. The request must include documentation to support the extenuating circumstances. Examples of acceptable documentation include, but are not limited to: death certificates, statements from physicians(s), clergy, or other verifiable information.

1. The letter of appeal must be received by the Office of 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.

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

## Summer School

If a student receives an academic warning or academic suspension sanction at the end of a semester and plans to attend summer school to correct his/her deficiency, the student must file an appeal to request reconsideration of the decision based on summer only. The warning or suspension will not automatically change because the student attends summer school.

## 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 Director of Admissions 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 University be forwarded directly to the Office of Admissions. 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.**

Contact Information for 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.

## Withdrawals, Incompletes, and Repeats

Withdrawals, incompletes, "Z" grade, and repeated courses will not be exempt from the calculation of attempted hours. Students will be required to complete the minimum number of credits as outlined in the above chart.

## STUDENT STATUS

### Classification of Students

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

Earned semester hours	Classification
1-29	Freshman
30-59	Sophomore
60-89	Junior
90 and above	Senior

### Veterans as Students

Shaw University is on the list of approved institutions that can provide education under the Department of Veterans Affairs Benefits Program. Shaw University offers VA programs to qualifying applicants attending the main campus in Raleigh, as well as all the CAPE centers. A counselor for veterans is located in the Office of Records and Registration to provide information and assistance to students who are eligible for VA benefits under existing policies and guidelines of the Department of Veterans Affairs and the State Approving Agency in North Carolina. Students who receive or are planning to receive VA benefits should notify the counselor of intent to register changes in program or any other interruption or change of status.

Students receiving VA benefits are also required to submit a completed semi-monthly class attendance report throughout active enrollment. Those who fail to comply will be decertified. Veterans cannot be certified for payment for internships or audited courses. Although veterans normally cannot be certified for payment for independent study, payment may be authorized if the veteran is a senior and the course is required for graduation.

### Special Students

A student may enroll at Shaw University with no intention of earning a degree. Such applicants seek admission as special students and are so classified once enrolled. Special students have many valid reasons for enrolling -- self-satisfaction, personal improvement, preparing for teacher certification, satisfying prerequisites for graduate work -- to name a few. Special students are not eligible to receive federal financial assistance or the North Carolina Legislative

### Tuition Grant

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

## REGISTRATION

Official registration is required for each semester and summer session. Students must be officially registered in order to receive credit for a course(s). Therefore, the student must complete registration procedures, including satisfactory arrangement of payment for fees by cash, financial aid, or other means in accordance with University policy and procedures. A full-time student is one who is enrolled for at least 12 credit hours. A student enrolled for 18 or more hours must secure approval from the Department Chair and Vice President for Academic Affairs.

### Academic Advisement

Students are assigned to a faculty advisor by the Department Chair to ensure accurate advisement during matriculation. Faculty advisors are encouraged to meet with their student advisees at least twice per semester, either in person or electronically.

Students are required to complete a schedule of classes for the ensuing semester with their academic advisors. To ensure that students meet with their advisors, an advising hold is placed on the student's record and can only be removed by the advisor after the advisement, thus allowing the student to register for classes. Each student is provided a Personal Identification Number (PIN) by the Office of Records and Registration that is used to access their records via the web. The intent is to ensure that students receive good academic advisement, take courses in the correct sequence, and maintain approved course loads. Students who do not complete registration prior to the deadline are fined a late registration fee.

### Eligibility for Registration

Eligibility for registration is determined by the following categories:

**New Student** – Upon receipt of a letter of admission, the new student is eligible for registration on the stated days of registration.

**Re-admitted Student** – A student previously registered at the University who was not registered during the preceding semester must apply for and be granted readmission by the appropriate office before being eligible for registration.

**Continuing Student** – A student registered in the immediately preceding semester or the summer session proceeding the Fall semester is eligible to register, assuming good standing and enrollment in a continuing program.

**Completion of Registration** - Registration is not complete until financial obligations have been fulfilled. **Attendance in class is not permitted until registration has been completed.**



## **Changes in Registration (Add/Drop/Withdrawal)**

Any change in a student's registration must have the official approval of the Director of Records and Registration and the student's advisor. Changes in registration can normally occur only within the prescribed dates shown on 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, he/she 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.

## **Interinstitutional Registration – CRC**

Interinstitutional registration among Cooperating Raleigh Colleges (CRC) must be approved by the faculty advisor, the Department Chair and the Vice President for Academic Affairs. The student is required to meet registration requirements and to follow procedures being used at Shaw University and the college to be visited. Credit for courses taken at CRC institutions is processed and posted for Shaw University students the same as for courses taken in residence. Official registration at the home institution is required for a student to be eligible to participate in the program. A student may enroll at a CRC for a course not offered at Shaw University.

## **Student Status**

For the purpose of defining student status, undergraduates taking 12 or more credit hours are considered to be full-time students. All other undergraduates are considered to be part-time.

## **Buckley Amendment**

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

## **Enrollment Verification, Degree Verification, and Electronic Requests for Official Transcripts**

Shaw University utilizes the services of the National Student Clearinghouse (NSC) to provide enrollment verification, degree verification, and electronic requests for official transcripts. NSC receives data (i.e., for enrollment and degree verifications) electronically from Shaw University and, in compliance with FERPA, dispenses the information electronically to requesting lending institutions, prospective employers, background investigation firms, and credit granting agencies.

## **COURSE CREDIT**

Course credit at Shaw University is expressed in terms of semester hours. The semester hour is the unit of instruction used in computing the amount of work required for graduation. One semester hour is equivalent to 15-18 lecture/recitation hours (of 50-minute periods) of instruction. In co-curricular activities, such as the Shaw Band, the University Chorale, or the Shaw Players, one semester hour is earned for participation. Other laboratory-type courses or experiences for credit usually require four hours of work per week and earn 4 credit hours during a semester. "Semester hour," "academic credit," "credit hour," and "credit" are used synonymously to measure academic course work at Shaw University. Credit is not allowed for courses taken that substantially duplicate courses already completed, or for courses for which the student is not officially registered.

### **Credit for Special Educational Experience**

Credit for life experience, military experience, military schools, and similar educational experience is awarded based on recommendations of the American Council of Education and approval of the Vice President for Academic Affairs.

### **Credit by Examination**

Shaw University recognizes the College Level Examination Program (CLEP), Departmental Examinations, Credit-by Exemption Examination, College Entrance Examination Board (CEEB), Defense Act For Non-Traditional Education Support (DANTES), Advanced Placement Programs, and the Shaw University Portfolio of Life Experiences. These programs permit the qualified student to earn, by examination, up to a combined maximum of 60 semester hours (not including the final 30 semester hours, which must be taken in residence).

Students must file for these examinations within two weeks after the scheduled closing date for registration within that same semester. Applications must be approved by the Department Chair and submitted to the Vice President for Academic Affairs for final action. Credit by Examina-

tion is authorized in all areas, but it is the prerogative of the departmental faculty to exclude specific courses that are demonstrably unsuited for credit by examination. **Any course that a student has previously taken or is currently enrolled in cannot be taken by Credit by Examination.** Credits earned through Credit by Examination are not used in the computation of a student's grade point average (GPA), which means that final grades may be "S" or "U."

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

### Repeating a Course

A student cannot receive credit twice for the same course. 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 Records and Registration, 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.

A = 4 points

C = 2 points

B = 3 points

D = 1 point

F = No Credit (0)

GPA is determined by multiplying the number of credit hours a course yields by the grade point value of the letter grade received, and dividing the total number of semester hours attempted (minus those courses repeated) into the total number of grade points earned. For instance, the student receiving the grades shown in the following example has a GPA of 2.53.

Psychology	(3credits)	A (4 pts.)	12 quality points (3 x 4)
Math	(3credits)	B (3 pts.)	9 quality points (3 x 3)
Humanities	(3credits)	D (1 pt.)	3 quality points (3 x 1)
Tennis	(1credit)	B (3 pts.)	3 quality points (1 x 3)
Biology	(3credits)	C (3 pts.)	6 quality points (3 x 2)
Total	13 credits		33 quality points

GPA 2.53 (33 quality points divided by 13 hours)

## **Independent Study**

Independent Study is restricted to juniors and seniors and is to be used only when particular courses are needed to meet graduation requirements. Courses taken through Independent Study must have the approval of the Chair of Department in which the student is enrolled as a major, and the approval of the Vice President for Academic Affairs. No student may take more than six semester hours through Independent Study. Veterans cannot be certified for payment for Independent Study.

## **Course Waivers or Substitutions**

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

## **Auditing a Course**

A person who has been admitted to the University may be registered, with the permission of the instructor, as an auditor in a class (no academic credit). An auditor is not required to take an active part in class activities or to pass examinations. A student who takes a course as an auditor may not repeat it later for credit. Tuition is charged at the prevailing rate. Students who audit a course submit no daily work, take no examinations or quizzes, and receive no credit for the course. The instructor is not required to give a final grade or final evaluation of the student's progress.

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

## **Advanced Academic Placement**

Shaw University participates in the College Board's Advanced Placement Program. Students who earn advanced credit in high school based on exam scores and criteria submitted by the College Board are accepted by the University -- and, count towards satisfying both core curriculum (General Education) and Departmental Degree requirements -- consistent with published institutional policy.

## **ACADEMIC SUPPORT SERVICES**

### **The Academic Success Center**

The Academic Success Center consists of the following units: academic advising, first year programs, and tutorial services.

### **Academic Advising Center (AAC)**

The primary purpose of the Academic Advising Center (AAC) is to provide services for the enhancement of student personal, academic and professional success. The Academic Advising Center will support students by managing quality academic advising services, tutorial assistance and skills development activities. The AAC will provide leadership for faculty and staff to assist students gain self-confidence, promote positive learning attitudes and develop academic maturity. The AAC will provide academic advising for undecided students, serve as a secondary advising resource for students who have declared a major and provide exceptional tutorial services.

Our tutorial services component offers reinforcement and tutorial assistance in English composition, mathematics, science, and the humanities. This support program also includes academic counseling services and a professional staff that supports the academic programs of the University. Students who experience difficulty in their courses are encouraged to seek assistance from the Center. The curriculum is based upon the status of the students' learning experiences or needs, language and behavioral patterns and self-image. Other courses for tutorial assistance are added in response to the students' needs and demands.

### **First Year Programs**

First Year Programs is a comprehensive program designed to facilitate the freshman student's ability to cope with life, and to make a positive impact upon society. The goals of the First Year Programs are: (1) to introduce entering freshman to the University, such that transition to the college environment will become a positive experience, (2) to make appropriate adjustments, choices and challenges related to the intellectual, emotional and aesthetic components of student life, (3) to assist students in developing academically, culturally and socially and, (4) to experience academic success at the University. Program activities include planned instruction, counseling, instruction and advisement on time management, cultural refinement, technology use and literacy, social development, study habits; and self-discipline.

As part of the University's emphasis on ethics, values, and character building, worship at the Thomas J. Boyd Chapel is designed to strengthen the spiritual dimension of character development throughout the campus community. It is with this in mind that student, staff and faculty atten-

dance is strongly encouraged at weekly Cultural Academic and Spiritual Enrichment Seminars (CASES). Attendance at CASES by freshmen and first year students is mandated by University policy.

### **CASES is a graduation requirement.**

Attendance is taken at every session. Freshmen are entitled to three unexcused absences each semester. Excused absences must be obtained from the Office of Student Affairs and forwarded to the First Year Program Director. After three unauthorized absences the individual will have to attend CASES for an additional semester to ensure completion of one full year. The program begins the semester that the student enters the University and one semester immediately thereafter.

**Male Attire:** Males must wear a navy blazer (with Shaw University Crest), gray slacks, white button-down shirt, burgundy Shaw tie, and dress shoes.

**Female Attire:** Females must wear a navy blazer (with Shaw University Crest), gray skirt or dress slacks and white blouse, Shaw scarf, and dress shoes.

No jeans, tee shirts, shorts, spaghetti straps or overly casual attire may be worn to CASES. Proper attire must be worn to receive credit for attendance.

All first year Raleigh day students, whether living on or off campus, are required to complete one year of CASES. All transfer students are required to attend one semester of CASES.

Students who have not fulfilled all requirements for the First Year Programs:

- Will not be certified for graduation

- Will not be allowed to run for an elected office

- Will not be allowed to serve as a Student Development Counselor (SDC) nor a Residence Advisor (RA)

- Will not be allowed to pledge social fraternities or sororities

In addition to mandatory CASES, there are several other mandatory activities held for freshmen throughout the school year. Among these are, but not limited to, the following: The Martin Luther King, Jr. Program in January, Religious Emphasis Week in February, University Awards Day in April, Fall Convocation in September, The Bessie Boyd-Holman Lecture Series in Ethics and Values in October, Founders Day/Homecoming Convocation in October. Etiquette Seminar and other cultural activities will be announced.

### **First Year Programs' Course Requirements**

All freshmen are required to successfully complete two semesters of Freshman Studies. Freshman Studies (FRS 111) the first semester, and

upon successful completion, Freshman Studies (FRS 112) the second semester. Transfer students are required to successfully complete one semester of Orientation at Shaw University (OSU 121). Transfer students should register for and attend OSU 121 their first semester at the University. Credit for CASES attendance represents up to ten (10) percent of the grade for Freshman Studies and Orientation to Shaw University. The credit can only be posted if CASES attendance is within the same semester as the course of study.

The First Year Programs are intended to be a positive experience and most importantly, it promotes Shaw University's Motto, *Pro Christo et Humanitate (For Christ and Humanity)*.

### **The Ethics and Values Project**

Shaw University exists to advance knowledge, facilitate students 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, adding value to the quality of life. Hence, within a liberal arts framework, the "Ethics and Value Thrust" of Shaw University aims to prepare future leaders for success in their major field of study and ensuring vocation with demonstrated knowledge, skills, and values of reflective moral reasoning and action contributing to the quality of life.

The "Ethics and Value Thrust" is infused into the University core curriculum. As discussed in the "course descriptions" of the Department of Religion and Philosophy, the course is:

Ethics 215, Cross Cultural Ethics of Responsibility	3
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Total Semester Hours:	3
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In addition to this course, students, faculty and staff, and the general public are encouraged to participate in the Bessie Boyd-Holman Lecture Series, the Annual Religious Emphasis Week Observance, and the Cultural Academic and Spiritual Enrichment Seminars (CASES).

### **Our Mission**

The Honors College of Shaw University nurtures excellence in select students who are highly motivated, talented and gifted, and who demonstrate a commitment to the learning process in reaching their potential to become scholars, leaders and role models. It is an innovative, multi-faceted program designed to enhance the success of student scholars at Shaw University. The Honors College's initiatives and activities concentrate on the growth and development of students' intellectual, ethical and leadership skills.

All students of the Honors College are expected to learn and demonstrate leadership on campus through active involvement and participa-

tion in campus organizations and initiatives as well as community involvement. Collectively, they compose the Honors Scholars Association (HSA), which elects its own officers and functions as a student entity of the university. The HSA assists in planning the Honors College's annual calendar, social and community service activities for students, and is responsible for planning and implementing special activities such as Honors Week.

In addition to the normal academic requirements of matriculation, students must take a one-credit honors colloquium each semester. These special topic courses focus on myriad topics, such as advanced study skills, African American ethnography, the Black Bourgeoisie, the message in today's music/hip-hop's influence, and research skills. Honors colloquia are designated as follows:

- HON 101 (freshman colloquium, fall semester)
- HON 102 (freshman colloquium, spring semester)
- HON 201 (sophomore colloquium, fall semester)
- HON 202 (sophomore colloquium, spring semester)
- HON 301 (junior colloquium, fall semester)
- HON 302 (junior colloquium, spring semester)
- HON 401 (senior colloquium, fall semester)
- HON 402 (senior colloquium, spring semester)

Senior students must complete a capstone project which demonstrates critical thinking and original research. This research is presented during the "Senior Night of Excellence" which celebrates their completion of the program. Workshops, career fairs, lecture series, and fun activities that enhance learning and teamwork are regularly offered. Students are encouraged to participate in academic competitions such as the Honda Campus All-Star Challenge (the HBCU National Quiz Championship) and the North Carolina Independent Colleges and Universities' ethics debate team. They are also actively encouraged to pursue graduate study.

*Honors College students must maintain a 3.3 grade point average and must perform 30 hours of community service each semester.*

*The Honors College is for serious and self-motivated students selected as freshmen or sophomores.*



## **The requirements:**

### **For Incoming Freshmen** (straight out of high school):

- High School GPA of at least 3.0
- SAT score of 1200+ (math and critical reading) /ACT 17+
- Community service commitment
- Plans for graduate study
- 2 letters of recommendation from high school teachers or community leaders
- A 500 word essay (see application for details)

### **For Continuing Freshmen:**

- SHAW GPA of at least 3.3 at the end of the first semester
- Successful completion of at least 15 credit hours
- Community service commitment
- Plans for graduate study
- 2 letters of recommendation from Shaw University professors
- A 500 word essay (see application for details)

### **For Sophomores:**

- SHAW cumulative GPA of at least 3.3
- Successful completion of at least 30 hours
- Community Service Commitment
- Plans for Graduate Study
- 2 letters of recommendation from Shaw professors
- A 500 word essay (see application for details)

### **Benefits of the Honors College include:**

- An Honors College lapel pin
- Individualized advising
- Eligibility for scholarships and internships
- Participation in special events, field trips, and social activities
- Some priority in housing selection (as available)
- Individualized assistance in preparing resumes and/or applications for fellowships and postgraduate study
- Special Honors College designation on transcript
- Recognition during Awards Day ceremony
- Special medallions to be worn with graduation regalia
- Subsidized conference expenses (based on funding availability)

## ACADEMIC REGULATIONS

### Standards of Academic Progress

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

- A Excellent, or 4.00 grade points per semester hour of credit
- B Above average, or 3.00 grade points per semester hour of credit
- C Average, or 2.00 grade points per semester hour of credit
- D Fair, or 1.00 grade point per semester hour of credit
- F Failing (0.00 computed in the cumulative average)
- I Incomplete (non-punitive, that is, not computed in the cumulative average)
- W Withdrew (non-punitive, that is, not computed in the cumulative average)
- S or U Satisfactory or Unsatisfactory (non-punitive) may be given on exams for credit by exemption, advanced placement, and the like but may not be given for required courses.
- Z Unofficially Withdrawn (punitive, that is, 0 grade points computed in the grade point average)

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.

Required courses in the major in which the student earned a final grade of “D”, “Z” or “F” must be repeated. In all such cases, only the improved grades are counted and calculated into the student’s semester and/or cumulative grade point average.

### 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.

### **Policy on Non-Punitive Grades for Veterans**

Non-punitive grades are those that are not computed into a student’s grade point average (GPA). Grades of “I,” “W,” and “U” are non-punitive grades. Veterans who are assigned these grades will have them reported to the Veterans Administration and benefits that were paid for the pursuit of these courses in which non-punitive grades were assigned are subject to recovery by the University.

### **Department of Veteran Affairs**

Incomplete (“I”) grades, which are removed during the first two weeks of the following semester are not reported to the Department of Veteran Affairs.

### **Appeal Procedure for Academic Dismissal**

Students whose academic progress has been negatively impacted by special or unusual circumstances may appeal to the Academic Standards Committee to seek exemption from the academic dismissal policy. Appeals must be made in writing and submitted to:

Chair, Academic Standards Committee  
C/O Office of the Vice President for Academic Affairs  
Shaw University  
Raleigh, NC 27601

Students desiring an appeal must submit letters of appeal within a reasonable period of time, not to exceed 45 days of notification of dismissal. Letters of appeal must address the following:

- the special or unusual circumstances, with documentation, that contributed to the student’s dismissal;
- actions that the student has taken to change the circumstances so that they will not continue to obtain less than good academic standing;
- specific steps the students will take to achieve good academic standing in the upcoming semester; and
- an address and phone number at which the student may be notified of the committee’s decision.

## WITHDRAWAL FROM THE UNIVERSITY

A withdrawal from the University is defined as leaving the University by dropping all classes after having paid registration fees. Students are allowed seven days to complete the withdrawal process after initiating the procedure in the Counseling Center. However, no withdrawal may be initiated after the last day of classes of any semester and must be completed before the beginning of the final examination period. Consult the Schedule of Classes for detailed instructions and deadlines. The Registrar's Office will determine the effective date of the withdrawal.

### Process:

1. Obtain withdrawal form and signature from the Counseling Center. (Counseling Center will advise student regarding process.)
2. Obtain signature of Department Chair of declared major. Undeclared major should obtain signature from Academic Advising Center.
3. Submit withdrawal form to the Registrar's Office for final processing. The Registrar's Office will affix the official date of withdrawal and notify the faculty and administration of the student's effective withdrawal date. If adjustments are made to the student's charges and/or financial award, the student will be mailed an updated award letter and/or a copy of his or her current charges by the appropriate office.

Until the student completes these procedures, he or she is not officially withdrawn from the University and will be held responsible for all applicable fees and all academic requirements incurred during the semester. Students who withdraw from the University by mid-term will receive a "W" in all classes enrolled. Students who withdraw after mid-term will receive a "WF" or "WP" in each class depending on his or her academic status in the class.

The completed form must be left with the Office of Records and Registration for proper distribution and filing. A student who discontinues attendance in a single course or leaves the University without withdrawing will receive a failing grade of "F" for each course the student failed to attend.

If withdrawal occurs prior to the first day of classes, a student may receive a 100% refund for the fall and spring semesters for tuition, room and board, and miscellaneous fees.

Students who withdraw completely from the University prior to completing 60% of the day in a given semester are refunded a percentage of tuition and mandatory fees paid. It is the student's responsibility to complete the withdrawal form within the refund period.

Students who withdraw after completing 60% of the semester 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 (up to the 60% point (in time) during the semester) for which the student has been charged. Refund calculations are based on the sixty percent (60%) point (in time) in a given semester.

The refund for the Summer Semester is 75% during the first week, with no refund after that. A student may withdraw from the University until the last day of classes. Once registered for the semester, any student who chooses not to attend classes, for any reason, must officially inform the University. Withdrawal requires that the 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 2012 and Summer Semester 2012. Please visit the Office of Fiscal Affairs for updated versions of the Withdrawal Refund Calculations Table.**

### **Class Attendance Policy**

Class attendance is required for all Shaw University students. Each student is allowed as many unexcused absences per semester as the class meets per week. For example, in a three-credit hour course, which meets three times per week, the student is allowed three unexcused absences per semester. Students are allowed two unexcused absences per semester for classes that meet twice per week. For classes that meet once per week, students are allowed only one unexcused absence.

### **Student Responsibility**

Students are responsible for attending class on time and adhering to the University's Class Attendance Policy. Students are expected to attend all classes and not be absent without adequate cause. It is the responsibility of students to make-up, in a timely fashion, scheduled class work missed because of a class absence(s). Absence from unannounced quizzes, tests and other assignments may be made up at the discretion of the faculty member. Students who exceed the maximum number of absences may receive a failing grade for the course.

### **Faculty Responsibility**

Faculty is required to notify all students of the University's class attendance policy and to enforce the policy. Each faculty member will explain the attendance requirements at the beginning of the semester and include these requirements in the course syllabus issued to students. Student absences will be reported to the Department Chair.

## Implementation Procedures

A listing of students representing the University on official business will generally be distributed to faculty by the Vice President for Student Affairs. This roster is an official excused absence for each student on the list. Students who obtain legitimate excuses for representing the University on official business will be afforded an opportunity to make up missed work without penalty.

### Specifically:

Faculty will take class attendance each time that the class meets, maintain accurate attendance records on each student and remind students of the class attendance policy periodically.

Once students have received one less than the maximum number of unexcused absences, the faculty will inform the students of such and advise them of consequences of further absences.

If students continue to be absent from class, that is, accumulate a total of unexcused absences exceeding the number of class meetings per week, they may receive a grade of "F".

Excused absences will be provided in the case of sickness, death in the immediate family, participation in required school activities, and emergency situations as determined by the Department Chair, the Vice President for Student Affairs, or the University Nurse. In all of the above cases, proper documentation must be presented. Proper documentation includes a written statement from the appropriate health-care official(s), funeral director, agency representative, etc.

All requests for excused absences must be in the offices of the Vice President for Student Affairs, the University Nurse and/or the Department Chair within 48 hours of the occasion necessitating the excuse.

Excuses required because of official University representation will be submitted for approval to the Vice President for Student Affairs by the staff person associated with the University activity.

Each Shaw University student is expected to strive for perfect (100%) class attendance. While perfect attendance alone does not guarantee academic success, non-class attendance ensures academic failure.

## Grade Changes and Corrections

Permanent grades can be changed in cases of mistakes in calculating or recording the original grade. To change a permanent grade, the professor must submit the grade change request to the Vice President for Academic Affairs through the Department Chair and Dean. Change requests must be accompanied by record book evidence of the mistakes in calculation and/or recording of the original and incorrect grade. Whether or not the request is approved is the responsibility of the Vice President. Grade changes must be completed within four weeks of having the grade assigned. The Vice President for Academic Affairs is responsible for submitting the grade change to the Registrar's Office.

## **GRADE APPEAL**

SEE APPENDIX I

### **Policy on Disruptive Behavior**

Academic excellence demands that appropriate behavior and decorum be maintained by students at all times in the classroom. Shaw University will not tolerate disruptive behavior by students or condone any behavior by students or teacher which incites such behavior. Disruptive behavior is defined here as any behavior which causes disorder or turmoil to exist in the classroom.

When the student is judged to have engaged in disruptive behavior, the instructor shall initiate the following procedures:

1. Instructor will request the student to discontinue the disruptive action.
2. If the behavior continues, the instructor will instruct the student to leave the classroom. Security will be called to remove the student if he or she does not leave when requested.
3. An incident report will then be completed by the instructor and filed with the Dean of Students and the appropriate College Dean. Copies will be sent to the student and the advisor.
4. After the completion of an incident report, including the student's comments, the student must secure the written permission of the Academic Dean and Dean of Students in order to return to class. The student will be held responsible for all absences incurred between the time of the suspension from class and his or her return.
5. Any recurrence of disruptive behavior on the part of the student cited will result in expulsion from the class and a grade of "F" recorded in the semester in which the offense occurred.

See Appendix II for the Disruptive Behavior Report Form

## GENERAL GRADUATION REQUIREMENTS

Shaw University awards the Associate of Arts degree, the Bachelor of Arts degree and the Bachelor of Science degree. Candidates for the Associate of Arts degree must satisfactorily complete a minimum of 60 academic credits, which must include certain required courses from the University Core, Department Core and the student's major area(s).

The Department of Religion and Philosophy affords students who were previously enrolled in continuing education courses through the Shaw Divinity School to matriculate as undergraduate students provided they have a high school diploma or the GED. These students may earn the appropriate Bachelor's degree. Upon graduation with a Bachelor's degree, these students may choose to pursue the Master of Divinity degree (see the graduate catalog for specific details).

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

The student should file the required Application for Graduation with his/her academic advisor during the semester prior to the semester of graduation. Deadlines are published in the Academic Calendar.

Each candidate is required to satisfactorily complete the final 30 semester hours in residence at Shaw University as an officially enrolled student for the associate of arts or baccalaureate degree. Also, he/she must successfully complete all required examinations, projects and assignments.

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



## Graduation with Honors

Candidates for the Associate of Arts degree who have earned a cumulative grade point average of 3.50-4.00 will graduate with high honors. These candidates will not wear honor cords, but their diplomas may list their specific honors.

Bachelor's degrees with Latin honors are awarded to students who have earned 50 or more semester hours in residence at Shaw University, in accordance with the following scale:

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

All hours attempted at Shaw University are included in the grade point computation for honors.

## Second Bachelor's Degree

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

## The University Core Curriculum

The Shaw University Core Curriculum represents the University's general education requirements. It places strong emphasis on the liberal arts and sciences. Its aim is to develop students with scientific and inquiring minds, students who can solve problems, clarify values, communicate effectively, appreciate the arts, and function within social institutions. Courses in the University Core Curriculum include Freshmen Studies courses and selections from English, mathematics, the humanities, the natural sciences, and the social sciences. Specific course requirements vary somewhat for students majoring in education, business, mathematics, or the natural sciences. For further details, students majoring in these disciplines should consult the section on the relevant department in this catalog. The standard University Core Curriculum is listed below. (Additional information is provided under the respective Course Descriptions.) Enrollment in English composition and general mathematics courses is based on placement examinations.

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

UNIVERSITY CORE	CURRICULUM REQUIREMENTS	CREDITS
*BIO 111	Introduction to Biological Science	3
*CIS 101	Concepts of Computers	3
ENG 110	College English and Composition I	3
ENG 111	College English and Composition II	3
ENG 112	College Composition and Argument	3
ENG 113	College Composition and Research	3
ETH 215	Cross Cultural Ethics of Responsibility	3
HPE 111	Personal Health and Safety	1
HPE 112	Fundamental Motor Skills	1
HUM 200	Introduction to the Humanities	3
HIS 115	Survey of World Civilizations	3
*MAT 110	Basic Math	3
*MAT 111	General Math I	3
*MAT 112	General Math II	3
COM 210	Public Speaking	3
FRS 111	Freshman Studies	0.5
FRS 112	Freshman Studies	0.5
***OSU 111	Introduction to Shaw University	1.0
*PHY 112	Introduction to Physical Science	3
SSC 115	Introduction to Social Science	3

\*This requirement may vary for certain majors. If students place out of ENG 110 or MATH 110, they will not have to take those courses.

\*\*\* For Transferred Students Only.

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

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

### **Transfer Credits for Current Shaw Students**

For a currently enrolled Shaw student to pursue courses of any type, at another institution, for transfer credit towards a Shaw degree, the student must obtain, in advance of registration for such course(s), written approval from his or her advisor, Department Chair, and the Vice President for Academic Affairs. Credits are processed and entered on the student's transcript showing course names, descriptive titles, and credit hours per course. Grades are not transferable and are not recorded or computed in the student's grade point average (GPA). Shaw University is a member of a five Cooperating Raleigh Colleges (CRC) consortium. This membership includes Meredith College, Peace College, Saint Augustine's College and North Carolina State University, through which the use of their respective facilities is coordinated.

Each semester, students in approved programs leading to degrees in any one of these institutions have the opportunity to select and register for courses from the combined courses offered at CRC schools, provided the course is not offered at their home institution. This privilege is subject to the regulations of the school in which the student is currently enrolled. Even though credits earned in the CRC program are not considered to be transfer credits, written permission, on forms provided, is required in all cases prior to registration at a CRC institution. CRC course credits are recorded and computed the same as courses pursued at Shaw University.

### **Major Defined**

A major or subject of academic study chosen as a field of specialization is offered only through an academic department. Each major consists of 30 semester hours of credit. The credit hours or courses that constitute each major are determined by the faculty of the department and approved by the academic council.

In each major or degree program, the Department Chair will assign responsibility for program coordination and curricular development and review to a full-time faculty person who is academically qualified in the field. All majors are to be evaluated annually by the Department Chair and program review/curriculum committee for quality and need. The results of the evaluation, with appropriate recommendations, are to be submitted to the Vice President for Academic Affairs.

# **Academic Units**

## **College of Arts and Sciences**

The College of Arts and Sciences has six (6) undergraduate departments: the Department of Humanities, the Department of Mass Communications, the Department of Natural Sciences and Mathematics, the Department of Religion and Philosophy, the Department of Social Sciences and the Department of Visual and Performing Arts.

The Department of Humanities offers four (4) Bachelor of Arts degrees. These degrees are in English, English Education, Spanish and Liberal Studies. The department has temporarily suspended minors in African American Studies, Arabic, English, French, History and Spanish.

The Department of Mass Communications offers one (1) Bachelor of Arts degree. This degree is in Mass Communications, with concentrations in Journalism and Electronic Media Production.

The Department of Natural Sciences and Mathematics offers four (4) Bachelor of Science degrees. These degrees are in Biology, Chemistry, Mathematics and Mathematics Education. The Department offers minors in all of these disciplines. The department has temporarily suspended majors and minors in Environmental Science and Physics.

The Department of Religion and Philosophy offers one (1) Bachelor of Arts degree. This degree is in Religion and Philosophy. The department also offers minors in Philosophy and Religion.

The Department of Social Sciences offers seven (7) Bachelor of Arts degrees. These degrees are in International Relations, International Relations with a concentration in International Business, Political Science, Psychology, Sociology and Sociology with a concentration in Criminal Justice.

The Department of Visual and Performing Arts offers one (1) Bachelor of Arts degree. This degree is in Visual and Performing Arts with a concentration in Music. The department also offers minors in Art and Music. The concentration in Theatre has been temporarily suspended.

Consistent with the mission of the University regarding educating the whole person, all teaching and training in the College of Arts and Sciences is integrative with regard to subject matter concepts and character development.

## DEPARTMENT OF HUMANITIES

**Degrees Offered:** Bachelor of Arts in English  
Bachelor of Arts in English Education  
Bachelor of Arts in Liberal Studies

A candidate for the Bachelor of Arts degree in English, or Liberal Studies must complete a minimum of 120 semester hours (121-136 for English Education), excluding deficiency courses and remedial work, that which complete the University's core requirements, and earn the grade of "C" or better in all major courses.

The Department of Humanities has temporarily suspended minors in English, French, Spanish, Arabic, History, and African American Studies. The Bachelor of Arts in Spanish has also been suspended.

### Departmental Purpose:

The purposes of the Department of Humanities are to:

1. provide instruction to all Shaw University students in reading and writing skills;
2. offer students, through the history and humanities courses, a knowledge of the past which should enable them to better understand the present world in order to prepare for the world of tomorrow;
3. contribute to the humanistic/ethical growth of students by providing them the cultural and historical backgrounds necessary for studying and appreciating the arts and universal human values;
4. provide students from different disciplines with liberal arts foundations, by strengthening their communication skills, enhancing their aesthetic and artistic awareness, and developing their critical thinking and problem solving abilities;
5. prepare graduates who wish to pursue English teaching at secondary level;
6. prepare students for graduate and professional studies by developing their written communication skills, sharpening their analytical and research skills, and fostering an understanding of diverse human constructs as represented in written literature;
7. foster an understanding of self so that students can learn to function as literate members of society and as productive professionals;
8. provide students with an individualized program of study incorporating how two fields are connected and work in interdisciplinary ways;

9. provide students with the necessary skills to read, write and converse in Spanish and other foreign languages;
10. provide students with in-depth literary, historical and cultural exposure in Spanish;
11. prepare students to enter graduate or professional studies to study Spanish as a discipline or to complement another course of study;
12. prepare students to participate more fully in the global community.

## **Majors Offered**

### **English**

The Department of Humanities offers a major in English. English majors are required to complete 30 hours in major courses. All students majoring in English must successfully complete the following course requirements:

#### **I. UNIVERSITY CORE COURSES**

All majors should take the University core courses.

#### **II. DEPARTMENTAL CORE COURSES**

ART 190 Introduction to the Visual Arts

ENG 200 Introduction to Literature

ENG 211 Introduction to World Literature

ENG 215 Modern English Usage

SPAN I or any Foreign Language

SPAN II or any Foreign Language

Departmental Core Elective (from French, Spanish, Theatre, Religion or Ethics)

#### **III. MAJOR COURSES**

ENG 300 Critical Analysis Theory

ENG 309 Advanced Comp. and Rhetoric

ENG 310 Old English to Neoclassical Lit

ENG 311 Romantic to Modern British Lit

ENG 312 Amer. Lit.: Colo. to the Civil War

ENG 314 African American Literature

ENG 315 Introduction to Linguistics

- ENG 400: Shakespeare and Media
- ENG 402: Women Novelists of the 19<sup>th</sup> Century
- ENG 404: History of the English Language
- ENG 405: Postcolonial Literature and Theory
- ENG 408: Origins of the Novel
- ENG 410: Twentieth-Century Amer. Literature
- ENG 415: Literature and Cultural Diversity
- ENG 416: Contemporary American Fiction
- ENG 421: The Harlem Renaissance
- ENG 422: American Regional Dialects
- ENG 423: The Black Arts Movement
- ENG 429: Black Biographies

### **The Major in English Education--Bachelor of Arts (9-12 Licensure Preparation)**

The Secondary English Education Program requires candidates to complete specialty area courses in the Department of Humanities, professional studies courses in the Department of Education, and University core courses. The specialty areas courses allow candidates to use technology, and view concepts, principles, and theories from multiple perspectives, as they demonstrate their analytical, cognitive, and communicative skills. Through exposure to theory and theory development in professional studies courses in concert with clinical and practicum experiences, candidates develop their own theory and philosophy of education and are able to make effective application to practical settings. The broad content knowledge of the University core includes content knowledge in communication, mathematics, science, history, philosophy, literature, and the arts. Courses in these disciplines introduce students to such traditional forms of scholarly inquiry as the research paper, the oral and written report, and scientific methods in a laboratory setting. Upon the completion of the English Education Program which is aligned with the North Carolina Standards for Teachers, candidates become competent teachers of grades 9-12 with 21<sup>st</sup> Century knowledge, skills, and dispositions.

### **STUDIES COURSES REQUIRMENTS**

Students who wish to pursue a teaching degree in English for grades 9-12, must enroll in the Secondary English Education program. This program leads to initial certification in North Carolina after satisfactory completion of all course and test requirements. All Students must apply for formal admission to the Teacher Education program. The admission process is outlined in the departmental handbook. All professional studies are web-enhanced and many of these courses are delivered online.



Students must also pass PRAXIS I or be exempt from the exam before they will be eligible to apply for formal admission to the Teacher Education Program. Students are exempt from the PRAXIS I Exam if they have high SAT or ACT scores (see the department for actual scores).

### English Education 9-12 Licensure

The Bachelor of Arts Degree in English Education is designed for students who wish to pursue a teaching degree at the secondary level. Students must earn a grade of “c” or better in all professional and specialty area courses. This curriculum places emphasis on literary, oral, written and visual composition, and problem-solving strategies. Students develop skills needed to interact with young adults in grades 9-12.

#### UNIVERSITY CORE REQUIREMENTS

BIO 211: General Biology w/BIO 211 laboratory	4
COM210: Public Speaking (Prerequisite: ENG 112)	3
EDU 101: Basic Instructional Technology for Teachers	3
*ENG 110: College English and Composition I	3
*ENG 111: College English and Composition II (Prerequisite: ENG 110)	3
ENG 112: College Composition and Argument II (Prerequisite: ENG 111)	3
ENG 113: College Composition and Research (Prerequisite: ENG 112)	3
FRS 111: Freshman Orientation Studies	.5
FRS 112: Freshman Studies	.5
HIS 115: Survey of World Civilization	3
HPE 111: Personal Health and Safety	1
HPE 112: Fundamental Motor Skills	1
HUM 200: Introduction to the Humanities (Prerequisite: ENG 112)	3
HUM 210: Survey of the Arts (Education Majors Only)	3
*MAT 110: Basic Mathematics	3
*MAT 111: General Mathematics I (Prerequisite: MAT 110)	3
MAT 112: General Mathematics II (Prerequisite: MAT 111)	3
OSU 121: Introduction to Shaw University (For Transfer Students Only)	1
PHY 112: Introduction to the Physical Sciences (Prerequisite: MAT 111)	3
PHY 114: Physical Science Lab	1
SSC 115: Introduction to Social Sciences	3
English and Mathematics Competency Exams (Waived when students Pass PRAXIS I)	0

#### PROFESSIONAL STUDIES REQUIREMENTS

EDU 115: Introduction to Students with Special Needs	3
EDU 255: Curriculum & Development for a Community of Learners	3
EDU 260: Introduction to Students with Special Needs	3
EDU 280: Educational Psychology	3

EDU 321: Assessment & Measurements for the 21 <sup>st</sup> Century Classroom	3
EDU 401: Leadership Seminar	3
EDU 425: Behavioral Management and Intervention Strategies	3
EDU 499: Student Teaching	12
**EDU 217:PRAXIS Seminar II: Reading	1
**EDU 218:PRAXIS Seminar III: Writing	1
**MAT 219:PRAXIS Seminar IV: Mathematics	1
ENG 466: Young Adult Readings	3
EDU 415: Tests and Measurements	3
EDU 467: Teaching Writing and “Related Language Arts in the Secondary School	1

**Only formally admitted students are allowed to take EDU 401, EDU 499, AND EDU 467.**

#### **SPECIALTY STUDIES REQUIREMENTS**

ENG 211 Introduction to World Literature	3
ENG 300 Critical Analysis	3
ENG 309 Advanced Composition and Rhetorical Theory	3
ENG 310 Old English to the Neo-Classical Age	3
ENG 311 Romantic to Modern British Literature	3
ENG 312 American Literature - Colonial to Civil War	3
ENG 314 African-American Literature	3
ENG 400 Shakespeare and Media	3
ENG 404 Special topics - History of the English Language	3
ENG 410 20 <sup>th</sup> Century American Literature	3

**\* Courses are required only if student does not meet the requirements on the Placement Exam.**

**\*\* Courses are required only if indicated by placement exam scores.**

**Number of Credit Hours: 122-131**

**Spanish (Temporarily suspended)**

#### **Liberal Studies**

The Department of Humanities also offers a major in Liberal Studies. Students in this major take twelve courses (36 semester hours). Four of these courses (12 semester hours) are taken with the Liberal Studies faculty, ideally one course each academic year, beginning with the sophomore year: EVR 300, MDS 216, MDS 360, and MDS 418. Two more courses (6 semester hours) at the 200 level or higher are selected by the student from one or both of his or her chosen fields. The remaining courses (18 semester hours) in the program must be at the 300- and 400-

levels. With the help of academic advisement from departmental faculty, the student will choose 3 courses (9 semester hours) from each of his or her two declared disciplines. Instructors in these courses are all specialists in the respective disciplines. See departmental checklist for possible combinations of courses in the two chosen disciplines of concentration. Students should take 18 further hours of free electives.

#### DEPARTMENTAL CORE COURSES

The Departmental Core consists of five (5) courses (15 credit hours) chosen by the faculty for their relevance to the department's written goals and objectives. The Department also encourages the students to create and experience a personal set of core courses through choice of electives.

#### THE LIBERAL STUDIES DEPARTMENTAL CORE CONSISTS OF THE FOLLOWING:

ENG 211	Introduction to World Literature	3
ENG 309	Advanced Composition and Rhetorical Theory	3
PHI 240	Introduction to Philosophy	3

Plus any two (6 credit hours) of the following:

CIS 210	Introduction to Computer Information Systems	3
SPA 151	Elementary Spanish I or higher	3
FRE 151	French I or higher	3
ART 190	Introduction to Visual Arts	3
MUS 225	Music Appreciation	3

#### MAJOR REQUIREMENTS:

MDS 216	Classics and Contemporaries	3
MDS 360	Special Topics in Liberal Studies	3
MDS 418	Senior Seminar in Liberal Studies	3
EVR 300	Research and Portfolio Development (CAPE)	3

Plus twenty-four (24) required credit hours from two different degree programs:

Degree Program 1	9* or 12 or 15
Degree Program 2	15 or 12 or 9*

Plus eighteen (18) credit hours of free electives.

\*All courses must be at the 300 level or higher.

See Department of Religion and Philosophy for American Humanics Course Requirements.

# FOUR-YEAR COURSE DISTRIBUTION PLAN

## BACHELOR OF ARTS IN ENGLISH

### SUGGESTED SEQUENCE OF COURSES

#### Freshman Year

First Semester	Credits	Second Semester	Credits
ENG 110 Eng. and Comp I Or	3	CIS 101 Concepts of Computers	3
ENG 111 Eng. and Comp II		ENG 111 Eng. and Comp II Or	3
MAT 110 Basic Math Or	3	ENG 112 Comp. and Argument	
MAT 111 General Math		MAT 111 General Math Or	3
ETH 215 Ethics	3	MAT 112 General Math II	
FRS 111 Orientation to College	1	HPE 112 Fund. Motor Skills	2
BIO 111 Intro. To Bio. Sci.	3	ENG 200 Intro. to Literature	3
HPE 111 Personal Health Safety	2		
<b>Semester Hours</b>	<b>15</b>	<b>Semester Hours</b>	<b>14</b>

#### Sophomore Year

ENG 112 Comp and Argum. Or	3	ENG 113 Comp. and Research	3
ENG 113 Comp. and Research		ENG 215 Modern English Usage	3
MAT 112 General Math II	3	COM 210 Public Speaking	3
HIS 115 Intro to World Civ.	3	PHY 112 Intro to Physical Sci.	3
SSC 115 Intro to Social Science	3	HUM 200 Intro to Humanities	3
ENG 211 Intro. to World Literature	3		
<b>Semester Hours</b>	<b>15</b>	<b>Semester Hours</b>	<b>15</b>

#### Junior Year

SPA I or any Foreign Language	3	SPA II or any Foreign Language	3
ENG 300 Critical Analysis	3	ENG 314 African American Lit.	3
ENG 309 Advanced Comp.	3	ENG 315 Linguistics	3
ENG 310 Old Eng. to Neo-Class. Lit.	3	ENG 400 Shakespeare and Media	3
ENG 311 Rom. to Mod. Br. Lit.	3	ENG 402 Women Nov. of the 19th C.	3
ENG 312 Am. Lit.Col. to the Civ.War	3		
<b>Semester Hours</b>	<b>18</b>	<b>Semester Hours</b>	<b>15</b>

#### Senior Year

ENG 404 History of English	3	ENG 416 Cont. Am. Fiction	3
ENG 405 Post-Colonial Lit. and Theory	3	ENG 421 The Harlem Renaissance	3
ENG 408 Origins of the Novel	3	ENG 422 Am. Regional Dialects	3
ENG 410 20th Century Am. Lit.	3	ENG 423 The Black Arts Mov.	3
ENG 415 Lit. and Cultural. Diversity	3	ENG 429 Black Biographies	3
<b>Semester Hours</b>	<b>15</b>	<b>Semester Hours</b>	<b>15</b>

**Total number of hours to be completed: 122**

# FOUR-YEAR COURSE DISTRIBUTION PLAN

## BACHELOR OF ART IN ENGLISH EDUCATION (9-12)

### SUGGESTED SEQUENCE OF COURSES

#### Freshman Year

First Semester	Credits	Second Semester	Credits
*ENG 110 College Eng & Comp I OR	3	*ENG 111 College Eng & Comp II OR	3
**ENG 111 College Eng & Comp II	3	*ENG 112 College Comp & Argument	3
*MAT 110 Basic Mathematics OR	3	EDU 115 Introduction to Teaching	3
*MAT 111 General Math I	3	HPE 112 Fund Motor Skills	1
EDU 101 Basic Technology for Teachers	3	*MAT 111 General Math OR	3
FRS 111 Freshman Orientation	0.5	*MAT 112 General Math II	3
ETH 100 Found of Know and Ethics	3	FRS 112 Freshman Studies	0.5
SSC 115 Intro to Social Sciences	3	ETH 200 Ethical Concepts and Issues	3
HPE 111 Personal Healthy and Safety	1	BIO 211 General Biology /w Lab	4
<b>Semester Hours</b>	<b>16.5</b>	<b>Semester Hours</b>	<b>17.5</b>

\*ENG 110: College English and Composition I

\*\*ENG 111: College English and Composition II • \*MAT 111: General Math I

#### Sophomore Year

EDU 255 Curriculum and Development for Learners	3	MAT 112 General Math II	3
EDU 280 Educational Psychology	3	ENG 113 Comp and Research	3
*ENG 112 Comp and Argument OR	3	ETH 300 Found of Know and Ethics	3
*ENG 113 Comp and Research	3	COM 210 Public Speaking	3
PHY 112 Intro to Phy. Science	3	ENG 218 PRAXIS Seminar III: Writing	1
PHY 114 Intro to Phy. Science Lab	1	ENG 219 PRAXIS Seminar IV: Mathematics	3
EDU 217 PRAXIS Seminar II: Reading	1		
<b>Semester Hours</b>	<b>17.0</b>	<b>Semester Hours</b>	<b>17.0</b>

#### Junior Year

ENG 211 Intro to World Lit	3	HUM 210 Survey of the Arts	3
ENG 300 Critical Analyses	3	ENG 310 Old English to the Neoclassical Age	3
ENG 309 Advanced Comp and Rhetorical Theory	3	ENG 311 Romantic to Modern British Lit	3
EDU 321 Assessment and Measurements	3	ENG 312 American Lit Colonial to the Civil War	3
EDU 260 Intro to Students w/Special Needs	3	ENG 466 Young Adult Readings	3
EDU 425 Behav. Mgmt and Intervention	3	EDU 467 Teaching Writing and Related Lang Arts in the Secondary School	3
<b>Semester Hours</b>	<b>18</b>	<b>Semester Hours</b>	<b>18</b>

#### Senior Year

ENG 314 African American Lit	3	EDU 499	12
ENG 400 Shakespeare and Media	3		
ENG 404 Special Topics: History of the English Language	3		
ENG 410 20 <sup>th</sup> Century American Lit	3		
EDU 401 Leadership Seminar	3		
<b>Semester Hours</b>	<b>15</b>	<b>Semester Hours</b>	<b>12</b>

Total Credit Hours for English Education (9-12) are from 122-131 hours.

# FOUR-YEAR COURSE DISTRIBUTION PLAN

## BACHELOR OF ARTS IN LIBERAL STUDIES

### SUGGESTED SEQUENCE OF COURSES

#### Freshman Year

First Semester	Credits	Second Semester	Credits
ENG 110 Eng. and Comp I Or	3	ENG 111 Eng. and Comp. II Or	3
ENG 111 Eng. and Comp II		ENG 112 Comp. and Argument	
ETH 100 Found. of Ethics	3	CIS 101 Concepts of Computers	3
MAT 110 Basic Mathematics Or	3	MAT 111 General Math I Or	3
MAT 111 General Math I		MAT 112 General Math II	
BIO 111 Intro to Bio. Sciences	3	HPE 112 Fund. Motor Skills	1
FRS 111 Freshman Studies	0.5	ART 190 Intro to Visual Arts Or	3
		MUS 225 Music Appreciation	
		FRS 112 Freshman Studies	0.5
		Elective	3
<b>Semester Hours</b>	<b>13.5</b>	<b>Semester Hours</b>	<b>16.5</b>

#### Sophomore Year

ENG 112 Comp and Argument Or	3	ENG 113 Comp and Research Or	3
ENG 113 Comp and Research		Elective	
MAT 112 General Math II	3	MDS 216 Classics and Contemp.	3
HIS 115 Intro to World Civ.	3	COM 210 Public Speaking	3
ETH 200 Ethical Concepts	3	PHY 112 Intro to Physical Science	3
SSC 115 Intro to Social Science	3	HUM 200 Intro to Humanities	3
<b>Semester Hours</b>	<b>15</b>	<b>Semester Hours</b>	<b>15</b>

#### Junior Year

ENG 309 Advanced Comp	3	ENG 211 Intro to World Lit.	3
ETH 300 Prof. Ethics	3	MDS 360 Spec Topics in Lib. St.	3
SPA 151 Elem. Spanish I or higher	3	SPA 152 Elementary Spanish II Or	3
Or FRE 151 Elem. French or higher		PHI 240 Intro to Philosophy	
Department Electives	6	Department Electives	6
<b>Semester Hours</b>	<b>15</b>	<b>Semester Hours</b>	<b>15</b>

#### Senior Year

General Electives	12	MDS 418 Sr. Seminar in Lib. St.	3
EVR 300 Research and Portfolio	3	Major Electives	6
		General Elective	6
<b>Semester Hours</b>	<b>15</b>	<b>Semester Hours</b>	<b>15</b>

**Total Credit Hours: 120**

**\*Depending On Placement**

## **Minors (All Minors in Humanities Department Temporarily Suspended)**

Students may take a minor in African-American Studies, Arabic, English, French, History, or Spanish by completing 15 semester hours in one of these fields. Unless otherwise stated, no course may be used to complete a minor if it also satisfies another requirement. ENG 110, ENG 111, ENG 112, ENG 113, and HUM 200 are university core courses and may not be used to fulfill the requirements for a minor.

### **African American Studies Minor (Temporarily Suspended)**

The African American Studies program is an interdisciplinary study of the experiences of peoples of African descent on the continent of Africa and in the Diaspora, particularly in the United States. The program fosters critical thinking about “race,” “identity,” and “culture,” and it explores, through fiction and non-fiction, the history, economy, politics, literature, religion, and culture of black people throughout the world. The following is a list of courses from which a minor in African American Studies may be completed: ENG 314, HIS 203, HIS 204, INT 271, INT 365, THR 226, REL 340, INT 320, and PHI 385.

#### **REQUIRED COURSES (9 HOURS)**

ENG 314 African American Literature

HIS 203 African American History I

HIS 204 African American History II

Select two courses from the following electives (6 hours)

INT 271 Early Africa REL 340 African American Religion

INT 365 Caribbean INT 320 African Amer. in Amer. Politics

THR 226 African American Theatre PHI 385 African American  
Philosophy

Total number of credit hours: 15

### **Arabic Minor (Temporarily Suspended)**

The Arabic minor is designed to introduce interested students to the Arabic language, culture, and literary traditions. The following is a list of courses from which a minor in Arabic may be completed.

Required courses (12 hours)

ARA 151 Arabic I

ARA 152 Arabic II

ARA 153 Arabic III

ARA 154 Arabic IV

Select one course from these electives (3 hours)

INT 220 Islamic Civilization

INT 226 Contemporary Middle East and North Africa

Total number of credit hours: 15

**English Minor (Temporarily Suspended)**

The English minor is designed to introduce interested students to the English language, culture, and literary traditions. The following is a list of courses from which a minor in English may be completed.

Required courses (12 hours)

ENG 300 Critical Analysis

ENG 309 Advanced Composition and Rhetorical Theory

ENG 310 Old English to Neoclassical Lit

OR

ENG 311 Romantic to Modern Lit

ENG 312 American Lit: Colonial to the Civil War

OR

ENG 314 African American Lit

Select one course from these courses:

ENG 400-409 Special Topics in English Lit

ENG 410-419 Special Topics in American Lit

ENG 420-429 Special Topics in African American Lit

Total number of credit hours: 15

**French Minor (Temporarily Suspended)**

The French minor is designed to introduce interested students to the French language, culture, and literary traditions. The following is a list of courses from which a minor in French may be completed.

Required Courses (9 hours)

FRE 152 French II

FRE 253 French III

FRE 254 French IV

Select two courses from these electives (6hours)

FRE 322 French Civilization

FRE 330 Survey of French Literature I



## FRE 331 Survey of French Literature II

Total number of credit hours: 15

### **History Minor (Temporarily Suspended)**

The history minor is designed to provide students with knowledge of the past, which enables them to understand the present and to prepare for the future. The following is a list of courses from which a minor in history may be completed.

Required Courses (12 hours)

HIS 203 African American History I

HIS 204 African American History II

HIS 321 United History I

HIS 322 United History II

Select one course from these electives (3 hours)

INT 215 Western Civilization

INT 357 Twentieth Century Europe

HIS 361 North Carolina History

Total number of credit hours: 15

### **Spanish Minor (Temporarily Suspended)**

The Spanish minor is designed to introduce interested students to the Spanish language, culture, and literary traditions. The following is a list of courses from which a minor in Spanish may be completed.

Required Courses (9 hours)

SPA 152 Spanish II

SPA 253 Spanish III

SPA 254 Spanish IV

Select two courses from these electives

SPA 322 Latin-American Civilization

SPA 332 Hispanic Lit. of the United States

SPA 330 Survey of Latin-American Literature

SPA 350 Spanish for Careers

Total number of credit hours: 15

## COURSE DESCRIPTIONS

### **ARABIC (Temporarily Suspended)**

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

An introduction to the Arabic alphabet, numerals, and simple grammar in addition to simple translation.

#### **ARA 152 Arabic II (3)**

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

#### **ARA 153 Arabic III (3)**

Intensive practice in grammar, reading, and writing.

#### **ARA 154 Arabic IV (3)**

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

## COMMUNICATIONS

### **COM 210 Public Speaking (3) Prerequisite: ENG 112**

A course in the basic elements of oral communication. Emphasis is upon research skills, topic selection, speech organization, skills in delivery and listening for analysis and evaluation of speeches. There is a requirement of a minimum of five graded speeches given in class.

## ENGLISH

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

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

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

#### **Prerequisite: ENG 110 or Placement Test**

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

**ENG 112 College Composition an Argument (3)****Prerequisite:** ENG 111

A course in argument and analysis. It is designed to strengthen interpretive and evaluative skills. It introduces literary and critical analysis and focuses on developing argumentative and persuasive skills. The course incorporates a minor research component.

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

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

**ENG 200 Introduction to Literature (3)****Prerequisite:** ENG 112

An introduction to the literary genres of fiction, poetry, and drama. Students study representative short stories, poems, and plays, learning the characteristics, traditions, conventions, and vocabulary for each genre.

**ENG 211 Introduction to World Literature (3)****Prerequisite:** ENG 112

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

**ENG 215 Modern English Usage (3)**

This course covers the elements and structure of modern English grammar and general usage, stylistic appropriateness, vocabulary development, and the principles of proofreading and editing. It is a strongly recommended elective for English and English Education majors and is also strongly recommended for all students who wish to improve their proficiency in modern English.

**ENG 300 Critical Analysis (3) Prerequisite:** ENG 113

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

**ENG 309 Advanced Composition and Rhetorical Theory (3)****Prerequisite:** ENG 113

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

**ENG 310 Old English to Neoclassical Literature (3)****Prerequisite: ENG 300**

A survey of representative English literary works and their traditions from Caedmon's Hymn and Beowulf through the poetry of Thomas Gray

**ENG 311 Romantic to Modern Literature (3)****Prerequisite: ENG 310**

A survey of representative English literary works and their traditions from the Romantic Movement or "the Age of Revolution" through the early twentieth century or "the world war era."

**ENG 312 American Literature: Colonial to the Civil War (3)****Prerequisite: ENG 300**

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

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

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

**ENG 315 Introduction to Linguistics (3) Prerequisite 215**

This course is designed to provide needed background to the general principles in the study of languages in general and prepare students for research and graduate studies in linguistics. Topics include the study of phonetics; grammar; word forms; meaning; language acquisition; language and society; language change; human, non-human, and artificial languages.

**ENG 400 Shakespeare and Media (3)**

This course enriches students' understanding of the life and times of Shakespeare from a visual perspective. It includes performance and scenes of various Shakespearean Dramas.

**ENG 402 Women Novelists of the 19th Century (3)**

This course is an introduction to nineteenth century U.S. literature written by women. The course emphasizes fiction, but the reading list includes poetry, autobiography, essays, diaries, and other written materials. Topics include the social construction of gender, the participation of writers and readers in processes of social change, the cultural work of texts, and literary activism.

### **ENG 404 History of the English language (3)**

The English language started as the speech of some remote tribes on the continent of Europe to become the most widely used language in the world today. This course examines how English developed into its current manifestations to become the most dominant language of commerce and culture with more than a billion users around the world. Espousing the view that the history of the language is developing on a daily basis, the course will also focus on how English is used in various parts and for various purposes in the world today.

### **ENG 405 Post Colonial literature and Theory (3)**

A study of post-colonial literatures written primarily in English in the twentieth century by authors from around the world, including Britain, America, Asia and Africa. These texts will be examined in their historical contexts, with due emphasis upon their interrelations.

### **ENG 408 Origins of the Novel (3)**

This course provides a general overview of the history of the novel as a genre. Students will read some works of fiction and draw some important conclusions from this survey concerning the nature and history of the novel as a literary form. They will also work on developing reading, writing, and critical thinking skills through discussion, papers, exams, and in-class writings.

### **ENG 410 Twentieth Century American Literature (3)**

A study of representative American writers of the modern period (1919-1939), especially those whose first major work appeared in the post-war I decade in America.

### **ENG 415 Literature and Cultural Diversity (3)**

The course emphasizes the study and consideration of the literary, cultural, and human significance of selected great works of the Western and non-Western literary traditions. The class will promote an understanding of the works in their cultural/historical contexts and of the enduring human values which unite the different literary traditions.

### **ENG 416 Contemporary American Fiction (3)**

This course examines a selection of contemporary American fiction in historic, aesthetic, and social contexts. Students will explore the relationship between contemporary American literature and the world we live in.

### **ENG 421 The Harlem Renaissance (3)**

This course will focus on literary texts considered within the contexts of history, sociology, politics, autobiography, music, and the visual arts.

### **ENG 422 American Regional Dialects (3)**

This course is an introduction to dialectology—the study of regional variation in language—with an emphasis on the history and description of the varieties of English currently spoken in America.

### **ENG 423 The Black Arts Movement (3)**

This course examines one of the most radical movements in American History: The Black Arts Movement (BAM). Students will have a conversation with a variety of “texts” from and about the movement and ask such questions as “How has the Black Arts Movement influenced subsequent history and the establishment of a black aesthetic?” and “What other movements can be linked to this one, which took place in the 1960s and 1970s?”

### **ENG 429 African American Biographies (3)**

This class will introduce students to the biographical writing of a number of significant figures in African American history including W.E.B. DuBois, Langston Hughes, Zora Neale Hurston, Martin Luther King, and Toni Morrison. The class will examine secondary material as well as personal writings in an attempt to better understand the character of men and women who played pivotal roles in ante-bellum reconstruction, the Harlem Renaissance and the Civil Rights Movement. Examining the experiences of these notable literary and political icons, we will also attempt to discern how individual memory has shaped black identity in the African Diaspora.

## **COURSE DESCRIPTIONS**

### **ENGLISH EDUCATION**

Please see the Department of Education for description of all Education Department Professional Studies courses. Please see the course description for the English Specialty area courses under the Major in English in this department.

The following are the course descriptions for English Education courses and/or specialty courses that were revised.

#### **EDU 217 PRAXIS Seminar I: Reading (Only if indicated by Diagnostic Exam Scores)**

This course is designed to prepare education majors to take the PRAXIS I exam in reading, which is a requirement for formal admission to the Department of Education. The course will focus on vocabulary, literal, critical and inferential comprehension. Test-taking strategies, and developing a realistic study plan in preparation for the PRAXIS I Reading Exam. Prerequisites: ENG 112 and ENG 113.

**Writing ENG 218 PRAXIS Seminar III: Writing** (Only if indicated by Diagnostic Exam Scores)

This seminar and laboratory provides the student with a comprehensive diagnostic review and practice of English materials contained in the PRAXIS I exam series. Emphasis is placed on writing effective essays, mechanics, standard usage and syntax.

**MAT 219 PRAXIS Seminar IV: Mathematics** (Only if indicated by Diagnostic Exam Scores.)

This seminar and laboratory will provide the student with a comprehensive diagnostic review and practice of mathematics materials contained in the PRAXIS I exam series. Topics will also include mathematical literacy, terminology, symbolic notation, logical reasoning, and reading with comprehension of mathematics

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

African American Literature is an intensive research course that requires candidates to do research which reflects counter-arguments from a variety of angles and perspectives. This research is representative of literary works and traditions from the oral to the contemporary period in African American literature. Candidates' research must develop into a serious, logical, and clear project.

**ENG 400: Shakespeare and Media** (3) Prerequisite: ENG 300

This course enriches candidates' understanding of the life and times of Shakespeare from a visual perspective. It includes performances and scenes of various Shakespearian dramas.

**ENG 466: Young Adult Readings** (3)

Young Adult Readings is a seminar course designed for candidates to read a wide range of adolescent literature of multiple genres and study its history. Candidates focus on reading problems inherent in our society such as issues concerning the problem-novel, censorship, evaluating, promoting, and using young adult literature in the classroom. This course also includes a service learning project.

**EDU 467: Teaching Writing and Related Language Arts in the Secondary School** (3)

Teaching Writing and Related Language Arts is a methods course where candidates demonstrate their pedagogical and professional knowledge skills and dispositions through their designing a thematic unit. The unit includes four lesson plans with the performance objectives from the North Carolina Course of Study and the related Core Standards for English students in grades 9-12. The lesson plans consist of a variety of instructional strategies, as they show an interconnectedness of content areas to other disciplines. Much emphasis is placed on content, as well as technology, diversity, and media.

## **FRENCH**

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

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

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

**Prerequisite:** FRE 151 or equivalent

A continuation of FRE 151.

### **FRE 253 French III (3)**

**Prerequisite:** FRE 152 or equivalent

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

### **FRE 254 French IV (3)**

**Prerequisite:** FRE 253 or equivalent

A continuation of FRE 253

### **FRE 322 French Civilization (3)**

**Prerequisite:** FRE 254 or equivalent

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

### **FRE 323 Survey of French Literature I (3)**

**Prerequisite:** FRE 254 or equivalent

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

### **FRE 324 Survey of French Literature II (3)**

**Prerequisite:** FRE 254 or equivalent

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



## **HISTORY**

### **HIS 115 Intro to World Civilization (3)**

A study of world civilizations from ancient times to the rise of Europe in the 16th Century. Emphasis is placed on the development of ideas and their manifestation in the world cultures of today. Course is a prerequisite for all other courses within the Department of Social Sciences.

### **HIS 203 African American History I (3)**

Social history from the African background (emphasis on West Africa) through the slave trade, the plantation system, and the Reconstruction to the Post Reconstruction period. The struggle for liberation is highlighted.

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

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

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

A study of the period from the discovery of America to the Civil War. It gives the student an understanding of Colonialism, the formation of the American nation, and the events that led to the Civil War. Special emphasis is given to African-American issues throughout the entire period.

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

A continuation of HIS 321. It explores thoroughly the Civil War, United States expansionism, and U.S. roles in World War I, World War II, and the present world scene. Emphasis is given to the contributions of African-Americans in building the U.S. economy, its politics, and its cultural and social changes. Special attention is directed to the Civil Rights Movement from its inception to the present.

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

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

## **HUMANITIES**

### **HUM 200 Introduction to the Humanities (3)**

**Prerequisite:** ENG 112

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

### **HUM 210 A Survey of the Arts (3)**

#### **Prerequisite: Major in Education**

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

## **LIBERAL STUDIES**

### **MDS 216 Classics and Contemporaries (3)**

Interdisciplinary readings, discussion, and writing in the liberal arts and sciences. Current issues, problems, and opportunities are clarified through reference to ideas, values, and the arts of the past and present.

### **MDS 360 Special Topic in Liberal Studies (3)**

#### **Prerequisite: ENG 113 or the equivalent**

Study of a particular topic that warrants interdisciplinary study. The topic will be announced prior to the registration period. Students may repeat the course, but not the topic, for academic credit

### **MDS 418 Senior Seminar in Liberal Studies (3)**

#### **Prerequisite: MDS 216 and senior status in Liberal Studies or consent of the instructor**

A supportive workshop in which each senior does an interdisciplinary project using methodologies of two or more chosen fields. Includes a unit in which the student develops a postgraduate education/career plan.

## **SPANISH (Temporarily Suspended)**

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

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

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

#### **Prerequisite: SPA 151 or the equivalent**

A continuation of SPA 151.

### **SPA 253 Spanish III Conversation and Grammar (3)**

#### **Prerequisite: SPA152 or equivalent**

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

### **SPA 254 Spanish IV Composition and Grammar (3)**

#### **Prerequisite: SPA 253 or equivalent.**

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

**SPA 322 Latin American Civilization (3)****Prerequisite: SPA 254 or instructor permission**

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

**SPA 323 Spanish Civilization (3)****Prerequisite: SPA 254 or equivalent**

A study of the historical, political, artistic, and cultural development of Spain from ancient Iberia to modern day. This course is conducted in Spanish.

**SPA 330 Survey of Latin American Literature (3)****Prerequisite: SPA 254 or equivalent**

A survey of Latin-American literature from Sor Juana Inez de la Cruz to modern day, including “modernismo,” “vanguardismo” and “post-vanguardismo.” It will take a look at various genres, including poetry, short stories, and the novel. This course is conducted in Spanish.

**SPA 331 Survey of Spanish Literature (3)****Prerequisite: SPA 254 or equivalent**

A survey of Spanish literature from Middle Ages through the Golden Age and Romanticism to modern day. This course is conducted in Spanish.

**SPA 332 Hispanic Literature of the United States (3)****Prerequisite: SPA 253 or instructor permission**

This course will study the rich literature of Hispanic writers within the United States. Authors are Cuban American, Puerto Rican, Mexican American as well as others who represent various cultures of the Hispanic world within the United States. This course is conducted in Spanish.

**SPA 350 Spanish for Careers (3)****Prerequisite: SPA 253 or instructor's permission**

Designed to help students develop skills pertaining to various career fields from business to healthcare and law enforcement. Some skills include letter writing and telephone etiquette.

**SPA 400 Advanced Grammar and Composition (3)****Prerequisite: SPA 254 or equivalent.**

Designed to polish previously acquired skills in Spanish as well as to supplement existing grammar and vocabulary. This course emphasizes oral and written communication.

**SPA 420-SPA 440 Special Topics Courses in Spanish (3)**  
**Prerequisite: SPA 254 or instructor permission.**

These courses study various aspects of Latin American or Spanish literature from the beginnings to modern day at a more intensive level than that of a survey course. These courses are usually taught in Spanish and may occasionally be taught in translation.

SPA 420 Latin American Novel

SPA 421 Latin American Short Story

SPA 422 Latin American Poetry

SPA 423 Latin American Drama

SPA 430 Spanish Novel

SPA 431 Spanish Short Story

SPA 432 Spanish Poetry

SPA 433 Spanish Drama

SPA 440 Hispanic Literature in Exile

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## DEPARTMENT OF MASS COMMUNICATIONS

**Degrees Offered:** Bachelor of Arts in Mass Communications

**Department Purpose:**

The Department of Mass Communications acquaints the student with the structure, purposes, and procedures found in the field of mass communications. Attention is given to theoretical foundations, hands-on application, experiential learning, and developing new media environment skills. To provide hands-on experience, radio production is supported by WSHA-FM, a professionally-run campus radio station, in which students produce *The Blaze*, a weekly radio program. Video production facilities include a TV studio and control room, portable video cameras, and digital editing software. An online-student newspaper, *The Bear Facts*, gives students the opportunity to gain practical reporting and writing experience. The major is based on a 13-course curriculum leading to the Bachelor of Arts degree.

All students must take the following major courses:

- MCO 201 Introduction to Mass Media
- MCO 210 Reporting & Writing
- MCO 222 Audio Production I
- MCO 223 Video Production and Theory
- MCO 231 Multimedia Convergence
- MCO 312 Communication Theory and Research
- MCO 320 Media Writing
- MCO 325 Mass Media Law & Ethics
- MCO 331 Multicultural Media
- MCO 421 Advanced Practicum (Capstone)
- MCO 485 Internship

Choose two additional courses from Mass Communications required electives:

- MCO 327 Television and Video Production
- MCO 329 Audio Production II
- MCO 363 Broadcast Announcing
- MCO 415 Film Criticism
- MCO 423 Film Production
- MCO 431 Featuring Writing
- MCO 435 Media Management
- MCO 481 Mass Communications Seminar

In addition to MCO courses, all students must take four required courses outside the department, called department core courses. These are BUS 204, ENG 211, POL 201, and one ART/MUS/THR Elective.

Students must also complete all the university core courses, and complete a total of at least 120 credits, including a minimum of 15 elective credits.

# FOUR-YEAR COURSE DISTRIBUTION PLAN

## BACHELOR OF ARTS IN MASS COMMUNICATION

### ELECTRONIC MEDIA PRODUCTION CONCENTRATION

#### SUGGESTED SEQUENCE OF COURSES

#### Freshman Year

First Semester	Credits	Second Semester	Credits
*FRS 111 Freshman Studies	0.5	*FRS 112 Freshman Studies	0.5
*ENG 110 English & Composition I**	3	*ENG 111 English & Composition II	3
*MAT 110 Basic Math**	3	*MAT 111 General Math I	3
*BIO 111 Intro. to Biological Science	3	*HIS 115 World Civilizations	3
*ETH 100 Foundation to Ethics	3	*SSC 115 Intro. to Social Science	3
*BIO 11 Intro to Biological Science	3	*CIS 101 Concepts of Computers	3
		*HPE 111 Personal Health & Safety	1
<b>Semester Hours</b>	<b>15.5</b>	<b>Semester Hours</b>	<b>16.5</b>

#### Sophomore Year

*ENG 112 Comp. & Argument	3	*ENG 113 Comp. & Research	3
*MAT 112 General Math II	3	*PHY 112 Intro. to Physical Science	3
*ETH 200 Ethical Concepts & Issues	3	MCO 210 Reporting & Writing	3
ART/MUS/THR Elective	3	POL 201 U.S. Government	3
MCO 201 Intro to Mass Media	3	*HUM 200 Intro to the Humanities	3
*HPE 112 Fundamental Motor Skills	1		
<b>Semester Hours</b>	<b>16</b>	<b>Semester Hours</b>	<b>15</b>

#### Junior Year

BUS 204 Principles of Business	3	MCO 231 Multimedia Convergence	3
*COM 210 Public Speaking	3	MCO 320 Media Writing	3
MCO 222 Audio Production I	3	MCO 325 Mass Media Law & Ethics	3
MCO 223 Video Production and Theory	3	MCO 485 Internship	3
ENG 211 World Literature	3	Elective	3
<b>Semester Hours</b>	<b>15</b>	<b>Semester Hours</b>	<b>15</b>

#### Senior Year

*ETH 300 Professional Ethics	3	MCO Required Elective	3
MCO 331 Multicultural Media	3	Elective	3
MCO 421 Advanced Practicum (Capstone)	3	Elective	3
MCO Required Elective	3	Elective	3
Elective	3		
<b>Semester Hours</b>	<b>15</b>	<b>Semester Hours</b>	<b>12</b>

**TOTAL CREDIT HOURS: 120** \*UNIVERSITY CORE COURSE \*\* VARIES WITH PLACEMENT

# FOUR-YEAR COURSE DISTRIBUTION PLAN

## BACHELOR OF ARTS IN MASS COMMUNICATIONS

### JOURNALISM CONCENTRATION

#### SUGGESTED SEQUENCE OF COURSES

First Semester	Credits	Second Semester	Credits
<b>Freshman Year</b>			
*FRS 111 Freshman Studies	0.5	*HPE 112 Fundamental Motor Skills	1
*ENG 110 English and Composition I**	3	*ENG 111 English and Composition II	3
*MAT 110 Basic Math**	3	*MAT 111 General Math I	3
*INT 115 World Civilizations	3	*BIO 111 Intro. to Biological Science	3
*ETH 100 Foundation to Ethics	3	*SOC 115 Intro. to Social Science	3
*BIO 11 Intro to Biological Science	3	*CIS 101 Concepts of Computers	3
*HPE 111 Personal Health and Safety	1	*FRS 112 Freshman Studies	0.5
<b>Semester Hours</b>	<b>16.5</b>	<b>Semester Hours</b>	<b>16.5</b>
<b>Sophomore Year</b>			
*ENG 112 Comp. and Argument	3	*ENG 113 Comp. and Research	3
*MAT 112 General Math II	3	*PHY 112 Intro. to Physical Science	3
*ETH 200 Ethical Concepts and Issues	3	MCO 211 Prin. of Journalism	3
ART 190 or MUS 226	3	POL 201 U.S. Government	3
MCO 201 Intro to Mass Media	3	*HUM 200 Intro to the Humanities	3
<b>Semester Hours</b>	<b>15</b>	<b>Semester Hours</b>	<b>15</b>
<b>Junior Year</b>			
BUS 204 Principles of Business	3	MCO 321 Reporting and Writing II	3
*COM 210 Public Speaking	3	MCO 322 Radio Prod. I or Elective	3
MCO 221 Reporting and Writing I	3	MCO 328 Writing For Electronic Media	3
MCO 323 Video Production I or Elective	3	MCO 331 Web and Desktop Publishing	3
Elective	3	Theatre Course (THR 161,211,212 or 226)	3
<b>Semester Hours</b>	<b>15</b>	<b>Semester Hours</b>	<b>15</b>
<b>Senior Year</b>			
ENG 211 World Literature	3	MCO 363 Broadcast Announcing	3
MCO 421 Adv. Reporting Practicum	3	MCO 425 Mass Media Law	3
Elective	3	Elective	3
ETH 300 Professional Ethics*	3	Elective	3
Elective	3		
<b>Semester Hours</b>	<b>15</b>	<b>Semester Hours</b>	<b>12</b>
<b>Total Credit Hours: 120 *University Core Course **Varies With Placement</b>			

## COURSE DESCRIPTIONS

### MASS COMMUNICATIONS

**MCO 201 Introduction to Mass Media (3) This course is a prerequisite or corequisite for all other MCO courses. (ENG 110 – 111 (Grade C or Better)**

Introduction to the principles, philosophies, policies and practices of mass media industries, including print, broadcast, internet and new media communications, and allied professions of advertising and public relations. Attention is also given to historical perspectives, regulations, global implications and change.

**MCO 210 Reporting & Writing (3) Prerequisite: ENG 112 (Grade C or Better)**

An introduction to the basic principles of the journalism profession. Emphasis is given to journalistic writing for the media in terms of style, structure, comprehension, and readability. Examines the fundamentals of newsgathering, news writing, interviewing, research, news judgment, and deadline pressures.

**MCO 222 Audio Production I (3)**

An introduction to the techniques and procedures in the creation, production and direction of radio programs. It is designed to introduce students to basic knowledge and technical skills students need to understand various aspects of announcing such as articulation, voice projection, posture, and studio performance in various radio and television announcing situations. Emphasis will be placed on laboratory and technical experiences.

**MCO 223 Video Production and Theory (3)**

This is an introductory course geared to the specialization of basic video production with an emphasis on field, studio and film production. This course will prepare students for the pre-production phase of all video projects. By taking this course, students will learn how to bring their projects to life from storyboarding, set design, planning for props, location scouting and working with talent. Through this experience, students will understand camera motion techniques, production theories, and basic video editing construction.

**MCO 231 Multimedia Convergence (3) Prerequisite: MCO 222 & 223**

An introduction to the principles, philosophies, and industries of new media in terms of user generated content, online expression, social networking, identity management, community building, and citizen journalism. The course will focus on applying new media landscape principles through the incorporation of various multimedia elements, photos, sound, video, and text.



**MCO 312 Communication Theory and Research (3) Prerequisite: MCO 320**

Study of the methods, techniques, and measuring instruments currently used in the analysis of historical and contemporary communication theories.

**MCO 320 Media Writing (3) Prerequisite: MCO 210, 222, and 223**

This course is designed to refine various writing skills as learned in MCO 210, 222, and 223 through an integrated approach which emphasizes the fundamental writing skills required by all media – print, broadcast, internet and new media communications, advertising, and public relations. Application of different media formats, particularly in electronic and multimedia journalism, will culminate in an integrated journalism media portfolio.

**MCO 325 Mass Media Law (3) Prerequisite: POL 201, MCO 320**

Study of laws, rules, and regulations governing mass media industries in the United States. Emphasis on understanding and analyzing the legal, economic, professional, and ethical principles when gathering, reporting, editing and publishing information.

**MCO 327 Television and Video Production (3) Prerequisite: MCO 223**

Application of principles learned in MCO 223 with course focus on studio production and field production. Students will gain experience in professional studio production and learn field production skills including camera set-up, lighting issues, and audio. Work will include public affairs show and a group documentary video project.

**MCO 329 Audio Production II (3) Prerequisite: MCO 222**

Advanced study of the process of studio and commercial recording radio broadcasts through an examination of the principles of tape or CD recording and digital editing. It is designed to help students master the advance knowledge and technical skills of various aspects of announcing such as articulation, voice projection, posture, and studio performance in various radio and television announcing situations. Participation in extensive commercial and studio recording projects is required. Emphasis will be placed on advance laboratory and technical experiences.

**MCO 331 Multicultural Media (3) Prerequisite: Junior Status**

This course examines media portrayals of race, gender, and class in U.S. media. Using a historical and sociocultural lens students will study, analyze and critically discuss media representations of various cultures and audience impact. Focus will also include media diversity as it relates to media policy, literacy, activism and advocacy.

**MCO 363 Broadcast Announcing (3) Prerequisite: MCO 222, Junior Status**

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

**MCO 415 Film Criticism (3) Prerequisite: MCO 323**

This course will expose students to the fundamentals of film studies. Students will review films including Hollywood, African-American, International, and Third World Cinema weekly from the early 1900s through present day to examine the nature of filmmaking's social and psychological role in society. Students will also learn about narrative filmmaking through critical analysis of theories in structuralism, auteurism, ideological criticism and spectatorship.

**MCO 421 Advanced Practicum (Capstone) (3) Prerequisites: MCO 320 and 327 or 329**

Application of principles learned in advanced courses MCO 320 and 327 or 329 to an actual professional situation. Students are placed with the student newspaper or a local media organization to gain hands-on experience. Graduation portfolio must be produced.

**MCO 423 Film Production (3) Prerequisite: MCO 327**

This course is an introduction to the art of filmmaking. Training and hands-on experience in short film writing, producing, directing and editing. Advanced study and application of the three stages of production: pre-production, production and post-production.

**MCO 431 Feature Writing (3) Prerequisite: MCO 320, Junior Status**

This course is designed to provide a seminar-style opportunity to build an individual writing style and voice and to enjoy the "art" of writing. Students will be exposed to best practices and techniques in feature writing to specific audiences, and aim to be published as well as explore other feature writing submission opportunities, prizes and foundations.

**MCO 435 Media Management (3) Prerequisite: Junior Status**

This course focuses on the principles of radio and television management, including economic, administrative, and organizational structures and procedures. Emphasis on the role that broadcasting has assumed in society and examination of the various relationships within industry segments and their functions. Students will gain the knowledge necessary to reinforce their understanding of major policies and issues within the market structure, telecommunications and regulation of the communications industry.

**MCO 481 Mass Communications Seminar (3) Prerequisite: Advanced Student Status and Permission of Instructor**

Topics Rotate

**MCO 485-486 Internship in Communication (3-6) Prerequisite: Advanced Student Status and Permission of Instructor**

A practicum course that allows students to combine classroom theories with hands-on experience in an off-campus facility.

**MCO 491 Independent Study (3) Prerequisite: Senior Status and Permission of Instructor**

Special projects in advanced studies.

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## DEPARTMENT OF NATURAL SCIENCES AND MATHEMATICS

**Degrees Offered:** Bachelor of Science in Biology  
Bachelor of Science in Chemistry  
Bachelor of Science in Environmental Science  
**(Temporarily Suspended)**  
Bachelor of Science in Mathematics  
Bachelor of Science in Mathematics Education  
(9-12 Licensure)  
Bachelor of Science in Physics  
**(Temporarily Suspended)**

### **Department Mission:**

The mission of the Department of Natural Sciences and Mathematics is to prepare increasing numbers of students for employment and graduate programs in the fields of life and physical sciences through its Bachelor of Science degree program offerings. The departmental goal is to become a center of excellence and recognition for producing highly competitive students with backgrounds and interests in these fields and thereby having a significant impact on the projected manpower shortage of science professionals at the national level.

The Department offers the following majors/programs:

Biology  
Chemistry  
Environmental Science **(Temporarily Suspended)**  
Physics **(Temporarily Suspended)**  
Mathematics  
Mathematics Education

### **The Major in Biology**

The Biology Major is a structured curriculum that allows students to enroll in a variety of courses emphasizing specific areas of life sciences. Students must earn a grade of "C" or better in all biology, chemistry, environmental science, mathematics, and physics courses.

The major requirements are as follows:

Biology 124 Principles of Biology II  
Biology 212 General Zoology  
Biology 232 General Botany  
Biology 311 Genetics  
Biology 312 Comparative Vertebrate Anatomy  
Biology 323 Vertebrate Physiology

Biology 332 Microbiology  
Biology 352 Molecular and Cellular Biology  
Biology 423 Ecology  
Biology 432 Biochemistry  
Biology 480 Biology Seminar  
Biology 483 Senior Capstone Course

All biology lectures and labs have separate credit hours and grades. The lecture is 3 credit hours and the lab is 1 credit hour. Students must enroll in the lecture and lab concurrently. After the initial enrollment, students may take the lecture and lab separately, but only if one (lecture or lab) is passed and the other failed.

Other major area courses required in the program include chemistry and physics and are specified under the four- year degree plan.

### **Retention in the Biology Program**

Students may declare Biology as their major, but must meet the following requirements in order to remain in the program:

1. Have a cumulative grade point average of 2.0 or higher at the conclusion of the first year of matriculation the Biology Program.
2. Maintain a cumulative grade point average of 2.0 or higher during matriculation at the University.
3. Earn at least a "C" in both introductory biology courses (Principles of Biology I and Principles of Biology II).

It is recognized that students in the Biology Program may drop below the minimum academic standards outlined above. In that case, students will be placed on probation for a semester and required to attend mandatory tutorials. If after this period students fail to meet the GPA requirements, they will be advised to change their major. Special consideration will be given to students who have had existing circumstances (medical issues, family illnesses, etc.) that have prevented them from meeting the minimum academic standards. It is incumbent upon the students to provide evidence of these circumstances, in addition to submitting a letter requesting special consideration.

The faculty of the program will review the records of each student who fails to meet and maintain the required GPA and make a final decision as to the student's continuation in the program.

# COURSE DISTRIBUTION

## 120 SEMESTER HOURS

### CORE REQUIREMENTS

English 110***	3
English 111	3
English 112	3
English 113	3
Ethics 100	3
Ethics 200	3
Ethics 300	3
Mathematics 115	4
Concepts of Computers 101	3
Principles of Biology I	4
General Chemistry I 212	4
Personal Health and Safety 111	1
Fundamental Motor Skills 112	1
Freshman Studies 111	0.5
Freshman Studies 112	0.5
World Civilization 115	3
Intro. to Social Science 115	3
Introduction to Humanities 200	3
Public Speaking 210	3
**Intro to Shaw University (For Transfer Students Only)	1
<b>Total</b>	<b>52</b>
<b>*CIS 101 replaces MAT 116</b>	
<b>**Intro to Shaw University replaces Freshman Studies</b>	

### DEPARTMENTAL REQUIREMENTS

#### PHYSICS COURSES

Physics 212 or 221	4
Physics 214 or 222	4
<b>Total</b>	<b>8</b>

#### BIOLOGY COURSES (LECTURE, 3 CREDITS; LAB, 1 CREDIT)

Biology 124	4
Biology 212	4
Biology 232	4
Biology 312	4
Biology 323	4
Biology 332	4
Biology 352	4
Biology 401	4
Biology 423	4
Biology 432	4
Biology 480 Biology Seminar	1
Biology 482	1
Biology 483 Senior Capstone Course	2
<b>Total</b>	<b>44</b>

#### CHEMISTRY COURSES

Chemistry 214	4
Chemistry 341	4
Chemistry 342	4
<b>Total</b>	<b>12</b>
<b>*** Varies with placement</b>	
Electives	10

**DEPARTMENT OF NATURAL SCIENCES AND MATHEMATICS**  
**REQUIREMENTS FOR A B.S. DEGREE BIOLOGY**  
**\*FOR STUDENTS ENTERING FALL 2011 OR LATER**

**I. Core Requirements: 45 credits**

<u>Course Name</u>	<u>CR.</u>	<u>Prerequisites</u>
BIO 114 Principles of Biology I	3	
BIO 115 Principles of Biology Laboratory	1	
CHE 212 General Chemistry I	3	MAT 115
CHE 222 General Chemistry I Lab	1	
CIS 101 Concepts of Computers	3	
COM 210 Public Speaking	3	
ENG 110 College English & Composition I	3	
ENG 111 College English & Composition II	3	
ENG 112 College Composition and Argument	3	ENG 111
ENG 113 English Composition & Research	3	ENG 112
ETH 215 Cross Cultural Ethics of Responsibility	3	
FRS 111 Freshman Studies I	0.5	
FRS 112 Freshman Studies II	0.5	
HIS 115 Survey of World Civilization	3	
HPE 111 Personal Health/Safety	1	
HPE 112 Fundamental Motor Skills	1	
HUM 200 Introduction to Humanities	3	
		MAT 113 or placement test
MAT 115 Pre-Calculus	4	
SSC 115 Introduction to Social Sciences	3	

**II. Major Requirements: 63 credits**

<u>Course Name</u>	<u>CR.</u>	<u>Prerequisites</u>
BIO 124 Principles of Biology II	3	BIO 114
BIO 125 Principles of Biology II Lab	1	BIO 115
		BIO 114,
BIO 212 General Zoology	3	BIO 124
		BIO 115,
BIO 213 General Zoology Lab	1	BIO 125
		BIO 114,
BIO 232 General Botany	3	BIO 124

BIO 233 General Botany Lab	1	BIO 115, BIO 125
BIO 312 Comparative Vertebrate Anatomy	3	BIO 212
BIO 313 Comparative Vertebrate Anatomy Lab	1	BIO 213 BIO 312,
BIO 323 Vertebrate Physiology	3	CHE 212 BIO 313,
BIO 324 Vertebrate Physiology Lab	1	CHE 222 BIO 114, BIO 124, CHE 212,
BIO 332 Microbiology	3	MAT 115 BIO 115, BIO 125, CHE 222,
CHE 333 Microbiology Lab	1	MAT 115 BIO 114, BIO 124,
CHE 352 Intro to Molecular Cell Biology	3	CHE 214 BIO 115, BIO 125,
CHE 353 Intro to Molecular Cell Biology	1	CHE 224 BIO 114, BIO 124,
BIO 401 Genetics	3	MAT 115 BIO 115, BIO 125,
BIO 402 Genetics Lab	1	MAT 115 BIO 114, BIO 124,
BIO 423 Ecology	3	CHE 212 BIO 115, BIO 125,
BIO 424 Ecology Lab	1	CHE 222 BIO 323,
BIO 432 Biochemistry	3	CHE 341 BIO 324,
BIO 433 Biochemistry Lab	1	CHE 351



BIO 480 Biology Seminar	1	Juniors/Seniors
BIO 483 Senior Capstone Course	2	Seniors
CHE 214 General Chemistry II	3	CHE 212
CHE 224 General Chemistry II Lab	1	CHE 222
CHE 341 Organic Chemistry I	3	CHE 214
CHE 351 Organic Chemistry I Lab	1	CHE 224
CHE 351 Organic Chemistry II	3	CHE 341
CHE 352 Organic Chemistry II Lab	1	CHE 351
PHY 212 Physics I	3	MAT 115
PHY 232 Physics I Lab	1	MAT 115
PHY 214 Physics II	3	PHY 212
PHY 234 Physics II Lab	1	PHY 232

**FOUR-YEAR COURSE DISTRIBUTION PLAN**  
**BACHELOR OF SCIENCE IN BIOLOGY**  
**ELECTRONIC MEDIA PRODUCTION CONCENTRATION**  
**SUGGESTED SEQUENCE OF COURSES**

**SOPHOMORE YEAR**

<b>First Semester</b>	<b>Credits</b>	<b>Second Semester</b>	<b>Credits</b>
ENGL 110 *College Eng. and Comp. I	3	ENG 111 College Eng. and Comp. II	3
FRS 111 Freshman Studies	0.5	FRS 111 Freshman Studies	0.5
Mat 115 Pre Calculus	4	HPE 111 Personal Health and Safety	1
BIO 114 Principles of Biology I	3	CIS 101 Computer Science	4
BIO 115 Principles of Biology I Lab	1	BIO 124 Principles of Biology II	3
CHE 212 General Chemistry I	3	BIO 125 Principles of Biology II Lab	1
CHE 222 General Chemistry I Lab	1	CHE 214 General Chemistry II	3
		CHE 224 General Chemistry II lab	1
<b>Semester Hours</b>	<b>15.5</b>	<b>Semester Hours</b>	<b>15.5</b>

**SOPHOMORE YEAR**

<b>First Semester</b>	<b>Credits</b>	<b>Second Semester</b>	<b>Credits</b>
ENG 112 College Comp and Argument	3	ENG 113	3
COM 210 Public Speaking	3	SSC 115 Intro to Social Science	3
HPE 112 Fundamental Motor Skills	1	ETH 215 Cross Cultural Ethics of Resp.	3
BIO 212 General Zoology	3	BIO 312 Comp. Vertebrate Anatomy	3
BIO 213 General Zoology Laboratory	1	BIO 313 Comp. Vertebrate Anatomy Lab	1
CHE 341 Organic Chemistry I	3	CHE 342 Organic Chemistry II	3
CHE 351 Organic Chemistry I Lab	1	CHE 352 Organic Chemistry II Lab	1
<b>Semester Hours</b>	<b>15</b>	<b>Semester Hours</b>	<b>17</b>

**JUNIOR YEAR**

<b>First Semester</b>	<b>Credits</b>	<b>Second Semester</b>	<b>Credits</b>
HIS 115 History of World Civilizations	3	Electives	3
HUM 200 Intro to Humanities	3	BIO 401 Genetics	3
BIO 323 Vertebrate Physiology	3	BIO 402 Genetics Lab	1
BIO 324 Vertebrate Physiology Lab	1	BIO 423 Ecology	3
BIO 232 General Botany	3	BIO 424 Ecology Lab	1
BIO 233 General Botany Lab	1	Elective	3
BIO 480 Biology Seminar	1		
<b>Semester Hours</b>	<b>15</b>	<b>Semester Hours</b>	<b>14</b>

## SENIOR YEAR

First Semester	Credits	Second Semester	Credits
BIO 332 Microbiology	3	BIO 352 Intro to Molecular Cell Biology	3
BIO 333 Microbiology Lab	1	BIO 333 Intro to Molecular Cell Bio. Lab	1
BIO 432 Biochemistry	3	PHY 214 Physics II	3
BIO 433 Biochemistry Lab	1	PHY 234 Physics II Lab	1
PHY 212 Physics I	3	BIO 483 Senior Capstone Course	2
PHY 232 Physics I Lab	1		
<b>Semester Hours</b>	<b>15</b>	<b>Semester Hours</b>	<b>13</b>
<b>Total Credit Hours: 120</b>			

## COURSE DESCRIPTIONS

### **BIOLOGY**

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

A course designed to give the non-science major a survey of the fundamental aspects of biology. Emphasis is placed on the human as a model organism. Equal exposure is given to cellular organisms and population biology. This class meets 3 hours per week. There is no lab.

#### **BIO 114 Principles of Biology I (3)**

##### **Corequisite: BIO 115**

The first course designed for Biology majors only. This course will provide fundamental aspects of biology with emphasis on the scientific method, chemistry of life, cellular structures and functions, and genetics. There are three 50 minute lectures per week.

#### **BIO 115 Principles of Biology I Laboratory (1)**

##### **Corequisite: BIO 114**

One 2 1/2-hour laboratory session per week that complements BIO 114.

#### **BIO 124 Principles of Biology II (3)**

##### **Prerequisite: BIO 114**

##### **Corequisite: BIO 125**

The second course designed for Biology majors only. This course will provide practical aspects of biology with a survey of higher-level organisms. Emphasis is placed upon the organismal kingdoms, human body systems, and principles of ecology and evolution. There are three 50-minute lectures and one 2 1/2-hour laboratory session per week.

#### **BIO 125 Principles of Biology II Laboratory (1)**

##### **Corequisite: BIO 124**

##### **Prerequisite: BIO 115**

One 2 1/2-hour laboratory session per week that complements BIO 124.

#### **BIO 211 General Biology (4)**

##### **Prerequisite: high school chemistry**

Course designed to provide the science major with a strong foundation in the fundamental principles of biology. Evolution and the unity and diversity of life are stressed throughout the course. Common and unique evolutionary solutions to the problems of survival are discussed in a format that moves from the molecular basis of life through cell, organism, and population biology. There are three 50 minute lectures and one 2 1/2-hour laboratory session per week.

#### **BIO 212 General Zoology (4)**

##### **Prerequisite: BIO 211**

Study of the biology of the major groups of animals with emphasis on morphology, taxonomy, diversity, and physiology. There are three 50 minute lectures and one 2 1/2-hour laboratory session per week.

### **BIO 232 General Botany (4)**

#### **Prerequisite: BIO 211**

Study of the theories, principles, and concepts of plant life. An evolutionary approach is emphasized. Topics include diversity, taxonomy, morphology, and physiology. There are three 50 minute lectures and one 2 1/2-hour laboratory session per week.

### **BIO 233 Botany Lab**

One 2 1/2-hour laboratory session per week that complements BIO 232

### **BIO 401 Genetics (4)**

#### **Prerequisites: BIO 211, and MAT 115**

The study of the physical basis of inheritance. Topics include genes as units of heredity and development, the qualitative aspects of genetic variation, and the physical and chemical properties of genetic materials. There are three 50 minute lectures and one 2 1/2-hour laboratory session per week.

### **BIO 312 Comparative Vertebrate Anatomy (4)**

#### **Prerequisite: BIO 212**

A study of morphology, systematic and phylogenetic relationships with emphasis on the vertebrates, with various theories of comparative anatomical evidence in support of organic evolution. The laboratory work involves dissection and the study of specimens from various vertebrate classes. There are three 50 minute lectures and one 2 1/2-hour laboratory session per week.

### **BIO 313 Comparative Vertebrate Anatomy Lab**

One 2 1/2-hour laboratory session per week that complements BIO 312

### **BIO 323 Vertebrate Physiology (4)**

#### **Prerequisites: BIO 312 and CHE 212**

The study of the physiology of vertebrates, with particular reference to man and the lower animals. There are three 50 minute lectures and one 2 1/2-hour laboratory session per week.

### **BIO 324 Vertebrate Physiology Lab**

One 2 1/2-hour laboratory session per week that complements BIO 323

### **BIO 332 Microbiology (4)**

#### **Prerequisites: BIO 211, CHE 212, and MAT 115**

The study of microorganisms, with emphasis on bacteria and viruses. Techniques of sterilization, isolation, identification, and handling of microorganisms are included in the laboratory. There are three 50 minute lectures and one 2 1/2-hour laboratory session per week.

### **BIO 333 Microbiology Lab**

One 2 1/2-hour laboratory session per week that complements BIO 332

**BIO 351: Biotechnology I - Principles and Theories of Biotechnology (4).**

**Prerequisite: BIO 211**

A study of the principles and theories of Biotechnology, designed to provide the student with general knowledge about the field of biotechnology and enable students to analyze situations or phenomena related to the biological world.

**BIO 352 Introduction to Molecular Cell Biology (4)**

**Prerequisites: BIO 211 and CHE 214**

A general overview of the cell, emphasizing molecular approaches to understanding a cellular structure. Instruction is inquiry-based with extensive use of informational and instructional technology tools. Individual computers in the classroom are utilized to promote student-centered learning and collaborative learning activities, and the use of the Internet, digital libraries, and CD-ROM, video, and audio multimedia. There are three 50 minute lectures and one 2 1/2-hour laboratory session per week.

**BIO 353 Molecular Cell Biology Lab**

One 2 1/2-hour laboratory session per week that complements BIO 352

**BIO 361 Biotech Lab**

One 2 1/2-hour laboratory session per week that complements BIO 351

**BIO 371 Human Anatomy (4)**

**Prerequisites: BIO 211**

A study of the structure of the human body. Emphasis is placed on the basic concepts and their application to various body components and activities. There are three 50 minute lectures and one 2 1/2-hour laboratory session per week.

**BIO 372 Human Physiology (4)**

**Prerequisite: BIO 371**

Study of the functions of various human body systems. Emphasis is placed on the basic concepts and the applications to various body components and activities. There are three 50 minute lectures and one 2 1/2-hour laboratory session per week.

**BIO 381 Human Anatomy Lab**

One 2 1/2-hour laboratory session per week that complements BIO 371

**BIO 382 Human Physiology Lab**

One 2 1/2-hour laboratory session per week that complements BIO 372

**BIO 401 Genetics (4)**

**Prerequisites: BIO 211, and MAT 115**

The study of the physical basis of inheritance. Topics include genes as units of heredity and development, the qualitative aspects of genetic variation, and the physical and chemical properties of genetic materials. There are three 50 minute lectures and one 2 1/2-hour laboratory session per week.

### **BIO 402 Genetics Lab**

One 2 1/2-hour laboratory session per week that complements BIO 401

### **BIO 423 Ecology (4)**

**Prerequisites:** BIO 211, and MAT 115

Exploration of the principles that govern the distribution and interaction of populations. Classical theory of a biotic environmental controls is contrasted with contemporary concepts that include competition, predation, and other biotic agents that organize populations and communities. In the laboratory, field exercises are used to test various ecological theories and to familiarize students with regional ecosystems. There are three 50 minute lectures and one 2 1/2-hour laboratory session per week.

### **BIO 424 Ecology Lab**

One 2 1/2-hour laboratory session per week that complements BIO 423

### **BIO 432 Biochemistry (4)**

**Prerequisites:** BIO 323 and CHE 341

Study of the properties of biologically active compounds, enzymology, and metabolism. There are three 50 minute lectures and one 2 1/2-hour laboratory session per week.

### **BIO 433 Biochemistry Lab**

One 2 1/2-hour laboratory session per week that complements BIO 432

### **BIO 442 Immunology (4)**

**Prerequisites:** BIO 323 and CHE 341

An introduction to modern immunological principles, concepts, and applications. There are three 50 minute lectures and one 2 1/2-hour laboratory session per week.

### **BIO 443 Immunology Lab**

One 2 1/2-hour laboratory session per week that complements BIO 442

### **BIO 451: Biotechnology II - Applications of Biotechnology (4).**

**Prerequisites:** BIO 351, CHE 214

Exploitation of biotechnology in industrial processes with emphasis on agro and health industries as well as environmental management, designed to train students in hands-on conduction of experimental projects in applied biotechnology. The course will also provide a foundation for the principles of molecular genetics as they apply to research performed in the biotechnology industry.

### **BIO 452 Frontiers in Cell and Molecular Biology (3)**

**Prerequisites:** BIO 211 and CHE 341

A course designed to provide students with biotechnology competencies and research applications in the areas of molecular biology, cell biology, and developmental biology. The textbook materials are supplemented by biotechnology journal article resource materials. There are three 50 minute lectures and one 2 1/2-hour laboratory session per week.

**BIO 453 Frontiers Lab**

One 2 1/2-hour laboratory session per week that complements BIO 452

**BIO 480 Biology Seminar (1) Prerequisite: junior or senior status**

A course designed to expose majors to a broad range of current topics in biology while building research and presentation skills. The class meets once a week for 50 minutes.

**BIO 482 Biology Seminar II (1)**

**Prerequisite: junior or senior status**

Identical to BIO 481 with an extended oral presentation.

**BIO 483 Senior Capstone Course (2) Prerequisite: Senior status**

A course designed to integrate and assess skills and concepts acquired from the biology undergraduate courses, including classroom-based and experiential components. Comprehension competence of topics will be demonstrated in both written and oral forms by students. Preparation of the Major Field Test in Biology will also be a focus of this course. There are two 50 minute lectures per week.

**BIO 491 Research (1-3)**

**Prerequisite: advisor's consent**

**BIO 492 Research (1-3)**

**Prerequisite: advisor's consent**

**BIO 493 Neuroanatomy (4)**

**Prerequisites: BIO 371 and BIO 372**

A course designed to meet the required competencies of students majoring in Adapted Physical Education and Kinesiotherapy. It provides an integrated study of the human nervous system from anatomical and physiological points of view. There are three 50 minute lectures and one 2 1/2-hour laboratory session per week.

**BIO 494 Neuroanatomy Lab**

One 2 1/2-hour laboratory session per week that complements BIO 452



## Minor in Biology

Interested students may also elect to pursue a minor in biology. The minor consists of two “200-level courses” and three “300-level courses” for a total of 19 credit hours. Students are required to maintain a “C” average.

The departmental requirements are as follows:

BIO 211	General Biology
BIO 312	Comparative Vertebrate Anatomy
BIO 323	Vertebrate Physiology

Plus any two of the following:

BIO 212	General Zoology
BIO 311	Genetics
BIO 332	Microbiology

## COURSE DISTRIBUTION

### 20 Semester Hours

#### Departmental Requirements

Biology 211	4
Biology 312	4
Biology 323	4
Total	12

Any two of the following courses:

Biology 212	4
Biology 311	4
Biology 332	4
Total	12

## The Major in Chemistry

The Chemistry major is a structured curriculum designed to expose students to organic, inorganic, and physical chemistry. Students must earn a grade of "C" or better in the chemistry courses and a satisfactory grade in all other courses required for the major.

The departmental requirements are as follows:

Chemistry 214	General Chemistry II
Chemistry 241	Analytical Chemistry I
Chemistry 242	Analytical Chemistry II
Chemistry 341	Organic Chemistry I
Chemistry 342	Organic Chemistry II
Chemistry 431	Physical Chemistry I
Chemistry 432	Physical Chemistry II
Chemistry 481	Seminar I
Chemistry 482	Seminar II

Other departmental requirements for the chemistry major include courses in calculus and physics and are specified under the four-year degree plan.

## COURSE DISTRIBUTION

### 120 SEMESTER HOURS

### CORE REQUIREMENTS

English 110***	3
English 111	3
English 112	3
English 113	3
Ethics 100	3
Ethics 200	3
Ethics 300	3
Mathematics 115	4
CIS 101	4
Public Speaking 210	3
General Biology 211	4
General Chemistry I 212	4
Personal Health and Safety 111	1
Fundamental Motor Skills 112	1
Freshman Studies 111	0.5

Freshman Studies 112	0.5
Survey of World Civilization 115	3
Introduction to Social Science 115	3
Introduction to Humanities 200	3
**Orientation to Shaw University (Transfers Only)	3
<b>Total</b>	<b>52</b>

#### PHYSICS COURSES

Physics 221	4
Physics 222	4
<b>Total</b>	<b>8</b>

#### DEPARTMENTAL REQUIREMENTS

##### CHEMISTRY COURSES

Chemistry 214	4
Chemistry 241	4
Chemistry 242	4
Chemistry 341	4
Chemistry 342	4
Chemistry 431	4
Chemistry 432	4
Chemistry 481	1
Chemistry 482	1
<b>Total</b>	<b>30</b>

##### CALCULUS COURSES

Mathematics 201	4
Mathematics 202	4
Mathematics 203	4
<b>Total</b>	<b>12</b>

Electives 18

\*\*\* Varies with placement

# FOUR-YEAR COURSE DISTRIBUTION PLAN

## BACHELOR OF SCIENCE IN CHEMISTRY

### SUGGESTED SEQUENCE OF COURSES

First Semester	Credits	Second Semester	Credit
<b>Freshman Year</b>			
FRS 111 Freshman Studies	0.5	FRS 112 Freshman Studies	0.5
ENG 110*** College Eng. and Comp	3	HPE 111 Personal Health and Safety	1
MAT 115 Pre-Calculus	4	ENG 111 College English and Comp I	3
BIO 211 General Biology	4	CSI 101 Concepts of Computers	3
CHE 212 General Chemistry I	4	ETH 100 Found. of Knowledge	3
		CHE 214 General Chemistry II	4
<b>Semester Hours</b>	<b>15.5</b>	<b>Semester Hours</b>	<b>14.5</b>
<b>Sophomore Year</b>			
COM 210 Public Speaking	3	CHE 342 Organic Chemistry II	4
CHE 341 Organic Chemistry I	4	ENG 113 College Comp	3
ENG 112 College Comp Argument	3	SOC 115 Intro. to Social Science	3
HPE 112 Fundamental Motor Skills	1	ETH 200 Ethical Concepts and Issues	3
ETH 200 Ethical Concepts Issues	3	MAT 202 Calculus II	4
MAT 201 Calculus I	4		
<b>Semester Hours</b>	<b>18</b>	<b>Semester Hours</b>	<b>17</b>
<b>Junior Year</b>			
PHY 221 General Physics I	4	PHY 222 General Physics II	4
CHE 241 Analytical Chemistry I	4	CHE 242 Analytical Chemistry II	4
MAT 203 Calculus III	4	HIS 115 Survey of World Civilization	4
Electives Humanities	3	HUM 200 Intro. to Humanities	3
<b>Semester Hours</b>	<b>15</b>	<b>Semester Hours</b>	<b>15</b>
<b>Senior Year</b>			
CHE 431 Physical Chemistry I	4	CHE 432 Physical Chemistry II	4
CHE 481 Seminar I	1	CHE 482 Seminar II	1
Electives	7	Electives	7
<b>Semester Hours</b>	<b>12</b>	<b>Semester Hours</b>	<b>12</b>
<b>Total Credit Hours: 120 *** Varies With Placement.</b>			

## COURSE DESCRIPTIONS

### CHEMISTRY

#### **CHE 112 Principles of Chemistry (4)**

**Prerequisite:** None

"Principles of Chemistry" is open to any non-science major to satisfy graduation requirements. This one semester course covers basic topics in modern chemistry. Each topic will be accompanied by laboratory experiments and/or in-class demonstrations.

#### **CHE 122 Principles of Chemistry Lab**

One 2 1/2-hour laboratory session per week that complements CHE 112.

#### **CHE 212 General Chemistry I (3)**

**Prerequisite:** MAT 113 or a "C" in CHE 112

A study of atomic and molecular structure, the Periodic Table, chemical reactions, stoichiometry, gas laws, and states of matter. There are three 50-minute lectures and one 2 1/2-hour laboratory session per week.

#### **CHE 222 General Chemistry I Lab (1)**

One 2 1/2-hour laboratory session per week that complements CHE 212

#### **CHE 214 General Chemistry II (3)**

**Prerequisite:** CHE 212

A continuation of General Chemistry I. The topics studied are chemical equilibrium, energy and chemical reactions, electrochemistry, properties of solutions and acid base concepts, and nuclear chemistry. There are three 50 minute lectures and one 2 1/2 -hour laboratory session per week.

#### **CHE 224 General Chemistry II Lab (1)**

One 2 1/2-hour laboratory session per week that complements CHE 214

#### **CHE 241 Analytical Chemistry I (4)**

**Prerequisites:** CHE 212 and CHE 214

A study of the theories and practices of qualitative analysis, using modern analytical instruments and wet chemistry. There are three 50 minute lectures and one 2 1/2 -hour laboratory session per week.

#### **CHE 251 Analytical Chemistry I Lab (1)**

One 2 1/2-hour laboratory session per week that complements CHE 241.

#### **CHE 242 Analytical Chemistry II (4)**

**Prerequisites:** CHE 241

A study of gravimetric and volumetric analyses with an introduction to instrumental analysis. These include acid-base equilibrium, buffer solutions, complex formation reactors, theory of instrumental analysis, and data processing. There are three 50-minute lectures and one 2 1/2 -hour laboratory session per week.

**CHE 252 Analytical Chemistry II Lab**

One 2 1/2-hour laboratory session per week that complements CHE 242.

**CHE 341 Organic Chemistry I (4)**

**Prerequisite:** CHE 214

A study of the physical and chemical properties of cyclic and acyclic alkenes and other basic functional organic groups, including a heavy emphasis on synthesis and reaction mechanisms. There are three 50 minute lectures and one 2 1/2-hour laboratory session per week.

**CHE 351 Organic Chemistry I Lab**

One 2 1/2-hour laboratory session per week that complements CHE 341.

**CHE 342 Organic Chemistry II (4)**

**Prerequisite:** CHE 341

A study of the physical and chemical properties of organic substances as they relate to the various functional groups with the use of modern instruments in the laboratory. There are three 50 minute lectures and one 2 1/2-hour laboratory session per week.

**CHE 352 Organic Chemistry II Lab**

One 2 1/2-hour laboratory session per week that complements CHE 352.

**CHE 412 Advanced Inorganic Chemistry (3)**

**Prerequisites:** CHE 214 and MAT 202

A study of the atomic structure, ionic and covalent bonding acid base chemistry, coordination chemistry, descriptive chemistry of transition metals, halogens and noble gases, and periodicity. There are three 50-minute lectures and one 2 1/2-hour laboratory session per week.

**CHE 422 Advance Inorganic Chemistry Lab**

One 2 1/2-hour laboratory session per week that complements CHE 412.

**CHE 431 Physical Chemistry I (4)**

**Prerequisite:** MAT 203 and PHY 222

A course that deals with the application of the principles of physics to study chemistry, the properties of gases, the mechanics of atoms and molecules, thermodynamics and chemical equilibrium, and chemical kinetics. There are three 50-minute lectures and one 2 1/2-hour laboratory session per week.

**CHE 435 Physical Chemistry I Lab**

One 2 1/2-hour laboratory session per week that complements CHE 431.

**CHE 432 Physical Chemistry II (4)**

**Prerequisites:** CHE 431

A continuation of Physical Chemistry I. Topics include chemical bonding and molecular structure, chemical kinetics and reaction mechanisms,

properties of condensed phases, surface and colloid chemistry, and quantum mechanics and spectroscopic techniques. There are three 50 minute lectures and one 2 1/2-hour laboratory session per week.

### **CHE 436 Physical Chemistry II Lab**

One 2 1/2-hour laboratory session per week that complements CHE 432.

### **CHE 481 Seminar I (1)**

**Prerequisite: Juniors and seniors only**

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

### **CHE 482 Seminar II (1)**

**Prerequisite: Seniors only**

A seminar that is identical to CHE 481 with an extended oral presentation.

### **CHE 491 Research (1-3)**

**Prerequisite: advisor's consent**

### **CHE 494 Research (1-3)**

**Prerequisite: advisor's consent**

### **Minor in Chemistry**

Interested students may also elect to pursue a minor in chemistry. The minor consists of three "200-level courses" and two "300-level courses" for a total of 20 credit hours. Students will be required to maintain a "C" average.

The departmental requirements are as follows:

CHE 212	General Chemistry I
CHE 214	General Chemistry II
CHE 241	Analytical Chemistry I
CHE 341	Organic Chemistry I
CHE 342	Organic Chemistry II

### **Chemistry Management Concentration**

The Chemistry-Management concentration is designed for students who would like to apply the scientific interests to a business career. The major is appropriate for a variety of careers at the interface of the two disciplines, such as sales and marketing specialists for chemical and pharmaceutical companies, business officers in science-based industries or institutions, and scientific information liaisons (e.g. public relations, political advising, and lobbying).

### **The Major in Environmental Science (Temporarily Suspended)**

The Environmental Science major is a structured curriculum designed to expose students to a comprehensive approach that emphasizes environmental issues, instrumentation, water and air quality and health effects of the environment. Students must earn a grade of “C” or better in all environmental science courses and a satisfactory grade in all other courses required for the major.

The departmental requirements are as follows:

Environmental Science 201

Environmental Science 402

Environmental Science 210

Environmental Science 410

Environmental Science 215

Environmental Science 413

Environmental Science 301

Environmental Science 414

Environmental Science 311

Environmental Science 415

Environmental Science 314

Environmental Science 499

Environmental Science 401

Other departmental requirements for the environmental science major include courses in biology, chemistry, mathematics, and physics and are specified under the four-year degree plan.



## COURSE DISTRIBUTION

### 123 SEMESTER HOURS

#### CORE REQUIREMENTS

English 110***	3
English 111	3
English 112	3
English 113	3
Ethics 100	3
Ethics 200	3
Ethics 300	3
Mathematics 115	4
*Mathematics 116	4
Public Speaking 210	3
General Biology 211	4
General Chemistry I 212	4
Personal Health and Safety 111	1
Fundamental Motor Skills 112	1
Orientation to Shaw 111	1
Freshman Studies 111	0.5
Freshman Studies 112	0.5
Survey of World Civilization 115	3
Introduction to Social Science 115	3
Introduction to Humanities 200	3
<b>Total</b>	<b>52</b>

\*CIS 101 replaces MAT 116

\*\*OSU replaces Freshman Studies

#### Biology Course

Biology 423	4
<b>Total</b>	<b>4</b>

#### Chemistry Courses

Chemistry 214	4
Chemistry 341	4
Chemistry 342	4
<b>Total</b>	<b>12</b>

## **DEPARTMENTAL REQUIREMENTS**

### **ENVIRONMENTAL SCIENCE COURSES**

Environmental Science 201	3
Environmental Science 210	3
Environmental Science 215	4
Environmental Science 301	4
Environmental Science 311	4
Environmental Science 314	4
Environmental Science 401	1
Environmental Science 402	2
Environmental Science 410	3
Environmental Science 413	3
Environmental Science 414	3
Environmental Science 415	3
Environmental Science 499	10
<b>Total</b>	<b>47</b>

### **Mathematics**

Mathematics 200	3
<b>Total</b>	<b>3</b>

### **Physics Course**

Physics 212	4
<b>Total</b>	<b>4</b>

**\*\*\* Varies with placement**

# FOUR-YEAR COURSE DISTRIBUTION PLAN

## BACHELOR OF SCIENCE IN ENVIRONMENTAL SCIENCE

### (Temporarily Suspended)

#### SUGGESTED SEQUENCE OF COURSES

First Semester	Credits	Second Semester	Credits
<b>Freshman Year</b>			
FRS 111 Freshman Studies	0.5	HPE 111 Personal Health and Safety	1
ENG 110*** College Eng. Comp	3	ENG 111 College English and Comp II	3
MAT 115 Pre-Calculus	4	*MAT 116 Comp. Mathematics	4
BIO 211 General Biology	4	CHE 214 General Chemistry II	4
CHE 212 General Chemistry I	4	ENV 201 Intro. to Environmental Science	4
		FRS 112 Freshman Studies	0.5
<b>Semester Hours</b>	<b>15.5</b>	<b>Semester Hours</b>	<b>16.5</b>

#### Sophomore Year

COM 210 Public Speaking	3	ENV 215 Physical Geology	4
CHE 341 Organic Chemistry I	4	CHE 342 Organic Chemistry	4
ENG 112 College Comp and Argument	3	ENG 113 College Comp Research	3
HPE 112 Fund. Motor Skills	1	SOC 115 Intro. to Social Science	3
ETH 100 Foundations of Ethics	3	ETH 200 Ethical Concepts and Issues	3
ENV 210 Environmental Issues/Ethic	3		
<b>Semester Hours</b>	<b>17</b>	<b>Semester Hours</b>	<b>17</b>

#### Junior Year

HIS 115 World Civilizations	3	BIO 212 General Zoology**	4
PHY 212 Physics I	4	ETH 300 Professional Ethics	4
MAT 200 Intro. to Biostatistics	3	ENV 314 Air Quality	4
ENV 301 Env. Instrumentation	4	HUM 200 Intro. to Humanities	3
ENV 311 Water Chem. Water Quality	4	ENV 401 Environ. Seminar I	1
<b>Semester Hours</b>	<b>18</b>	<b>Semester Hours</b>	<b>16</b>

\*\* May Substitute Bio 232 General Botany)

#### Senior Year

ENV 410 Toxicology	3	ENV 402 Environ. Seminar II/Research	2
ENV 413 Intro. to Environ. Health	3	ENV 499 Internship	10
ENV 414 Air Quality	3		
ENV 415 Risk Analysis	3		
<b>Semester Hours</b>	<b>12</b>	<b>Semester Hours</b>	<b>12</b>

Total Credit Hours: 124 \*\*\* Varies With Placement.

\*CIS 101 substitutes for MAT 116

## COURSE DESCRIPTIONS

### **ENVIRONMENTAL SCIENCE (Temporarily Suspended)**

#### **ENV 201 Introduction to Environmental Science (4)**

**Prerequisites:** BIO 211 and CHE 212

A consideration of the interplay between the whole living organism and the environment. Emphasis is placed on those topics that concern man and his creation of environment and the effects of the environment on man, with the development of the concept of man as a biological organism and a part of the living world. There are three 50-minute lectures and one 2 1/2-hour laboratory session per week.

#### **ENV 202 Introduction to Environmental Science Lab**

One 2 1/2-hour laboratory session per week that complements ENV 201.

#### **ENV 210 Environmental Issues and Ethics (3)**

**Prerequisite:** ENV 201

An introduction to current problems in the environmental health sciences. Five blocks are presented that deal with (1) community health problems, (2) water quality, (3) air quality, (4) occupational health and safety, and (5) environmental microbiology. A sixth special problem block deals with current exploration of a variety of ethical issues surrounding the relation of human beings to their environment. It begins by looking at a range of traditional moral theories in order to examine different evaluations of the ethical duties of humans to nonhuman creatures and things.

#### **ENV 215 Physical Geology (4)**

An introduction to physical geology that includes rocks, minerals, rock cycle, plate tectonics, and earth processes. Particular emphasis is placed on external earth processes, the transportation and deposition of both natural and man-made materials, and their impact on the environment.

#### **ENV 301 Environmental Instrumentation (4)**

**Prerequisites:** ENV 201 and ENV 210

A course designed to give students a general knowledge of the theory and practical application of instrumental methods and practical experience, both in instrument operation and the interpretation of data obtained with the instruments.

#### **ENV 311 Water Chemistry/Water Quality (4)**

**Prerequisites:** CHE 212, CHE 214, CHE 321, ENV 201, and ENV 301

A course in which students evaluate point and non-point pollution in the Falls of the Neuse Lake as a context for learning techniques, such as measurement of nutrient concentrations, chlorophyll, and common pollutants. The course provides students with the opportunity to gain hands-on laboratory experience in various water analyses.

#### **ENV 314 Air Quality (4)**

**Prerequisites:** CHE 212, CHE 214, CHE 341, ENV 201, and ENV 301

A survey of the problem of atmospheric pollution. Topics discussed include pollutant sources, effects on man and other animals, vegetation, materials and visibility, meteorological factors, air sampling; control devices, air quality, and emission standards; and legal, economic, and administrative issues.

#### **ENV 401 Environmental Science Seminar I (1)**

**Prerequisites:** junior status

Group analysis of problems and issues that confront the environmentalist. The seminar is multidisciplinary.

#### **ENV 402 Environmental Science Seminar II/Research (2)**

**Prerequisite:** senior status; **Corequisite:** ENV 499

Senior majors present a full-length seminar on a topic of interest in environmental studies or on the result of the field experience to the departmental faculty. The presentation is in-depth and includes the research methods, data, data analysis, and interpretations of data.

#### **ENV 410 Principles of Toxicology (3)**

**Prerequisites:** CHE 212, CHE 214, CHE 341, CHE 342, ENV 312, and ENV 314

Focuses on the harmful or adverse effects that various chemicals, including environmental pollutants exert on biological tissues. Some categories of chemicals discussed are gases, metals, solvents, and pesticides. Each chemical is systematically studied according to source(s) of exposure, route(s) of entry, absorption and distribution, mechanism of action, biotransformation, and excretion.

#### **ENV 413 Introduction to Environmental Health (3)**

**Prerequisites:** CHE 212, CHE 214, CHE 341, CHE 342, ENV 201, and MAT 200

A survey of basic environmental health issues, including definition of problems, health effects, and control methods. The course includes study of epidemiology and public health, including diseases, environmental toxins, and radiation. A discussion of the statistical methods used to interpret epidemiological data is included.

#### **ENV 414 Health and Policy (3)**

**Prerequisite:** senior status in major

A study of environmental health management and policy, including health risks, American policy institutions, processes, and policy analysis. Current critical issues in environmental health science are also discussed.

### **ENV 415 Risk Assessment and Analysis (3)**

#### **Prerequisite: MAT 200**

Introduction to quantitative risk assessment and risk analysis, including probability theory used in risk assessment, scenario stress and their quantification, case studies, and risk-based decision making.

### **ENV 499 Internship in Environmental Science (10)**

#### **Prerequisites: senior status and all required courses for status**

Students arrange to work in any of the following agencies for one semester: (1) municipal waterworks, (2) municipal refuse department, (3) municipal waste water, (4) governmental agencies (EPA, NIEHS, etc.) or (5) national or regional laboratories of EPA or NIEHS. The student may conduct research in their field or gain on-the-job training for his/her professional development.

### **The Minor in Environmental Science**

Interested students may also elect to pursue a minor in Environmental Science. The minor consists of two “200-level courses” and three “300-level courses” for a total of 19 credit hours. Students are required to maintain a “C” average.

The departmental requirements are as follows:

Environmental Science 201 Introduction to Environmental Science

Environmental Science 210 Environmental Issues and Ethics

Environmental Science 301 Environmental Instrumentation

Environmental Science 311 Water Chemistry/Water Quality

Environmental Science 314 Air Quality

Environmental Science Major + Chemistry Minor

Students majoring in Environmental Science will be granted a minor in chemistry by successfully completing the following courses with a “C” grade or better:

CHE 212                      General Chemistry I

ENV 301                      Environmental Instrumentation

CHE 214                      General Chemistry II

CHE 341                      Organic Chemistry I

CHE 342                      Organic Chemistry II

20 Credits hours total

## The Major in Physics (Temporarily Suspended)

The Physics major is a structured curriculum that exposes students to concepts of electromagnetism, mechanics, optics, quantum, and thermodynamics in physics. Students must earn a grade of “C” or better in all physics courses and a satisfactory grade in all other courses required for the major.

The departmental requirements are as follows:

Physics 221 General Physics I

Physics 222 General Physics II

Physics 203 General Physics III

Physics 311 Mechanics

Physics 312 Thermodynamics and Statistical Physics

Physics 313 Electromagnetism

Physics 320 Physics Laboratory

Physics 411 Relativity and Quantum Physics

Physics 412 Quantum Physics

Other required courses for the physics major include six mathematics courses, three of which are calculus. These courses are specified under the four-year degree plan.

### COURSE DISTRIBUTION

#### 120 SEMESTER HOURS

#### CORE REQUIREMENTS

English 110***	3
English 111	3
English 112	3
English 113	3
Ethics 100	3
Ethics 200	3
Ethics 300	3
Mathematics 115	4
*Mathematics 116	4
Public Speaking 210	3
General Biology 211	4
General Chemistry I 212	4
Personal Health and Safety 111	1
Fundamental Motor Skills 112	1
Freshman Studies 111	0.5

Freshman Studies 112	0.5
Survey of World Civilization 115	3
Introduction to Social Science 115	3
Introduction to Humanities 200	3
Total	<b>52</b>

**\*CIS 101 replaces MAT 116**

**DEPARTMENTAL REQUIREMENTS**

Physics 221	4
Physics 222	4
Physics 223	4
Physics 311	4
Physics 312	3
Physics 313	3
Physics 320	2
Physics 411	3
Physics 412	4
Total	<b>31</b>

**Mathematics Courses**

Mathematics 201	4
Mathematics 202	4
Mathematics 203	4
Mathematics 312	3
Mathematics 313	3
Mathematics 411	3
Total	<b>21</b>

Electives	16
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**\*\*\* Varies With Placement**



# FOUR-YEAR COURSE DISTRIBUTION PLAN

## BACHELOR OF SCIENCE IN PHYSICS (Temporarily Suspended)

### SUGGESTED SEQUENCE OF COURSES CURRICULUM

First Semester			Second Semester
<b>Freshman Year</b>			
FRS 111 Freshman Studies	0.5	FRS 112 Freshman Studies	0.5
MAT 115 Pre-Calculus	4	*MAT 116 Computational Mathematics	4
CHE 212 General Chemistry I	4	MAT 201 Calculus I	4
Core Electives	8	BIO 211 General Biology	4
		Core Electives	4
<b>Semester Hours</b>	<b>16.5</b>	<b>Semester Hours</b>	<b>16.5</b>
<b>Sophomore Year</b>			
PHY 221 General Physics I	4	PHY 222 General Physics II	4
MAT 202 Calculus II	4	MAT 203 Calculus III	4
Core Electives	8	MAT 313 Probability and Statistics	3
		Core Elective	3
<b>Semester Hours</b>	<b>16</b>	<b>Semester Hours</b>	<b>14</b>
<b>Junior Year</b>			
PHY 203 General Physics III	4	PHY 312 Thermo and Stat. Physics	3
PHY 311 Mechanics	4	PHY 313 Electromagnetism	3
Non-Science Core	6	MAT 411 Differential Equations	3
MAT 312	3	Elective	3
<b>Semester Hours</b>	<b>17</b>	<b>Semester Hours</b>	<b>12</b>
<b>Senior Year</b>			
PHY 411 Rel. and Quan. Mechanics	3	PHY 412 Quantum Physics	4
PHY 320 Physics Laboratory	2	Non-Science Core	10
Non-Science Core	9		
<b>Semester Hours</b>	<b>14</b>	<b>Semester Hours</b>	<b>14</b>
<b>Total Credit Hours: 120 ***Varies With Placement. *CIS 101 substitutes for MAT 116.</b>			

## COURSE DESCRIPTIONS

### PHYSICS

#### **PHY 203 General Physics III (4)**

**Prerequisite:** PHY 222

A calculus-based physics course, taken by physics, mathematics, computer science, and engineering majors. It covers fluid dynamics, light, optics, and the basics of modern physics. There are three 50-minute lectures and one 2 1/2-hour laboratory session per week.

#### **PHY 212 Physics I (4)**

**Prerequisite:** MAT 115

First semester of a two-semester sequence in introductory, non-calculus physics that is generally taken by biology, chemistry, and environmental science majors. Topics include mechanics, heat, and wave motion. There are three 50-minute lectures and one 2 1/2-hour laboratory session per week.

#### **PHY 214 Physics II (4)**

**Prerequisite:** PHY 212

Second semester of a two-semester sequence in introductory, non-calculus physics that is generally taken by biology and chemistry majors. Topics include electricity, magnetism, light, and modern physics. There are three 50 minute lectures and one 2 1/2-hour laboratory session per week.

#### **\*PHY 221 General Physics I (4)**

**Prerequisites:** MAT 115

A calculus-based physics course, generally taken by physics, mathematics, computer science, and engineering majors. It covers mechanics of particles and rigid bodies, gravitation, oscillations and waves. There are three 50-minute lectures and one 2 1/2-hour laboratory session per week.

#### **\*PHY 222 General Physics II (4)**

**Prerequisite:** PHY 221

A calculus-based course, generally taken by physics, mathematics, computer science, and engineering majors. The course covers thermal physics, laws of ideal gases, electricity, magnetism, and electromagnetic waves. There are three 50-minute lectures and one 2 1/2-hour laboratory session per week.

#### **PHY 232 Physics I Lab**

One 2 1/2-hour laboratory session per week that complements PHY 212.

#### **PHY 234 Physics II Lab**

One 2 1/2-hour laboratory session per week that complements PHY 214.

#### **PHY 251 General Physics I Lab**

One 2 1/2-hour laboratory session per week that complements PHY 221.

#### **PHY 252 General Physics II Lab**

One 2 1/2-hour laboratory session per week that complements PHY 222.

### **PHY 253 General Physics III Lab**

One 2 1/2-hour laboratory session per week that complements PHY 203.

### **PHY 311 Mechanics (4)**

**Prerequisites:** MAT 202 and PHY 221

An intermediate course of theoretical mechanics. Topics include problems in Newtonian mechanics, collisions of particles, enharmonic oscillator, motion of rigid bodies, variational principle, Lagrangian and Hamiltonian mechanics, and conservation laws. There are three 50 minute lectures and one 2 1/2-hour laboratory session per week.

### **PHY 312 Thermodynamics and Statistical Physics (3)**

**Prerequisites:** MAT 203 and PHY 202

An intermediate course in the fundamentals of thermodynamics and statistical physics. Topics include the concepts of temperature, heat and entropy, laws of thermodynamics, and statistical description of large systems.

### **PHY 313 Electromagnetism (3)**

**Prerequisite:** MAT 203 and PHY 203

An intermediate course in the fundamentals of electricity and magnetism, including motion of a particle in uniform electric and magnet fields, electromagnetic field tensor, Maxwell equations, energy-momentum tensor, and electromagnetic waves.

### **PHY 320 Advanced Physics Laboratory (2)**

**Prerequisites:** PHY 312 and PHY 313

An advanced physics laboratory involving experiments in mechanics, electromagnetism thermal physics, optics, and atomic and solid state physics.

**\*Fulfills general science (core) education courses or electives.**

### **PHY 351 Mechanics Lab**

One 2 1/2-hour laboratory session per week that complements PHY 311.

### **PHY 401 Junior Seminar (1)**

**Prerequisite:** Junior Status

### **PHY 402 Senior Seminar (1)**

**Prerequisite:** Senior Status

### **PHY 411 Relativity and Quantum Mechanics (3)**

**Prerequisites:** PHY 201

The basic concepts of modern physics, including special relativity, equations of gravitational field, and foundations of quantum mechanics.

### **PHY 412 Quantum Physics (4)**

**Prerequisites:** PHY 311 and 411

The fundamentals of quantum physics and applications including topics in Schrödinger equation, tunneling through barrier, harmonic oscillator, applications to atomic structure, optical spectra, nuclear physics, elementary particle physics, and solid state physics.

### **The Minor in Physics (Temporarily Suspended)**

Interested students may also elect to pursue a minor in physics. The minor consists of at least two “200-level courses” and three “300-level courses” for a total of 20 credit hours. Students will be required to maintain a “C” average.

The departmental requirements are as follows:

PHY 221 General Physics I

PHY 222 General Physics II

Plus any two of the following courses:

PHY 203 General Physics III

PHY 311 Mechanics

PHY 312 Thermodynamics and Statistical Mechanics

PHY 313 Electromagnetism

#### **Departmental Requirements**

PHY 221            4

PHY 222            4

Total              8

Plus any three of the following courses:

PHY 203            4

PHY 311            4

PHY 312            4

PHY 313            4

Total              20

### **Physics Management Concentration (Temporarily Suspended)**

The Physics-Management concentration is designed to give students a structured sequence of courses that will prepare them for careers involving the management of people, products, etc., as it relates to physical sciences.

## **COURSE DESCRIPTION**

### **PHY 112 Introduction to Physical Science (3)**

**Prerequisite: MAT 111 or its equivalent**

A basic course of study in physical science that is intended to provide the student with an overview of the subject. Emphasis is placed on the physical properties of man's ecosystem and the known principles that govern it. Selected topics in physics, chemistry, geology, and the environment are studied.

## **PHY 114 Physical Science Laboratory (1)**

A two-hour laboratory course designed to complement the lecture/recitation and text content of Introduction to Physical Science, illustrating the basic concept of the laws of nature. Students participate directly in the exercises, developing skills of observation, data collection, and analysis. Concepts covered are derived from the fields of chemistry, physics, ecology, and earth science.

### **The Major in Mathematics**

The Mathematics major program is designed to train students in mathematical techniques, applications of mathematics, critical thinking and problem solving skills. This training not only prepares the students for the world of work in industry, education, and government where numerical techniques are required, but also to pursue higher studies in pure or applied mathematics.

### **THE DEPARTMENTAL REQUIREMENTS ARE AS FOLLOWS:**

MAT 201 Calculus – I

MAT 202 Calculus – II

MAT 203 Calculus – III

MAT 232 Theory of Numbers

MAT 311 Modern Algebra

MAT 312 Linear Algebra

MAT 313 Probability and Statistics

MAT 413 Real Analysis

### **Any two of the following three courses**

MAT 323 Modern Geometry

MAT 411 Differential Equations

MAT 417 Introduction to Numerical Analysis

The students can take other courses, which will be treated as electives to complete the minimum requirement of 121 hours for graduation. A grade of C or better is required for all MAT courses in the major. Students are also required to pass the Math and English Competency Examinations to graduate with a Bachelor's degree.

**COURSE DISTRIBUTION**  
**121 SEMESTER HOURS**

**CORE REQUIREMENTS**

English 110***	3
English 111	3
English 112	3
English 113	3
Ethics 100	3
Ethics 200	3
Ethics 300	3
Mathematics 115	4
*Mathematics 116	3
Public Speaking 210	3
General Biology 211	4
General Chemistry I 212	4
Personal Health and Safety 111	1
Fundamental Motor Skills	1
Freshman Studies 111	0.5
Freshman Studies 112	0.5
Survey of World Civilization 115	3
Introduction to Social Science 115	3
Introduction to Humanities 200	3
<b>Total</b>	<b>52</b>

**\*CIS 101 replaces MAT 116**

**DEPARTMENTAL REQUIREMENTS**

**ANY TWO OF THE FOLLOWING**

Physics 221	4
Physics 222	4
Chemistry 214	4
<b>Total</b>	<b>8</b>

**MATHEMATICS COURSES**

Mathematics 201	4
Mathematics 202	4
Mathematics 203	4
Mathematics 232	3
Mathematics 311	3
Mathematics 312	3
Mathematics 313	3
Mathematics 413	3

**ANY TWO OF THE FOLLOWING**

Mathematics 323	3
Mathematics 411	3
Mathematics 417	3
<b>Total</b>	<b>33</b>
<b>Electives</b>	<b>28</b>

# FOUR-YEAR COURSE DISTRIBUTION PLAN

## BACHELOR OF SCIENCE IN MATHEMATICAL SCIENCES

### SUGGESTED SEQUENCES OF COURSES

First Semester		Second Semester	
<b>Freshman Year</b>			
MAT 115 Pre calculus	4	MAT 201 Calculus	4
ENG 111 Composition II	3	MAT 116 Computational Sc	4
ETH 100 Found. Of Ethics	3	SSC 115 Intro. to Soc. Science	3
HIS 115 World. Civilization	3	ENG 112 Comp. and Argument	3
CIS 101 Concepts of Computers	3	HPE 111 Person. Health /Safety	1
FRS 111 Freshman Studies	0.5	FRS 112 Freshman Studies	0.5
<b>Semester Hours</b>	<b>16.5</b>	<b>Semester Hours</b>	<b>15.5</b>
<b>Sophomore Year</b>			
ENG 113 Comp. and Research	3	BIO 211 Gen. Biology I	4
HUM 200 Intro. Humanities	3	HPE 112 Fund. Motor skills	1
ETH 200 Concept and Issues	3	Elective	4
MAT 202 Calculus-II	4	MAT 203 Calculus III	4
CHE 212 Gen. Chemistry I	4	MAT 312 Linear Algebra	3
<b>Semester Hours</b>	<b>17</b>	<b>Semester Hours</b>	<b>16</b>
<b>Junior Year</b>			
MAT 232 Number Theory	3	MAT 311 Modern Algebra	3
COM 210 Public Speaking	3	PHY 202 Gen. Physics II	4
Electives	10	MAT 313 Prob and Stat	3
		Electives	6
<b>Semester Hours</b>	<b>16</b>	<b>Semester Hours</b>	<b>16</b>
<b>Senior Year</b>			
MAT 413 Real Analysis	3	MAT 417 Numerical Analysis	3
MAT 411 Diff'l. Equations (elect)	3	ETH 300 Prof. Ethics	3
Electives	6	Electives	6
<b>Semester Hours</b>	<b>12</b>	<b>Semester Hours</b>	<b>12</b>
<b>Total Credit Hours: 121</b>			

## COURSE DESCRIPTIONS

### **MAT 110 Basic Mathematics (3)**

This is a University Core course in mathematics for non-science majors designed to master arithmetic skills and to provide training in critical thinking and problem solving skills. It covers topics including number systems, operations on numbers, application problems, prime numbers, and arithmetic using symbols, and evaluating algebraic expressions.

### **MAT 111 General Mathematics – I (3)**

**Prerequisite: MAT 110 or Placement Test**

This is a University Core course in mathematics for non-science majors, designed to develop skills and ability to reason and to master basic algebraic manipulations. The topics include set theory, symbolic logic, and basic algebra.

### **MAT 112 General Mathematics – II (3)**

**Prerequisite: MAT 111**

This is a University Core course in mathematics for non-science majors, that is a continued study of beginning algebra, statistics and applications. The topics include solving linear, quadratic equations, systems of equations, graphing functions, probability, elementary statistics, areas and volumes of simple plane figures and solids and applications, and consumer mathematics.

### **MAT 113 Intermediate Algebra (3)**

**Prerequisite: none**

This is a reinforcement of algebraic manipulations with topics including polynomials, factoring polynomials, and solving linear, quadratic equations, and systems of equations, and introduction to the concept of functions and graphs.

### **MAT 115 Precalculus (4)**

**Prerequisite: MAT 113 or Placement Test**

This course integrates the traditional algebraic and trigonometric topics into the study of functions and graphs, utilizing graphing technology. Topics included are polynomial, rational, exponential and logarithmic, and trigonometric functions. Emphasis is placed on using available technology as a tool in exploring functions and in problem solving.

### **MAT 116 Computational Science (4)**

**Prerequisite: MAT 115**

This is an introduction to scientific computing, emphasizing programming techniques primarily related to the use of application software in science and mathematics. Students are also introduced to computational mathematics and some basic knowledge on computer use. This course has a laboratory component.



**MAT 199 Functions and Applications (4)****Prerequisite: Math eligibility for Honor Students / MAT 115**

This is a core course specifically designed for students in the Honors Program. It deals with a survey of standard functions in mathematics, their properties and applications to problem solving in real life. There is a strong emphasis on applications and problem solving, using technology.

**MAT 200 Introduction to Statistics (3)****Prerequisite: MAT 115**

This is an introduction to basic probability and statistics concepts with particular reference to biological data. Topics include descriptive statistics, probability distributions, estimating, hypothesis testing, analysis of variance, correlation, and regression. A statistical package like MIM-ITAB or graphing calculators, will be integrated into the course.

**MAT 201 Calculus-I (4)****Prerequisite: MAT 115 or Placement test**

This is the first of a sequence of three calculus courses. Topics include functions, limits, derivatives and applications, and definite and indefinite integrals.

**MAT 202 Calculus-II (4)****Prerequisite: MAT 201**

This is a study of applications of definite integrals, calculus of transcendental functions, techniques of integration, sequences, infinite series, plane curves, conic sections, and polar coordinates.

**MAT 203 Calculus-III (4)****Prerequisite: MAT 202**

A study of vectors, algebra and calculus of vectors, analytical geometry in 2 and 3 dimensions, vector valued functions and their derivatives and integrals, functions of several variables, partial derivatives, and applications of derivatives of functions of several variables.

**MAT 212 Discrete Mathematics (3)****Prerequisite: MAT 201**

A study of combinatorial, networking, digraphs and applications. This is a required course for Computer Science students.

**MAT 232 Theory of Numbers (3)****Prerequisite: MAT 202 or Instructor's permission**

Study of elementary properties of integers, prime and composite numbers. Topics also include Euclidean Algorithm, congruencies, Diophantine equations, Chinese Remainder Theorem, Fermat's and Wilson's theorems. This is the first abstract course that involves theorems and proof techniques.

**MAT 311 Modern Algebra (3)****Prerequisite:** MAT 232

An abstract mathematics course that students learn how to prove theorems and use definitions. Topics include algebraic structures such as groups, rings, fields, their sub and quotient structures and homomorphism.

**MAT 312 Linear Algebra (3)****Prerequisite:** MAT 115 or Instructor's permission

A study of matrices, systems of equations, vectors, vector spaces, linear dependence and independence of vectors, bases, dimension of vector spaces, and linear transformations. Applications to real world problems, using matrices, Markov chain, Leontief economic models, are also studied.

**MAT 313 Probability and Statistics (3)****Prerequisite:** MAT 202

A study of probability spaces, random variables, random sampling, estimation of parameters, and testing hypotheses.

**MAT 323 Modern Geometry (3)****Prerequisite:** MAT 232 and MAT 312

A study of Mathematical logic, historic development of Euclidean and Non-Euclidean geometry, Euclid's postulates, axiomatic systems, transformation geometry, vectors, and projective geometry.

**MAT 411 Differential Equations (3)****Prerequisite:** MAT 203

A study of ordinary differential equations and their solutions, numerical methods of solution, Laplace Transform, Power series solutions, and systems of equations. Also various applications in Physics, engineering, and mechanics are studied.

**MAT 413 Intro to Real Analysis (3)****Prerequisite:** MAT 203 and MAT 232

A study of rigorous development of the real number system, sequences and series, sets, limits, continuity and differentiability of functions, and the Reimann integral.

**MAT 417 Intro to Numerical Analysis (3)****Prerequisite:** MAT 116 and MAT 203

This includes a study of computational procedures using the computer, linear systems, and root approximation of algebraic and transcendental equations, approximating functions by interpolating polynomials, and numerical differentiation and integration.

**MAT 423 Introduction to Complex Analysis (3)****Prerequisite:** MAT 413

This course deals with algebra and calculus of complex numbers, analytic and harmonic functions, series representation, theory of residues, conformal mappings, and contour integration.

**MAT 425 Introduction to Set Theory and Topology (3)****Prerequisite:** MAT 413

A study of elementary set theory, cardinal numbers, Hasdorff's maximal principle, connectedness, compactness, and separation axioms.

**MAT 433 History of Mathematics (3)****Prerequisite:** MAT 232

A study of mathematical thought and its evolution, biographical and historical content in reference to mathematical procedures and techniques.

**MAT 481 Seminar (1)****Prerequisite:** Senior status Adviser's permission

Exposure to readings and problems that are not covered elsewhere in the curriculum.

**MAT 491 Research 1-3 cr. hr****Prerequisite:** Adviser's consent**MAT 492 Research 1-3 cr. hr****Prerequisite:** Adviser's consent**Minor in Mathematics**

Students who want to minor in mathematics must complete at least 15 hours from the following courses:

MAT 201 Calculus I

MAT 202 Calculus II

MAT 203 Calculus III

MAT 312 Linear Algebra

MAT 313 Probability and Statistics

MAT 411 Differential Equations

## **The Major in Mathematics Education - Bachelor of Science (9-12 Licensure Preparation)**

The Secondary Mathematics Education Program is one of the specialty areas offered in education and is affiliated with the NC Department of Education. The purpose of the Secondary Mathematics Education Program is to prepare students to function as competent and effective professionals who are critical thinkers and problem solvers. The broad content knowledge of the University core courses provides the knowledge base of the professional education component. The breadth of this foundation includes content knowledge in communications, mathematics, science, history, philosophy, literature, and the arts. Courses in these disciplines introduce students to such traditional forms of scholarly inquiry as the research paper, the oral and written report, and scientific methods in a laboratory setting. The professional education component provides additional breadth as students are engaged in: 1) the investigation of topics using technology skills, 2) reviewing and critiquing of print and digital content, and 3) attending seminars to enhance their exposure to current trends and issues in education. The Mathematics Education Program emphasizes critical thinking and questioning as an integral part of the unit's approach to scholarship. Through exposure to theory and theory development in professional studies courses in concert with clinical and practicum experiences, students develop their own theory and philosophy of education and are able to make effective application to practical settings.

### **Professional Educational Program**

#### **(Subject to change if the North Carolina Department of Public Instruction's Standards and Indicators change)**

Shaw University students who seek a career as a public school teacher of high school mathematics (grades 9-12) must enroll in the Secondary Mathematics Education Curriculum.

The professional educational program leads to initial certification in North Carolina after satisfactory completion of all course and test requirements. All students must apply for formal admission to the Teacher Education Program. The admission process is outlined in the Department of Education Handbook. All professional education courses are web-enhanced and many of these courses are delivered online. Many of the mathematics specialty area courses are web-enhanced. All Secondary Mathematics Education majors must take the courses below. They must also pass PRAXIS I or be exempt from the exam before they will be eligible to apply for formal admission to the Teacher Education Program. Students are exempt from the PRAXIS I exam if they have high SAT or ACT scores (see the department for actual scores).

## **The Education Departmental Requirements are as follows:**

EDU 115:	Foundations of Education
EDU 255:	Curriculum and Development for a Community of Learners
EDU 260:	Introduction to Students with Special Needs
EDU 280:	Educational Psychology (Secondary Majors Only)
EDU 321:	Assessment & Measurements for the 21 <sup>st</sup> Century Classroom
EDU 401:	Capstone Seminar - Electronic Portfolio
EDU 499:	Student Teaching

*Only formally admitted students are allowed to take EDU 401 and EDU 499 courses.*

## **Test Requirements**

All students in the Mathematics Education Program will be administered diagnostic tests throughout their program of study. These tests are required. All students must successfully pass the PRAXIS I exam based on the current North Carolina state criteria or have an exemption based on their SAT or ACT scores before they are eligible to apply for formal admission to the Teacher Education Program in the major area selected. All students are required to take the standardized Major Field Test in the mathematics specialty area before the completion of their senior year. All mathematics education majors are advised to take the PRAXIS II exam prior to graduation.

## **Majors Offered: Mathematics Education (Grades 9-12 Licensure)**

Completion of the Mathematics Education specialty area leads to the Standard Professional I license as a teacher. Each student who is accepted into the program is required to enroll into the Secondary Mathematics Education - Bachelor of Science (0-12 Licensure Preparation) program after completion of the common professional studies courses.

Students must earn a grade of “C” or better in all professional and specialty area courses. This curriculum provides an understanding of the physical world, structure, concepts, and methods of inquiry, and clinical and field experiences. Students develop skills needed to interact with children in grades 9 through 12.

## UNIVERSITY CORE REQUIREMENTS

BIO 211: General Biology w/ BIO 211 Laboratory	4
COM 210: Public Speaking (Prerequisite: ENG 112)	3
EDU 101: Basic Instructional Technology for Teachers	3
*ENG 110: College English and Composition I	3
*ENG 111: College English and Composition II (Prerequisite: ENG 110)	3
ENG 112: College Composition and Argument (Prerequisite: ENG 111)	3
ENG 113: College Composition and Research (Prerequisite: ENG 112)	3
ETH 100: Foundations of Knowledge and Ethics	3
ETH 200: Ethical Concepts and Issues (Prerequisite: ETH 100)	3
ETH 300: Professional Ethics (Prerequisite: ETH 200)	3
FRS 111: Freshman Orientation Studies	0.5
FRS 112: Freshman Studies	0.5
HIS 115: Survey of World Civilizations	3
HPE 111: Personal Health and Safety	1
HPE 112: Fundamental Motor Skills	1
HUM 200: Introduction to the Humanities (Prerequisite: ENG 112)	3
HUM 210: Survey of the Arts (Education Majors Only)	3
*MAT 113: Intermediate Algebra	3
*MAT 115: Pre-Calculus	4
OSU 121: Introduction to Shaw University ( <i>For Transfer Students Only</i> )	1
PHY 221: Calculus-BAsed Physics	4
SOC 115: Introduction to Social Sciences	3
English and Mathematics Competency Exams (waived when students pass PRAXIS I)	0

## EDUCATION DEPARTMENT PROFESSIONAL STUDIES REQUIREMENTS

EDU 115: Foundations of Education	3
EDU 255: Curriculum & Development for a Community of Learners	3
EDU 260: Introduction to Students with Special Needs	3
EDU 280: Educational Psychology	3
EDU 321: Assessment & Measurements for the 21 <sup>st</sup> Century Classroom	3
EDU 401: Capstone Seminar - Electronic Portfolio	3
EDU 499: Student Teaching	12
**EDU 217: PRAXIS Seminar II: Reading	1
**EDU 218: PRAXIS Seminar III: Witing	1
**MAT 219: PRAXIS Seminar IV: Mathematics	1
MAT 360: Teaching Mathematics with Technology	3
MAT 465: Methods for Teaching Mathematics in the Secondary School	3
MAT 466: Teaching Mathematics Topics: Assessment of Student Learning	3

***Only formally admitted students are allowed to take EDU 401, EDU 499, MAT 465 and MAT 466 courses.***

## MATHEMATICS DEPARTMENT SPECIALTY STUDIES REQUIREMENTS

MAT 201: Analytic Geometry and Calculus I	4
MAT 202: Analytic Geometry and Calculus II	4
MAT 203: Analytic Geometry and Calculus III	4
MAT 232: Theory of Numbers	3
MAT 311: Modern Algebra (Abstract Algebra)	3
MAT 312: Linear Algebra	3
MAT 313: Mathematical Probability and Statistics	3
MAT 323: Modern Geometry	3
MAT 417: Numerical Mathematics	3
MAT 433: History of Mathematics	3
Electives MAT 411 Differential Equations OR MAT413 Real Analysis	3

*\*Courses are required only if the student does not meet the requirements on the Placement Exam.*

*\*\*Courses are required only if indicated by Diagnostic Exam Scores.*

*Total Number of Credit Hours: 120 - 139 hours*

# FOUR-YEAR COURSE DISTRIBUTION PLAN

## BACHELOR OF SCIENCE IN MATHEMATICS EDUCATION (9-12)

### SUGGESTED SEQUENCE OF COURSES

#### First Year

Fall Semester		Spring Semester	
ENG 110 College English & Comp I	OR 3	ENG 111 College English & Comp II	OR 3
ENG 111 College English & Comp II	3	ENG 112 College Composition & Argument	3
MAT 115 Pre-Calculus	OR 4	MAT 201 Calculus I	OR 4
MAT 201 Calculus I	4	MAT 202 Calculus II	4
EDU 101 Basic Technology for Teachers	3	EDU 115 Foundations of Education	3
HPE 111 Personal Health & Safety	1	HPE 112 Fundamental Motor Skills	1
FRS 111 Freshmen Orientation Studies	0.5	FRS 112 Freshmen Studies	0.5
ETH 100 Foundations of Knowledge & Ethics	3	ETH 200 Ethical Concepts and Issues	3
**MAT 219 PRAXIS Seminar IV Mathematics	1	BIO 211 General Biology /with Laboratory	4
**EDU 217 PRAXIS Seminar II Reading	1		
**ENG 218 PRAXIS Seminar III Writing	1		
<b>Semester Total Hours</b>	<b>14.5 - 17.5</b>	<b>Semester Total Hours</b>	<b>18.5</b>

OSU 121 Introduction to Shaw University (*For Transfer Students Only*)

\*ENG 110: College English and Composition I

\*ENG 111: College English and Composition II

\*MAT 113: Intermediate Algebra

\*MAT 115: Pre-Calculus

(\*Required only if indicated by placement exams)

#### Second Year

Fall Semester		Spring Semester	
ENG 112 College Comp & Argument	OR 3	ENG 113 College Comp & Research, if needed	OR 3
ENG 113 College Composition and Research	3	COM 210 Public Speaking	3
MAT 232 Number Theory	3	MAT 312 Linear Algebra	3
MAT 202 Calculus II	OR 4	MAT 203 Calculus III, if still needed	4
MAT 203 Calculus III	4	SOC 115 Introduction to Social Sciences	3
MAT 255 Curr and Dev for a Com of Learners	3	EDU 280 Educational Psychology	3
HUM 200 Introduction to the Humanities	3	HUM 210 Survey of the Arts (Education Majors)	3
		HIS 115 Survey of World Civilization	3
<b>Semester Total Hours</b>	<b>16</b>	<b>Semester Total Hours</b>	<b>18</b>

**\*\*Must pass PRAXIS I to be admitted To Teacher Education Program\*\***

*Note: Based on individual placement tests performance, students may be required to take PRAXIS Seminars II, III, and/or IV.*



### Third Year

Fall Semester		Spring Semester	
MAT 311 Modern Algebra	3	MAT 465 Methods for Teaching Mathematics	3
MAT 323 Modern Geometry	3	MAT 433 History of Mathematics	3
MAT 360 Teaching Mathematics with Technology	3	ETH 300 Professional Ethics	3
EDU 321 Assessments & Measurements	3	MAT 411 Differential Equations OR	3
MAT 313 Mathematical Prob & Statistics	3		
<b>Semester Total Hours</b>	<b>18</b>	<b>Semester Total Hours</b>	<b>12</b>

### Fourth Year

Fall Semester		Spring Semester	
MAT 417 Numerical Mathematics	3	EDU 499 Student Teaching	12
MAT 466 Teach Math Topics: Assessment	3		
EDU 401 Capstone Seminar	3		
PHY 221 Calculus Based Physics	4		
<b>Semester Total Hours</b>	<b>13</b>	<b>Semester Total Hours</b>	<b>12</b>

**Total Credit Hours for Mathematics Education (9-12) are from 120 hrs to 139 hrs**

## **COURSE DESCRIPTIONS**

Please see the Department of Education for description of all Education Department Professional Studies courses. Please see the course description for the Mathematics Specialty area courses under the Major in Mathematics in this department.

The following are the course descriptions for Mathematics Education courses.

### **EDU 217: PRAXIS Seminar I: Reading {Only if indicated by Diagnostic Exam Scores}**

This course is designed to prepare education majors to take the PRAXIS I exam in reading, that is a requirement for formal admission to the Department of Education. The course focuses on vocabulary building; literal, critical, and inferential comprehension; test-taking strategies; and developing a realistic study plan in preparation for the PRAXIS I Reading Exam.

**PREREQUISITES:** ENG 112 and ENG 113.

### **ENG 218 PRAXIS Seminar III: Writing {Only if indicated by Diagnostic Exam Scores}**

This seminar and lab provides the student with a comprehensive diagnostic review and practice of writing materials contained in the PRAXIS I series.

### **MAT 219 PRAXIS Seminar IV: Mathematics {Only if indicated by Diagnostic Exam Scores}**

This seminar and lab provides the student with a comprehensive diagnostic review and practice of mathematics materials contained in the PRAXIS I exam series. Topics include mathematical literacy, terminology, symbolic notation, logical reasoning, and reading with comprehension of mathematics.

### **MAT 360 Teaching Mathematics with Technology**

This course is designed for college students in the Mathematics Education Program. This course prepares teacher candidates in the appropriate use of mathematical tools and manipulatives, appropriate use of technology (e.g. graphing calculators, computer algebra systems, dynamic drawing tools, spreadsheets, or statistical graphing software) to explore algebraic, geometric and data analysis concepts. Students learn how to use various technology software and hardware, choose the appropriate technology software to teach various mathematical concepts, the ethical use of technology in the high school environment, and how to develop, deliver, and teach mathematical content, using technology.

### **MAT 465 Methods for Teaching Mathematics in the Secondary Schools**

#### **Prerequisite: Formal Admission into the Teacher Education Program**

This course is designed for college students in the Mathematics Education Program. Instruction is provided in the concepts, methods, and materials that are applicable to teaching mathematics at the secondary level. Emphasis is given to the teaching standards and the NC Standard Course of Study, diagnosis and remediation in mathematics, the exploration of alternate ways of solving problems, research findings related to teaching effectiveness, and student achievement.

### **MAT 466 Teaching Mathematics Topics: Assessment of Student Learning**

#### **Prerequisite: MAT 465 and Formal Admission into the Teacher Education Program**

This course is designed for college students in the Mathematics Education Program. This course provides instruction and “hands on” experience for the implementation of various educational strategies and

evaluation methods for assessment of student learning. Through field experiences in the public school setting, students implement the principles, concepts and design of educational assessment using both formative and summative strategies as they relate to teacher evaluation and student performance. Topics also include classroom administration and behavior management at the secondary level.

## **SPECIAL PROGRAMS OFFERED:**

### **DUAL DEGREE ENGINEERING PROGRAM**

In the dual degree engineering program, (Temporarily Suspended) undergraduate student attends Shaw University for approximately three academic years and North Carolina A&T State University (NC A&T State University) for two years. After completing the academic requirements of Shaw University and NC A&T State University, the student will be awarded, concurrently, a Bachelor of Science degree in chemistry, mathematics, or physics from Shaw University and a Bachelor of Science degree in engineering from NC A&T State University. Dual degree students from Shaw University are eligible to pursue a B.S. degree in the following engineering disciplines:

- Aerospace Engineering
- Agricultural Engineering
- Architectural Engineering
- Chemical Engineering
- Civil Engineering
- Electrical Engineering
- Industrial Engineering
- Mechanical Engineering

A dual degree student must select a major at Shaw University that is closely allied with the engineering major at NC A&T State University. In addition to students satisfying admission requirements at Shaw University, the student that is seeking admission to the Dual Degree Program must have completed a college preparatory track in high school that includes four units of English, three units of mathematics, and three units of natural sciences. The student should have earned a high school GPA of at least 3.0 on a 4.0 scale or have earned 24 semester hours and a 2.5 GPA at Shaw. The dual degree student should have obtained a SAT score of at least 850. (The dual degree engineering program for physics has been temporarily suspended)

## **Requirements for Approval of Degree Seeking Status in a Dual Degree Program at NC A&T State University**

In order for a student to attain full status as a dual degree candidate at NC A&T State University, the student must have:

- Completed  $\frac{3}{4}$  of the credit hours required for a degree from Shaw University.
- A recommendation from the designated official at Shaw University.
- A minimum GPA of 2.5 at Shaw University

Admission to the School of Engineering at NCA&TSU is guaranteed to Shaw University students who satisfy the requirements stated above.

### **Citizenship Requirement**

Because NC A&T State University is a state-supported institution with limited resources to provide engineering education to the people and industry of the state, only U.S citizens or permanent residents will be allowed to register for courses taught by the school of engineering while still enrolled at Shaw University.

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## **DEPARTMENT OF RELIGION AND PHILOSOPHY**

**Degree Offered:** Bachelor of Arts in Religion and Philosophy

### **Department Purpose:**

The Department aims to educate women and men for future graduate studies or professional careers in, or related to, the academic study of religion and philosophy. Its programs of study focus on historical, theoretical, and practical issues, in these areas of thought and praxis. These studies are structured by a balanced curriculum that are normative yet open to the particular academic interests of students.

This Department offers (1) a Bachelor of Arts in Religion and Philosophy, an Associate of Arts in Religious Studies, and (2) a minor in either religion or philosophy. As a contribution to the General Education core curriculum, the department also offers the Ethics 215 course: Cross Cultural Ethics of Responsibility.

### **MAJORS/MINORS PROGRAMS OFFERED**

Religion and Philosophy Major

Religion Minor

Philosophy Minor

## **The Major in Religion and Philosophy**

The Religion and Philosophy Major provides a balanced instruction in religion and philosophy with three electives which allow the student to further explore her or his particular interests in either field. Students must earn a grade of "C" or better in all departmental requirements, which include a core of eleven courses as well as three elective courses and a senior project, for a total of 48 semester hours. For all religion and philosophy majors, the department core courses are:

- Religion 225 Introduction to Religion
- Religion 234 World Religions
- Religion 238 Survey of Old Testament
- Religion 239 Survey of New Testament
- Religion 295 African American Religion
- Religion 300 History of Christianity
- Philosophy 240 Intro. to Philosophy
- Philosophy 255 Logic and Thinking
- Philosophy 285 African American Philosophy
- Philosophy 343 Contemporary Philosophy
- Philosophy 363 Contemporary Political and Social Philosophy
- Religion/Philosophy 498 Research Methods
- Religion/Philosophy 499 Senior Project

### **Three Religion/Philosophy Electives**

These departmental requirements (48 semester hours), with the University core (48 semester hours) and free electives (24 semester hours), allow students to relate their particular interest to their preparation either for certification for: (1) graduate studies in religious, philosophical, and other professional schools (for example, law, social enterprise, public policy, and social work) or (2) entry-level management in a wide range of religious and human service professions.

To facilitate the unique design of their educational program, each student is assigned a departmental faculty member, who serves as academic advisor.

# FOUR-YEAR COURSE DISTRIBUTION PLAN

## BACHELOR OF ARTS IN RELIGION AND PHILOSOPHY

### SUGGESTED SEQUENCE OF COURSES

First Semester			Second Semester
<b>Freshman Year</b>			
English 110***	3	English 111*	3
Mathematics 110***	3	Mathematics 111*	3
Computer Info Systems 101	3	Physical Sciences 112*	3
TBA Gen Ed Core Course *	3	Social Sciences 115*	3
Biology 111*	3	Religion 225	3
Freshman Studies 111* OR	0.5	Health and Physical Ed 112*	1
OSU 121 Orientation to Shaw***	0.5	Freshman Studies 112	0.5
Health and Physical Ed 111*	1		
<b>Semester Hours</b>	<b>16.5</b>	<b>Semester Hours</b>	<b>16.5</b>

<b>Sophomore Year</b>			
English 112*	3	English 113*	3
Mathematics 112*	3	History 215*	3
Ethics 215*	3	Humanities 200**	3
Religion 234**	3	Religion 295 **	3
Philosophy 240**	3	Philosophy 255 **	3
<b>Semester Hours</b>	<b>15</b>	<b>Semester Hours</b>	<b>15</b>

<b>Junior Year</b>			
Communications 210*	3	Religion 300**	3
Religion 238**	3	Philosophy 343**	3
Philosophy 285**	3	Religion 239**	3
Religion or Philosophy Elective**	3	TBA Gen Ed Core Course*	3
Elective	3	Elective	3
<b>Semester Hours</b>	<b>15</b>	<b>Semester Hours</b>	<b>15</b>

<b>Senior Year</b>			
Philosophy 363**	3	Religion or Philosophy Elective**	3
Religion/Philosophy 498**	3	Religion or Philosophy 499**	3
Religion/Philosophy Elective**	3	Elective	3
Elective	3	Elective	3
Elective	3		
<b>Semester Hours</b>	<b>15</b>	<b>Semester Hours</b>	<b>12</b>

Total Credits Hours: 120 \*\*\* Varies With Placement Start Here

\* University Core Curriculum \*\* Departmental Requirements \*\*\*For Transfer Students Only

**The Associate of Arts in Religious Studies Program (This program has been in suspension since 2008)**

This program provides academic religious education to persons, engaging in ministry, religion, human service, or related vocations.

While requiring 60 semester hours, the last 30 semester hours must be completed at Shaw University. Each candidate for the associate degree must meet a minimum cumulative grade point average of 2.0. Candidates for the Associate of Arts degree who have earned a cumulative grade point average of 3.0-4.0 will graduate with honors.

**CORE REQUIREMENTS (24 HOURS)**

- English 111 and 112 (6)
- Ethics (6)
- Humanities (3)
- Math (3)
- Communications (3)
- Social Science (3)

**DEPARTMENTAL REQUIREMENTS (24 HOURS)**

- REL 225 Introduction to Religion (3)
- REL 234 World Religions or REL 232 Women in Western Religious History (3)
- REL 235 Bible (3)
- REL 236 History of Christianity (3)
- REL 295 African American Religion (3)
- REL Electives (9)

**ASSOCIATE OF ARTS IN RELIGIOUS STUDIES**

**SUGGESTED SEQUENCE OF COURSES**

First Semester			Second Semester
<b>First Year</b>			
ENG 111 Composition II	3	ENG 112 College. Comp. and Argument	3
MAT 111 General Mathematics	3	REL 235 Bible	3
ETH 100 Found. of Knowledge and Ethics	3	Ethics 200 Ethical Concepts and Issues	3
REL 225 Intro to Religion	3	SSC 115 Intro to Social Sciences	3
Elective	3	Elective	3
<b>Semester Hours</b>	<b>15</b>	<b>Semester Hours</b>	<b>15</b>
<b>Second Year</b>			
COM 210 Public Speaking	3	REL Elective	3
REL 234 World Religions OR	3		
REL 232 Women in Western Religious History		HUM 200 Intro to Humanities	3
REL Elective	3	REL Elective	3
REL 300 History of Christianity	3	REL 295 African American Religion	3
Elective	3	Elective	3
<b>Semester Hours</b>	<b>15</b>	<b>Semester Hours</b>	<b>15</b>
<b>Total Credit Hours: 60</b>			

### The Minor in Religion

The minor in Religion requires 15 semester hours, which are distributed as follows:

Religion 225 Introduction to Religion.....	3
Religion 234 World Religions .....	3
Religion 235 Bible.....	3
Religion 295 African American Religion .....	3
Religion Elective .....	3
<b>Total Semester Hours: .....</b>	<b>15</b>

### The Minor in Philosophy

The minor in Philosophy requires 15 semester hours, which are distributed as follows:

Philosophy 240, Intro to Philosophy* .....	3
Philosophy 255, Logic and Thinking.....	3
Philosophy 343, Contemporary Philosophy .....	3
Philosophy 285, African American Philosophy.....	3
Philosophy 363, Contemporary Social and Political Philosophy .....	3
<b>Total Semester Hours: .....</b>	<b>15</b>

**\*If PHI 240 is a required course, in majors other than religion and philosophy, PHI 243 is substituted for this course.**

## COURSE DESCRIPTIONS

### ETHICS

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

Introduction to *doing* philosophy and ethics by studying other people's ideas of our lives and our world in order that students may clarify and defend their own views of a just moral life and society.

#### **ETH 200 Ethical Concepts and Issues (3)**

**Prerequisite: ETH 100 or permission of instructor**

Examination of moral theories from multicultural perspectives so that students can apply these theories to moral concerns of their personal and social lives, such as abortion, sexual freedom, suicide, affirmative action, social welfare, war and peace, and environmental justice. This course includes options for service learning or community service.



### **ETH 215 Cultural Ethics of Responsibility (3)**

**Prerequisite:** Sophomore status

This course contributes to the University's purpose of "empowering students with a sense of moral purpose" and mission of "enhancing their spiritual and ethical values and transforming a diverse community of learners into future global leaders." Guided by this view of "doing ethics in a diverse world," the course studies complex normative questions of ethical responsibility for leadership in personal, public and professional life.

### **ETH 300 Professional Ethics (3)**

**Prerequisites:** ETH 100 and ETH 200 or permission of instructor

Non-specialized and interdisciplinary study of moral issues that arise across and within certain existing and emerging fields and occupations of the public, private, and nonprofit sectors. Students explore models of agency and ethical codes of individual and social responsibility in order to defend ways they would resolve different, complex, and difficult ethical problems of management and service delivery, in their chosen professions.

## **PHILOSOPHY**

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

An exploration of the origin, scope, and limits of questioning in human existence, which affirms, "wonderment is the beginning of philosophy." Students will be introduced to major people, movements and issues in philosophy.

### **PHI 241 Ancient Philosophy (3)**

On the questioning of the earliest Western thinkers, and Plato and Aristotle, along with philosophers from ancient cultures.

### **PHI 242 Modern Philosophy (3)**

The rise and development of modernity through the writings of philosophers such as Descartes, Locke, Berkeley, Hume, Kant, Hegel, and Nietzsche.

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

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

### **PHI 285 African American Philosophy (3)**

Surveys African American approaches to the nature and task of philosophy, in contexts of human fulfillment and social justice, from the 19th century into our present world.

### **PHI 304 African Religions and Philosophies (3)**

**Prerequisite:** PHI 240 or permission of instructor

A survey of the many religious and philosophical traditions of Africa, emphasizing common themes in African thought as well as distinct traditions, and including the traditional religions, Islam, and Christianity.

### **PHI 343 Contemporary Philosophy (3)**

**Prerequisite:** PHI 240 or permission of instructor

This course contrasts modern philosophy (such as existentialism) with what are often called post-modern philosophies (such as womanism).

### **PHI 355 Philosophy of Religion (3)**

**Prerequisite:** PHI 240 or permission of instructor

A philosophical study of religious questions and doctrines, as well as examination of theories of religion. Students will investigate the intersection of methodologies between philosophy and religion.

### **PHI 363 Contemporary Political and Social Philosophy (3)**

**Prerequisite:** PHI 240

Studies the central philosophical ideas and concepts in modern political ideologies and evaluates their visions of politics and civil society, comparing past and present views of social and political ideologies.

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

**Prerequisite:** PHI 240

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

### **PHI 481 Independent Study (3)**

**Prerequisite:** prior permission of department; PHI 240

Study planned with a professor on a topic not covered by regularly taught courses. The syllabus is developed by the professor and student(s) for approval by the Department.

### **PHI 499 Senior Project (3)**

**Prerequisite:** PHI 498 senior status or permission of the department

A theoretical and/or experimental inquiry into a particular question of religion or philosophy, which is submitted to the Department in the form of a thesis or critical reflection paper.

## **RELIGION**

### **REL 224 Christian Education (3)**

Studies creative ways to develop, provide, and evaluate curriculum models of Christian education.

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

An examination of the concept of religion and of the phenomena and social practices often classified as “religious”. This course will study the historical construction of “religion” in Eastern and Western thought and inquire into the adequacy of definitions of religion. Relationships of religion and culture will be emphasized as students look for the interconnection of religion with philosophy, science, politics, and economics.

### **REL 232 Women in Western Religious History (3)**

Explores the thought and praxis of women, in western religious history. Particular attention is given to the contributions of women of African descent.

### **REL 234 World Religions (3)**

Study of religions of the world, including Islam, Judaism, and Christianity as well as, religions of Asia, Africa, and the Americas, with emphasis placed on the origins, beliefs, practices, ethics, and historical development.

### **REL 235 Bible (3)**

This course is a general survey of the Bible, how it was written and developed, its content and teachings, the various versions of the Bible, and its significance in ancient and modern times. Students will obtain basic knowledge of the Christian scriptures, and be able to identify and locate significant Biblical events, themes, ideas and characters and understand the basics of hermeneutics.

### **REL 238 Survey of Old Testament (3)**

Introduces critically the issues and approaches involved, in contemporary studies of the Old Testament and familiarizes the student with the content and texts of the Old Testament. Students will obtain knowledge of the Hebrew Scriptures, and be able to identify and locate significant Biblical events, themes, ideas and characters and understand the basics of hermeneutics as well as be conversant with several well-known Old Testament interpreters.

### **REL 239 Survey of New Testament (3)**

Introduces critically the issues and approaches involved, in contemporary studies of the New Testament and familiarizes the student with the content and texts of the New Testament. Students will obtain knowledge of the New Testament, and be able to identify and locate significant Biblical events, themes, ideas and characters and understand the basics of hermeneutics as well as be conversant with several well-known New Testament interpreters.

### **REL 240 Homiletics/Proclamation (3)**

Examines different approaches of biblical interpretation, for preparation and delivery of messages, which address issues of private and public life.

**REL 242 Forms of Worship (3)**

Studies critical questions, styles of worship, and important issues, for meaningful individual and collective worship.

**REL 244 Faith and Vocation (3)**

Facilitates explorations of vocational choices, from a student's religious or philosophical perspective, in a pluralistic and changing world.

**REL 250 Denominational Matters (3)**

Examines the history, polity, doctrine, and practices of a student's faith community.

**REL 252 Church and Community Empowerment (3)**

Studies strategically how to equip members of churches and their service communities, advancing civil society.

**REL 265 Christianity and the Family (3)**

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

**REL 295 African American Religion (3)**

Critical study of the religious worldviews and practices of African Americans in the context of their experience from Africa into our present world.

**REL 300 History of Christianity (3)****Prerequisite: REL 225 or permission of instructor**

A survey of the development of the Christian Church from the first century to the present. Major figures and movements as well as significant theological and ecclesiastical themes and controversies will be examined.

**REL 304 African Religions and Philosophies (3)****Prerequisite: REL 225 or permission of instructor**

A survey of the many religious and philosophical traditions of Africa, emphasizing common themes in African thought as well as distinct traditions, and including the traditional religions, Islam, and Christianity.

**REL 306 Religion in America (3)****Prerequisite: REL 225 or permission of instructor**

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

**REL 325 Introduction to Theology (3)****Prerequisite:** REL 225 or permission of instructor

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

**REL 337 Christian Ethics (3)****Prerequisite:** REL 225 or permission of instructor

A study of biblical foundations for Christian ethics, theological traditions of ethical reflection, and contemporary approaches to Christian ethics, including analysis of selected issues.

**REL 350 Contemporary Religious Thought (3)****Prerequisite:** REL 225 or permission of instructor

A study of influential and controversial topics, movements, and authors in contemporary religious thought, focusing on the careful reading and discussion of significant recent books in theology.

**REL 355 Philosophy and Religion (3)****Prerequisite:** PHI 240 or permission of instructor; REL 225

A philosophical study of religious questions and doctrines as well as examination of theories of religion. Students will investigate the intersection of methodologies between philosophy and religion.

**REL 362 Sociology of Religion (3)****Prerequisite:** REL 225 or permission of instructor

Studies roles of religion in ordering and transforming human personality and social institutions from perspectives of sociology, psychology, and religion and in contexts of contemporary American society and culture.

**REL 390 Pastoral Care (3)****Prerequisite:** REL 225 or permission of instructor

Introduces approaches, principles, and methods of counseling, in the context of pastoral care.

**REL 392 Church Administration (3)****Prerequisite:** REL 225 or permission of instructor

Explores principles and strategies for administrative functions of contemporary churches and faith-based organizations to support their purposes.

**REL 481 Independent Study (3)****Prerequisite:** prior permission of department; REL 225

Study planned with a professor on a topic not covered by regularly taught courses. The syllabus is developed by the professor and student(s) for approval by the Department.

**REL 498 and PHI 498 Research Methods (3)****Prerequisites:** ENG 113, REL 225, PHI 240; Junior status;

A study of theoretical or praxis projects in religion and philosophy, of appropriate research methods, and of composing sustained theoretical or praxis arguments. This course is the first part of the two course sequence for the major to complete the Senior Project which serves as the capstone of the major in Religion and Philosophy. All students must take this course prior to enrolling in REL/PHI 499. This course will familiarize students with research methods and the essentials of critical writing within the field and will climax in the submission, defense, and approval of the Senior Project Thesis or Praxis proposal.

**REL 499 Senior Project (3)****Prerequisite:** senior status or permission of the department; REL 498

A theoretical and/or experimental inquiry into a particular question of religion or philosophy, which is submitted to the Department in the form of a thesis or critical reflection paper.

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**DEPARTMENT OF SOCIAL SCIENCES****Degrees Offered:** Bachelor of Arts in International Relations

Bachelor of Arts in Political Science

Bachelor of Arts in Psychology

Bachelor of Arts in Sociology

**Concentrations:** International Business

Criminal Justice

Students majoring in one of these areas or the other are required to complete 120 semester hours. This total is divided into University Core (48 hours), Department Core (18 hours), Major Core (30, 33, 36 39, or 54 hours) and Elective depending on the major are zero, 9, 15, or 21 hours. The Department also offers minors in International Relations, Political Science, Psychology and Sociology. The course requirement for each minor is 15 hours (five courses) as determined by area advisors.

### **Department Purpose:**

The primary purpose of this Department is to provide students with a liberal arts education that enables them to initiate employment or to pursue their education in graduate or professional schools. Students will attain fundamental knowledge of the basic concepts, principles, theories, research methods, and skills in critical thinking and problem solving. In preparation for their careers, students become acquainted with information technology and online education. Students also develop awareness about the value of life and commitment to human principles.

Students are required to take the following six courses as Department Core (Minimum Passing Grade is C):

CRJ 200: Introduction to Criminal Justice

PSY 201: Introduction to Psychology

SOC 202: Introduction to Gerontology

SOC 211: Introduction to Sociology

SOW 210: Introduction to Social Work

SSC 200: Elementary Statistics

The Major Core is specified below. (Minimum Passing Grade is C.)

### **The International Relations Major**

The International Relations major offers a broad overview of all aspects of international affairs—politics, economics, global issues and world cultures. Majors must complete 36 credit hours of course work. An additional requirement for the major is 12 credit hours of foreign languages.

Major requirements are:

BUS 260 Principles of Macroeconomics

INT 121 Introduction to World Politics

INT 411 US Foreign Policy

INT 241 International Organizations

INT 252 International Relations

INT 372 Contemporary Africa

INT 390 International Political Economy

INT 425 Latin America and the Caribbean

INT 492 Seminar

PAD 320 Organ. Theory and Behavior

POL 200 Intro. to Political Science

POL 201 US Government

# FOUR -YEAR COURSE DISTRIBUTION PLAN

## BACHELOR OF ARTS IN INTERNATIONAL RELATIONS

### SUGGESTED SEQUENCE OF COURSES

First Semester		Second Semester	
<b>Freshman Year</b>			
ENG 110*** English and Comp I*	3	ENG 111 English and Comp II*	3
MAT 110*** Basic Math*	3	MAT 111 General Math I*	3
HIS 115 Intro. World Civilizations*	3	CIS 101 Concepts of Computers*	3
ETH 100 Foundation of Ethics*	3	SSC 115 Intro Social Science*	3
BIO 111 Intro to Biology*	3	POL 150 Intro. Political Science	3
FRS 111 Freshman Studies*	0.5	FRS 112 Freshman Studies*	0.5
<b>Semester Hours</b>	<b>15.5</b>	<b>Semester Hours</b>	<b>15.5</b>

<b>Sophomore Year</b>			
ENG 112 Comp and Argument*	3	ENG 113 Comp and Research*	3
MAT 112 General Math II*	3	ETH 200 Ethical Concepts*	3
BUS 204 Principles of Business	3	BUS 260 Prin Macroeconomics	3
INT 252 International Relations	3	Foreign Language 2	3
Foreign Language 1	3	HPE 112 Fundamental Skills*	1
HPE 111 Personal Health*	1		
<b>Semester Hours</b>	<b>16</b>	<b>Semester Hours</b>	<b>13</b>

<b>Junior Year</b>			
ETH 300 Professional Ethics*	3	PHY 112 Intro Physical Science*	3
COM 210 Public Speaking*	3	HUM 200 Humanities*	3
INT 121 Intro World Politics	3	POL 201 US Government	3
INT 241 International Organizations	3	Foreign Language	3
Foreign Language	3	POL 210 Comparative Politics	3
<b>Seemster Hours</b>	<b>15</b>	<b>Semester Hours</b>	<b>15</b>

<b>Senior Year</b>			
INT 390 International Political Econ	3	INT 492 Seminar	3
INT 411 US Foreign Policy	3	INT 425 Latin America and Caribbean	3
INT 372 Contemporary Africa	3	Elective	3
Elective	3	Elective	3
Elective	6	Elective	6
<b>Total Hours</b>	<b>18</b>	<b>Total Hours</b>	<b>18</b>

**Total Credits Hours = 120 \*University Core Requirement**

**\*\*\* Varies With Placement**



## **The International Relations: Concentration International Business**

This area is intended for students who wish to pursue a career in business with a specialization in the international dimension or a career in international relations with a specialization in economics and business. Both of these career tracks are in high demand.

The concentration requires 48 credit hours, plus 12 credit hours of foreign languages, for a total of 60 credit hours.

The Major requirements are:

- ACC 241 Accounting Principles I
- ACC 242 Accounting Principles II
- INT 121 Introduction to World Politics
- INT 252 International Relations
- INT 341 International Business
- INT 372 Contemporary Africa
- INT 390 International Political Economy
- INT 410 International Marketing
- INT 425 Latin America and the Caribbean
- INT 491 International Development
- INT 492 Seminar
- PAD 320 Organ. Theory and Behavior

# FOUR -YEAR COURSE DISTRIBUTION PLAN

## BACHELOR OF ARTS IN INTERNATIONAL RELATIONS

### CONCENTRATION: INTERNATIONAL BUSINESS

#### SUGGESTED SEQUENCE OF COURSES

#### Freshman Year

##### First Semester

ENG 110*** English and Comp I*	3
MAT 110*** Basic Math*	3
HIS 115 Intro. World Civilizations*	3
ETH 100 Ethics*	3
BIO 111 Intro to Bio Science*	3
FRS 111 Freshman Studies*	0.5

##### Semester Hours

##### Second Semester

ENG 111 English and Comp II*	3
MAT 111 General Math I*	3
CIS 101 Concepts of Computers*	3
INT 121 Intro World Politics	3
SSC 115 Intro Social Science*	3
FRS 112 Freshman Studies*	0.5

##### Semester Hours

15.5

#### Sophomore Year

ENG 112 Comp and Argument*	3
MAT 112 General Math II*	3
ACC 241 Accounting Principles I	3
BUS 204 Principles of Business	3
INT 252 International Relations	3
HPE 111 Personal Health*	1

##### Semester Hours

16

ETH 200 Ethical Concepts*	3
ENG 113 Comp and Research*	3
ACC 242 Accounting Principles II	3
BUS 260 Prin. Macroeconomics	3
HPE 112 Fundamental Skills*	1

##### Semester Hours

13

#### Junior Year

COM 210 Public Speaking*	3
PAD 320 Organization Theory	3
INT 372 Contemporary Africa	3
Foreign Language	3
Elective	6

##### Semester Hours

18

HUM 200 Humanities*	3
PHY 112 Intro Physical Science*	3
INT 341 International Business	3
INT 425 Latin America and Caribbean	3
Foreign Language	3

##### Semester Hours

15

#### Senior Year

ETH 300 Professional Ethics	3
INT 390 International Political Econ.	3
Elective	3
Elective	6
Foreign Language	3

##### Semester Hours

18

INT 410 International Marketing	3
INT 491 International Dev.	3
Foreign Language	3
Elective	3
Elective	3

##### Semester Hours

15

Total Credit Hours = 120 \*University Core Requirement \*\*\*Varies With Placement

## **The Political Science Major**

The political science major offers a full coverage of the fields of political science: American politics, comparative politics, international politics and political theory. Majors must complete 42 credit hours of course work.

Major requirements are:

- INT 411 U.S. Foreign Policy
- POL 210 Comparative Politics
- POL 220 Introduction to Public Policy
- POL 305/CRJ 305 Constitutional Law
- POL 320 African Amer. in American Politics
- POL 325 American Congress and the Presidency
- POL 330 Amer. State and Local Government
- POL 420 Urban Politics
- POL 450 Modern Political Thought
- POL 480 Internship
- POL 492 Seminar in Political Science
- INT 390 International Political Economy
- POL 350 American Political Parties
- SSC 322 Introduction to Research

# FOUR- YEAR COURSE DISTRIBUTION PLAN

## BACHELOR OF ARTS IN POLITICAL SCIENCE

### SUGGESTED SEQUENCE OF COURSES

<b>First Semester</b>	<b>Credits</b>	<b>Second Semester</b>	<b>Credits</b>
<b>Freshman Year</b>			
ENG 110*** English and Comp I*	3	ENG 111 English and Comp II*	3
MAT 110*** Basic Math*	3	MAT 111 General Math I	3
HIS 115 Intro. World Civilizations*	3	CIS 101 Concepts of Computers*	3
ETH 100 Foundation of Ethics*	3	POL 150 Intro to Political Science	3
FRS 111 Freshman Studies*	0.5	FRS 112 Freshman Studies*	0.5
BIO 111 Intro to Bio. Science*	3	Elective	3
<b>Semester Hours</b>	<b>15.5</b>	<b>Semester Hours</b>	<b>15.5</b>
<b>Sophomore Year</b>			
ENG 112 Comp and Argument*	3	ENG 113 Comp and Research*	3
MAT 112 General Math II*	3	ETH 200 Ethical Concepts*	3
SSC 115 Intro Social Science*	3	COM 210 Public Speaking*	3
INT 252 International Relations	3	POL 201 US Government	3
CRJ 200 Intro Criminal Justice	3	HPE 112 Fundamental Skills*	1
HPE 111 Personal Health*	1	POL 210 Comparative Politics	3
<b>Semester Hours</b>	<b>16</b>	<b>Semester Hours</b>	<b>16</b>
<b>Junior Year</b>			
ETH 300 Professional Ethics*	3	PHY 112 Intro Physical Science*	3
POL 220 Intro to Public Policy	3	HUM 200 Humanities*	3
POL 325 Am. Congress and President	3	POL 320 African Am. In Politics	3
POL 330 Am. State and Local Gov.	3	Elective	3
POL 305 Constitutional Law	3	Elective	3
<b>Semester Hours</b>	<b>15</b>	<b>Semester Hours</b>	<b>15</b>
<b>Senior Year</b>			
POL 420 Urban Politics	3	POL 480 Internship	3
POL 450 Modern Political Thought	3	POL 492 Seminar	3
INT 411 U.S. Foreign Policy	3	Electives	6
Electives	6		
<b>Semester Hours</b>	<b>15</b>	<b>Semester Hours</b>	<b>12</b>
<b>Total Credit Hours= 120 *University Core Requirement</b>			
<b>*** Varies With Placement</b>			

## **The Psychology Major**

Psychology is the systematic study of individuals' behavior, and mental processes. This major acquaints students with the fundamental concepts, theories, and methods of scientific research of the discipline. The major also allows students to apply psychological principles to everyday life.

### **Major Core**

EVR 300: Research and Portfolio Development (CAPE Only)

PSY 204: Psychology of Personality

PSY 210: Human Development

PSY 304: Abnormal Psychology

PSY 310: Experimental Psychology

PSY 315: Psychology of the African American Experience

PSY 330: Physiological Psychology

PSY 350: Psychology of Learning

PSY 400: Psychological Tests and Measurements

PSY 460: Cognitive Psychology

PSY 470: History of Psychology

PSY 492: Seminar in Psychology

SOC 341: Social Psychology

SSC 322: Introduction to Research

# FOUR-YEAR COURSE DISTRIBUTION PLAN

## BACHELOR OF ARTS IN PSYCHOLOGY

### SUGGESTED SEQUENCE OF COURSES

First Semester	Credits	Second Semester	Credits
<b>Freshman Year</b>			
FRS 111 Freshman Studies*	0.5	HPE 112 Health and Phy Education*	1
HPE 111 Health and Phy Education*	1	ENG 111 College English and Comp II*	3
ENG 110*** College English and Comp*	3	MAT 111 General Mathematics I*	3
MAT 110*** Basic Math*	3	SSC 115 Intro To Social Science*	3
BIO 111 Intro To Biological Science*	3	HUM 200 Intro To Humanities*	3
ETH 100 Found Of Know Of Ethics	3	HIS 115 Intro To World Civilizations*	3
FRS 112 Freshman Studies*	0.5		
<b>Semester Hours</b>	<b>13.5</b>	<b>Semester Hours</b>	<b>16.5</b>
<b>Sophomore Year</b>			
ENG 112 College Comp and Argument*	3	PHY 112 Intro To Physical Science*	3
PSY 201 Introduction To Psychology	3	ETH 200 Ethical Concepts and Issues*	3
CRJ 200 Intro To Criminal Justice	3	COM 210 Public Speaking*	3
SOC 202 Introduction To Gerontology	3	CIS 101 Concepts Of Computers*	3
MAT 112 General Mathematics II*	3	ENG 113 College Comp and Research	3
<b>Semester Hours</b>	<b>15</b>	<b>Semester Hours</b>	<b>15</b>
<b>Junior Year</b>			
SSC 200 Elementary Statistics	3	PSY 210 Human Development	3
PSY 204 Psychology of Personality	3	PSY 304 Abnormal Psychology	3
SOC 211 Introduction to Sociology	3	PSY 330 Physiological Psychology	3
SOW 210 Introduction to Social Work	3	SOC 341 Social Psychology	3
Elective (Non CAPE)*	3	ETH 300 Professional Ethics*	3
EVR 300 Research Portfolio (CAPE)*	3	PSY 315 Psychology of the Afr.Amer	3
<b>Semester Hours</b>	<b>18</b>	<b>Semester Hours</b>	<b>18</b>
* choose one			
<b>Senior Year</b>			
PSY 310 Experimental Psychology	3	PSY 460 Cognitive Psychology	3
SSC 322 Introduction to Research	3	PSY 492 Seminar in Psychology	3
PSY 470 History of Psychology	3	Elective	12
PSY 400 Psych. Tests and Meas.	3		
Elective	6		
<b>Semester Hours</b>	<b>18</b>	<b>Semester Hours</b>	<b>18</b>
<b>Total Credit Hours : 120 * University Core *** Varies with placement</b>			

## **The Sociology Major**

Sociology is the study of society as a web of diverse and numerous social groups that interact with one another, based on the respective values and norms. Students majoring in sociology learn about society's many social institutions, social groups, social structures, and social processes, and the forces that underlie social change and stability in society.

### **Major Core**

EVR 300: Research and Port. Dev. (CAPE Only)

SOC 215: Marriage and Family

SOC 300: Social Problems

SOC 308: Social Change

SOC 312: Social Stratification

SOC 315: Race and Ethnic Relations

SOC 335: Sociology of African. Amer.

SOC 341: Social Psychology

SOC 344: History of Sociology

SOC 450: Sociological Theory

SOC 491: Seminar in Sociology

SSC 322: Introduction to Research

# FOUR-YEAR COURSE DISTRIBUTION PLAN

## BACHELOR OF ARTS IN SOCIOLOGY

### SUGGESTED SEQUENCE OF COURSES

First Semester	Credits	Second Semester	Credits
<b>Freshman Year</b>			
FRS 111 Freshman Studies*or	0.5	HPE 112 Health and Phy Education I	1
OSU 121 Orientation to Shaw U.*	1	ENG 111 English and Composition II*	3
HPE 111 Health and Phy Education	1	MAT 111 General Mathematics I*	3
HIS 115 Intro. to World Civilization*	3	SSC 115 Intro to Social Science	3
BIO 111 Intro to Biological Science*	3	HUM 200 Intro to Humanities*	3
ETH 100 Foun. of Know. And Ethics	3	FRS 112 Freshman Studies*	0.5
ENG 110 English Composition I	3		
<b>Semester Hours</b>	<b>14.5</b>	<b>Semester Hours</b>	<b>13.5</b>
<b>Sophomore Year</b>			
ENG 112 College Comp Argument	3	PHY 112 Intro to Physical Science*	3
COM 210 Public Speaking*	3	ENG 113 College Comp and Research*	3
SOC 202 Intro to Gerontology	3	ETH 200 Ethical Concepts and Issues*	3
CRJ 200 Intro to Criminal Justice	3	CIS 101 Concepts of Computers*	3
SOC 211 Introduction to Sociology	3	MAT 112 General Mathematics II*	3
SOC 215 Marriage and Family	3		
<b>Semester Hours</b>	<b>18</b>	<b>Semester Hours</b>	<b>15</b>
<b>Junior Year</b>			
SSC 200 Elementary Statistics	3	SOC 300 Social Problems	3
PSY 201 Introduction to Psychology	3	SOC 344 History of Sociology	3
SOW 210 Intro to Social Work	3	EVR 300 Research and Portfolio Dev	3
SOC 315 Race and Ethnic Relations	3	SOC 312 Social Stratification	3
Elective	6	Elective	3
<b>Semester Hours</b>	<b>18</b>	<b>Semester Hours</b>	<b>15</b>
<b>Senior Year</b>			
SOC 341 Social Psychology	3	SSC 322 Introduction to Research	3
SOC 308 Social Change	3	SOC 491 Seminar in Sociology	3
SOC 450 Sociological Theory	3	ETH 300 Professional Ethics*	3
SOC 335 Sociology of African Am.	3	Elective	6
Elective	3		
<b>Semester Hours</b>	<b>15</b>	<b>Semester Hours</b>	<b>15</b>
<b>Total Hours = 120 *University Core ***Varies With Placement</b>			



## **The Sociology Major: Concentration Criminal Justice**

Criminal Justice is an academic area that is concerned with studying and analyzing the major agencies of justice that have some responsibility for, and control over, individuals accused of criminal acts. This concentration is designed to prepare individuals for a variety of service careers, such as law enforcement, probation and parole, corrections, court administration, private security, and others. Emphasis is also placed on preparing students for graduate and professional studies.

### **Concentration in Criminal Justice Core**

CRJ 203: Criminology

CRJ 302: Juvenile Justice

CRJ 305: Constitutional Law

CRJ 310: Corrections in America

CRJ 311: Evidence

CRJ 313: Basic Criminal Procedure

CRJ 320: Court Procedure

CRJ 400: Criminal Law

CRJ 403: Basic Criminal Investigation

CRJ 431: Seminar in Criminal Justice

EVR 300: Research and Portfolio Development

SOC 300: Social Problems

SSC 322: Introduction to Research

# FOUR-YEAR COURSE DISTRIBUTION PLAN

## BACHELOR OF ARTS IN SOCIOLOGY:

### CONCENTRATION CRIMINAL JUSTICE

#### SUGGESTED SEQUENCE OF COURSES

First Semester	Credits	Second Semester	Credits
<b>Freshman Year</b>			
FRS 111 Freshman Studies*	0.5	HPE 112 Health and Physical Ed*	1
HPE 111 Health and Physical Ed*	1	ENG 111 English Comp II*	3
ENG 110 English Comp I*	3	MAT 111 General Math I*	3
MAT 110 Basic Math*	3	HIS 115 Intro to World Civ*	3
BIO 111 Intro to Bio Science*	3	SSC 115 Intro to Social Sc*	3
ETH 100 Foundations*	3	FRS 112 Freshman Studies*	0.5
		EVR 300 Research and Portfolio Dev.	3
<b>Semester Hours</b>	<b>13.5</b>	<b>Semester Hours</b>	<b>16.5</b>
<b>Sophomore Year</b>			
ENG 112 Comp and Argument*	3	ETH 200 Ethical Concepts*	3
HUM 200 Humanities*	3	PHY 112 Intro to Physical Science*	3
CIS 101 Intro to Computer*	3	MCO 210 Public Speaking*	3
MAT 112 General Math II*	3	SOC 202 Intro to Gerontology	3
CRJ 200 Intro to Criminal Justice	3	ENG 113 Comp and Research*	3
CRJ 203 Criminology	3	Elective	3
<b>Semester Hours</b>	<b>18</b>	<b>Semester Hours</b>	<b>18</b>
<b>Junior Year</b>			
ETH 300 Professional Ethics*	3	CRJ 305 Constitutional Law	3
CRJ 302 Juvenile Justice	3	CRJ 310 Corrections in America	3
SSC 200 Elementary Stat	3	CRJ 311 Evidence for Law Enforc.	3
PSY 201 Intro to Psychology	3	SOC 211 Intro to Sociology	3
SOW 210 Intro Social Work	3	SOC 300 Social Problems	3
<b>Semester Hours</b>	<b>15</b>	<b>Semester Hours</b>	<b>15</b>
<b>Senior Year</b>			
CRJ 313 Basic Criminal Proc	3	CRJ 320 Court Procedure	3
CRJ 400 Criminal Law	3	CRJ 431 Seminar in CRJ	3
CRJ 403 Basic Criminal Invest	3	SSC 322 Intro to Research	3
Elective	6	Elective	3
<b>Semester Hours</b>	<b>15</b>	<b>Semester Hours</b>	<b>12</b>
<b>Total Credit Hours = 120 *University Core ***Varies With Placement</b>			

## COURSE DESCRIPTIONS

### CRIMINAL JUSTICE

#### **CRJ 200 Introduction to Criminal Justice (3).**

The course is designed to introduce students to the major areas within the criminal justice system. Special topics include an overview of the criminal justice process, constitutional limitations and problems, and criticisms of contemporary criminal justice.

#### **CRJ 201 Comparative Criminal Justice Systems (Elective) (3).**

The study of the variations in patterns of processing crime and administering justice. Examines political crimes along with the patterns of law enforcement and adjudication in political systems. A variety of political systems are examined, such as democratic, communist, religious, and developing.

#### **CRJ 203 Criminology (3).**

The course deals with the causes, nature and extent of crime, and the policies used in dealing with crime and criminals. Special topics include the definition of crime, crime statistics, theories of crime causation, and crime typologies.

#### **CRJ 300 Introduction to Law Enforcement (Elective) (3).**

This course deals with the philosophical, cultural, and historical backgrounds of the police role in the criminal justice system.

#### **CRJ 301 Court Administration (Elective) (3).**

##### **Prerequisite: CRJ 200**

This course examines the courts and law enforcement's role in the criminal justice process. Special topics discussed include courts as a political subsystem in comparative perspective, judicial decision-making and the development of public policy through the judicial process.

#### **CRJ 302 Juvenile Justice (3).**

##### **Prerequisite: CRJ 200**

This course is concerned with the legal character of juvenile delinquency and provides an overview of the major court processes and rights that juveniles are entitled to.

#### **CRJ 304 Computer Applications in Criminal Justice (Elective) (3).**

##### **Prerequisite: CRJ 200 and CIS 101**

Provides an introduction to the basic principles of computing with respect to police information systems, computer automation with respect to the penal setting, interagency Criminal Justice Systems, National Criminal Justice Computer Systems, and National Law Enforcement Telecommunications Systems (NLETS).

**CRJ 305 Constitutional Law (3).**

**Prerequisite:** CRJ 200

The course examines congressional, judicial, and executive powers; rights provided by the First Amendment, as well as constitutional amendments that deal with police powers and implied law enforcement operational activities.

**CRJ 307 Probation and Parole (Elective) (3).**

**Prerequisite:** CRJ 200

This course deals with the development, organization, operation, and results of systems of probation and parole as substitutes for incarceration.

**CRJ 310 Corrections in America (3).**

**Prerequisite:** CRJ 200

This course provides an overview of the American correctional system. Special topics include analysis and evaluation of the historical and contemporary correctional system, the development, organization and results of different systems.

**CRJ 311 Evidence in Law Enforcement (3).**

**Prerequisite:** CRJ 200

This course deals with the rules of evidence and their application to law enforcement operations. Special topics include classification of evidence, utilization of evidence, courtroom presentation, hearsay rule and exceptions, impeachment and cross-examination, privileges, and others.

**CRJ 313 Basic Criminal Procedure (3).**

**Prerequisite:** CRJ 200

This course examines basic rights of individuals as they are processed through the criminal justice system. Special topics include arrest, search and seizure, use of informants, entrapment, the exclusionary rule, police line-ups, and others.

**CRJ 315 Community Policing (Elective) (3).**

**Prerequisite:** CRJ 200

An overview of the major concepts and issues involved in what may be considered to be a major fundamental shift in the approach and operations of modern policing. Topics include origins, meaning, development, experiencing and the record of community policing. Course also explores various assessments of the disadvantages of community policing.

**CRJ 317 Sociology of Crime (Elective) (3).**

**Prerequisites:** SOC 211, CRJ 200

The course examines the social origins and consequences of crimes and the social policies formulated and acted upon to combat this deviant behavior.

**CRJ 320 Court Procedure (3).****Prerequisite: CRJ 200**

The course is designed to study, in some detail, the major judicial procedures following an arrest and arraignment to final case disposition and sentencing. Specific topics include current trial techniques, legal defenses, courtroom procedures and others.

**CRJ 325 Sociology of Law (Elective) (3).****Prerequisites: CRJ 200, SOC 211; Same as SOC 325**

An examination of the place of legal systems within the various social systems from the perspective of social theory. Systems of jurisprudence, both civil and criminal, are scrutinized for their social meaning and use as instruments of social control. Course also examines latent and manifest functions in the administration of justice, the interactions of lawyers, police, prosecutors, and judges, as well as their relations with the public.

**CRJ 350 Basic Legal Research (Elective) (3).****Prerequisites: CIS 101, CRJ 200, ENG 112**

An introduction to techniques and resources of basic legal research. The course focuses on locating and analyzing case law, administrative law, and statutory law. Legal periodicals, treatises, and other secondary sources also are examined. The course introduces computer legal research and teaches the skills required in drafting a memorandum of law. Legal databases, such as Lexis/Nexis and Westlaw are covered.

**CRJ 400 Criminal Law (3). Prerequisite: CRJ 200**

The course is concerned with the nature, sources and types of substantive criminal law. Some attention will be given to historical origins of the criminal law, with special emphasis on the North Carolina penal code.

**CRJ 401 Law and Corrections (Elective) (3).****Prerequisites: CRJ 200, CRJ 307, CRJ 310**

The course surveys the legal aspects of incarceration, institutionalization, rehabilitation, and post release programs. Special topics include inmate rights, sentence investigation and others.

**CRJ 402 Community Based Corrections (Elective) (3).****Prerequisites: CRJ 200, CRJ 307, and CRJ 310.**

This course examines the history, philosophy, theory and functions of halfway houses, work release centers and other forms of community-based treatment programs available to the offender. The course also explores current innovations and practices.

**CRJ 403 Basic Criminal Investigation (3).**

**Prerequisites:** CRJ 200 or CRJ 203, CRJ 311 and CRJ 400

The course deals with the role of the criminal investigator and investigative methodology. Specific topics include investigative techniques, crime scene searches, presentation of police cases in court, and others.

**CRJ 404 Major Works in Corrections (Elective) (3).**

**Prerequisites:** CRJ 200, CRJ 310

A capstone course in exploring in-depth seminal works in corrections. Students read primary materials written by “masters” of correctional thoughts and practice and prepare critical reviews of the major works.

**CRJ 407 Middle Management for Law Enforcement Personnel (3).**

**Prerequisites:** CRJ 200 and CRJ 300

This course is concerned with the evaluation and analysis of supervisory practices for the experienced middle command officers, patrol and line operations, and the application of sound middle management practices to police agencies in the U.S.

**CRJ 408 Law Enforcement Planning and Research (Elective) (3).**

**Prerequisites:** CRJ 200 or CRJ 203 and nine additional hours of Criminal Justice courses

The course deals with problems and practices of police agency planning, budget, manpower, community needs, and others.

**CRJ 410 Seminar in Terrorism (Elective) (3).**

**Prerequisites:** CRJ 200 and SOC 211

This course is designed to cover historical perspectives and the current terrorist threat and challenge; major terrorist groups and their strategies, tactics and targets; limits on military and civil authority; jurisdictional issues; the roles of media, federal law enforcement, and intelligence; anti- and counter-terrorist operations and operational techniques, and future trends.

**CRJ 431 Seminar in Criminal Justice (3).**

**Prerequisites:** CRJ 200 and 12 additional hours of Criminal Justice courses

The course is primarily designed to integrate and synthesize the various components of the criminal justice system and to assist students in preparing for the world of work once they leave the University. Major emphasis is placed on career development, career planning, and human relations and management skills that facilitate employment.

**CRJ 432 Individual Studies (Elective) (1-3).**

**Prerequisites:** CRJ 200, 12 additional hours of Criminal Justice courses, and permission of the instructor

The course is designed to give advanced students academic flexibility by providing opportunities for them to do supervised individual reading and research in criminal justice.

**CRJ 434 Internship (Elective) (3).**

**Prerequisites:** CRJ 200, 12 additional hours of Criminal Justice, and permission of the instructor

The course is open to upper level criminal justice majors and is designed to provide them with opportunities to apply academic training in a practical criminal justice setting. The course is jointly supervised by criminal justice staff and agency personnel.

**EVR 300 Research and Portfolio Development (3). (CAPE students only)**

This course is concerned with the articulation and presentation of quantifiable skills and experiences that, at the written request of student, may be evaluated and translated into elective credit hours.

## **INTERNATIONAL RELATIONS**

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

A prerequisite to many higher-level international courses. This course has three purposes: to survey world politics since World War II, to introduce the basic concepts underlying the behavior of nations, and to analyze the world events that are reported in the headlines today. Group discussions help students develop an in-depth understanding of world events.

**POL 205 Multiculturalism and Globalization (Elective) (3).**

**Prerequisite:** INT 121 and POL 201

An introductory course that seeks to develop better understanding of the many diverse cultures in America and the implications of this diversity in education, politics, and business. The course also discusses the globalization of the world economy and its impact on America.

**INT 211 Principles of Geography (Elective) (3).**

**Prerequisite:** INT 121

A detailed study of physical and cultural geography.

**INT 215 Western Civilization (Elective) (3).**

**Prerequisite:** INT 121

A study of Western Civilization from the 16th Century to the present, discussing the intellectual, cultural, political, and economic developments primarily in Europe, but also in North America.

**INT 220 Islamic Civilization (Elective) (3).**

**Prerequisite:** INT 121

A survey of Islamic history, culture and thought from the time of Prophet Muhammad to the 1700s.

**INT 226 Contemporary Middle East and North Africa (Elective) (3).**

**Prerequisite:** INT 121

A study of the politics of Middle East and North Africa since World War I, with special analysis and discussion of such topics as the Palestinian/Israeli Question, Iran, the Gulf War and the Algerian crisis. The strategic and economic importance of the area and American national interest there are also discussed.

**POL 365 International Organizations and Global Issues (3).**

**Prerequisite:** INT 121

A study of the development and work of international organizations, many of which play an important role in world affairs. Special focus is on the history, structure, functions, problems, and direction of the United Nations. Emphasis is placed on the global issues that the UN and the international organizations tackle. Students are exposed directly to the work of certain international organizations in America.

**INT 252 International Relations (3).**

**Prerequisite:** INT 121

A thorough analysis of the concepts and theories underlying the behavior of nations and an analysis and examination of international politics, especially contemporary issues and problems. This course also provides a strong foundation in research, with special emphasis on research techniques and sources in the field of International Relations.

**INT 271 Early Africa (Elective) (3).**

**Prerequisite:** INT 121

An introduction to African history and culture from the earliest times to the 17th Century and the coming of the Europeans. Attention is focused on Africa as the cradle of civilization, physical geography, peoples, cultures, languages, and the rationale for their organization and development.

**INT 341 International Business (3).**

**Prerequisites:** INT 121 and INT 252

An introduction to the foundations of international trade, the environment of international trade and how corporations respond to that environment. Special emphasis is placed on the organizations of world trade--WTO, GATT, IMF and the World Bank--as well as the regional free trade associations, such as NAFTA.



**INT 372 Contemporary Africa (3).**

**Prerequisites:** INT 121 and INT 252

A study of African politics from colonial times to the present. Emphasis is placed on the struggles for independence, the establishment of states, the prospects for political development, and the international relations of African states.

**INT 390 International Political Economy (3).**

**Prerequisites:** INT 121 and INT 252

An exploration of the interplay of economics and politics in the international arena, with greater emphasis on the post-Cold War developments. Special attention is given to the issues of the international economic system and theories of economic development.

**INT 395 Study Abroad (Elective) (3-15).**

**Prerequisite:** Permission of Advisor

Students may elect to spend one or two semesters studying at an institution of higher learning outside the USA. To transfer credit to Shaw, the foreign institution must be an acknowledged and approved institution of post-secondary education, and all courses taken abroad must be pre-approved. The student must register and pay the usual tuition and fees to Shaw. Students must have a minimum GPA of 2.0 and have Sophomore standing.

**INT 410 International Marketing (3).**

**Prerequisites:** INT 121, INT 252, BUS 204 and BUS 350

Study of the principles and practices of international marketing. Case studies and student projects are used to analyze the formulation and implementation of marketing strategies in international business.

**INT 411 U.S. Foreign Policy (3).**

**Prerequisites:** INT 121 and 6 hours in International Relations or International Business

Exploration of U.S. foreign policy since World War II, discussing the Cold War but giving special attention to the post-Cold War period. The course examines, in depth, the goals of U.S. foreign policy and the domestic factors that influence its course and process. Through group discussions and presentations, students develop their own views on the direction of U.S. foreign policy.

**INT 425 Latin America and The Caribbean (3).**

**Prerequisite:** INT 252

A survey of history, politics, government, and diverse cultures and societies of the Caribbean, Central and South American nations. The course explores relations of power, ideology, and resistance from the colonial conquest to the present, including economic dependency, underdevelopment and development, political institutions, the military social movements, religious expressions, and ethnic and class relations.

**INT 430 Democratization and Human Rights (Elective) (3).**

**Prerequisite:** INT 121

Examination of the issues surrounding the promotion of democracy and human rights in the world community. Special focus is given to U.S. and UN policies regarding to these issues.

**INT 470 Topics in International Studies (Elective) (3).**

**Prerequisite:** INT 252

Study of selected topics in international studies.

**INT 472 Global Environmental Studies (Elective) (3).**

**Prerequisite:** INT 211

An introduction to environmental issues as they impact America and the world. The focus is on policy issues and not the science of environmental issues. Topics include global warming, pollution, ozone depletion, and overpopulation.

**INT 491 International Development (3).**

**Prerequisites:** INT 252 and INT 390

A survey of contemporary problems of developing nations. Special attention is given to Africa, the Middle East, and the Caribbean, with emphasis on the problems of population, food, health economics and political development. The nature of the historical relationship between less developed countries and industrialized countries are explored.

**POLITICAL SCIENCE**

**POL 150 Introduction to Political Science (3).**

An introduction to the basic theories, concepts and practice in the field of politics, such as state, power, elite, political systems, and political culture. Contemporary political events are discussed and analyzed in light of political theories and concepts.

**POL 201 U.S. Government (3).**

**Prerequisite:** POL 200

A basic course in the American political system. Particular attention is given to an analysis of the political institutions, policy making within the system, methods of participation, and the rights enjoyed by citizens living under the system.

**POL 210 Comparative Politics (3).**

**Prerequisites:** POL 200 and POL 201

An examination of various political systems and ideologies that exist in the contemporary world and an introduction to the major theories in comparative politics.

**POL 220 Introduction to Public Policy (Required) (3).**

**Prerequisites:** POL 200, POL 201.

This is an introductory course to public policy. Emphasis is placed on agenda-setting strategies, formulation, problems of legitimization, authorization/appropriation process, implementation, evaluation, resolution, and termination.

**POL 305 Constitutional Law (3).**

**Prerequisite:** CRJ 200; Same as CRJ 305

The course examines congressional, judicial, and executive powers; rights provided by the First Amendment; as well as constitutional amendments that deal with police powers and implied law enforcement operational activities.

**POL 320 African Americans in American Politics (3).**

**Prerequisite:** POL 201

An examination of the dynamics of African American participation in American politics. An historical background is provided, but special attention is given to issues affecting African Americans, such as affirmative action, empowerment, and equal rights.

**POL 325 American Congress and the Presidency (3).**

**Prerequisite:** POL 201

A thorough examination of the functioning, structure and foundation of the legislative and executive branches of the American government. Attention is given to party politics, elections, and the role of the media.

**POL 330 American State and Local Government (3).**

**Prerequisites:** POL 200 and POL 201

This course is the study of the relationship of state government to national and local government, problems and operation of state government. Some emphasis is on socioeconomic and political variations and state response to intergovernmental domestic programs for health, education, housing, environment, crime, transportation, etc.

**POL 340 Mass Media, Public Opinion and Politics (Elective) (3).**

**Prerequisites:** POL 200 and POL 201

This course examines the relationship of public opinion, and the mass media in American politics. The course further explores ways in which the role of the mass media can influence the political arena, government policies and public opinion emphasis on the print media and television.

**POL 350 American Political Parties (Elective) (3).**

**Prerequisites:** POL 200 and POL 201

This course is the study of the purposes, history and organization of major parties, and the influence of pressure groups and current national issues dividing the parties.

**POL 360 Introduction to Political Sociology (Elective) (3).**

**Prerequisites:** SOC 211, POL 200, and POL 201; Same as SOC 360

This course focuses on social aspects of politics and nature and distribution of power in society; examines the dynamic relationship of the political process with institutions and different population groups in society. The course provides an insight into recent political sociological theories and helps students make sense of the many major social and political changes taking place in the world.

**POLITICAL SCIENCE**

**POL 420 Urban Politics (3).**

**Prerequisites:** POL 200 and POL 201

A study of urban issues, especially poverty, and the public policies set by the various levels of government to address these issues. Special attention will be given to the dynamics of state and local governments in facing urban problems. The course will also cover minority-majority relations, coalition building, lobbying, private power and the influence of the business community on urban politics.

**POL 480 Internship (3 - 15).**

**Prerequisites:** POL 200, Junior status, and permission of the Advisor

This course gives credit for work experience relevant to the major. Students gain practical skills and apply their academic training in meaningful work experiences. Credit hours depend on (1) whether the internship is part-time or full-time and (2) whether the internship is specially designed to maximize the experience. Students may receive up to 12 credit hours if the internship is full-time (40 hours a week) and a well-designed, educational experience.

**POL 492 Seminar (3).**

**Prerequisites:** POL 200, 201 and nine credit hours in POL

A detailed examination of an issue in political science or international relations. Readings and group discussions are part of the course. Students produce a major research paper.

**PSYCHOLOGY**

**PSY 201 Introduction to Psychology (3).**

An introduction to the individual's psychological functioning and the factors that influence it.

**PSY 204 Psychology of Personality (3).**

**Prerequisite:** PSY 201

An examination of the major theories of personality determinants, structure, development, dynamics, and measurement.

**PSY 205 Health Psychology (Elective) (3).**

**Prerequisite: PSY 201**

Health Psychology is concerned with the interaction between behavior and health and illness. It includes the psychological study of the relationship between health and lifestyle, stress and coping, and health-injurious behaviors. Health Psychology encompasses a vast array of problems and prospects for people looking for a long and satisfying life.

**PSY 206 Psychology of Women (Elective) (3).**

**Prerequisite: PSY 201**

In this course students explore a variety of factors that together create the experience of being female in contemporary U.S. society. This course is somewhat unique among psychology courses because it integrates many sub-disciplines of psychology (physiological, personality, developmental, social, clinical) to understand the course's focal point: women.

**PSY 210 Human Development (3).**

**Prerequisite: PSY 201**

A study of physical, cognitive, and social changes and continuities accruing across the life span.

**PSY 304 Abnormal Psychology (3).**

**Prerequisite: PSY 201**

A study of the theoretical and research bases of classification, diagnosis, and treatment of abnormal behavior.

**PSY 305 Educational Psychology (Elective) (3).**

**Prerequisite: PSY 201**

Instructional psychology, focusing on the study of teaching and learning theory as a part of an instructional program to deal with individual, cultural, and environmental differences. Case studies emphasizing motivation, planning, classroom problems, and management.

**PSY 310 Experimental Psychology (3).**

**Prerequisites: PSY 201 and SSC 200**

A study of the basic principles of research in psychology, research design, and report writing.

**PSY 313 Psychology of Aging (3). (Elective)**

**Prerequisites: PSY 201 and SOC 202**

This course is instruction in the psychological changes that occur during the last years of the aging population.

**PSY 315 Psychology of the African American Experience (3)**  
**Prerequisites: PSY 201**

This course familiarizes students with basic concepts and theories in the area of the psychology of African Americans. The socioeconomic, political, and cultural conditions which fostered the Blackness concept and the psychological devices used by African Americans to survive are discussed. There will be a detailed analysis of the impact of slavery on a number of psychological processes and faculties.

**PSY 320 Industrial and Organizational Psychology (Elective) (3). Prerequisite: PSY 201**

This course will introduce students to the field of Industrial-Organizational (I-O) Psychology. The material will include principles of psychology as applied to industry, business, and organizations, and the focus will be on the individual employee, the job, and the organization.

**PSY 325 Introduction to Forensic Psychology (Elective) (3).**  
**Prerequisites: PSY 201 and CRJ 200**

The focus of this course will be on examining the relationship between the practice of psychology and the functioning of the legal system. The course surveys many aspects of the practice of clinical forensic psychology including assessment, treatment, and consultation services. The student will obtain an appreciation for the many and varied ways psychology can assist and influence the legal system.

**PSY 330 Physiological Psychology (3).**  
**Prerequisites: PSY 201 and PSY 210**

A study of the biological bases of human behavior with emphasis on the nervous system.

**PSY 350 Psychology of Learning (3).**  
**Prerequisite: PSY 201 (Elective)**

A study of the various kinds of learning.

**PSY 400 Psychological Tests and Measurements (3).**  
**Prerequisites: MAT 112, PSY 201, and SSC 322**

This upper level course discusses the interpretation of standard psychological tests and the development of new scales for measuring personality, attitudes, or abilities. Topics covered include scale reliability and validity, and methods of assessment, and testing in business and educational settings. The course provides practical experience in scale construction and scale assessment.

**PSY 460 Cognitive Psychology (Elective) (3).**

**Prerequisites: PSY 201 and PSY 204**

It focuses on perception, attention, action, memory, and problem solving, studied primarily from an information processing point of view. The course covers basic theoretical models, classic and recent research, new developments in theory, and applications in education and other areas. The course is designed to provide a solid and broad introduction to human cognition.

**PSY 470 History of Psychology (3).**

**Prerequisite: PSY 201**

A survey of the major perspectives of psychology and their historical developments

**PSY 472 Internship (3). (Elective)**

**Prerequisite: junior status**

This course is designed to provide students with an opportunity to gain practical skills from and to apply their academic training temporary work with some relevant community agency or governmental organization.

**PSY 492 Seminar in Psychology (3).**

**Prerequisites: PSY 201 and nine more semester hours of psychology**

An integration of the discipline of psychology through reading, discussion, and library research. The seminar also help students prepare for graduate school and/or a career in psychology.

## **SOCIOLOGY**

**SOC 202 Introduction to Gerontology (3).**

An introduction to the sociological, psychological, and biological factors of aging.

**SOC 211 Introduction to Sociology (3).**

This course deals with human society as composed of diverse and numerous social groups interacting with one another on the basis of society's cultural system.

**SOC 215 Marriage and Family (3).**

**Prerequisite: SOC 211**

This course is an analytical definition of marriage, its changing patterns, and its many functions. It also takes the phenomenon of marriage in other societies into consideration for comparative purposes.

**SOC 220 Sociology of Sport (Elective) (3).****Prerequisite: SOC 211**

This course is formulated to help students gain insight into sport as one of the most flourishing social institutions, linked to other institutions such as economy, family, and education.

**SOC 230 Sociology of Women (Elective) (3).****Prerequisite: SOC 211**

The course deals with the reality of prejudice and discrimination against women and their specific societal issues and problems, as compared to men.

**SOC 300 Social Problems (3).****Prerequisite: SOC 211**

This course is concerned with the sociology of social problems in terms of their social origins and consequences and the existing respective policies in the American society. Different sociological approaches to these problems are discussed. The problems concerned include those related to physical/mental health, alcoholism and drug addiction, crimes, sex-related deviant behaviors, HIV/AIDS, socioeconomic discrimination, poverty, and wars.

**SOC 308 Social Change (3).****Prerequisite: SOC 211**

A study of processes of socioeconomic change in human society at different societal levels. Sources and forces of change are discussed and sociological theories of social change also are outlined. Certain emphasis is placed on social changes in the American society.

**SOC 310 Medical Sociology (Elective) (3).****Prerequisite: SOC 211**

Medical Sociology investigates the distribution of health and illness in our society, the nature of the health care system, the roles of mainstream and alternative health care providers, and the roles played by caregivers and patients in the health care system. The major concentration is on health in the United States; however, attention is given to global health care issues in order to provide a perspective on the American experience.

**SOC 312 Social Stratification (3).****Prerequisite: SOC 211**

This course studies how society is stratified or how socioeconomic inequality is structured in society. Hence, it deals with social classes, social mobility, and the valued or scarce resources for which different social groups compete and discriminate. The different sociological theories of social stratification also are addressed throughout the course.



### **SOC 315 Race and Ethnic Relations (3).**

**Prerequisite: SOC 211**

In terms of their causes and consequences, racism and ethnocentrism are discussed in this course. This aspect of group control is used to analyze how biology as genetics or cultural differences among fellow human beings and citizens are used to justify prejudice and discrimination. Different sociological theories on this topic are introduced and a comparative ethnic-racial picture is drawn.

### **SOC 325 Sociology of Law (Elective) (3).**

**Prerequisites: CRJ 200 and SOC 211; Same as CRJ 325**

An examination of the place of legal systems within the various social systems from the perspective of social theory. Systems of jurisprudence, both civil and criminal, are scrutinized for their social meaning and used as instruments of social control. The course also examines latent and manifest functions in the administration of justice, the interactions of lawyers, police, prosecutors, and judges, as well as their relations with the public.

### **SOC 335 The Sociology of African-Americans (3).**

**Prerequisite: SOC 211**

The course focuses on African-Americans as a certain racial and ethnic minority and highlights the societal historical prejudice and discrimination to which they have been subjected in practice.

### **SOC 341 Social Psychology (3).**

**Prerequisites: SOC 211 and PSY 201**

This is a study of how the individuals' feelings, thoughts, ideas, opinions, and patterns of action are influenced by the groups they encounter. Different social psychological theories explaining this influence are studied. The relationship between sociology, psychology, and social psychology also is highlighted.

### **SOC 344 History of Sociology (3).**

**Prerequisites: SOC 211 and six (6) more hours of sociology**

Sociology is a "young" science but it has a long history. Students discover how sociology has evolved as social thoughts and ideas to become a social science. Students also learn about different social thinkers, philosophers, and early sociologists who are credited for the rise of sociology. This course prepares students for advanced study in SOC 450 and SOC 491.

**SOC 360 Introduction to Political Sociology (Elective) (3).**

**Prerequisites:** SOC 211, POL 200, and POL 201; Same as POL 360

This course focuses on social aspects of politics, nature, and distribution of power in society; examines the dynamic relationship of the political process with institutions and different population groups in society. The course provides an insight into recent political sociological theories and helps students make sense of the many major social and political changes taking place in the world.

**SOC 362 Sociology of Religion (Elective) (3).**

**Prerequisite for sociology students:** SOC 211; Same as REL 362

Examines roles of religion in ordering and transforming human personality and social institutions from perspectives of sociology, psychology, and religion and in contexts of contemporary American society and culture.

**SOC 450 Sociological Theory (3).**

**Prerequisites:** SOC 211, SOC 344, and six more semester hours in sociology

An introduction to theoretical explanations in regard to why social things are as they are in human society in the sense that how this society is held together. In this context, the different patterns of social behavior and group interaction are the focus. The contributions of major sociologists as founders of or contributors to this discipline are taught.

**SOC 472 Internship (Elective) (3).**

**Prerequisite:** junior status

This course is designed to provide students with an opportunity to gain practical skills from and to apply their academic training through temporary work with some relevant community agency or governmental organization.

**SOC 485 Death and Dying (Required for SOW; Elective for other areas) (3).**

**Prerequisite:** SOC 202

This course is designed to provide students with basic knowledge about the concepts of death and dying. It also helps them to gain insight into research conducted on the major areas of these two phenomena.

**SOC 491 Seminar in Sociology (3).**

**Prerequisites:** SOC 211, SOC 344, and three more courses in sociology

This seminar is designed to be taken in the last (senior) semester. It is an integration and a synthesis of several sociological topics, issues, and concepts that students have already studied. The seminar also helps orient students towards career development in graduate school or in the job market.

## **SOCIAL SCIENCE**

### **SSC 115 Introduction to Social Science (3).**

#### **Prerequisite for all courses in the Department of Social Sciences**

Teaches concepts, terms, issues and historical background of social sciences, including sociology, anthropology, political science, economics, history, human development, psychology, and others.

### **SSC 200 Elementary Statistics (3).**

#### **Prerequisite: MAT 112**

This introductory course covers descriptive statistics and statistical inference, including elementary probability, theoretical distribution, estimation, and hypothesis testing.

### **SSC 322 Introduction to Research (3).**

#### **Prerequisite: SSC 200**

Instruction in the techniques of survey research design, instrument design, and collection, analysis, and interpretation of data.

### **SSC 324 Intermediate Statistics (Elective) (3).**

#### **Prerequisite: SSC 200**

This is a course on testing hypotheses, chi square, regression, and correlation, analysis of variance, and an introduction to design of experiments.

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## **DEPARTMENT OF VISUAL AND PERFORMING ARTS**

**Degree Offered:** Bachelor of Arts in Visual and Performing Arts

**Concentration:** Music

Theatre (Temporarily Suspended)

### **Departmental Purpose**

The mission of the Department of Visual and Performing Arts is to prepare, nurture, and develop individual musicianship and dramatic proficiency on a professional level of artistic accomplishment. To this end, the Department of Visual and Performing Arts maintains a curriculum of study relevant to long-term professional goals.

### **Theatre Admissions Requirements (Temporarily Suspended)**

1. All students interested in becoming a Theatre Major or Theatre Minor must go through the admissions procedure.
2. Students attend the auditions set by the faculty within the first two weeks of school.

**AUDITION/INTERVIEW:** The total time for audition and interview is no longer than thirty (30) minutes.

**ACTORS:** Prospective students must perform an audition consisting of two monologues/pieces, preferably one classic and one contemporary. The pieces must be no longer than two minutes each, must be contrasting, and should reflect the student's interest and/or experience in theatre.

**PLAYWRIGHTS:** Playwriting students are required to bring two copies of an original piece. The piece must be typed and a minimum of two pages.

**Determination:** Within one week of audition, the Theatre Area faculty determines students' placement.

**MAJOR:** Performance or Production-Track.

Students may request to become a MAJOR their Freshman or Sophomore years only. Others will be accepted on a case-by-case basis.

**MINOR:** Theatre Minor.

Students may request to become a MINOR their Freshman, Sophomore, or Junior year only. Others will be accepted on a case-by-case basis.

### **General Requirements**

Students entering the Bachelor Degree program should have some background in theatre whether it be performing, backstage work, writing, or directing. The background of the student helps in determining placement within the program. However, the student's background is not the only determining factor for admission to the program. Passion, raw talent, and willingness to develop skills also are considered.

All Theatre majors must participate in the productions of the area, as approved by the faculty.

All Theatre concentration majors must attend at least one production by the Shaw Players. In addition, students must attend all outside productions, determined by the faculty.

Each student must participate in departmental seminars, including lectures, recitals, workshops, and master classes.

Performance-track students must audition each semester in a faculty-approved capacity. These performances may be, but are not limited to, student-directed shows, class scenes, main-stage productions, or productions in the community. Production-track students must direct, design, or assist in a faculty-approved capacity, once a year. These may be scenes, productions at Shaw, or in the community.

## Yearly Juries

At the end of EVERY semester, all Theatre concentration MAJORS and MINORS must perform a jury before the department.

Advisor help students determine what is needed to perform / produce for each jury.

Pieces CANNOT be from previous juries or class work.

Theatre department faculty will judge juries, based upon preparation, creativity, professionalism and the following guidelines.

This jury will determine students' ability to continue to participate in the department. Participation is a determining factor in assessing eligibility for scholarships. If a student fails the jury, the department determines the appropriate course of action, within a week of the jury date.

If you are a **MAJOR**, with a focus in **PERFORMING**, you **MUST**:

Participate in an interview, that will include a discussion of your grades, participation in the department, and your goals.

Perform 3 contrasting pieces from the published plays (or obtain specific permission from your advisor to do film/original pieces) with the following breakdown:

- 1) Classical piece
- 2) Modern piece
- 3) Either a dramatic piece or a comic piece, whichever provides greater contrast

\*Each piece should be between 1.5 and 2.5 minutes long.

If you are a **PRODUCTION MAJOR**, you **MUST**:

Participate in an interview that will include a discussion of your grades, participation in the department, and your goals.

Produce a director's notebook regarding a piece you have either directed during the semester or plan to direct (or another project determined by your advisor) which includes:

- 1) Traffic patterns, sketches for all designs (costumes, sets, lighting, flyers, graphics, etc) and casting process
- 2) Budget
- 3) An essay on the selection process and subsequent processes leading up to production

If you are a **MINOR**, you **MUST**: (Temporarily Suspended)

Participate in an interview that includes a discussion of your grades, participation in the department, and your goals

AND EITHER\*

- 1) Perform 2 contrasting pieces (or)
- 2) Provide evidence of a project.

\*If you are a MINOR, you must see your advisor for an appropriate project.

### Upon Graduation

1. All students graduating with a Theatre concentration must have knowledge of the following:
  - a. The origin of Theatre and its history
  - b. Genres of Theatre
  - c. Periods of Theatre
  - d. The works of various playwrights, including but not limited to: Sophocles, Euripides, Ibsen, Chekov, Shaw, Miller, Williams, Baraka, Hansberry, Shange, and Wilson.
  - e. Basic stagecraft terms and design concepts for make-up, set and lighting design, and costumes.
  - f. Terminology relevant to analyzing dramatic texts and productions
2. Performance-track students must also have knowledge of the following:
  - a. Acting techniques and masters
  - b. A complete warm-up, physical and vocal
  - c. Audition techniques, resumes and headshots
  - d. An observation notebook
  - e. Ensemble work
  - f. Improvisation
  - g. Characterization
  - h. Shakespeare
3. Production-track students must also have knowledge of the following:
  - a. Major directing techniques
  - b. Organizational skills
  - c. Prompt book/Director's portfolio
  - d. Directing diary

- e. Theatre management skills including scheduling, budgeting, facility planning and publicity
- f. Design portfolio
- g. Playwriting examples

**Theatre Concentration (Temporarily Suspended)**

Performance track students are required to take:

THR 130, THR 131, THR 161, THR 211, THR 212, THR 226, THR 230, THR 231, THR 240, THR 251, THR 310, THR 313 or THR 412, THR 320, THR 330, THR 331, THR 430, THR 431, THR 461 or THR 485, THR 475

In addition to the departmental core requirement: either ART 190 or MUS 225.

**Production track students are required to take:**

THR 102, THR 130, THR 161, THR 211, THR 212, THR 226, THR 240, THR 251, THR 310, THR 312 or THR 313, THR 320, THR 371, THR 412, THR 440, THR 451, THR 461, THR 47

**Production students must also choose three additional classes from the following list:**

THR 131, THR 163, THR 164, THR 230, THR 312, THR 313, THR 320, THR 321, THR 331, THR 385.

In addition to the departmental core requirement:  
either ART 190 or MUS 225.

Students who MINOR in Theatre are required to take:

THR 102, THR 161, THR 211, THR 212, THR 226

Three additional classes of their choice from the following list:

THR 130, THR 131, THR 163, THR 164, THR 230, THR 231, THR 240, THR 251, THR 310, THR 312, THR 313, THR 320, THR 321, THR 331, THR 371, THR 412, THR 475.

See theatre advisor for academic advisement and appropriate sequence of courses, based on your major and incoming year.

# FOUR-YEAR COURSE DISTRIBUTION PLAN

## BACHELOR OF ARTS IN VISUAL AND PERFORMING ARTS

### CONCENTRATION: THEATRE (Temporarily Suspended)

#### SUGGESTED SEQUENCE OF COURSES

#### Freshman Year

First Semester	Credits	Second Semester	Credits
ENG 110*** College English and Comp *	3	ENG 111 College English and Comp II*	3
HPE 111 Personal Health and Safety*	1	HPE 112 Fundamental Skills *	1
HIS 115 Survey of World Civilization*	3	SSC 115 Survey of Social Science *	3
MAT 110*** Basic Mathematics *	3	MAT 111 General Mathematics I	3
FRS 111 Freshman Studies	0.5	THR 101 Shaw Players **	1
Elective	3	THR 161 Voice and Diction	3
THR 100 Shaw Players	1	FRS 112 Freshman Studies	0.5
THR 130 Introduction to Acting	3	THR 131 Improvisation	3
<b>Semester Hours</b>	<b>17.5</b>	<b>Semester Hours</b>	<b>17.5</b>

#### Sophomore Year

MAT 112 General Math II *	3	ENG 113 Composition and Research*	3
ENG 112 Composition and Argument *	3	CIS 101 Concepts of Computers	3
ETH 213	3	THR 212 History of Theatre II **	3
THR 211 History of Theatre I **	3	THR 231 Acting for the Camera **	3
THR 230 Scene Study **	3	THR 201 Shaw Players *	1
THR 200 Shaw Players **	1	THR 251 Playwriting	3
<b>Semester Hours</b>	<b>16</b>	<b>Semester Hours</b>	<b>16</b>

#### Junior Year

BIO 111 Introduction to Biology	3	HUM 200 Intro Humanities*	3
COM 210 Public Speaking *	3	MUS 225 Music Appreciation ** or Art 190 Visual Arts	3
THR 240 Directing	3	THR 331 Auditioning Techniques	3
THR 226 African American Theatre Sci **	3	THR 301 Shaw Players **	1
THR 300 Shaw Players **	1	PHY 112 Introduction to Physical	3
THR 412 Minority Drama or	3	Elective	1
THR 313 World Drama	3		
<b>Semester Hours</b>	<b>16</b>	<b>Semester Hours</b>	<b>14</b>

#### Senior Year

THR 400 Shaw Players **	1	THR 401 Shaw Players *	1
THR 451 Advanced Playwriting	3	THR 440 Advanced Directing	3
THR 431 Shakespeare	3	THR 475 Senior Project **	3
THR 371 Theatre Management **	3	THR 430 Characterization	3
THR 461 or THR 485	3	Elective	3
ETH 300 Professional Ethics	3		
<b>Semester Hours</b>	<b>16</b>	<b>Semester Hours</b>	<b>13</b>

**Total Credit Hours = 126**

\* Core Curriculum \*\* Departmental Requirement \*\*\* Varies With Placement



## Music Admissions Requirements

1. **AUDITION:** Prospective students must perform an audition of two prepared pieces in contrasting styles. In addition, instrumentalists are required to sight-read.
2. **MUSIC THEORY DIAGNOSTIC EXAM:** Prospective students take an examination in music fundamentals, including clefs, key signatures, scales, triads, and seventh chords.

### General Requirements

3. **PIANO PROFICIENCY.** Piano study is required of all students until a basic piano proficiency is attained. Students who demonstrate proficiency at the keyboard may be exempted from Class Piano MUS 154 and MUS 155.
4. **ENSEMBLE PARTICIPATION.** All students with a concentration in music must participate in an ensemble each semester: University Choir, Concert Band, Jazz Ensemble I, or Jazz Ensemble II.
5. **CONCERT ATTENDANCE.** All students must attend a minimum of 15 recitals/concert events per year.
6. **DEPARTMENTAL SEMINARS.** All students must participate in monthly Departmental seminars. These include lectures, recitals, workshops, and master classes.
7. **STUDENT RECITALS.** All music students must perform a senior recital.

### COURSE NUMBER AND TITLE

Course Number and Title	Credits	Prerequisites
BIO 111, Intro to Bio Science	3	
CIS 101 Concepts of the Computer	3	
ENG 110, Col Eng and Comp	3	
ENG 111, Col Eng and Comp II	3	
ENG 112, Col Comp and Argument	3	ENG 111
ENG 113, Col Comp and Research	3	ENG 112
HPE 111, Personal Health and Safety	1	
HPE 112, Fund Skills	1	
HUM 200, Intro to the Humanities	3	ENG 112
HIS 115, Survey of World Civilization	3	SOC 115
ETH 100, Foundations Ethics	3	
ETH 200, Ethical Concepts and Issues	3	ETH 100
ETH 300, Professional Ethics	3	ETH 200
MAT 110, Basic Math	3	
MAT 111, General Math I	3	
MAT 112, General Math II	3	MAT 111
COM 210, Public Speaking	3	English 113

FRS 111 and 112, Orientation to College	1	½ per semester
PHY 112, Intro to Physical Sciences	3	MAT 111
SSC 115, Survey of Social Science	3	
English Comprehensive Exam		
Mathematics Comprehensive Exam		
Total	54	

**DEPARTMENTAL CORE: 3 HOURS**

ART 190 Intro to Visual Arts or	
MUS 225 Appreciation	3

**MAJOR REQUIREMENTS: 60 HOURS.**

<b>Course Number and Title</b>	<b>Credits</b>	<b>Prerequisites</b>
MUS 104 Italian Diction	2	
MUS 105 English Diction	2	
MUS 204 German Diction	2	
MUS 205 French Diction	2	
MUS 100 Elements	3	
MUS 113, Theory I	4	
MUS 114, Theory II	4	PRE: MUS 113
MUS 213, Theory III	4	PRE: MUS 114
MUS 214, Theory IV	4	PRE: MUS 213
MUS 314 Form and Analysis	3	PRE: MUS 214
MUS 343, History I	3	PRE: MUS 214
MUS 344, History II	3	PRE: MUS 343
MUS 365, Conducting	3	PRE: MUS 214
MUS 227, African American Music	3	
*MUS Applied Music	2	
*MUS Applied Music	2	
*MUS Applied Music	2	
*MUS Applied Music	2	
*MUS 154, 155 Class Piano	2	
MUS 115, 116, 215, 216, 315		
316, 415, 416	8	
*Choir or University Band		
*MUS 181, 182, 281, 282, 381, 382, 481, 482		
ELECTIVES:	3	
Total	120	
* One Per Semester		

# FOUR-YEAR COURSE DISTRIBUTION PLAN

## BACHELOR OF ARTS IN VISUAL AND PERFORMING ARTS

### MUSIC CONCENTRATION – INSTRUMENTAL TRACK

#### SUGGESTED SEQUENCE OF COURSES

#### Freshman Year

First Semester	Credits	Second Semester	Credits
ENG 110 College English and Composition	3	ENG 111 College English and Composition II	3
MUS 154 Class Piano I	1	MUS 155 Class Piano II	1
MUS 100 Elements	3	SOC 115 Survey of Social Science	3
MAT 110 Basic Mathematics	3	MAT 111 General Mathematics I	3
FRS 111 Freshman Studies	0.5	FRS 112 Freshman Studies	0.5
ETH 100 Foundations	3	MUS 1 Applied	1
MUS 1 Applied	1	MUS 1 Choir 116, Band 182	1
MUS 1 Choir 115, Band 181	1	MUS 113 Theory I	4
<b>Semester Hours</b>	<b>15.5</b>	<b>Semester Hours</b>	<b>16.5</b>

#### Sophomore Year

MAT 112 General Math II	3	ENG 113 Composition and Research	3
ENG 112 Composition and Argument	3	CIS 101 Concepts of Computers	3
ETH 200 Ethical Concepts	3	MUS 113 Theory III	4
MUS 114 Theory II	4	MUS 2 Applied	1
MUS 154 Class Piano I	1	HPE 112 Fundamental Skills	1
MUS 2 Applied	1	MUS 2 Choir 216, Band 282	1
HPE 111 Personal Health and Safety	1	MUS 155 Class Piano II	1
MUS 2 Choir 215, Band 281	1		
<b>Semester Hours</b>	<b>17</b>	<b>Semester Hours</b>	<b>14</b>

#### Junior Year

ETH 300 Professional Ethics	3	HUM 200 Introduction to Humanities	3
COM 210 Public Speaking	3	MUS 225 Music Appreciation Or	
		ART 190 Visual Arts	3
MUS 214 Theory IV	4	HIS 115 Survey of World Civ	3
MUS 3 Applied	1	BIO 111 Intro to Biological Sci.	3
MUS 3 Choir 315, Band 381	1	MUS 3 Applied	1
Elective	3	MUS 343 Music History I	3
MUS 3 Choir 316, Band 382	1		
<b>Semester Hours</b>	<b>16</b>	<b>Semester Hours</b>	<b>1</b>

#### Senior Year

MUS 4 Applied	1	MUS 4 Applied	1
MUS 4 Choir 415, Band 481	1	MUS 4 Choir 416, Band 482	1
MUS 314 Form and Analysis	3	MUS 365 Conducting	3
PHY 212 Physical Science	3	MUS 227 African American Music	3
MUS 344 Music History II	3	Elective	3
Elective	3	Elective	1
<b>Semester Hours</b>	<b>14</b>	<b>Semester Hours</b>	<b>12</b>

**Total Credit Hours: 121**

## REQUIREMENTS FOR A BACHELOR OF ARTS

### –MUSIC CONCENTRATION

#### INSTRUMENTAL TRACK

#### CORE DISTRIBUTION: 120 HOURS

Course Number and Title	Credits	Prerequisites
BIO 111, Intro to Bio Science	3	
CIS 101 Concepts of the Computer	3	
ENG 110, Col Eng and Comp	3	
ENG 111, Col Eng and Comp II	3	
ENG 112, Col Comp and Argument	3	ENG 111
ENG 113, Col Comp and Research	3	ENG 112
HPE 111, Personal Health and Safety	1	
HPE 112, Fund Skills	1	
HUM 200, Intro to the Humanities	3	ENG 112
HIS 115, Survey of World Civilization	3	SSC 115
ETH 100, Foundations Ethics	3	
ETH 200, Ethical Concepts and Issues	3	ETH 100
ETH 300, Professional Ethics	3	ETH 200
MAT 110, Basic Math	3	
MAT 111, General Math I	3	
MAT 112, General Math II	3	MAT 110
COM 210, Public Speaking	3	English 113
FRS 111 and 112, Orientation to College	1	½ per semester
PHY 112, Intro to Physical Sciences	3	MAT 111
SOC 115, Survey of Social Science	3	
English Comprehensive Exam		
Mathematics Comprehensive Exam		
<b>Total</b>	<b>52</b>	

#### DEPARTMENTAL CORE: 3 HOURS.

ART 190 Intro to Visual Arts or	
MUS 225 Appreciation	3

#### MAJOR REQUIREMENTS: 52 HOURS:

Course Number and Title	Credits	Prerequisites
MUS 100 Elements	3	
MUS 113 Theory I	4	
MUS 114 Theory II	4	PRE: MUS 113
MUS 213 Theory III	4	PRE: MUS 114
MUS 214 Theory IV	4	PRE: MUS 213
MUS 314 Form and Analysis	3	PRE: MUS 214
MUS 343 History I	3	PRE: MUS 214

MUS 344 History II	3	PRE: MUS 343
MUS 365 Conducting	3	PRE: MUS 214
MUS 227 African American Music	3	
*MUS Applied Music	2	
*MUS Applied Music	2	
*MUS Applied Music	2	
*MUS Applied Music	2	
*MUS 154, 155 Class Piano	2	
*MUS 115, 116,215,216,315,316 415,416 Choir	8	
*MUS 181,182,281,282,381,382,481,482 University Band		
ELECTIVES:	11	
<b>Total Credit Hours:</b>	<b>120</b>	
<b>*One per semester</b>		

## DEPARTMENTAL CORE

All majors in the department must take one of the following departmental core courses:

ART 190 Introduction to the Visual Arts or

MUS 225 Music Appreciation

**Minors** (Art and Theatre Minors are temporarily suspended)

Minors in Art, and Music. Completing 15 semester hours in one of these fields constitutes a minor. Courses from which a minor may be selected are as follows: ART 190, ART 222, ART 313, ART 411, AND ART 413 for a minor in art. For a minor in music students must take MUS 100, MUS 113, MUS 114, the remaining four credit hours may be from: MUS 225, MUS 227, MUS 229, Applied Music, MUS 154, MUS 155, MUS 213, MUS 355, MUS 356, Choir or Band.

## COURSE DESCRIPTIONS

**ART** (Temporarily Suspended)

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

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

### **ART 222 Drawing and Composition (3)**

An introduction to the principles and techniques of representational drawing and an investigation of various media. Fee: \$35

### **ART 313 Basic Design (3)**

Focus is placed on art fundamentals. Projects are assigned to facilitate investigations in line, form, color, and texture.

### **ART 331 Sculpture and Three-Dimensional Design (3)**

A study in volume design. Various techniques, such as casting, mold making, and carving are explored. A wide variety of materials is used to encourage the student to experiment. Fee: \$35

### **ART 411 Ceramics (3)**

A course in pottery design, production, and uses of ceramic materials. Students get practice in the basic hand-building techniques. The course includes some work on a potter's wheel and glazing techniques. Fee: \$50

### **ART 413 Crafts (3)**

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

### **ART 421 Graphic Design (3)**

Study in basic printmaking methods, such as woodcut, silkscreen, and engraving. Some basic instruction is given in layout and paste-up work. Fee: \$35

### **ART 423 Twentieth-Century Art (3)**

**Prerequisite:** ART 190

Analysis and interpretation of contemporary American and European art as it has evolved from the late nineteenth century to the present. An effort is made to identify major and significant developments in painting and sculpture.

### **ART 431 Painting (3)**

**Prerequisites:** ART 222, ART 313, or permission of the instructor

An introductory course in painting designed to expose the student to the use of color and basic techniques in watercolor, oil, acrylic, and other accepted media. Fee: \$50

## **MUSIC**

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

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

### **MUS 101-102, 201-202, 301-302, 401-402 Applied Music Voice (1)**

Individual instruction in voice. Lab: Performance Seminar. Fee: \$150

### **MUS 103 Class Voice (1)**

Study of basic principles of vocal production, to include acquaintance with a variety of solo literature and the development of poise and stage deportment.

**MUS 104 Italian and Latin Diction for Singers (2)**

Study of the International Phonetic Alphabet and its application to the pronunciation of Italian and ecclesiastical Latin and special problems involved in singing these languages.

**MUS 105 English Diction for Singers (2)**

International Phonetic Alphabet and its application to the pronunciation of English and special problems involved in singing in English.

**MUS 111-112, 211-212, 311-312, 411-412 Applied Music Woodwinds (1)**

Individual instruction in woodwinds. Lab: Performance Seminar. Fee: \$150

**MUS 113 Theory I (4)**

An introduction to the harmonic practice of Western European music from the eighteen and nineteenth centuries. The course includes exercises in part writing, sight singing, keyboard harmony, and ear training.

**MUS 114 Theory II (4)**

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

**MUS 120, 220, 320, 420 Marching Band (1)**

The marching band is a group of woodwind, brass, and percussion players that performs at home football games, as well as selected away games. The band also performs at parades, competitions and rallies. The organization is open by audition to all students of the University.

**MUS 121-122, 221-222, 321-322, 421-422 Applied Music Piano (1)**

Individual instruction in piano. Lab: Performance Seminar. Fee: \$150

**MUS 131-132, 231-232, 331-332, 431-432 Applied Music Percussion (1)**

Individual instruction in percussion. Lab: Performance Seminar. Fee: \$150

**MUS 141-142, 241-242, 341-342, 441-442 Applied Music Brass (1)**

Individual instruction in brass. Lab: Performance Seminar. Fee: \$150

**MUS 151-152, 251-252, 351-352, 451-452 Applied Music Strings (1)**

Individual instruction in strings. Lab: Performance Seminar. Fee: \$150

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

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

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

A continuation of MUS 154.

**MUS 161-162, 261-262, 361-362, 461-462 Applied Music Double Reeds (1)**

Individual instruction in double reeds. Lab: Performance Seminar. Fee: \$150

**MUS 171-172, 271-272, 371-372, 471-472 Applied Music Organ (1)**

Individual instruction in organ. Lab: Performance Seminar. Fee: \$150

**MUS 204 German Diction for Singers (2)**

Phonetic alphabet as it relates to the German language and special problems involved in singing in this language.

**MUS 205 French Diction for Singers (2)**

Phonetic alphabet as it relates to the French language and special problems involved in singing in this language.

**MUS 213 Theory III (4)**

An integrated study of chromatic harmony and modulation to all keys. It includes construction and function of ninth, eleventh, and thirteenth chords, augmented sixth chords, and borrowed chords. Students learn to sing more complex melodies at sight. Includes formal analysis and writing skills.

**MUS 214 Theory IV (4)**

A study of the harmonic practice of the late nineteenth and early twentieth centuries. Includes formal analysis and sight singing.

**MUS 115-116, 215-216, 315-316, 415-416 University Choir (1)**

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

**MUS 181-182, 281-282, 381-382, 481-482 University Band (1)**

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

**MUS 191-192, 291-292, 391-392, 491-492 Jazz Ensemble I (1)**

Open to all students with consent of instructor.

**MUS 118-119, 218-219, 318-319, 418-419 Jazz Ensemble II (1)**

Open to all students with consent of instructor.



**MUS 225 Music Appreciation (3)**

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

**MUS 227 African American Music (3)**

This course consists of a study of the folk, classical and popular music of African Americans. The course is open to all students.

**MUS 229 Introduction to Church Music (3)**

This introductory course is designed for anyone involved in music and worship planning. It surveys the role of music in the Bible, the Psalms, and the history and development of music in the Christian church. It provides an introduction to hymnody, music in the African American church, and planning and selecting music for various worship services.

**MUS 314 Form And Analysis (3)****Prerequisite: MUS 214**

A detailed study of homophonic forms based on representative repertoire of the common practice era. The course emphasizes aural identification and advance formal analysis. (This is a writing-intensive course.)

**MUS 343 Music History I (3)****Prerequisites: MUS 214**

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

**MUS 344 Music History II (3)****Prerequisite: 343**

A continuation of MUS 343. It is a study of Western European music during Classical, Romantic, and modern eras.

**MUS 353 Jazz Improvisation I (3)****Prerequisite: MUS 214**

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

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

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

### **MUS 355 Jazz History And Literature I (3)**

A study of the development of jazz in America, its roots in European and African music, and development out of blues and ragtime to the early "New Orleans" style. It is open to all students.

### **MUS 356 Jazz History And Literature II (3)**

Emphasis on later developments of the twentieth century.

### **MUS 365 Conducting (3)**

Study of the basic patterns and technique of conducting, score reading, and rehearsal techniques.

### **THEATRE (Temporary Suspension)**

#### **THR 100-101, 200-201, 300-301, 400-401 Shaw Players (1)**

Designed to provide guidance for theatrical projects and productions and credit for students who participate in Shaw productions.

#### **THR 102 Introduction to Theatre (3)**

Overview of basic components of theatre, including origins, acting, directing, playwriting, design, management and purpose.

#### **THR 130 Introduction to Acting (3)**

**Students may place out of this course.**

Training in basic fundamentals of acting, including theory and techniques.

#### **THR 131 Improvisation (4)**

**Prerequisite: THR 130 or concurrent**

Training in basic improvisational skills and techniques through acting games for various acting needs, including auditioning.

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

Training in basic principles, procedures, and techniques needed to develop a professional voice for the stage, screen, or other professional context.

#### **THR 163 Voiceovers and Radio Voice (3)**

**Prerequisite: THR 161**

Training in basic radio and commercial voice techniques, including radio plays, commercials, books on tape, and voiceovers.

#### **THR 164 Radio Play (3)**

**Prerequisite: THR 163**

Practical experience utilizing vocal skills and training learned in THR 163 and THR 164, performed on Shaw radio (WSHA).

**THR 211 History of the Theatre I (3)**

Study of aspects of theatre through historical context, including performances, costumes, stages, styles and playwrights. Examines Ancient and Classical ages through the eighteenth century.

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

**Prerequisite:** THR 211

A continuation of THR 211, studying aspects of theatre through historical context including performances, costumes, stages, styles and playwrights. Examines Restoration Theatre through modern theatre in America.

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

Class designed with an emphasis on the styles, issues, and concerns of Black playwrights and the evolution and development of Black Theatre in America.

**THR 230 Scene Study (3)**

**Prerequisite:** THR 130

An exploration of working with scenes, including techniques, working with partners, choosing work, taking direction, and rehearsals.

**THR 231 Acting for the Camera (3)**

**Prerequisite:** THR 130 or concurrent

An exploration of film acting, including material choice, technique, methods, and taking direction.

**THR 240 Directing (3)**

An exploration of directing techniques and methods with a focus on hands-on experience. Prepares the student for advanced directing and main stage directing opportunities.

**THR 251 Playwriting (3)**

**Prerequisite:** ENG 111

An instruction in the writing of plays, including developing the theme, concept and idea, plot structure, and completion of a one-act play.

**THR 310 Theory and Criticism (3)**

**Prerequisite:** ENG 113 or concurrent

An exploration of theories, philosophies, and analytical concepts throughout time and contemporary texts/concepts.

**THR 312 Dramatic Literature (3)****Prerequisite: ENG 112**

An exploration of well-known modern and contemporary texts, with a focus on understanding their place in the theatre.

**THR 313 World Drama (3)****Prerequisite: ENG 112**

An exploration of drama from countries other than the United States, with a focus on understanding what makes each text indicative of its country.

**THR 320 Theatre Design (3)**

Provides a basic understanding of theatrical design techniques and practices. An examination of various theatre design areas; including set, lighting, sound, costume and make-up, through hands-on experience.

**THR 321 Stagecraft (3)****Prerequisite: THR 320**

A hands-on class designed to provide opportunity for theatre students to create a set from design concept to representation.

**\*THR 330 Masters (4)****Prerequisite: THR 131**

An exploration of master techniques through exercises, including Growtowski, Meisner, Stanislavski, Chekov, Adler, Strasburg, and Spolin.

**THR 331 Auditioning Techniques (3 )****Prerequisite: THR 131 or concurrent**

A course designed to educate students on the general practices involved with auditioning, including selection of material, headshots, resumes, the audition process, and callbacks. Offers students an opportunity to audition in a safe environment and provides critique and direction.

**THR 371 Theatre Management (3)**

An intensive course with a focus on planning, organization, publicity, budgeting, contracts, and other aspects, with practical application.

**THR 385 Internship (3 )****Prerequisite: THR 310 or Consent of Instructor**

Provides real-world experience in theatre. A guided internship opportunity wherein each student is exposed to his/her specific needs/interests. Serves as a foundation for future job opportunities and resume building.

**THR 412 Minority Drama (3)****Prerequisite: ENG 112**

An exploration of plays from various genres in America, including Hispanic, Black, Feminist, Religious, and alternative.

**\*THR 430 Shakespeare (4)****Prerequisites: THR 230 and ENG 112 or permission of instructor**

An exploration of specific techniques for acting Shakespearean works, including voice, movement, textual analysis, and performance through class exercises.

**\*THR 431 Characterization (4)****Prerequisites: THR 330 and THR 331 or permission of instructor**

An exploration of six basic character development contexts: historical, physical, vocal, psychological, sociological, and accessory, through class exercises.

**THR 440 Advanced Directing (3)****Prerequisite: THR 240**

Provides a continuation of techniques learned in THR 240. Laboratory-oriented class designed to provide knowledge and opportunity to direct main-stage productions.

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

Furthers understanding of concepts learned in THR 251. Laboratory-oriented class designed to assist the student with the writing of a full-length play.

**THR 461 Senior Seminar (3)****Prerequisite: THR 310 or consent of instructor**

An exploration of theory, critique, societal trends, theatrical trends and concepts through textual examinations of areas specific to the students enrolled in the class.

**\*THR 475 Senior Project (3)****Prerequisite: Permission of Instructor**

Provides a culminating project for seniors to demonstrate their readiness for the world of theatre. A guided project intended to articulate each student's individual experience, knowledge, and understanding of theatre; designed to assist students with real-world experience and preparation for work outside of the collegiate atmosphere.

\*These courses are for majors only, unless permission is given by the program coordinator.

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## DEPARTMENT OF MILITARY SCIENCE (ROTC)

U.S. Army Reserve Officer Training Corps (ROTC)

Division of Military Science

**Mission Statement:** U.S. Army Reserve Officer Training Corps Program (ROTC)

The mission of the Military Science Department is to commission the future officer leadership of the United States Army and motivate young people to be better Americans. We accomplish this mission through recruiting, selecting, motivating, training, and retaining students who possess leadership potential. Army ROTC develops self-discipline, responsibility and the confidence necessary to succeed in the Army or in a civilian career.

**Major Objectives:** ROTC graduates are leaders, thinkers and decision-makers. They meet problems head-on and solve them quickly. They know how to adapt to situations and take charge. They will find that their background and experience in ROTC can be a valuable asset if they decide to pursue a civilian career or a career in the Army. The practical experience they gain by completing Leader Development and Assessment Course (LDAC) and the advance course will determine their placement in active duty or reserve and the branch they will receive in the Army.

The Military Science Program of Instruction is structured to develop and assess the following characteristics within students:

- A strong personal integrity and a sense of duty
- A strong sense of individual responsibility and accountability
- An understanding of the principles of leadership, time management, and organizational structures
- The ability to communicate effectively both orally and in writing
- A general knowledge of the historical development of the U.S. Army and its role in support of national objectives
- An understanding of military life as a commissioned officer to include opportunities and obligations
- Promote the development of Cadets ethical and moral perspective
- The ability to apply principles of leadership, management, and tactics

## **Military Leadership as a Minor**

Recommended prerequisite: Students must complete at a minimum of 18 semester hours of advanced Military Science course work. Minor in Military Leadership will be available only to Army Reserve Officer's Training Corps (ROTC) Cadets who complete all military science requirements. Students must take the basic introductory courses in Military Science (i.e., MIS 101, 102, 201, and 202, or meet one of the substitution requirements through an alternate entry program) as the prerequisite for this minor prior to their junior year. Completion of MIS 301, 302, 401, 402, 432 and completion of the National Advanced Leadership Camp will fulfill the advanced requirements for this minor. Application for Military Leadership will be made when Cadets contract as MIS III.

### **Commissioning Requirements**

- The Basic Course (via class attendance and/or placement credit);
- The Advanced Course
- The Leader Development and Assessment (LDAC)
- A course in Military History (HIST 432)
- ROTC Swimming requirement ( see program of instruction)
- Maintain at least a 2.0 cumulative grade point average (GPA)
- Pass a Department of Defense medical examination within 24 months of the date of commissioning
- Pass the Army Physical Fitness Test within 60 days of the date of commissioning
- Not have exceeded the 30th birthday (25th for scholarship students).

### **ROTC Scholarships**

At Shaw University, the award of an Army ROTC scholarship may be the means to a FREE College education for qualified students. The President of the College has agreed to provide free room and board to any Shaw University student that is awarded a competitive three or four-year Army ROTC scholarship. Special consideration for any Army ROTC scholarship is given to students pursuing degrees in nursing, engineering, the physical sciences, and other technical skills currently in demand by the Army. Students who receive a scholarship will be required to attain an undergraduate degree in the field in which the scholarship is awarded.

Four-year scholarships will be awarded to students entering the ROTC program as freshmen.

Minimum requirements include 3.0 GPA in high school with a 940 SAT or 19 on the ACT. However, four-year scholarships are few and very com-

petitive so students with an 1100 SAT or 21 ACT stand a better chance of receiving a four-year scholarship. Three and two-year scholarships are awarded to students currently enrolled in ROTC or Army enlisted personnel leaving active duty with 60 credit hours. Additionally, two-year scholarships are available to students with 60 credit hours who attend the Leader's Training Course (LTC) at Fort Knox, KY.

These scholarships are awarded based upon outstanding performance.

Each scholarship pays for tuition, required educational fees, and provides a specified amount for books, supplies, and equipment. Each scholarship also includes a monthly stipend up to \$400 (up to \$4,500 a year) for every year the scholarship is in effect.

### **Other Scholarships**

Each academic year various veterans' organizations and other military related activities make scholarship funds available to students enrolled in Army ROTC. (Organizations making these awards are USAA, AUSA, VFW, ROCKS etc.).

### **Stipends**

All contracted Cadets receive a monthly stipend from \$300 to \$500 depending on their MS level, as well as payment for attending the Leader's Training Course or the Leader Development and Assessment Course (LDAC).

### **Simultaneous Membership Program (SMP)**

This program provides an opportunity for students who belong to a Reserve or National Guard Unit, as enlisted Soldiers, to also be members of the Army ROTC Program. As a reservist or guardsman, these students, as freshmen or sophomores, earn \$3,700 for one summer by attending the enlisted basic and advanced individual training. This is in addition to money earned for the weekend drill with their unit. A student accepted for the SMP and the Army ROTC Advanced Course retains affiliation with the Reserve or Guard Unit as an officer trainee and is paid for drills and assemblies plus up to \$3,000 a year in monthly stipends of \$300 each. SMP members are also eligible for certain veterans', Reserves, or National Guard's educational benefits.

### **Leader Development and Assessment (LDAC) The Four-Year Curriculum**

The ROTC Program is based on a four-year curriculum ultimately integrated with the normal baccalaureate degree program. Flexibility is provided through a number of options and alternatives. These alternatives recognize previous military related experience and provide accelerated or compressed instruction to allow late entry into the program.



## **The Four Year Program is Divided into Two Parts: The Basic Course and The Advanced Course.**

The Basic Course is usually taken during the freshman and sophomore (MS I and MS II, respectively) years of College and covers such subjects as management principles, national defense, physical fitness, and leadership development. There is no military obligation for enrollment in the Basic Course. After they have completed the basic course, students who have demonstrated the potential to become officers and who have met the physical, moral and scholastic standards are eligible to enroll in the advanced course.

The Advanced Course is usually taken during the Junior and Senior years (MS III and MS IV, respectively). It includes instruction in organization and management, tactics, ethics, professionalism, and further leadership development. During the summer between their junior and senior years, advanced course Cadets attend Leader Development and Assessment Course (LDAC) for 35 days. This camp gives Cadets the chance to put into practice the theories and principles they learned in the classroom and introduces them to Army life both in garrison and in the field. At LDAC they compete with Cadets from schools around the nation. Camp evaluations may influence whether or not Cadets go Active duty or Reserve Duty and the branch or job they will receive in the Army.

### **The Two-Year Program**

The Two-Year Program is designed for student with 60 credit hours; juniors, and community college graduates, veterans with prior college credit, students at four-year Colleges who did not take ROTC during their first two years, students entering a two-year, post-graduate course of study and high school students who plan to attend military junior Colleges. To enter the Two-Year Program, students must first attend a fully paid, five weeks Leader's Training Course (LTC), normally held during the summer between their sophomore and junior years of College. After successfully completing Basic Camp, students who meet necessary requirements may enroll in the Advanced Course.

### **Placement Credit**

Veterans, Reservists, or students with at least three years of Junior ROTC training seeking enrollment in the Advanced Course may be given credit for up to three (3) semester(s) of Basic Course Training. Eligible students may apply to the Professor of Military Science. Students with a DD- 214 or Army transcripts may apply to have Basic Training (BT) and Advance Individual Training (AIT), applied to their college transcripts for 3 credit hours each.

### **Select Training Program**

Highly motivated and very promising students may be selected by the Professor of Military Science for participation in elite off-campus summer training programs. These include Airborne School, Cadet Troop Leader Training, Air Assault School, and Northern Warfare Training.

## **Textbooks, Uniforms, and Equipment**

All military uniforms such as Battle Dress Uniforms, Class A uniforms, and Physical Training Sweats are provided free of charge. Textbooks for the basic course are also free while advanced course students pay a minimum fee for books. Students are highly encouraged to purchase a pair of running shoes.

## **Cadet Activity Fee**

This fund is used to defray the cost of the Annual Military Ball, Formal Dining-In, and other department-wide activities (\$25.00 per semester). This fee will be deducted from each core class, and will not be deducted from ROTC Swimming, military history or any lab.

## **Course Tuition**

ROTC is taken free of charge. If ROTC creates a situation where the student is placed in an overload status, no overload fee will be assessed for credit hours earned through Military Science instruction.

## **ROTC Course Substitution Arrangement**

A student enrolled in the ROTC Program will have the opportunity to substitute certain ROTC courses for certain regular College courses of the General Education Program. This opportunity is provided to accommodate the student who plans to continue in ROTC for commissioning and the student whose participation in ROTC is restricted to a specific length of time. See ROTC advisor and/or academic major advisor for advisement about enrollment in other ROTC substitutions.

Credit for a course after withdrawal from the ROTC Program will require a statement of support from the Professor of Military Science, verifying the student's inability or ineligibility to continue in the ROTC Program. Note: It is the student's responsibilities to provide documented evidence supporting their inability or ineligibility to continue in the ROTC program.

## **MILITARY SCIENCE COURSES FOR SUBSTITUTIONS**

MS 101- 102 Leadership and Personal Development, Introductions to Tactical Leadership

MS 201- 202 Innovative Team Leadership, Foundations of Tactical Leadership

### **REGULAR SHAW COURSES HOURS**

General Education/Physical Activities 1

General Education/Physical Activities 2

### **Enrollment Requirements Basic Course:**

- Be of good moral character
- Be U.S. citizens, there are limited exceptions as approved by PMS
- Be at least 17 years old to begin ROTC
- Be a full-time student at Shaw University, pursuing a course of instruction leading to an approved baccalaureate degree.

### **The Basic Course Requirements**

Courses		Hours
MIS101	Leadership and Personal Development	1
MIS102	Introduction to Tactical Leadership	1
MIS201	Innovative Team Leadership	3
MIS202	Foundations of Tactical Leadership	3
MIS210	Leadership Training Course	6
MIS101L	Leadership Lab (drill and ceremony) (Must be taken with MIS101 and MIS102)	0
MIS201L	Leadership Lab (Land navigation) (Must be taken with MIS201 and MIS202)	0
Total		14

### **Alternate Ways Of Satisfying Basic Course Requirements:**

MIS 210 – Leader’s Training Course (LTC) A six-week summer camp at Fort Knox, Kentucky; Basic Course requirements, if approved by the Professor of Military Science, may be waived for veterans or other persons with prior military experience and/or training, provided they demonstrate the accepted level of performance for the Basic Course; there is no military obligation incurred by participation in the Basic Course.

### **Enrollment Requirements Advance Course**

- Demonstrate leadership and officer potential
- Have at least two full academic years remaining in College
- Have Basic Course completion credit
- Be medically qualified
- Execute a written contract with the U.S. Army
- Possess at least a 2.0 cumulative grade point average
- Be selected by the PMS
- Execute a loyalty oath or affirmation
- Not be conscientious objectors
- Be a United States citizens

- Be enrolled full-time at Shaw University, and pursuing a course of instruction leading to an approved baccalaureate degree.

### The Advanced Course Requirements

Courses		Hours
MIS 301	Adaptive Tactical Leadership	3
MIS 302	Applied Team Leadership	3
MIS 310	Leadership Development and Assessment Course(LDAC)	6
MIS 118	ROTC Swimming	1
MIS 401	Adaptive Leadership	3
MIS 402	Leadership in a Complex World	3
MIS 432	Military History	3
MIS 301L	Advance Leadership Lab (Tactics)	0
MIS 302L	(Must be taken with MIS 301 and MIS 302)	0
MIS 401L	Advance Leadership Lab (Organizational Skills)	0
MIS 402L	(Must be taken with MIS 401 and MIS 402)	0
Total		22

### Additional Required Courses (Professional Military Education)

These courses may be taken during the freshman, sophomore, junior or senior year.

### COMPUTER LITERACY

Courses		Hours
CIS 240	Microcomputer Software Application I	3

Application for Military Leadership will be made when Cadets contract as MS III.

## COURSE DESCRIPTIONS

### MIS 101 LEADERSHIP AND PERSONAL DEVELOPMENT (1)

MIS 101 introduces Cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as critical thinking, goal setting, time management, physical fitness, and stress management relate to leadership, officership, and the Army profession. The focus is on developing basic knowledge and comprehension of Army leadership dimensions while gaining a big picture understanding of the ROTC program, its purpose in the Army, and its advantages for the student. No prerequisite \$ 25 fee attached.

### MIS 102 INTRODUCTION TO TACTICAL LEADERSHIP (1)

MIS 102 overviews leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. Cadets explore dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on,

and interactive exercises. Continued emphasis is placed on recruitment and retention of Cadets. Cadre role models and the building of stronger relationships among the Cadets through common experience and practical interaction are critical aspects of the MSL 102 experience. No prerequisite \$ 25 fee attached.

**MIS 118 ROTC SWIMMING (1)** All Cadets will be given swimming instructions from a certified instructor. At the completion of the course Cadets will be able to swim for 10 minutes continuous using any combination of four strokes (breast, side, crawl, back) and after ten minutes of rest 5 minutes of treading water. There is no associated distance with this requirement. Cadet will also be taught Combat Water Survival Test (CWST) which will be administered at LDAC. The CWST consists of a 15 meter Swim with a M-16, wearing ACUs, tennis shoes, and LBE , a 3 meter drop - walk off a 3 meter diving board blindfolded with weapon and LBE, enter the water and remove blindfold, swim to side of pool without losing weapon and Equipment removal - Enter water and discard weapon and LBE. Swim to side of pool. This is a commissioning requirement and either a swim test (credit) or the class is mandatory.

**MIS 201 INNOVATIVE TEAM LEADERSHIP (3)** MIS 201 explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework (trait and behavior theories). Cadets practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in leadership labs. Focus is on continued development of the knowledge of leadership values and attributes through an understanding of Army rank, structure, and duties and basic aspects of land navigation and squad tactics. Case studies provide tangible context for learning the Soldier's Creed and Warrior Ethos as they apply in the contemporary operating environment (COE). No prerequisite \$ 25 fee attached.

**MIS 202 FOUNDATIONS OF TACTICAL LEADERSHIP (3)** MIS 202 examines the challenges of leading tactical teams in the complex contemporary operating environment (COE). The course highlights dimensions of terrain analysis, patrolling, and operation orders. Further study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations.

MS 202 provides a smooth transition into MS 301. Cadets develop greater self awareness as they assess their own leadership styles and practice communication and team building skills. COE case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios. No prerequisite \$ 25 fee attached.

**MIS 101L, 102L, 201L and 202L LEADERSHIP LABORATORY (0)**

Open only to (and required of) students in the associated Military Science course series, with different roles for students at different levels in the program. Learn and practice basic skills. Gain insight into Advanced Course in order to make an informed decision whether to apply for it. Build self-confidence and team-building leadership skills that can be applied throughout life.

**MIS 210 LEADERSHIP TRAINING COURSE. (6)**

A six-week summer camp conducted at an Army post. The student receives pay. (Travel, lodging and most meals are covered by the Army.) The environment is rigorous, and is similar to Army Basic Training. No military obligation incurred. Open only to students who have not taken all four of MS 101, 102, 201 and 202, and who pass a physical examination (paid for by ROTC). Completion of MS 210 qualifies a student for entry into the Advanced Course. Candidates can apply for a space any time during the school year prior to the summer. Space is limited.

**MIS 301 ADAPTIVE TACTICAL LEADERSHIP (3)**

MS 301 challenges Cadets to study, practice, and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operations. Cadets receive systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self-evaluations, Cadets continue to develop their leadership and critical thinking abilities. The focus is developing Cadets' tactical leadership abilities to enable them to succeed at ROTC's summer Leader Development and Assessment Course (LDAC).

**MIS 302 LEADERSHIP IN CHANGING ENVIRONMENTS (3)**

MS 302 uses increasingly intense situational leadership challenges to build Cadet awareness and skills in leading tactical operations up to platoon level. Cadets review aspects of combat, stability, and support operations. They also conduct military briefings and develop proficiency in garrison operation orders. The focus is on exploring, evaluating, and developing skills in decision-making, persuading, and motivating team members in the contemporary operating environment (COE). MSL 302 Cadets are evaluated on what they know and do as leaders as they prepare to attend the ROTC summer Leader Development and Assessment Course (LDAC).

**MIS 310 NATIONAL ADVANCED LEADERSHIP CAMP (6)**

A five-week camp conducted at an Army post. Only open to (and required of) students who have completed MS 301 and 302. The student receives pay. Travel, lodging and the U.S. Army defrays most meal costs. The Advanced Camp environment is highly structured and demanding, stressing leadership at small unit levels under varying, challenging conditions. Individual leadership and basic skills performance are evaluated throughout the camp. Although this course is graded on a Pass/Fail basis only, the leadership and skills evaluations at the camp weigh heavily in the subsequent selection

process that determines the type commission and job opportunities given to the student upon graduation from ROTC and the University. Prerequisites: MS 301 and 302. Cadets will put into practice the leadership, tactical and Soldier skills learned in the classroom and lab.

**MIS 401 DEVELOPING ADAPTIVE LEADERS (3)** MS 401 develops Cadet proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing performance feedback to subordinates. Cadets assess risk, make ethical decisions, and lead fellow ROTC Cadets. Lessons on military justice and personnel processes prepare Cadets to make the transition to Army officers. MSL IV Cadets analyze, evaluate, and instruct Cadets at lower levels. Both their classroom and battalion leadership experiences are designed to prepare MSL 401 Cadets for their first unit of assignment. They identify responsibilities of key staff, coordinate staff roles, and use situational opportunities to teach, train, and develop subordinates.

**MIS 402 OFFICERSHIP/LEADERSHIP IN A COMPLEX WORLD (3)** MS 402 explores the dynamics of leading in the complex situations of current military operations in the contemporary operating environment (COE). Cadets examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. They also explore aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support. The course places significant emphasis on preparing Cadets for their first unit of assignment. It uses case studies, scenarios, and “What Now, Lieutenant?” exercises to prepare Cadets to face the complex ethical and practical demands of leading as commissioned officers in the United States Army.

**MIS 301L, 302L, 401L and 402L ADVANCED COURSE LEADERSHIP LABORATORIES (0)** Open only to students in the associated Military Science course. Series, with different roles for students at different levels in the program. Involves leadership responsibilities for the planning, coordination, execution and evaluation of various training and activities with Basic Course students and for the ROTC program as a whole. Students develop, practice and refine leadership skills by serving and being evaluated in a variety of responsible positions.

**MIS 432 SURVEY OF MILITARY HISTORY (3)** A performance-based information program designed to examine the lessons of history and apply the lessons to the treatment of contemporary military problems. This objective is accomplished by presenting students an historic survey of warfare and the relationship between the Soldier and the state. **REQUIRED FOR COMMISSIONING. Fall.**

# **Academic Units**

## **College of Graduate and Professional Studies**



## **COLLEGE OF GRADUATE AND PROFESSIONAL STUDIES**

The College of Graduate and Professional Studies has five undergraduate departments: the Department of Allied Health Professions, the Department of Business and Public Administration, the Department of Computer Information Sciences, the Department of Education, and the Department of Social Work.

The Department of Allied Health Professions offers five Bachelor of Science degrees: Athletic Training, Adapted Physical Education: Kinesiotherapy, Recreation Management, Communication Sciences and Disorders (formerly Speech Pathology and Audiology), and Recreational Therapy. Minors are also available in Recreation Management and Communication Sciences and Disorders. The Kinesiotherapy Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The Athletic Training Education Program is accredited by the Commission in Accreditation of Athletic Training Education (CAATE).

The Department of Business and Public Administration offers a Bachelor of Science degree in Business Administration and a Bachelor of Arts degree in Public Administration. The Department also offers an Associate of Arts degree in Business Management for prison inmates. There are two concentrations in the Bachelor's degree program in Business Administration: Accounting and Management. The department offers a bachelors degree in Public Administration and also a bachelor degree in Public Administration with Concentration in Emergency Management. It should be pointed out, however, that the Emergency Management Concentration has been temporarily suspended, as of fall 2011. Minors are offered in Accounting, Business Management, Emergency Management, and Public Administration.

The Department of Computer Information Sciences offers Bachelor of Science degrees in Computer Science and Computer Information Systems and a minor in each discipline.

The Department of Education Unit offers four undergraduate programs leading to the Bachelor's degree. These programs are: Birth through Kindergarten Education, Elementary Education, as well as secondary programs in English Education and Mathematics Education. All programs are approved by the North Carolina Department of Public Instruction (NCDPI). Secondary education programs are housed in the departments of their content area. The department is accredited by the National Council for Accreditation of Teacher Education (NCATE).

The Department of Social Work offers a Bachelor of Social Work (BSW) and a minor in the discipline. The Shaw University Social Work Program is accredited by the Council of Social Work Education (CSWE) through 2013.

## DEPARTMENT OF ALLIED HEALTH PROFESSIONS

**Degrees Offered:** Bachelor of Science in Athletic Training

Bachelor of Science in Adapted Physical  
Education: Kinesiotherapy

Bachelor of Science in Communication Science  
and Disorders

Bachelor of Science in Recreation Management

Bachelor of Science in Recreational Therapy

### Department Purpose:

The purpose of the Department of Allied Health Professions is to prepare students to contribute to a global society and a diverse workforce as productive, responsible, and well-educated healthcare professionals and/or graduate students. This is accomplished by providing allied health students with the knowledge and skills basic to the practice of their disciplines, instilling them with the fundamental attitudes of professionalism, teaching, service to the community, and a desire for lifelong learning in a personalized, culturally rich and dynamic learning environment that fosters faculty, staff, and student engagement.

The Department of Allied Health Professions has a science-based curriculum that provides a broad background for students planning to further their education at the graduate level. The department offers the Bachelor of Science degree and emphasizes five primary disciplines: Adapted Physical Education: Kinesiotherapy, Athletic Training, Communication Sciences and Disorders, Recreation Management and Recreational Therapy. These academic offerings carry a competitive matriculation requirement. The department houses a fully functional Athletic Training Room, Kinesiotherapy Clinic, and a Hearing Clinic. Minors are available for the majors in Recreation Management and Communication Sciences and Disorders.

### Adaptive Physical Education: Kinesiotherapy

Kinesiotherapy is the application of scientifically based exercise principles adapted to enhance the strength, endurance, and mobility of individuals with functional limitations or those requiring extended physical conditioning. A registered kinesiotherapist can administer treatment only upon receipt of a prescription from qualified physicians, nurse practitioners, and/or physicians' assistants who are eligible to make such referrals. The four-year program requires 1000 clock hours of clinical observations, practicum, and clinical internship. The Kinesiotherapy Program enjoys accreditation and endorsement by the Commission of Accreditation and Allied Health Education Program

(CAAHEP), the American Kinesiotherapy Association (AKTA), and the Committee on Accreditation of Education Programs for Kinesiotherapy (CoA-KT).

Students complete specific coursework within a rigorous curriculum in such areas as anatomy, chemistry, mathematics, physiology, and psychology. The program offers students preparation for graduate work in athletic training, adapted physical education, adult or corporate fitness, and sports medicine. Students planning to enter the job market with an undergraduate degree prepare for entry-level employment with cardiac rehabilitation programs, health and wellness programs, rehabilitation services in some Veterans' Administration Hospitals, corporate and community fitness programs, health clubs, and similar fitness related industries

#### MAJOR REQUIREMENTS: ATHLETIC TRAINING

HPE 216 Terminology for Allied Health Professions	2
HPE 113 Sports Technique and Motor Skills I	2
HPE 114 Sports Technique and Motor Skills II	2
HPE 214 Beginning Swimming	1
HPE 215 Intermediate Swimming	1
HPE 221 Introduction to HPER and Allied Health Professions	3
HPE 224 OR HPE 225 Folk, Sq., Clog/Modern Dance	2
HPE 244 Gymnastics (alternate years)	2
HPE 285 Supervised Experience in Clinical Settings - I	1
HPE 373 Physiology of Exercise	3
HPE 373L Physiology of Exercise Lab	0
HPE 374 Kinesiology and Analysis of Human Movement	3
HPE 374L Kinesiology and Analysis of Human Movement Lab	0
HPE 375 Kinesiotherapy I	3
HPE 376 Therapeutic Exercise	3
HPE 385 Supervised Experience in Clinical Settings – II	1
HPE 424 Kinesiotherapy II	3
HPE 432 Organization and Administration of Physical Education	3
HPE 472 Tests and Measurements In Adapted. P.E., Rec., and KT	3
HPE 485 Supervised Experience in Clinical Settings - III	1
HPE 490 Methods of Teaching Allied Health Services	3
HPE 493 Clinical Internship in Kinesiotherapy	6 – 12
HPE 321 Motor Learning	3
HPE 423 Adapted Physical Education and Kinesiotherapy	3

BIO 493 Neuroanatomy	4
CHE 212 General Chemistry	4
BIO 371 Human Anatomy	4
BIO 372 Human Physiology	4
PSY 201 Introduction to Psychology	3
PSY 210 Human Development	3
PSY 304 Abnormal Psychology	3
SOC 341 Social Psychology	3

## ADAPTED PHYSICAL EDUCATION: Kinesiotherapy Four-Year Course Distribution Plan

First Semester	Credits	Second Semester	Credits
<b>Freshman Year</b>			
ENG 111 College English and Comp	3	ENG 112 Comp and Argument	3
MAT 111 General Mathematics	3	MAT 113 Intermediate Algebra	3
HIS 115 Survey of World Civ	3	SSC 115 Intro to Social Science	3
ETH 100 Foundations of Ethics	3	BIO 211 General Biology	4
FRS 111 Freshman Studies	0.5	HPE 111 Personal Health and Safety	1
HPE 113 Sports Tech and Motor Skills	2	HPE 114 Sports Tech and Motor Skills II	2
PSY 201 Intro to Psychology	3	FRS 112 Freshman Studies Continued	0.5
<b>Semester Hours</b>	<b>17.5</b>	<b>Semester Hours</b>	<b>16.5</b>
<b>Sophomore Year</b>			
ENG 113 Comp and Research	3	ETH 200 Concepts and Issues	3
CIS 101 Intro to Computers	3	HUM 200 Intro to Humanities	3
HPE 216 Term for Allied Health Prof	2	BIO 372 Human Physiology	4
BIO 371 Human Anatomy	4	COM 210 Public Speaking	3
HPE 214 Beginning Swimming	1	HPE 215 Inter Swimming	1
HPE 221 Intro to HPER and Allied Health	3	PHY 112 Intro to Physical Science	3
HPE 285 Supvsd Experience I	1		
<b>Semester Hours</b>	<b>17</b>	<b>Semester Hours</b>	<b>17</b>
<b>Junior Year</b>			
CHE 212 General Chemistry	4	ETH 300 Professional Ethics	3
PSY 304 Abnormal Psychology	3	HPE 376 Therapeutic Exercise	3
HPE 225 Modern Dance OR	2	HPE 373 Physiology of Exercise	3
HPE 224 Folk, Sq. and Clog Dance		HPE 373L Physiology of Exercise Lab	0
HPE 244 Gymnastics	2	HPE 472 Test and Measurements	3
HPE 385 Supvsd Experience – II	1	HPE 374 Kinesiology	3
HPE 321 Motor Learning	3	HPE 374L Kinesiology Lab	0
PSY 210 Human Development	3	HPE 485 Supvsd Exp III	1
<b>Semester Hours</b>	<b>17</b>	<b>Semester Hours</b>	<b>16</b>

## Senior Year

BIO 493 Neuroanatomy	4	HPE 493 Clinical Intern Kinesiotherapy	6-12
SOC 341 Social Psychology	3	HPE 432 Organ. and Admin. of HPER	3
HPE 375 Kinesiotherapy I	3	HPE 424 Kinesiotherapy II	3
HPE 490 Mths. of Teaching Ald Hlth Sci.	3	HPE 492 Research & Seminar in AH	3
<b>Semester Hours</b>	<b>13</b>	<b>Semester Hours</b>	<b>15</b>

**Total Hours Required For Graduation = 129**

## ATHLETIC TRAINING

Athletic training is practiced by athletic trainers, health care professionals who collaborate with physicians to optimize activity and participation of patients and clients. Athletic training encompasses the prevention, diagnosis, and intervention of emergency, acute, and chronic medical conditions involving impairment, functional limitations, and disabilities. Students who want to become certified athletic trainers must earn a degree from an accredited athletic training curriculum. The Athletic Training Education Program is accredited by the Commission in Accreditation of Athletic Training Education (CAATE).

Students have at least two years to explore their career choice, complete the required athletic training volunteer experiences, demonstrate their academic ability, and complete their prerequisite work. Official admission to the major is both competitive and selective; only a limited number of students are admitted annually. Students meeting all application criteria may be denied admissions to the major. *Initial declaration as an Athletic Training major does not, by itself, guarantee entrance into the major.*

All applicants seeking official admissions to the program must present the following:

- A cumulative grade point average of at least 2.50 on a 4.00 scale.
- Satisfactory completion of all prerequisite work. (A minimum of “C” is required in all major and prerequisite classes).
- A minimum of 100 observation hours in ATH-285.
- Current certification in First Aid and CPR.
- Two letters of recommendation from individuals engaged in athletic training.
- Students’ shot records must be current, including a hepatitis-B vaccine.
- Completion of an interview with the program director and other committee members.
- Signed First Responder Contract

## Technical Standards

Candidates for acceptance to the Athletic Training Education Program must demonstrate:

1. The mental capacity to assimilate, analyze, synthesize, integrate concepts, and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.
2. Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations, using accepted techniques; and accurately, safely, and efficiently use equipment and materials during the assessment and treatment of patients.
3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social and social backgrounds. This includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. (Students must be able to understand and speak the English language at a level consistent with competent professional practice.)
4. The ability to record the physical examinations results and a treatment plan clearly and accurately.
5. The capacity to maintain composure and continue to function well during periods of high stress.
6. The perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced.
7. Flexibility and ability to adjust to changing situations and uncertainty in clinical situations.
8. Affective skills and appropriate demeanor and rapport that related to professional education and quality patient care.

<b>Major Requirements for Athletic Training</b>		<b>Credits</b>
ATH 285	Supervised Experience In Athletic Training I	1
ATH 286	Supervised Experience in Athletic Training II	1
ATH 378	Prevention and Care of Athletic Injuries	3
ATH 378L	Prevention and Care of Athletic Injuries Lab	0
ATH 379	Therapeutic Modalities	3
ATH 380	Clinical Evaluation of Athletic Injuries and Pharmacology	3
ATH 385	Supervised Experience In Athletic Training III	1
ATH 485	Supervised Experience In Athletic Training IV	1
ATH 493	Supervised Experience in Athletic Training V	4

ATH 494	Supervised Experience in Athletic Training VI	1
BIO 371	Human Anatomy	4
BIO 372	Human Physiology	4
BIO 493	Neuroanatomy	4
CHE 212	General Chemistry	4
HPE 113	Sports Technique and Motor Skills I	2
HPE 114	Sports Technique and Motor Skills II	2
HPE 215	Intermediate Swimming	1
HPE 216	Terminology for Allied Health Professions	2
HPE 221	Introduction to HPER and Allied Health Professions	3
HPE 321	Motor Learning	3
HPE 373	Physiology of Exercise	3
HPE 373L	Physiology of Exercise Lab	0
HPE 374	Kinesiology and Analysis of Human Movement	3
HPE 374L	Kinesiology and Analysis of Human Movement Lab	0
HPE 375	Kinesiotherapy I	3
HPE 376	Therapeutic Exercise	3
HPE 423	Adapted Physical Education	3
HPE 424	Kinesiotherapy II	3
HPE 432	Organization and Administration of HPER	3
HPE 472	Tests and Measurements In Adapted P.E., REC., and KT	3
PSY 201	Introduction to Psychology	3
PSY 210	Human Development	3
PSY 304	Abnormal Psychology	3

# ATHLETIC TRAINING FOUR-YEAR COURSE DISTRIBUTION PLAN

First Semester	Credits	Second Semester	Credits
<b>Freshman Year</b>			
ENG 111 College Eng and Comp	3	ATH 285 Supvsd Exper. Athletic Tr I	1
ETH 100 Foundations of Ethics	3	BIO 211 General Biology	4
FRS 111 Freshman Studies	0.5	ENG 112 Composition and Argument	3
HIS 115 Survey of World Civilization	3	FRS 112 Freshman Studies	0.5
HPE 113 Sports Tech and Motor Skills I	2	HPE 111 Personal Health and Safety	1
HPE 221 Intro to HPER and Allied Prof	3	HPE 114 Sports Tech. and Motor Skills II	2
MAT 111 General Mathematics	3	SSC 115 Introduction to Social Science	3
		MAT 113 Intermediate Algebra	3
<b>Semester Hours</b>	<b>17.5</b>	<b>Semester Hours</b>	<b>17.5</b>
<b>Sophomore Year</b>			
ATH 286 Supvsd Exp in Athletic Tr. II	1	ETH 200 Concepts and Issues	3
ENG 113 Comp and Research	3	HUM 200 Introduction to Humanities	3
CIS 101 Introduction to Computers	3	BIO 372 Human Physiology	4
HPE 216 Term for Allied Health Prof	2	COM 210 Public Speaking	3
BIO 371 Human Anatomy	4	PHY 112 Physical Science	3
PSY 201 Introduction to Psychology	3	HPE 215 Intermediate Swimming	1
<b>Semester Hours</b>	<b>16</b>	<b>Semester Hours</b>	<b>17</b>
<b>Junior Year</b>			
CHE 212 General Chemistry	4	ATH 379 Therapeutic Modalities	3
HPE 221 Intro to HPER and Allied Health	3	ATH 485 Supvsd Exp In Ath Tr IV	1
ATH 378 Prev and Care of Athletic Inj	3	HPE 373 Physiology of Exercise	3
ATH 378 Prev and Care of Ath Injur Lab	0	HPE 373L Physiology of Exercise Lab	0
ATH 385 Supervised Experience II	1	HPE 374Kinesiology and Human Move	3
PSY 210 Human Development	3	HPE 374L Kin and Human Move Lab	0
HPE 321 Motor Learning	3	HPE 376 Therapeutic Exercise	3
HPE 472 Tests and Measurements	3		
<b>Semester Hours</b>	<b>17</b>	<b>Semester Hours</b>	<b>16</b>
<b>Senior Year</b>			
ATH 493 Supvsd Exp in Ath Training V	4	ATH 380 Clinic Eval of Ath Inj and Pharm	3
BIO 493 Neuroanatomy	4	ATH 494 Supvsd Exp in Ath Training VI	1
HPE 375 Kinesiotherapy I	3	HPE 423 Adapted P.E., KT, REC and TRC	3
PSY 304 Abnormal Psychology	3	HPE 424 Kinesiotherapy II	3
HPE 432 Organ and Admin of HPER	3		
<b>Semester Hours</b>	<b>14</b>	<b>Semester Hours</b>	<b>13</b>
<b>Total Hours Required For Graduation = 128</b>			



## Communication Sciences and Disorders (formerly Speech Pathology and Audiology)

Speech-language pathologists and audiologists are concerned with the evaluation, diagnosis, treatment, and research in communication sciences and disorders. The undergraduate major in Communication Sciences and Disorders is a pre-professional program leading to the Bachelor of Science degree (B.S.). The B.S. degree is the first degree in a continuum that leads to the Master's or Doctoral degree. Undergraduate preparation includes a broad educational experience in science, liberal arts, strong oral and written skills, and basic coursework in communication sciences and disorders

The professional discipline of speech-language pathology deals with disorders of articulation, voice, language, fluency, and aphasia. Audiology includes specialization in the prevention, identification, and rehabilitation of hearing disorders, and prescription and dispensing hearing aids. Faculty are certified and licensed by the State of North Carolina and The American Speech, Language, and Hearing Association. A minor is available and requires 18 credit hours in selected courses.

### Major Requirements for Communication Sciences and Disorders Credits

HPE 216	Terminology for Allied Health Professions	2
HPE 472	Tests and Measurements	3
HPE 492	Research and Seminar in Allied Health Professions	3
CSD 151	Introduction to Communication Disorders	3
SOC 202	Introduction to Gerontology	3
PSY 210	Human Development	3
CSD 246	Beginning Sign Language	3
CSD 251	Phonetics	3
CSD 351	Anatomy and Physiology of the Speech and Hearing Mechanism	3
CSD 352	Disorders of Articulation	3
CSD 353	Disorders of Fluency and Voice	3
CSD 360	Speech and Hearing Science	3
CSD 361	Introduction to Audiology	3
CSD 363	Aural Rehabilitation	3
CSD 451	Diagnostics Methods in Speech Pathology	3

CSD 453 Disorders of Language	3
CSD 455 Neural Basis of Communication	3
CSD 460 Clinical Observations and Techniques	3
CSD 467 Clinical Practicum I	3
CSD 468 Clinical Practicum II	3

*In order for a student to advance to the junior level in Communication Sciences and Disorders, a minimum cumulative grade point average of 2.8 is required. To remain in the major, this level must be maintained along with a grade point average of 3.0 in the major courses.*

## ATHLETIC TRAINING FOUR-YEAR COURSE DISTRIBUTION PLAN

First Semester	Credits	Second Semester	Credits
<b>Freshman Year</b>			
*ENG 111 Eng. & Comp II	3	ENG 112 Composition & Argument	3
*MAT 111 General Math	3	FRS 112 Freshman Studies Cont'd	0.5
HIS 115 Survey of World Civ.	3	MAT 112 General Math	3
ETH 100 Foundations of Ethics	3	SSC 115 Intro to Social Sciences	3
HPE 111 Personal Health & Safety	1	CSD 151 Intro to Comm. Disorders	3
FRS 111 Freshman Studies	0.5	CIS 101 Intro to Computers	3
BIO 211 General Biology	3		
<b>Semester Hours</b>	<b>16.5</b>	<b>Semester Hours</b>	<b>15.5</b>
<b>Sophomore Year</b>			
ENG 113 Eng & Comp III	3	HUM 200 Intro to Humanities	3
COM 210 Public Speaking	3	CSD 245 Nature of Language	3
ETH 200 Concepts and Issues	3	ETH 300 Professional Ethics	3
PHY 112 Intro to Physical Science	3	PSY 210 Human Development	3
CSD 251 Phonetics	3	SOC 202 Gerontology	3
HPE 112 Fundamental Skills	1	CSD 246 Beginning Sign Language	3
<b>Semester Hours</b>	<b>16</b>	<b>Semester Hours</b>	<b>18</b>
<b>Junior Year</b>			
General Elective	3	CSD 361 Intro to Audiology	3
CSD 360 Speech & Hearing Science	3	General Elective	2
CSD 352 Disorders of Articulation	3	CSD 460 Clinical Observations & Tech.	3
HPE 216 Medical Term for AHP	2	CSD 451 Diagnostic Methods	3
CSD 455 Neural Basis	3	CSD 351 Anatomy & Physiology	3

<b>Semester Hours</b>	<b>14</b>	<b>Semester Hours</b>	<b>14</b>
<b>Senior Year</b>			
HPE 472 Tests and Measurement AHP	3	CSD 468 Clinical Practicum II	3
CSD 467 Clinical Practicum I	3	HPE 492 Research & Seminar AHP	3
CSD 363 Aural Rehabilitation	3	General Elective	3
CSD 453 Disorders of Language	3	General Elective	3
CSD 353 Disorders of Fluency & Voice	3		
<b>Semester Hours</b>	<b>15</b>	<b>Semester Hours</b>	<b>12</b>
<b>Total Hours Required For Graduation = 120</b>			

*NOTE: \*Varies With Placement, which will increase credit hours*

### **Recreation Management**

The major Recreation Management is designed to prepare students with basic professional skills that are essential for implementing recreation programs in community agencies, schools, recreation agencies, fitness centers, etc. A total of 450 hours of professional observation and practicum experience are required of majors in Recreation Management. A minor is available and requires 16 credit hours in selected courses.

<b>Major Requirements for Recreation Management</b>		<b>Credits</b>
HPE 214	Beginning Swimming	1
REC 201	Foundations of Leisure and Recreation	3
REC 285	Supervised Experience in Recreation - I	1
REC 230	Introduction to Park Management	3
HPE 221	Intro. To HPER & Allied Health Professions	3
REC 385	Supervised Experience in Recreation II	1
PSY 201	Introduction to Psychology	3
REC 284	Outdoor Education & Camping	3
HPE 274	First Aid & Safety	2
REC 311	Recreation and Tourism Programs	3
REC 281	Principles & Techniques of Recreation	3
REC 382	Parks & Recreation Supervision	3
REC 485	Supervised Experience in Recreation III	1
REC 340	Recreation, Parks and Diverse Populations	3
BUS 204	Principles of Business	3
REC 352	Event Planning	3
HPE 432	Organization and Administration of HPER	3

REC 381	Planning & Administration of Social Recreation	3
REC 491	Internship in Recreation	6
SOC 341	Social Psychology	3
ART 413	Crafts	3
REC 450	Legal Aspects of Recreation Administration	3
REC 495	Special Topics in Recreation	3
HPE 492	Research Seminar in Allied Health	3
HPE 472	Tests & Measurement in Adapted P.E., REC, & KT	3
<i>Electives</i>	<i>(Any class not required by the program (6 credits total))</i>	<i>6</i>

## RECREATION MANAGEMENT FOUR-YEAR COURSE DISTRIBUTION PLAN

First Semester	Credits	Second Semester	Credits
<b>Freshman Year</b>			
ENG 111 Eng and Comp II	3	ENG 112 Composition and Argument	3
MAT 111 Gen. Mathematics	3	MAT 112 General Mathematics	3
BIO 111 Intro to Biology	3	SSC 115 Introduction to Social Science	3
ETH 100 Found of Ethics	3	FRS 112 Freshman Studies Continued	0.5
HPE 113 Sports Tech and Motor Skills	2	HPE 111 Personal Health and Safety	1
FRS 111 Freshman Studies	0.5	PHY 112 Intro of Physical Science	3
HPE 214 Beginning Swimming	1	REC 285 Supervised Exp in Recreation I	1
<b>Semester Hours</b>	<b>15.5</b>	<b>Semester Hours</b>	<b>14.5</b>
<b>Sophomore Year</b>			
ENG 113 Comp and Research	3	HIS 115 Survey of World Civilization	3
CIS 101 Intro to Computers	3	HUM 200 Introduction to Humanities	3
REC 201 Foundations of Leisure and Recreation	3	REC 230 Intro to Park Management	3
		COM 210 Public Speaking	3
ETH 200 Concepts and Issues	3	REC 284 Outdoor Edu and Camping Tech	3
HPE 221 Intro to HPER and AHP	3	PSY 201 Introduction to Psychology	3
REC 385 Supervised Exp in Recreation – II	1		
<b>Semester Hours</b>	<b>16</b>	<b>Semester Hours</b>	<b>18</b>
<b>Junior Year</b>			
HPE 274 First Aid and Safety	2	ETH 300 Prof Ethics	3
REC 281 Principles and Tech of Rec	3	REC 450 Legal Aspects of Rec Admn.	3
REC 382 Park and Rec. Supervision	3	HPE 432 Org. and Adm. Of HPE	3
REC 485 Supervised Exp. In Rec II	1	REC 495 Special Topics in Recreation	1-3

REC 352 Event Planning	3	REC 381 Planning Adm. of Social Rec.	3
BUS 204 Principle of Business	3		
<b>Semester Hours</b>	<b>15</b>	<b>Semester Hours</b>	<b>13-15</b>
<b>Senior Year</b>			
REC 491 Internship in Recreation	6	REC 340 Rec, Parks and Diverse Populations	3
SOC 341 Social Psychology	3	ART 413 Crafts	3
REC 311 Recreation and Tourism Programs	3	REC 492 Research Seminar in Rec.	3
		HPE 423 Adapted P.E., KT, REC and TRC	3
		Elective	3
<b>Semester Hours</b>	<b>12</b>	<b>Semester Hours</b>	<b>15</b>
<b>Total Hours Required For Graduation= 122</b>			

### **Recreational Therapy (formally Therapeutic Recreation)**

Recreational Therapy refers to the prescribed use of recreational and other leisure activities as treatment interventions to maintain or improve the functional living competence of persons with physical, mental, emotional and/or social disadvantages in a quest for optimal well-being and enhanced quality of life. Our mission is to prepare students for employment as practitioners, scholars, and researchers in both the theoretical and applied aspects of the discipline. This is accomplished by providing Recreational Therapy students with the knowledge and skills basic to the practice of the discipline, instilling them with the fundamental attitudes of professionalism, teaching, service to the community, and a desire for lifelong learning in a personalized, culturally rich and dynamic learning environment that fosters faculty, staff, and student engagement. In addition, the Recreational Therapy Program provides educational opportunities for a diverse population who otherwise might not have the opportunity to become licensed and certified Therapeutic Recreation Specialists. Recreational Therapy graduates will find a variety of career opportunities. Some settings include: Clinics and Hospitals; Residential Facilities; Rehabilitation Settings; Long Term Care Facilities; Mental Health Centers; Adult Day Centers; Municipal Recreation Departments; Agencies Working With People With Developmental Disabilities; Agencies Working With At-Risk Youth; Camp Programs; and Correctional Facilities. A minimum of 605 clock hours of professional observations, practicum experiences, and internship is an integral component.

<b>Major Requirements for Recreation Therapy</b>		<b>Credits</b>
BIO 371	Anatomy & Lab	4
HPE 221	Introduction to HPER & Allied Health Professions	3
HPE 274	First Aid & Safety	2
HPE 374	Kinesiology & Analysis of Human Movement and Lab	3
HPE 214	Beginning Swimming	1
	-OR-	
HPE 215	Intermediate Swimming	1

HPE 432	Organization and Administration of HPER	3
PSY 201	Introduction to Psychology	3
PSY 210	Human Development	3
PSY 304	Abnormal Psychology	3
REC 281	Principles & Techniques of Recreation	3
REC 381	Planning & Administration of Social Recreation	3
REC 382	Parks & Recreation Supervision	3
TRC 222	Introduction to Therapeutic Recreation	3
TRC285	Supervised Experience in Recreational Therapy I	3
TRC 310	Professional Foundations of Recreational Therapy	3
TRC 342	Assessment and Documentation Strategies in Recreational Therapy	3
TRC 372	Intervention Strategies and Facilitation Techniques in Recreational Therapy	3
TRC 385	Supervised Experience in Recreational Therapy II	1
TRC 400	Trends & Issues in Recreational Therapy	3
TRC 423	Recreational Therapy in a Clinical Setting	3
TRC 485	Pre-Internship Seminar in Recreational Therapy	1
TRC 491	Internship in Recreational Therapy	12
<b>Total Hours Required</b>		<b>124</b>

## RECREATIONAL THERAPY FOUR-YEAR

# COURSE DISTRIBUTION PLAN

First Semester	Credits	Second Semester	Credits
<b>Freshman Year</b>			
ENG 111 English	3	TRC 222 Introduction to TR	3
MAT 111 General Math I	3	ENG 112 Composition & Argument	3
HIS 115 Survey of World Civilization	3	MAT 112 General Math II	3
BIO 111 Introduction to Biology	3	SSC 115 Introduction to Social Science	3
FRS 111 Freshman Studies I	0.5	HPE 111 Personal Health & Safety	1
ETH 100 Foundation of Ethics	3	PHY 112 Physical Science	3
		FRS 112 Freshman Studies II	0.5
<b>Semester Hours</b>	<b>16.5</b>	<b>Semester Hours</b>	<b>16.5</b>
<b>Sophomore Year</b>			
HPE 221 Intro to HPER and AHP	3	REC 381 Planning Adm. of Social Rec.	3
BIO 371 Human Anatomy & Lab	4	TRC 310 Professional Foundations of RT	3
REC 281 Principles & Tech of Recreation	3	HPE 374 Kinesiology and Human Move	3
TRC 285 Supervised Exp in RT I	1	HUM 200 Introduction to Humanities	3
ENG 113 Composition & Research	3	HPE 216 Medical Term for AHP	2
HPE 214 Beginning Swimming (HPE215 interchangeable)	1	PSY 201 Introduction to Psychology	3
<b>Semester Hours</b>	<b>15</b>	<b>Semester Hours</b>	<b>17</b>
<b>Junior Year</b>			
TRC 400 Trends & Issues in RT	3	TRC 372 Interv Strat & Facil Tech in RT	3
TRC 342 Assess & Doc Strategies in RT	3	HPE 432 Organization and Admin of HPER3	3
REC 382 Parks & Recreation Supervision	3	CIS 101 Introduction to Computers	3
PSY 210 Human Development	3	TRC 385 Supervised Exp in RT II	1
HPE 274 First Aid and Safety	2	HPE 472 Tests and Measurement AHP	3
ETH 200 Concepts & Issues	3	PSY 304 Abnormal Psychology	3
<b>Semester Hours</b>	<b>17</b>	<b>Semester Hours</b>	<b>16</b>
<b>Senior Year</b>			
TRC 423 RT in a Clinical Setting	3	TRC 491 Internship in Recreational Therapy	12
COM 210 Public Speaking	3		
HPE 213 Sports Techniques & Motor Skill	2		
REC 492 Research Seminar in Recreation	3		
TRC485 Pre-Internship Seminar in RT	1		
ETH 300 Professional Ethics	3		
<b>Semester Hours</b>	<b>15</b>	<b>Semester Hours</b>	<b>12</b>
<b>Total Hours Required For Graduation= 124</b>			

## COURSE DESCRIPTIONS

### ADAPTIVE PHYSICAL EDUCATION: KINESIOTHERAPY

#### **A HPE 111 Personal Health and Safety (1) - Fall, Spring, Summer**

A course designed to acquaint the student with basic knowledge and understanding of concepts associated with physical fitness and activity as they relate to optimal healthful living.

#### **HPE 112 Fundamental Motor Skills (1) - Fall, Spring, Summer**

A course designed for students who meet minimum standards of physical capacity and for those who wish to evaluate general levels of physical condition as well as specific areas of weaknesses. Emphasis is placed on a wide variety of exercise, fundamental sports skills, and learning procedures in team sports. A similar course designated "HC" is offered for persons with moderate to severe physical impairment.

#### **HPE 113 Sports Technique and Motor Skills -I (2) Majors Only - Fall**

A course designed specifically to provide basic motor skills and a variety of sports skills that are germane to exercise science and rehabilitation areas of allied health.

#### **HPE 114 Sports Techniques and Motor Skills -II (2) - Spring**

*Prerequisite: HPE 113; Majors Only*

A sequential course designed to provide advanced knowledge and appreciation of motor and sports skills that are related to the interests and needs of professional clientele.

#### **HPE 211 Archery (1) - Fall**

This is a beginning course designed to cover basic knowledge, techniques and fundamental skills in archery.

#### **HPE 244 Gymnastics (2) – Fall, even-numbered years**

This is a methods course on the basic skills, techniques, and fundamentals of gymnastics, tumbling and apparatus activities.

#### **HPE 271 Fencing (2) - Fall**

This course provides cohesive theory and practical application in fencing instruction. Topics covered include the system of Foil, Epee, and mental preparation of students of competition.



### **HPE 274 First Aid and Safety (2) - Fall, Summer**

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

### **HPE 285 Supervised Experience in Therapeutic Clinical Settings-I (1) - Fall, Spring, Summer**

This course begins the practical experiences requirements for adapted physical education and kinesiotherapy and athletic training. Students work in various areas of professional interest under the direction of certified practitioners. A minimum of 100 clock hours of practical experience is required.

### **HPE 377 Advanced Personal Trainer Certification (3) – Spring**

This course focuses on five areas of concentration, which encompass 23 sections of theoretical scholarship. Through a variety of health and fitness training and evaluation techniques, students are exposed to an assortment of practical experiences reinforcing core exercise science concepts and principles. Upon enrollment into the course, students have the option to take the class for credit, certification (National Council of Strength and Fitness), or both.

### **HPE 253 Tennis (1) - Spring**

This course offers a fundamental knowledge of basic skills needed to enjoy and participate in tennis as both an individual and team sport.

### **HPE 265 Self Defense and Karate (1) - Spring**

This course serves as an introduction to Self Defense for the purpose of improving flexibility, balance, muscular strength, movement coordination, and cardiovascular fitness. Through a systematic training program of repetition, the student will employ simple self-defense techniques to defend oneself in an attack situation.

### **HPE 321 Motor Learning (3) – Fall**

The course covers various theories of motor learning. It examines the state of the learner, the nature of skills, and methods of instruction.

### **HPE 373 Physiology of Exercise (3) - Spring**

***Prerequisite: BIO 371***

This course is concerned with the application of physiological principles of muscular activity. It is a study of the integration of the human body systems in performance of exercise, including measurement of various physiological parameters during exercise (ECG, BP, HR, Respiration, Blood Flow). The course carries a laboratory component.

### **HPE 374 Kinesiology and Analysis of Human Movement (3) – Spring**

***Prerequisite: BIO 371***

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

### **HPE 375 Kinesiotherapy-I (3)– Fall**

***Prerequisites: BIO 372, HPE 374***

This course is concerned with human movement and action. It provides a knowledge base related to diseases; disabilities; prevention and care of athletic injuries; development and rehabilitation techniques utilizing diagnostic procedures, massage, taping, bandaging, hydrotherapy, and electrotherapy. Emergency conditions are also covered.

### **HPE 376 Therapeutic Exercise (3) – Spring**

***Prerequisites: BIO 372, HPE 373 Majors Only***

A course designed to provide competencies in the practice of therapeutic exercise in its application to physical rehabilitation of the physically disabled. Principles of adapted physical education, kinesiotherapy, and athletic training will be presented.

### **HPE 385 Supervised Experience in Therapeutic Clinical Settings -II (1) – Fall, Spring, Summer**

***Prerequisite: HPE 285***

This is a continuation of opportunities for students to gain practical experience by working in areas of professional interest under certified practitioner. A minimum of 125 clock hours of practical experience is required. Internship preparation guidelines are introduced.

### **HPE 423 Adapted Physical Education, Therapeutic Recreation and Kinesiology (3) – Spring**

*Prerequisites: BIO 371, BIO 372, and HPE 374*

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

### **HPE 424 Kinesiotherapy-II: Clinical Practicum (3) – Spring**

*Prerequisites: BIO 372, HPE 374, HPE 375, and HPE 423* This course is designed to provide advanced students in kinesiotherapy and athletic training with clinical experience in specific contexts related to physical medicine and rehabilitation, electrotherapy, patient care, therapeutic exercise, massage, muscle testing, review of professional literature, and thermotherapy, including their modalities and contraindications when in use.

### **HPE 432 Organization and Administration of Health, Physical Education, Recreation and Kinesiotherapy (3) - Spring**

*Prerequisites: HPE 375, HPE 423 or Recreation majors with junior status*

A course designed to provide the preprofessional student in adapted physical education, athletic training, kinesiotherapy, recreation, and therapeutic recreation with the basic academic foundation and skills necessary to organize, administer, and manage programs in school health, physical education, recreation and kinesiotherapy.

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

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

### **HPE 485 Supervised Experience in Therapeutic Clinical Settings-III (1) Prerequisite: HPE 385 - Fall, Spring, Summer**

This course is a precursor to clinical internship in a continuation of opportunities for students to gain practical experience by working in areas of professional interest under certified practitioners. A minimum of 175 clock hours of practical experience is required.

### **HPE 490 Methods of Teaching Allied Health Sciences (3) – Fall**

A course designed to provide the student with the basic methodology of how learning takes place through motor skills, and the various techniques and assessments procedures used in teaching motor activities in schools, recreation, and kinesiotherapy settings.

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

Designed primarily for majors in non-teaching health sciences areas, this course discusses and researches critical issues in kinesiotherapy, occupational therapy, physical therapy, and related health science topics.

### **HPE 493 Clinical Internship in Kinesiotherapy (6-12) - Fall, Spring, Summer**

Upon completion of all required coursework, the student is assigned to a therapeutic agency specifically related to the student's major area of concentration. This 16-week internship is the culmination of a minimum 1,000 clock-hour requirement of supervised clinical experiences for a major in adapted physical education and kinesiotherapy. Given the prior supervised experiences (HPE 285, HPE 385, HPE 485), the internship clock-hour requirement should result in no more than 600 clock-hours. Students must provide their own transportation to and from the placement site.

## **ATHLETIC TRAINING**

### **ATH 285 Supervised Experience in Athletic Training I: Intro to ATH/Observation (1) – Fall, Spring**

A presentation of the principles of prevention, recognition, and management of athletic injuries. Also included are pertinent administrative, psycho-social and pharmacological issues and an overview of the mechanics of injury, athletic equipment, and taping/bracing. A minimum of 100 clock hours of observation is required.

### **ATH 286 Supervised Experience in Athletic Training II: Practicum (1)** *Prerequisite: ATH 285 – Fall, Spring*

This is a course designed to introduce the prospective athletic training student to practice in the athletic training clinical setting.

### **ATH 378 Prevention and Care of Athletic Injuries (3) – Fall, Spring** *Prerequisite ATH 285, BIO 371*

A lecture and laboratory experience designed to educate the student about the profession of athletic training with regards to: injury preven-

tion, injury mechanism and tissue response to injury, management skills and treatment procedures related to specific injuries.

### **ATH 379 Therapeutic Modalities (3) – Spring**

***Prerequisite*** ATH 285, BIO 371

A lecture and laboratory experience designed to educate the student about the profession of athletic training with regards to: the knowledge, theory, and techniques for the use and application of therapeutic modalities.

### **ATH 380 Clinical Evaluation of Athletic Injuries and Pharmacology (3) – Spring**

***Prerequisite*** ATH 378, ATH 379, BIO 371

Triage, transport, and referral are discussed relative to injury severity and multiple injuries involving one or more persons. Emphasis is placed on recognizing life treating injuries. Detailed physical examination of the spine and extremities are performed. In addition, the effects of medications and drug interactions of substances commonly dispensed by athletic trainers are examined.

### **ATH 385 Supervised Experience in Athletic Training III: Lower Extremity Evaluation (1)**

***Prerequisite:*** ATH 285, BIO 371 – *Fall, Spring*

A study of the protocols that apply to the recognition, evaluation and immediate care of athletic injuries. The focus is on-field and off-field evaluation of the lower extremity, abdomen and thorax. Lecture and laboratory experiences include palpation, range of motion assessment, muscle and special tests, neurological and vascular assessment, and immediate treatment of each body area. A reinforcement of the clinical evaluation skills taught in Prevention and care of athletic injuries. In an assigned clinical setting, students, according to their individual program track, practice those skills related to the lower extremities. Students will be assigned to a designated allied site for clinical experience to learn from the ACI and assist the Certified Athletic Trainers with practice and event coverage of equipment intensive team sports as well as regularly scheduled training room hours.

### **ATH 485 Supervised Experience in Athletic Training IV: Upper Extremity Evaluation (1)**

***Prerequisite:*** BIO 371 - *Fall, Spring*

A study of the protocols that apply to the recognition, evaluation and immediate care of athletic injuries. The focus is on the upper extremities, including the spine, head and face. Also various skin disorders and general medical conditions are explored. Lecture and laboratory experi-

ences include palpation, range of motion assessment, muscle and special tests, neurological and vascular assessment, and immediate treatment of each body area. A reinforcement of the clinical evaluation skills taught in Prevention and care of athletic injuries. In an assigned clinical setting, students, according to their individual program track, practice those skills related to the upper extremities.

#### **ATH 493 Supervised Experience in Athletic Training V: Clinical Experience (4)**

*Prerequisite: ATH 378, ATH379 – Fall, Spring, Summer*

Upon completion of all practicum courses, the student is assigned to a sports medicine agency that has clients that are older adolescents, middle age adults, or elderly. These clients may have sports or recreation related injuries, work related injuries (Vocational Rehabilitation and Workmen's Compensation) or age related injury and/or disease. Rehabilitation techniques (i.e. protocols and progressions) will be emphasized. Problem Solving and Critical Thinking are major foci. Students will also shadow an ATC and/or a physician. In addition, students will shadow a physician's assistant or another allied health professional during this course. Given the prior supervised experiences requirement (ATH 285, ATH 286, ATH 385, ATH 485); the Clinical clock hour requirement should result in no more than 300 clock hours. Students must provide their own transportation to the placement site.

#### **ATH 494 Supervised Experience in Athletic Training VI: General Medical (1)**

*Prerequisite: ATH 378, ATH 379 – Fall, Spring, Summer*

This course is a clinical experience comprised of placement in a medical environment where general medical issues are emphasized

### **COMMUNICATION SCIENCES AND DISORDERS**

#### **CSD 151 Introduction to Communication Disorders (3) – Spring/Day**

A survey of the various types of disorders commonly encountered by persons in speech, language, and hearing professions will be presented. Topics include normal conditions and disorders and the roles and responsibilities of professionals who diagnose and treat these disorders.

#### **CSD 151 Introduction to Communication Disorders (3)**

An overview of biological, psychological, and social bases of human communication. Nature of deviations and disruptions to normal speech, language, and hearing. Basic principles of diagnosis, intervention, and prevention. Considerations of nature, etiology, symptoms, remediation of both organic and neurogenic disorders of speech, language, and hearing.

### **CSD 245 Nature of Language (3)**

The course seeks to explain the nature of human symbolization. Areas of study include the acquisition and development of language in children, the role of spoken and written language in society, and an exploratory look at how language determines cultural factors and shapes our perceptions of reality.

### **CSD 246 Beginning Sign Language (3) – Fall/Spring/Day**

An introductory course in Signing Exact English that consists of a preparatory phase to attune students to communication in the manual-visual mode, followed by instruction and practice in vocabulary, sentence structure, and elementary conversation. In addition, the course provides training and cultural enrichment of the deaf community.

### **CSD 251 Phonetics (3) – Fall/Evening**

This course is designed to provide students with knowledge of the International Phonetic Alphabet, transcription, and the articulatory and acoustical nature of speech sounds used in English and other phonetic-phonemic phenomena.

### **CSD 351 Anatomy and Physiology of the Speech and Hearing Mechanism (3) – Spring/Day**

The study of the anatomy, physiology, and neurology of human speech and auditory mechanisms. Consideration of the processes of respiration, phonation, resonance, and audition.

### **CSD 352 Disorders of Articulation (3) – Fall/Day/Evening**

Study of articulation as a process-skill within a phonological developmental perspective. Investigation of production, perception, evaluation, and management of articulatory disorders.

### **CSD 353 Disorders of Fluency and Voice (3) – Fall/Evening**

***Prerequisite: SPP 351***

This course explores the theories of onset, development, and maintenance of dysfluent speech and vocal pathologies including nature, etiology, and remediation. In addition, the course discovers the differentiation of normal versus stuttered dysfluencies and approaches to assessment and intervention across age range, settings, and severity levels as well as anatomy and physiology of the vocal mechanism, functional, organic, and neurological dysphonias.

### **CSD 360 Speech and Hearing Science (3) – Fall/Day**

An introduction to the acoustical nature of speech and perceptual aspects of speech; in addition, the function of the normal auditory system. Introduction to the physics of sound, psychoacoustics principles, and instrumentation used in measurement and analysis.

### **CSD 361 Introduction to Audiology (3) – Spring/Day**

**Prerequisite:** *SPP 360*

The course introduces the anatomical, psychological, and physiological aspects of hearing including hearing loss, diagnosis, and audiological testing.

### **CSD 363 Aural Rehabilitation (3) – Fall/Day**

**Prerequisite:** *SPP 361*

Study of the management of children and adults with hearing impairments, with emphasis on the development and maintenance of functional communication through amplification, auditory training, and speech and language intervention.

### **CSD 451 Diagnostics Methods in Speech Pathology (3) – Spring/Evening**

This course provides the student with a knowledge base designed to foster understanding of and practice in the basic clinical procedure involved in the evaluation of speech disorders. Procedures for report writing, testing, diagnosis, and referral are included.

### **CSD 453 Disorders of Language (3) – Fall/Evening**

Examination of the potential etiologies and characteristics of language disorders across the lifespan with an emphasis on intervention strategies. This course addresses delayed/disordered language development in the pediatric population (infancy through adolescence) as well as adulthood. Theories of language development, diagnostic procedures, and treatment strategies will be explored during the course.

### **CSD 455 Neural Basis of Communication (3) - Fall-Day/Evening**

This course introduces the relationship between speech pathology and audiology neurosciences. Students will learn the cortical representation of linguistic, cognitive, gestural, and mnemonic (memory) faculties unique to the human brain. Students will understand brain abnormalities and neurological illnesses and appreciate the physiology of treatment efficacy.



### **CSD 460 Clinical Observations and Techniques (3) – Fall/Spring-Day**

Students in Communication Sciences and Disorders (CSD) are required to obtain 25 hours of clinical observation for certification by the American Speech-Language-Hearing Association (ASHA). The purpose of this class is to provide CSD seniors the opportunity to obtain all 25 of the required ASHA observation hours at the Shaw University Speech and Hearing Clinic. Additionally, each participant will obtain 10 hours as a graduate clinician by working under the supervision of a speech-language pathologist the clinic on campus.

### **CSD 467 Clinical Practicum I (3) – Fall/Day**

This course is an introduction to clinical practice in speech-language pathology and audiology. This course includes comprehensive report writing, data collection, record keeping, and presentation of therapeutic techniques. In addition, this classes focuses on the organization of clinical practicum, conduct of student clinicians, and multicultural issues with varied clients.

### **CSD 468 Clinical Practicum II (3) – Spring/Day**

#### ***Prerequisite: SPP 467***

This is capstone course in which students will apply and expand on information from academic courses. Students will participate in a variety of teaching-learning activities that enhance and develop their competence and confidence in completing assessments procedures. Students will focus development, treatment, carryover, and maintenance of target behaviors. Students are also expected to complete a senior assignment that includes a senior poster presentation during this course.

## **RECREATION MANAGEMENT**

### **REC 201 Foundations of Leisure and Recreation (3) Spring - Second Year**

Development of theoretical foundations of recreation and leisure; History of the recreation movement, its philosophy, present status, prospects for the future and the role of parks and recreation in modern society.

### **REC 230 Introduction to Park Management (3) Fall -Second Year**

This course introduces students to the basic principles of park management, its history, resource protection, and visitor management.

**REC 311 Recreation and Tourism Programs (3) Fall - Fourth Year**

Program evaluation and example from recreation areas and tourism agencies; includes development of special events; service quality, hospitality training and participant satisfaction.

**REC 340 Recreation, Parks and Diverse Populations (3) Fall - Fourth Year**

Review of the provision and distribution of recreation and park services in society and the influence of age, disability, ethnicity, national origin, race, religion and gender on recreational opportunities and experiences.

**REC 352 Event Planning (3) Spring - Third Year**

The course introduces the students to the planning process and techniques of special events. Emphasis is on creating, organizing, marketing and implementing community events.

**REC 450 Legal Aspects of Recreation Administration (3) Fall - Third Year**

The course concentrates on the legal aspects of parks and recreation. It provides students with an understanding of the risk management process, ethics, duties, negligence, intentional torts, strict liability, standards of care, and attractive nuisance.

**REC 495 Special Topics in Recreation (repeatable, maximum of 3 credits) 1-3 credits Spring, Summer, Fall*****Prerequisites: Junior classification***

This course focuses on current issues and trends in the profession. Examples of these are, tourism, violence, substance abuse, video games, computers, aging, leisure-based businesses, use of open space, environmental impact, gender, sexuality, and private vs. public enterprises.

**RECREATIONAL THERAPY****TRC 222 Introduction to Therapeutic Recreation (3) – Spring**

An introduction to the basic theories, concepts and practice in the field of therapeutic recreation is addressed. It looks at the fundamental principles of therapeutic recreation. The course examines the definition, the nature of, and the development of therapeutic recreation. The course provides an overview of a variety of techniques and treatments used to maintain the physical, mental, and emotional well-being of clients.

**TRC 285 Supervised Experience in Recreational Therapy I (1)- Fall, Spring, Summer**

This course is a 50 clock-hour practical exploration of clinical and community therapeutic recreation/recreational therapy settings under the direction of credentialed professionals.

**TRC 310 Professional Foundations of Recreational Therapy (3) - Spring**

This course examines the theoretical foundations for recreational therapy services provision. Topics include the philosophy and continuum of therapeutic recreation/ recreational therapy services, systematic program design and evaluation techniques.

**TRC 342 Assessment and Documentation Strategies in Recreational Therapy (3) –Fall**

This course entails the study and practice of recreational therapy assessment and documentation techniques and strategies.

**TRC 372 Intervention Strategies and Facilitation Techniques in Recreational Therapy (3) – Spring**

This course entails the concepts, techniques of various interventions, strategies techniques leading to proficiency in skills and activities used as treatment interventions in recreational therapy.

**TRC 385 Supervised Experience in Recreational Therapy II (1)– Fall, Spring, Summer**

This course is a 50 clock-hour practical exploration of clinical and community therapeutic recreation/recreational therapy settings under the direction of credentialed professionals designed to allow students to become more hands on and assist in recreational therapy services.

**TRC 400 Trends and Issues in Recreational Therapy (3) - Fall**

This course examines the history, approaches, attitudes and philosophy of recreational therapy. The course examines trends, outlooks, developments, progress, advancement, and forecasting in recreational therapy/therapeutic recreation.

**TRC 423 Recreational Therapy in a Clinical Setting (3) – Fall**

This course introduces the practical skills necessary to provide recreational therapy services such as activity analysis, adaptation techniques, documentation and task analyses. Opportunity for direct application of these skills will be included.

### **TRC 485 Pre-Internship Seminar in Recreational Therapy (1)–Fall, Spring, Summer**

This capstone course is designed to assist the student in determining and securing a recreational therapy internship site which includes updating resume, the internship application process, site visitations, and volunteer hours. The student will also prepare for the national certification exam.

### **TRC 491 Internship in Therapeutic Recreation (6-12) - Fall, Spring, Summer**

*Prerequisite: Successful completion of major coursework and supportive major coursework*

Students must serve as interns at an approved recreational therapy site under the direct supervision of a nationally certified therapeutic recreation specialist. The experience focuses on direct service provision to clients, as well as leadership, documentation, program planning and process analysis and interaction. A minimum of 12 consecutive weeks and 40 hours a week on site is required at this time.

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## **DEPARTMENT OF BUSINESS AND PUBLIC ADMINISTRATION**

**Degree Offered: Bachelor of Science in Business Administration  
Bachelor of Arts in Public Administration**

### **Department Purpose:**

The primary purpose of the Department of Business and Public Administration is to provide a liberal arts education in the areas of Business and Public Administration that will prepare students for the world of work upon graduation or to continue their studies in graduate or professional school. Students who pursue majors in the Department acquire an in-depth knowledge of their discipline and are also required to successfully complete a series of courses designed to develop and strengthen their analytical, cognitive, oral and writing skills, as well as an awareness of and commitment to values. The Department offers the following majors:

#### **\*Business Administration with a Concentration in:**

Accounting

Management

\*Public Administration

#### **Public Administration with a Concentration in:**

Emergency Management\*\* Students majoring in Business Administration or Public Administration are required to successfully complete the university core requirements as well as the required courses listed below:

### THE DEPARTMENTAL CORE COURSES ARE:

ACC 241	Accounting Principles I	3
ACC 242	Accounting Principles II	3
BUS 260	Principles of Macroeconomics	3
CIS 120	Intro to Web Page Design	3
PAD 320	Organizational Theory and Behaviors	3

The department also offers an associate degree program in Business Management as well as minors in Accounting, Business Management, Public Administration and Emergency Management and Entrepreneurship.

### Business Administration - Concentration Accounting

The Accounting concentration is designed to expose students to various aspects of management, including fiscal accountability. Students pursuing the Accounting Concentration must complete the University Core Requirements, the Departmental Core Courses and the Major Course

**\*\* The Emergency Management Concentration has been temporarily suspended as of fall 2011.**

Requirements. Students must earn a grade of "C" or better in all major requirements. The major course requirements for a concentration in Accounting are as follows:

ACC 341	Intermediate Accounting I	3
ACC 342	Intermediate Accounting II	3
ACC 343	Cost Accounting	3
ACC 345	Federal Corporate Income Tax	3
ACC 441	Advanced Accounting I	3
ACC 442	Advanced Accounting II	3
ACC 443	Auditing Principle	3
BUS 201	Business Law	3
BUS 204	Principles of Business	3
SSC 200	Elementary Statistics	3

# FOUR-YEAR COURSE DISTRIBUTION PLAN

## BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

### CONCENTRATION – ACCOUNTING

#### SUGGESTED SEQUENCE OF COURSES

Fall Semester	Credits	Spring Semester	Credits
<b>Freshman Year</b>			
FRS 111 Freshman Studies *	0.5	HPE 112 Fund Motor Skills 1*	1
HPE 111 Personal Health*	1	ENG 111 Col Eng and Comp II*	3
ENG 110*** Col Eng and Comp I*	3	MAT 111 General Math*	3
MAT 110*** Basic Math*	3	BIO 111 Intro. To Bio. Science*	3
ETH 100 Found of Knowledge*	3	SSC 115 Survey of Soc. Science*	3
CIS 101 Concepts of Computers*	3	CIS120Intro to Web Pg Design.	3
<b>Semester Hours</b>	<b>13.5</b>	<b>Semester Hours</b>	<b>16.5</b>
<b>Sophomore Year</b>			
ENG 112 Col Comp and Argu*	3	PHY 112 Intro to Phy Sciences*	1
ETH 200 Ethical Concepts*	3	BUS 201 Business Law	3
ACC 241 Principles of Acct. I	3	HIS 115 Survey of World Civ*	3
MAT 112 General Math *	3	ACC 242 Prin of Acct. II	3
BUS 204 Prin. of Business	3	ENG 113 Col Comp and Res*	3
<b>Semester Hours</b>	<b>15</b>	<b>Semester Hours</b>	<b>13</b>
<b>Junior Year</b>			
ACC 341 Intermediate Acct I	3	ACC 342 Intermediate Acct II	3
COM 210 Public Speaking*	3	ACC 343 Cost Acct	3
ETH 300 Professional Ethics*	3	PAD 320 Organ Theory and Behav.	3
HUM 200 Intro. To Humanities*	3	Elective	6
SSC 200 Elem. Statistics	3		
<b>Semester Hours</b>	<b>15</b>	<b>Semester Hours</b>	<b>15</b>
<b>Senior Year</b>			
ACC 441 Advanced Acct.	3	ACC 442 Advanced Acct. II	3
ACC 345 Fed Corp Income Tax	3	ACC 443 Auditing	3
Electives	3	Electives	9
<b>Semester Hours</b>	<b>15</b>	<b>Semester Hours</b>	<b>15</b>

**Total Credit Hours: 120**

\*University Core Requirements \*\*\* Varies With Placement

## Business Administration - Concentration Management

The Management concentration uniquely integrates courses in finance, accounting, economics, marketing and management, to prepare the student for corporate America. Students concentrating in Management must successfully complete the University Core Requirements, the Departmental Core Courses and the Major Course Requirements. Students must earn a grade of "C" or better in all major requirements. The major course requirements for a concentration in Management are as follows:

ACC 343	Cost Accounting	3
ACC 345	Federal Corp. Income Tax	3
BUS 201	Business Law	3
BUS 204	Principles of Business	3
BUS 370	Managerial Finance	3
BUS 261	Principles of Microeconomics	3
BUS 350	Principles of Marketing	3
BUS 361	Human Resources Management	3
BUS 480	Quantitative Methods	3
BUS 498	Seminar in Management	3

# FOUR-YEAR COURSE DISTRIBUTION PLAN

## BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

### CONCENTRATION - MANAGEMENT

#### SUGGESTED SEQUENCE OF COURSES

Fall Semester	Credits	Spring Semester	Credits
<b>Freshman Year</b>			
FRS 111 Freshman Studies *	0.5	HPE 112 Fund Motor Skills I*	1
HPE 111 Personal Health*	1	ENG 111 Col Eng and Comp II*	3
ENG 110*** Col Eng and Comp I	3	MAT 111 General Math*	3
MAT 110*** Basic Math*	3	BIO 111 Intro. to Bio. Science*	3
ETH 100 Found of Knowledge*	3	SSC 115 Survey of Soc. Science*	3
CIS 101 Concepts of Computer	3	CIS120 Intro to Web Page Design	3
<b>Semester Hours</b>	<b>13.5</b>	<b>Semester Hours</b>	<b>16.5</b>
<b>Sophomore Year</b>			
ENG 112 Col Comp and Argu*	3	PHY 112 Intro to Phy Science*	1
ETH 200 Ethical Concepts*	3	BUS 201 Business Law	3
HIS 115 Survey of World Civ*	3	BUS 260 Prin. of Macroeconomics	3
MAT 112 General Math*	3	ACC 241 Prin of Acct. I	3
BUS 204 Prin. Of Business	3	ENG 113 Col Comp and Res*	3
<b>Semester Hours</b>	<b>15</b>	<b>Semester Hours</b>	<b>13</b>
<b>Junior Year</b>			
ACC 242 Prin. of Acct. II	3	BUS 361 Human Resource Mgmt.	3
HUM 200 Intro to Humanities	3	ACC 343 Cost Accounting	3
BUS 261 Prin. of Microeconomics	3	BUS 350 Prin. of Marketing	3
COM 210 Public Speaking*	3	PAD 320 Organ. Theory and Behav.	3
Elective	3	Elective	3
<b>Semester Hours</b>	<b>15</b>	<b>Semester Hours</b>	<b>15</b>
<b>Senior Year</b>			
BUS 370 Managerial Finance	3	BUS 480 Quantitative Method	3
ACC 345 Fed Corp Income Tax	3	BUS 498 Seminar in Mgmt.	3
ETH 300 Professional Ethics	3	Electives	9
Elective	6		
<b>Semester Hours</b>	<b>15</b>	<b>Semester Hours</b>	<b>15</b>
<b>Total 120 Semester Hours</b>			

\*University Core Requirements \*\*\* Varies With Placement



## Public Administration Major

The Public Administration major is designed to prepare students for entry-level administrative positions in the public sector. The sequence of courses leading to the major is designed to enhance the ability of students to think clearly and critically, to acquire an understanding of self, and to develop a commitment to ethics and values. Students majoring in Public Administration must successfully complete the University Core Requirements, the Departmental Core Courses and the Major Course Requirements. Students must earn a grade of "C" or better in all major requirements. The major course requirements are as follows:

SSC 200	Elementary Statistics	3
PAD 200	Introduction to Public Administration	3
PAD 226	Public Finance and Budgeting	3
PAD 231	Public Personnel Administration	3
PAD 300	Administrative Law	3
PAD 351	Urban Administration and Social Change	3
PAD 355	Comparative Public Administration	3
PAD 372	Public Policy Analysis	3
PAD 401	Management of State and Local Governments	3
PAD 404	Intergovernmental Relations	3
PAD 416	Comprehensive Public Administration	3

# FOUR-YEAR COURSE DISTRIBUTION PLAN

## BACHELOR OF ARTS IN PUBLIC ADMINISTRATION

### SUGGESTED SEQUENCE OF COURSES

First Semester	Credits	Second Semester	Credits
<b>Freshman Year</b>			
FRS 111 Freshman Studies*	0.5	HPE 112 Fund Motor Skills*	1
HPE 111 Personal Health*	1	ENG 111 Col Eng and Comp II*	3
ENG 110*** Col Eng and Comp I	*3	MAT 111 General Math*	3
MAT 110*** Basic Math	*3	BIO 111 Intro. To Bio. Science*	3
ETH 100 Found of Knowledge*	3	CIS 120 Intro to Web Page Desgin	3
CIS 101 Concepts of Computer*	3	SSC 115 Survey of Soc. Science*	3
		FRS 112 Freshman Studies	0.5
<b>Semester Hours</b>	<b>13.5</b>	<b>Semester Hours</b>	<b>16.5</b>
<b>Sophomore Year</b>			
ENG 112 Col Comp and Argu*	3	ENG 113 Col Comp and Res*	3
ETH 200 Ethical Concepts*	3	SSC 200 Elementary Statistics	3
MAT 112 General Math*	3	PAD 200 Intro to Pub Admin	3
HUM 200 Intro to Humanities*	3	ACC 241 Prin of Acct. I	3
COM 210 Public Speaking*	3	PHY 112 Intro to Physical Science*	3
<b>Semester Hours</b>	<b>15</b>	<b>Semester Hours</b>	<b>15</b>
<b>Junior Year</b>			
ACC 242 Acct. Prin. II	3	PAD 320 Organ Theory and Behav.	3
ETH 300 Prof Ethics*	3	PAD 300 Admin Law	3
PAD 226 Pub Finance and Budget	3	PAD 351 Urb Admin and Soc Chg	3
PAD 231 Pub Person Admin	3	Elective	3
Elective	3		
<b>Semester Hours</b>	<b>15</b>	<b>Semester Hours</b>	<b>15</b>
<b>Senior Year</b>			
PAD 372 Pub Policy Anal	3	PAD 401 Inter. Gov't Rel	3
PAD 401 Mgmt of State and Loc Gov't	3	PAD 416 Compreh Pub Admin	3
Elective	9	Elective	9
<b>Semester Hours</b>	<b>15</b>	<b>Semester Hours</b>	<b>15</b>

**Total Credit Hours: 120**

\*University Core Requirements \*\*\* Varies With Placement

## Public Administration - Concentration Emergency

**Management \*\* The Emergency Management Concentration has been temporarily suspended as of fall 2011.**

Students majoring in Public Administration with a concentration in Emergency Management must successfully complete the University Core requirements, the concentration requirements, and any additional needed courses. Students must earn a grade of “C” or better in all concentration requirements. The concentration course requirements are as follows:

EMA 200: Introduction to Emergency Management: History, Aim, and Scope	3
EMA 210: Introduction to Terrorism/Homeland Security	3
EMA 300: Principles and Practice of Disasters/Hazards Mitigation, Preparedness, responses, and Recovery	3
EMA 350: Management Skills and Principles in the Context of Emergency Mgmt.	3
EMA 351: Public Administration and Emergency Management	3
EMA 355: Communications/Public Relations in Emergency Management	3
EMA 425: Business and Industry Crisis Management	3
EMA 450: Technology in Emergency Management	3
EMA 455: Research and Analysis Methods in Emergency Management	3

### General Information

Courses will be offered online and via videoconferencing, as well as interactive classroom participation, primarily in the evening. Enrollees will have the opportunity to take some of their classes at Shaw’s College of Adult and Professional Education (CAPE) centers located in nine counties in North Carolina. (All general education/core curriculum courses may be taken at a CAPE Center).

Applicants to the program may apply as a freshman or as a transfer student. Students transferring from an accredited two-year institution may transfer no more than 70 credit hours and are required to complete at least 50 semester hours at Shaw University for the baccalaureate degree.

# FOUR-YEAR COURSE DISTRIBUTION PLAN

## Bachelor of Arts in Public Administration

### Concentration-Emergency Management

#### Suggested Sequence of Courses

Fall Semester	Credits	Spring Semester	Credits
<b>Freshman Year</b>			
ENG 110 Eng and Comp I* OR	3	ENG 112 College Comp and Argum	3
ENG 111 College Eng and Comp II*		MAT 112 General Mathematics II	3
MAT 110 Basic Mathematics* OR	3	SSC115IntroductiontoSocialScience	3
MAT 111 General Math I*		BIO 111 Introduction to Bio Science	3
CIS 101 Concepts of Computers	3	HPE 112 Fundamental Motor Skills**	1
ETH 100 Found. Of Knowldg and Ethics**	3	FRS 112 Freshman Studies***	.5
ETH 000 Ethics Seminar**	0	Elective	3
HPE 111 Personal Health and Safety	1		
FRS 111 Freshman Studies***	.5		
Elective	3		
<b>Total Hours</b>	<b>16.5</b>	<b>Total Hours</b>	<b>16.5</b>
<b>Sophomore Year</b>			
ENG 113 College Comp and Research	3	PAD 200 Introduction to Public Admin	3
HUM 200 Introduction to Humanities	3	PAD 226 Public Finance and Budgeting	3
PHY 112 Introduction to Physical Science	3	EMA 200 Intro to Emergency Mgmt	3
HIS 115 Introduction to World Civ	3	COM 210 Public Speaking	3
ETH 200 Ethical Concepts and Issues **	3	Elective	3
<b>Total Hours</b>	<b>15</b>	<b>Total Hours</b>	<b>15</b>
<b>Junior Year</b>			
PAD 372 Mgmt Skills and Principles	3	EMA 350 Mgmt Skills and Principles	3
EMA 210 Intro to Terrorism/Homeland Sec	3	EMA 351 Public Admin and Emer Mgmt	3
EMA 300 Principles and Practice	3	EMA 355 Comm/Public Relations-	3
ETH 300 Professional Ethics	3	Elective	3
Elective	3	Elective	3
<b>Total Hours</b>	<b>15</b>	<b>Total Hours</b>	<b>15</b>
<b>Senior Year</b>			
EMA 425 Bus and Industry Crisis Mgmt	3	EMA 477 Practicum in Emer Mgmt	12
CSC 450 Tech in Emer Mgmt	3		
EMA 455 Research and Analysis Methods	3		
Elective	3		
Elective	3		
<b>Total Hours</b>	<b>15</b>	<b>Total Hours</b>	<b>16</b>

\*Varies with placement.

\*\*Not required for CAPE students.

\*\*\*OSU 121: Introduction to Shaw University replaces this course for transfer students.

## Minimum Hours Required for Graduation= 120

### Associate Degree in Business Management

The Department of Business and Public Administration offers an associate of arts degree program in Business Management for prison inmates only. The course requirements for the degree are:

ACC 241	Acct Principles I	3
ACC 242	Acct Principles II	3
BIO 111	Intro to Biological Science	3
BUS 201	Business Law	3
BUS 204	Principles of Business	3
BUS 260	Principles of Macroeconomics	3
BUS 350	Principles of Marketing	3
ENG 111	College Eng and Comp II	3
ENG 112	College Comp and Argument	3
ENG 113	College Comp and Research	3
HUM 200	Intro to Humanities	3
INT 115	Survey of World Civilization	3
MAT 111	General Math I	3
MAT 112	General Math II	3
PAD 320	Organ. Theory and Behavior	3
Electives		12
SOC 115	Survey of Social Science	3
<b>Total Semester Hours</b>		<b>60</b>

### Minors

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

#### For a Minor in Accounting, students are expected to complete:

ACC 241	Principles of Accounting I	3
ACC 242	Principles of Accounting II	3
ACC 341	Intermediate Accounting I	3
ACC 343	Cost Accounting	3
ACC 345	Fed and Corp Income Tax	3
<b>Total Hours</b>		<b>15</b>

**For a Minor in Business Management, the course requirements are:**

BUS 204	Principles of Business	3
BUS 260	Principles of Macroeconomics	3
BUS 350	Principles of Marketing	3
BUS 370	Managerial Finance	3
BUS 480	Quantitative Methods	3
<b>Total Hours</b>		<b>15</b>

**Public Administration minors must successfully complete the following courses:**

PAD 200	Intro to Public Admin	3
PAD 226	Public Finance and Budgeting	3
PAD 320	Organ Theory and Behavior	3
PAD 372	Public Policy Analysis	3
PAD 401	Management of State and Local Gov.	3
<b>Total Hours</b>		<b>15</b>

**Emergency Management minors must successfully complete the following courses:**

EMA 200	Intro to Emergency Management	3
EMA 210	Intro to Terrorism/Homeland Security	3
EMA 300	Principles and Practice of Disasters/Hazards Mitigation, Preparedness, Response, and Recovery	3
EMA 351	Public Administration and Emergency Management	3
EMA 425	Businesses and Industry Crisis Management	3
<b>Total Hours</b>		<b>15</b>

## COURSE DESCRIPTIONS

### ACCOUNTING

#### **ACC 241 Accounting Principles 1 (3)**

#### **Prerequisites: MAT 111 and MAT 112**

An introductory accounting course designed to give a basic understanding of accounting principles and concepts, the accounting cycle, and income measurement. Emphasis is placed on recording and summarizing accounting transactions, and preparing and interpreting financial statements.

#### **ACC 242 Accounting Principles 11 (3) Prerequisite: ACC 241**

This course is designed to enhance the student's understanding of accounting. As a service activity and the events, organizations, and publications involved in the development of accounting standards. This course will also identify accounting principles and concepts and apply them in manner, which is in accordance with generally accepted accounting principles (GAAP).

**ACC 341 Intermediate Accounting 1 (3) Prerequisite: ACC 242**

This course is designed to provide an in depth review of the primary financial statements. The course is also designed to provide the student with insight involving the profession of accounting, including its constant evolving conceptual framework and the generally accepted accounting principles relating to the primary financial statements.

**ACC 342 Intermediate Accounting 11 (3) Prerequisite: ACC 341**

This course is a continuation of ACC 341, with an increase emphasis on understanding the intricacies involving balance sheet accounts and the interrelations with accounts on all other financial statements. Also, an intermediate level of financial statements analysis is covered.

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

This course covers the creation, use, and interpretation of internal accounting data and information. It emphasizes the managerial functions of cost control and reporting, budgeting, profit planning, and projections used in decision-making.

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

This course provides an introduction of tax history, as well as the basic tax rules and laws involving individuals and corporations.

**ACC 441 Advanced Accounting 1 (3) Prerequisite: ACC 342**

This course is designed to provide the most innovative and comprehensive insight of advanced financial accounting topics on the market today. Strong pedagogical (activities that require the student to impart knowledge and/or skill) elements are incorporated through out this course. The course also includes advanced application of accounting pronouncements, relating to Business Combinations, Multinational Accounting and Accounting for partnerships.

**ACC 442 Advanced Accounting 11 (3) Prerequisite: ACC 441**

This course is a continuation of ACC 441, except with emphasis in the area of accounting for Not-for-Profit entities, interim statements and segment reporting.

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

A study of auditing reports, standards and procedures, and related issues in the accounting profession.

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

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

### **ACC 498 Senior Seminar in Accounting (3)**

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

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

## **BUSINESS MANAGEMENT**

### **BUS 201 Business Law (3)**

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

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

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

### **BUS 260 Principles of Macroeconomics (3)**

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

### **BUS 261 Principles of Microeconomics (3)**

**Prerequisite:** BUS 204

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

### **BUS 350 Principles of Marketing (3)**

**Prerequisite:** BUS 204

This course is an introduction to the broad concept of marketing. It covers the planning and executing that begins with the conception of the product and the pricing, promotion, and distribution strategies that follow.

### **BUS 361 Human Resource Management (3)**

**Prerequisite:** BUS 204

A study of the activities designed to provide for and coordinate the human resources needs of an organization. Topics include, legal requirements, job analysis, human resource planning, recruitment, employee development, compensation/benefits, and union/labor relations.

### **BUS 362 Money and Banking (3)**

**Prerequisite:** BUS 260

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



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

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

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

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

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

An examination of the quantitative methods used in business and economics, including methods of maximizing/minimizing objective functions, the analysis and use of statistical methods for planning, decision making, and forecasting.

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

The course summarizes all the undergraduate Management concepts and theories. Students are expected to research topics in Business Management and make presentations to the class either as individuals or groups. The primary focus of the course is to assist the students in becoming well-rounded in the area of Business Management.

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

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

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

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

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

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

**PAD 300 Administrative Law (3)**

**Prerequisite:** PAD 200

An analysis of the various safeguards established in the administrative system to ensure that the rights and liberties of those more directly served by the system. It includes issues of delegation of power to administrators; administrative discretion; administrative adjudication; components of fair hearing; and government regulations.

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

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

**PAD 351 Urban Administration and Social Change (3)**

**Prerequisite:** PAD 200

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

**PAD 355 Comparative Public Administration (3)**

**Prerequisite:** PAD 200

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

**PAD 372 Public Policy Analysis (3)**

**Prerequisites:** PAD 200 and PAD 226

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

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

A study of problems and functioning of state and local government in the United States, including an examination of the legal basis of state and local charters with an emphasis on North Carolina governmental units.

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

**Prerequisite:** PAD 231

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

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

A study of organizational characteristics of health agencies, with emphasis on program development, agency building, staffing, budgeting, controlling performance standards, interagency coordination, and research needs.

**PAD 416 Comprehensive Public Administration (3)****Prerequisite: senior status in Public Administration.**

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

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

Provides the student with a comprehensive insight into the various concepts and issues relating to public administration. Thus, the course aims at creating conceptual clarity about theories and practice of public administration and increasing the analytical ability of the students.

**PAD 499 Internships in Public Administration (3)****Prerequisites: senior status and permission from advisor**

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

**EMERGENCY MANAGEMENT (Temporarily Suspended)****EMA 200: Introduction to Emergency Management: History, Aim, and Scope (3).****Minimum required status: Sophomore.**

An overview of the history and philosophy of the comprehensive emergency management (CEM) system is presented. The concepts associated with the four phases of emergency management and disaster planning are examined: mitigation, response, recovery, and preparedness. The terms and concepts associated with development of an emergency management program, with emphasis on North Carolina and local government will also be explored. Some focus will be given to the State of North Carolina Comprehensive Emergency Management Plan (CEMP). Spring Semester.

**EMA 210: Introduction to Terrorism/Homeland Security (3). Minimum required status: Sophomore.**

This course provides general knowledge about the history and nature of terrorism, including nuclear, biological, chemical, and other forms of terrorism and the methods used for counterterrorism. It examines the threats, the actors, the targets, and potential methods of terrorists and the organizational structures and resources required to defend the American homeland. The resultant implications for emergency management mitigation, preparedness, response, and recovery are discussed. Attention is given to the North Carolina State Homeland Security Strategy. Fall Semester.

**EMA 300: Principles and Practice of Disaster/Hazards Mitigation, Preparedness, Response, and Recovery (3).**

**Prerequisites: EMA 200 and EMA 210.**

**Minimum required status: Junior.**

The course addresses chemical properties of hazardous materials and wastes; legal requirements for their handling, storage, transportation, and disposal; and methods for protecting employees and facilities. Skills are also learned for identifying and creating long-term strategies for disaster-resistant communities, local disaster and hazards mitigation opportunities, including the finding of resources, and early warning systems; assessing damages; and preparing for and responding with search and rescue, evacuation, shelter, and feeding of survivors of disasters and hazardous emergencies. Fall Semester.

**EMA 350: Management Skills and Principles in the Context of Emergency Management (3).**

**Prerequisites: EMA 200, EMA 210, and PAD 200.**

**Minimum required status: Junior.**

The course deals with management elements, including contingency planning, organizing, leading, decision-making, budgeting, controlling, personnel management, and other administrative duties in the context of and applied to emergency management administration. Procedures for working with voluntary organizations, the theoretical and practical aspects of inter- and multi-agency coordination and mutual assistance during each emergency management phase are discussed. Performance evaluation systems and their purpose also receive attention. Spring Semester.

**EMA 351: Public Administration and Emergency Management (3).\***

**Prerequisites:** EMA 200, EMA 210, and PAD 200.

**Minimum required status:** Junior.

The relationship between the emergency management function in government and public administration is studied. Discussion includes the relationships among various levels of government agencies and their interaction in both disasters and hazards management, plus governmental and nongovernmental relationships in disaster management. Planning, with examples drawn from the strategic planning process for FEMA is studied, along with an overview of funding for disaster programs. Employment qualifications in the field and the CEM credential are also discussed. Spring Semester.

**EMA 355: Communications/Public Relations in Emergency Management. (3)**

**Prerequisites:** EMA 200 and EMA 210.

**Minimum required status:** Junior.

Research literature pertaining to media responses to disasters is studied. The role that the media plays in focusing attention on global emergencies, informing policy-makers and influencing public policy, and working effectively with humanitarian responding agencies is examined. Students learn press conference strategies and presentation skills, a sequential model of media responses to disaster, techniques for planning media relationships, question-response methods, and the formulation and dissemination of accurate news releases. Spring Semester.

**EMA 425: Business and Industry Crisis Management (3).\***

**Prerequisites:** PAD 200, EMA 200, EMA 210, and EMA 350.

**Minimum required status:** Senior.

Planning and management principles applicable to business or operational resumption following an emergency are studied. Contingency planning, disaster recovery planning, the stages of recovery, and the process of prioritizing various business functions for recovery action and resource allocation are examined. Minimizing the impact of emergencies on business operations, data and system protection, relocation planning, alternative and backup system development, market impact, liability, and preservation or restoration of revenue production operations are emphasized. Fall Semester.

**CSC 450: Technology in Emergency Management (3).\*****Prerequisites:** CIS 101, EMA 200 and EMA 210.**Minimum required status:** Senior.

This course explores technology applications in emergency management. Programs utilized will include generic applications software used in emergency management such as (a) word processing, (b) spreadsheet, and (c) database management systems. Students will also gain hands-on experience with commercial emergency management/contingency planning programs, for example, (a) Geography Information System (GIS), (b) Bayesian Decision Support System (BDSS), (c) Emergency Information System (EIS), (d) Ground Positioning System (GPS), and (e) HurrTrack. Fall Semester.

**EMA 455: Research and Analysis Methods in Emergency Management (3). \*****Prerequisites:** EMA 200 and EMA 210.**Minimum required status:** Senior.

Review of the emergency management literature provides a context for this course. Measurement and data gathering processes are addressed in this context. The topics covered include questionnaire design, surveys, case studies, field research, and quasi-experimental designs. Statistical analysis, hazards analysis, cost-benefit analysis of mitigation, and program evaluation are also studied. Use of information technology and Internet resources are covered as well. Fall Semester.

**Practicum****EMA 477: Practicum in Emergency Management (12).****Prerequisites:** Completion of University Core requirements plus EMA 200, EMA 210, EMA 300, EMA 350, EMA 351, EMA 355, EMA 425, CSC 450, EMA 455, EMA 477, PAD 200, PAD 226, and PAD 372. **Minimum required status:** Senior.

This course requires at least 180 hours of field experience/internship in an approved internship site related to emergency management. The student will work with an advisor to have an internship site approved by the Program Coordinator at least one semester in advance. A portfolio will be required to document competencies attained. The field experience/internship may be waived if the student has already worked for at least one year in an emergency management setting and produces a satisfactory portfolio documenting his/her experiences and the competencies acquired. Spring Semester.

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## DEPARTMENT OF COMPUTER INFORMATION SCIENCES

**Degrees Offered:** Bachelor of Science in Computer Science  
Bachelor of Science in Computer  
Information Systems

### **Department Purpose:**

Computer technology is one of the most dynamic and progressive intellectual enterprises of our age, and knowledge of computers is becoming essential for all areas of government, industry, and education. The Department of Computer Information Science offers courses and programs that provide students with the understanding of computer information systems and computer science they will need for any career.

The mission of the Department of Computer Information Science is to expand both education and research programs in a complementary approach to respond to the pressing needs of society and the rapidly changing technology in the information era. Specific foci are providing the needed human capital and upgrading the existing work force in the computing industry and organizations that depend on computing. By taking research leadership in exploring new directions and new developments in computing and its application areas, we prepare all University students to enter the information era.

The program objectives of the Computer Science and Computer Information Systems majors are to:

Produce graduates whose breadth of knowledge allows them to contribute to computing projects in various roles: as individuals, as members of multidisciplinary teams, and ultimately, as team leaders.

Produce graduates who will work professionally or continue with graduate and post-graduate education in computer science, computer information systems, or other related areas.

Computer Science, generally defined, is the study of problem-solving procedures, computability and computational systems. Computer Science professionals often work with individuals from other disciplines to coordinate new developments in hardware and software. Computer utilization has made the solutions to complex problems, once considered intractable, feasible because of the speed, accuracy and versatility of the modern computer.

The undergraduate curriculum provides students with a comprehensive knowledge of the theory, design and application of digital computers, information processing technologies and systems management with emphasis on the management of computer software. Additionally, as well as computer graphics, and artificial intelligence, with particular stress on software and the software/hardware interface are emphasized.

**Introductory courses.** The department offers a range of introductory courses to accommodate students of varying backgrounds and interests.

## Computer Information Systems

Computer information systems focuses on the technological foundation for such areas as database systems, human-computer interaction, data and computer communications, computer security, computer, software engineering, and object orientation. It is designed to give students a thorough knowledge of the field and to provide an enduring foundation for future professional growth. The program blends theory and practice into learning experiences that develop skills applicable to complex real-world problems.

### COMPUTER INFORMATION SYSTEMS SUGGESTED SEQUENCE OF COURSES

First Semester	Credits	Second Semester	Credits
<b>Freshman Year</b>			
ENG 111 English Composition II	3	ENG 112 English Composition II	3
FRS 111 Freshman Studies	0.5	SSC 115 Survey of Soc	3
ETH 100 Found of Knowledge	3	MAT 112 General Math II	3
MAT 111 General Math I	3	BIO 111 Intro to Biology/Lab	3
CIS 101 Concepts of Computers	3	HIS115Survey of World Civilization	3
HPE 111 Requirement	1	FRS 112 Freshman Studies II	0.5
<b>Total Hours</b>	<b>13.5</b>	<b>Total Hours</b>	<b>15.5</b>
<b>Sophomore Year</b>			
CSC 201 Programming I	3	HPE 112 Requirement	1
CIS 120 Web Page Design I	3	CIS 220 Discrete Structures	3
ENG 113 College Comp and Argu	3	HUM 200 Intro to Humanities	3
		CIS 210 Web Page Design II	3
COM 210 Public Speaking	3	CSC 202 Programming II	3
		BUS 204 Principles of Business	3
<b>Total Hours</b>	<b>12</b>	<b>Total Hours</b>	<b>16</b>
<b>Junior Year</b>			
ACC 241 Principles of Account I	3	ACC 242 Principles of Accounting II	3
CIS 311 Visual Programming Lang. I	3	CIS 312 Visual Prog Lang. II	3
BUS 260 Principles of Microeconomics	3	ETH 300 Professional Ethics	3
CIS 321 System Design	3	SSC 200 Elementary Statistics	3
BUS 350 Principles of Marketing	4	PHY 112 Intro to Physical Science	3
<b>Total Hours</b>	<b>16</b>	<b>Total Hours</b>	<b>15</b>



### Senior Year

CIS 421 Management Info Sys	3	CSC 340 Comp Network and Tele	3
PAD 320 Org. Theory and Behavior	3	CSC 475 Special Topics	3
CIS 332 Database Management Concepts	3	CSC 465 Operating Systems	3
Elective in CIS or BUS	3	BUS 480 Quantitative Methods	3
Elective	3	Elective	3
<b>Total Hours</b>	<b>15</b>	<b>Total Hours</b>	<b>15</b>

### Computer Information Systems Minor

The following courses must be taken to get a minor in Computer Information Systems: CIS 120, CIS 210, CSC 201, CSC 202, CIS321, CIS 332, and CIS 421.

### Computer Science

The computer science major offers instruction and performs research in the essential areas of computer science, including software, Web and Internet computing, networking, hardware systems, operating systems, compilers, parallel and distributed computing, theory of computing, and computer graphics. This major is designed to prepare students both for graduate study in computer science and for technical careers in software development, computational science, networking, information systems, and electronic commerce.

#### COMPUTER SCIENCE -SUGGESTED SEQUENCE OF COURSES

First Semester	Credits	Second Semester	Credits
<b>Freshman Year</b>			
ENG 111 English Composition I	3	ENG 112 English Composition II	3
FRS 111 Freshman Orientation	0.5	MAT 115 General Math	4
ETH 100 Found of Knowledge	3	BIO 211 Biology	4
MAT 113 General Math	3	SSC 115 Survey of Social Science	3
CIS 101 Concepts of Computers	3	HPE 112 Requirement	1
HPE 111 Requirement	1	FRS 112 Freshman Orientation II	0.5
<b>Total Hours</b>	<b>13.5</b>		<b>15.5</b>

#### Sophomore Year

CSC 201 Intro to Program I	3	MAT 202 Calculus	4
MAT 201 Calculus	4	MAT 212 Discrete Structures	3
ENG 113 College Comp and Argu	3	HUM 200 Intro to Humanities	3
ETH 200 Ethical Concepts	3	COM 210 Public Speaking	3
HIS 115 Survey of World Civil	3	CSC 202 Intro to Program II	3
<b>Total Hours</b>	<b>16</b>	<b>Total Hours</b>	<b>16</b>

### Junior Year

CSC 330 Data Structure and Algorithm	3	CSC 206 JAVA II	3
CSC 312 Computer Systems and Arch.	3	MAT 312 Linear Algebra	3
ETH 300 Professional Ethics	3	CSC315Computer Organ and Assm	3
CSC 205 Java I	3	MAT 313 Intro to Statistics	3
CIS 332 Database Design and Mang	3	Elective CIS Course	3
<b>Total Hours</b>	<b>15</b>	<b>Total Hours</b>	<b>15</b>

### Senior Year

PHY 221 General Physics	4	CSC 475 Special Topics	3
CSC 445 Software Engineering	3	CSC 465 Operating Systems	3
CSC 340 Computer Network and Tele	3	Electives	3
CSC 435 Comp. Lang. and Compiler	3	PHY 222 General Physics II	4
Elective	3	<b>Total Hours</b>	<b>16</b>
<b>Total Hours</b>	<b>16</b>		

Computer Science Minor. The following courses must be taken to get a minor in Computer Science:

CSC 201, CSC 202, CIS 220, CSC 312, CSC 330, CSC 445, and CSC 465.

## COURSE DESCRIPTIONS

### COMPUTER INFORMATION SYSTEMS

#### CIS 101 Concepts of the Computer (3)

**Prerequisite:** none

This course provides the student with the knowledge and skills necessary to understand and use microcomputer systems for professional, home, and small business tasks. Applications software packages are used to create various types of documents and to explore cyberspace.

#### CIS 120 Introduction to Web Page Design (3)

**Prerequisite:** CIS 101, MAT 112

This course is designed to make students familiar with web page designing techniques, using applications such as FrontPage for use in e-commerce. This course introduces HTML and JAVA concepts in designing web pages. Students learn to incorporate basic graphic skills with web pages.

#### CIS 210 Advance Web Page Design II (3)

**Prerequisite:** CIS 120, MAT 112

Students use many of the skills developed in CIS 120. The course presents more progressive complex language skills such as JavaScript, Perl, and JAVA. Students are encouraged to use their imagination when developing web pages.

#### CIS 220 Discrete Structures (3)

**Prerequisite:** MAT 112 *Fall and Spring*

This course is designed to provide the student with knowledge of mathematical topics related to the computer and information sciences, including various number systems and their relationship, logic, sets and relations, algorithms, graph theory, logic circuits, grammar, Boolean algebra, and automata.

**CIS 311 Business Programming I (3)****Prerequisite:** CSC 201 *Fall*

An introduction to Visual BASIC as a computer programming language used in business oriented applications. Included are analysis of the problem, development of the structure, formulation of algorithms, design of programs, coding and debugging programs, and hands-on running of programs.

**CIS 312 Business Programming II (3)****Prerequisite:** CIS 311 *Spring*

A second course in programming is a continuation of CIS 311 with an introduction to Oracle. The emphasis is placed on determination of the structure, design on the program, preparation of appropriate documentation, I/O editing, table processing, preparing test data files, file creation and access, and hands-on running of the program.

**CIS 321 Systems Analysis and Design (3)****Prerequisite:** CSC 201 *Fall*

This course focuses on the methods of systems and analysis and the skills needed to be effective. It provides an overview of the systems development life cycle (SDLC) and delves into the study and design phases through the use of both classical and structured tools and techniques for describing process flows, I/O designs and program specifications. It includes discussion of the information gathering and reporting activities and of the transition from analysis to design.

**CIS 332 Database and File Systems (3)****Prerequisite:** CSC 202 *Fall* or CSC 206

An in-depth study of the analysis and implementation of computerized filing systems for the support of large databases. Included are relational model and design, syntactic and semantic design issues, database specifications, DBMS, design processes, and implementation.

**CIS 350 The Teaching of Computer Information Science (1-3)****Prerequisite:** Senior or Permission of the Department Chair**CIS 421 Management Information Systems (3)****Prerequisite:** CIS 321 *Spring*

This course is an in-depth study of the technology as an organizational tool used in an information system. It also provides students with an opportunity to gain practical skills in designing, implementing, and maintaining computer-based information systems.

### **CIS 465 Human Computer Interaction (3)**

**Prerequisite:** Senior Standing *Fall*

Human computer interaction is a discipline concerned with the design, evaluation and implementation of interactive computer systems for human use and with the study of major phenomena surrounding them. Human computer interaction combines disciplines within the fields of computing and information sciences (information systems, software engineering, artificial intelligence) and the behavioral sciences (cognitive science, cognitive psychology, sociology, organizational psychology) to study the design, implementation, and evaluation of interactive computer-based technology. The main purpose of this course is to understand the nature of human computer interaction and the constraints on design of such systems and understanding perceptual and cognitive aspects of humans.

### **COMPUTER SCIENCE**

#### **CSC 201 Introduction to Programming I (3)**

**Prerequisite:** MAT 112

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

#### **CSC 202 Introduction to Programming II (3)**

**Prerequisite:** CSC 201

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

#### **CSC 205 JAVA I (3)**

**Prerequisite:** CSC 201

An introduction to the syntax, semantics, and application of a modern programming language. Topics include declaration, variables, output, input, selection, loops, subprograms, arrays, stings, pointers, and union. Guided laboratory.

#### **CSC 206 JAVA II (3)**

**Prerequisite:** CSC 205

A continuation of the principles of good programming style developed in CSC 205, including such topics as structured programming methods and top-down program design, string processing, internal searching and sorting methods, pointers, elementary data structures, and recursion. Guided laboratory included.

### **CSC 312 Computer Systems and Architecture (3)**

**Prerequisite:** CSC 202 or CSC 206 *Fall*

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

### **CSC 315 Computer Organization with Assembly Language (3)**

**Prerequisite:** CSC 312 *Spring*

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

### **CSC 330 Data Structure and Algorithm Analysis (3)**

**Prerequisite:** CSC 202 *Spring* or CSC 206

A course in algorithms that treats such topics as appropriate choice of data structures, recursive algorithms, complexity issues, and issues associated with computability and decidability. Intractable problems, such as those found in artificial intelligence are discussed. An introduction to parallel algorithms is also included.

### **CSC 340 Computer Networks and Telecommunication (3)**

**Prerequisite:** CIS 220 *Spring* or MAT 212

An introductory course in data communications, including digital data communications techniques, data link controls, multiplexing, and design of networks. Guided laboratory included.

### **CSC 345 Internship Experience (3)**

**Prerequisite:** Junior Standing

Supervised work experience in computer science or a closely related area, resulting in meaningful work for the employing firm and a scholarly project for the student. The course may be repeated up to the maximum of nine credit hours.

### **CSC 435 Programming Languages and Compilers (3)**

**Prerequisite:** CSC 202, CSC 330 *Fall*

A course that studies language-design issues and language translators so that students are exposed to a variety of programming languages and problem-solving paradigms, such that linguistic issues and programming paradigms can be treated at a more advanced level.

### **CSC 440 Artificial Intelligence (3)**

**Prerequisite:** CSC 330 *Spring*

Overview and definitions of Artificial Intelligence (AI). Search, including depth-first and breadth-first techniques with backtracking and knowledge representation with emphasis on logical methods, Horn databases, resolution, quantification, unification, solemnization and control issues; non-monotonic reasoning; frames; semantic nets. AI systems, including planning, learning, natural language and expert systems. An AI programming language may be taught at the instructor's discretion. *Spring*.

### **CSC 445 Software Engineering (3)**

**Prerequisite:** CSC 330 *Fall*

A course that treats topics associated with the design and implementation of large software systems. A continued emphasis on problem-solving concepts is integrated with a treatment of software life cycles, requirement specifications, and verification and validation issues. Social and ethical issues faced by the computing professional are discussed in the context of software engineering.

### **CSC 465 Operating Systems (3)**

**Prerequisite:** CSC 202, CSC 340 *Spring*

A course in systems software that is largely concerned with operating systems. Such topics as process management, device management, and memory management are discussed, as are relevant issues associated with security and protection, networking, and distributed operating systems.

### **CSC 470 Computer Graphics (3)**

**Prerequisite:** CSC 315, MAT 115 *Fall*

This course emphasizes hardware, software, and algorithms for computer graphics, scan conversion, 2-D and 3-D transformations, object hierarchies. Also covered are: hidden surface removal, clipping, shading, and antialiasing, the fundamentals of input, display, and hardcopy devices, scan conversion of geometric primitives, 2-D and 3-D geometric transformations, clipping and windowing, scene modeling and animation, algorithms for visible surface determination, introduction to local and global shading models, and color and real-time rendering methods. Written assignments and programming projects include a strong emphasis on the mathematical and geometric aspects of graphics.

### **CSC 475 Special Topics in Computer Science (3)**

**Prerequisite:** CSC 202 and CSC 340 *Spring*

Detailed study of special topics in Computer Science, including (but are not limited to) structure and use of various UNIX systems, introduction to parallel and distributed processing and systems, introduction to artificial intelligence, web design and authoring, computer graphics, simulations and multimedia programming, and any emerging technologies. Guided laboratory.

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## DEPARTMENT OF EDUCATION

**Degrees Offered: Early Child Development (BK Non-Licensure)**

**Bachelor of Arts in Birth through Kindergarten  
(BK-Licensure)**

**Bachelor of Arts in Elementary Education (K-6)**

### **Department Purpose:**

The purpose of the Department of Education is to prepare students to function as competent and effective professionals who are critical thinkers and problem solvers. The broad content knowledge of the University core courses provides the knowledge base of the professional education component. The breadth of this foundation includes content knowledge in communications, mathematics, science, history, philosophy, literature, and the arts. Courses in these disciplines introduce students to traditional forms of scholarly inquiry such as the research paper, the oral and written report, and scientific methods in a laboratory setting.

The professional education component provides additional breadth as students are engaged in: 1) the investigation of topics using technology skills, 2) reviewing and critiquing print and digital content, and 3) attending seminars to enhance their exposure to current trends and issues in education.

The Department of Education's emphasis on critical thinking makes questioning an integral part of the Unit's approach to scholarship. Through exposure to theory and theory development in professional studies courses in concert with clinical and practicum experiences, students develop their own theory and philosophy of education and are able to make effective application to practical settings.

### **Professional Educational Program**

***Bachelor of Arts in Birth through Kindergarten (BK-Licensure)***

***Bachelor of Arts in Elementary Education (K-6)***

(Subject to change if the North Carolina Department of Public Instruction's standards and indicators change.)

Shaw University students who seek a career as a public school teacher must select from the following areas: Birth-Kindergarten Education and Elementary Education: General Curriculum.

The professional educational program leads to initial certification in North Carolina after satisfactory completion of all course and test requirements. All students must apply for formal admission to the Teacher Education Program. The admission process is outlined in the departmental handbook. All education courses are web-enhanced. Many of the courses are delivered online. All education majors must take the courses below. They must also pass Praxis I or be exempt from the exam before they are eligible to apply for formal admission to the Teacher Education Program. Students are exempt if

they have high SAT or ACT scores (see department for actual scores).

The required courses are as follows:

EDU 115: Introduction to Teaching

EDU 255: Curriculum and Development for a Community of Learners

EDU 270: Child and Adolescent Development

EDU 321: Assessment & Measurements for the 21<sup>st</sup> Century Classroom

EDU 401: Capstone Leadership Seminar

EDU 425: Behavioral Management and Intervention Strategies (except B-K majors)

EDU 468: Teaching K-2 Literacy/ Reading

EDU 499: Student Teaching

With the exception of EDU 425 only formally admitted students can take 400-level professional courses.

### **Test Requirements**

All education majors must successfully pass Praxis I based on the current North Carolina state criteria or have an exemption based on their SAT or ACT scores, before they will be eligible to apply for formal admission to the Teacher Education Program in the major area selected. All students are required to take Praxis II before the completion of their senior year. All Elementary Ed majors must successfully pass Praxis II in order to earn their degree.

### **Majors Offered**

Majors are offered in specialty areas that lead to the standard professional 1 license as a teacher. Each student who is accepted into the program is required to select a major after the completion of the common professional studies courses. Listed below are majors that are offered in the teacher preparation area.

Birth-Kindergarten Education—B.A. (B-K Licensure Preparation)

Elementary Education—B.A. (K-6 Licensure Preparation)

### **Major in Birth-Kindergarten Education (B-K Licensure)**

The Bachelor of Arts degree in Birth-Kindergarten Education is designed for persons who seek an entry-level “A” (the standard professional 1) license to teach pre-school through kindergarten. In order to fulfill degree requirements in this major, students must complete a minimum of 120 semester hours in the following categories:



## UNIVERSITY CORE REQUIREMENTS

BIO 211:	General Biology w/ BIO 211 Lab	4
COM 210:	Public Speaking (Prerequisite: ENG 112)	3
EDU 101:	Basic Instructional Technology for Teachers (Education Majors Only)	3
*ENG 110:	College English and Composition I	3
*ENG 111:	College English and Composition II (Prerequisite: ENG 110)	3
ENG 112:	College Composition and Argument (Prerequisite: ENG 111)	3
ENG 113:	College Composition and Research (Prerequisite: ENG 112)	3
ETH 100:	Foundations of Knowledge and Ethics	3
ETH 200:	Ethical Concepts and Issues (Prerequisite: ETH 100)	3
ETH 300:	Professional Ethics (Prerequisite: ETH 200)	3
FRS 111:	Freshman Studies	0.5
FRS 112:	Freshman Studies	0.5
HPE 111:	Personal Health and Safety	1
HPE 112:	Fundamental Motor Skills	1
HUM 200:	Introduction to the Humanities (Prerequisite: ENG 112)	3
HUM 210:	Survey of the Arts (Education Majors Only)	3
HIS 115:	Introduction to of World Civilizations	3
*MAT 110:	Basic Mathematics	3
*MAT 111:	General Math I (Prerequisite: MAT 110)	3
MAT 112:	General Math II (Prerequisite: MAT 111)	3
PHY 112:	Introduction to the Physical Sciences (Prerequisite: MAT 111)	3
PHY 114:	Physical Science Lab	1
OSU 121:	Introduction to Shaw University ( <i>Transfer Students Only</i> )	1
SSC 115:	Introduction to Social Sciences	3

*English and Math Competency Exams*

*(Waived when students pass PRAXIS I)*

**DEPARTMENT PROFESSIONAL STUDIES REQUIREMENTS**

EDU 115:	Introduction to Teaching	3
**EDU 217:	Praxis Seminar II: Reading	1
**EDU 218:	Praxis Seminar III: Writing	1
**EDU 219:	Praxis Seminar IV: Mathematics	1
EDU 255:	Curriculum and Development for a Community of Learners	3
EDU 270:	Child and Adolescent Development	3
EDU 321:	Assessment & Measurements for the 21st Century Classroom	3
*EDU 316	Independent Study: Praxis II Preparation (For elementary education majors: Waived if student passes required Praxis II tests)	
EDU 468:	Teaching K to 2 <sup>nd</sup> Grade Literacy/ Reading	3
EDU 401:	Capstone Leadership Seminar	3
EDU 499:	Student Teaching	12

**DEPARTMENT SPECIALTY STUDIES REQUIREMENTS**

EBK 248:	Physical Development, Health, Nutrition, Safety in the B-K Classroom	3
EBK 311:	Building Practices for Young Children	3
EBK 325:	Aesthetic Experiences for Young Children	3
EBK 360	Emergent Literacy	3
EBK 365:	Family - Professional Partnerships	3
EBK 370:	Best Practices Working with Infants, Toddlers, and Two-Year Olds	3
EBK 380:	Multicultural and Diversity Issues in Early Education	3
EBK 410:	Teaching an Integrated Curriculum in the B-K Classroom	3
EBK 440:	Early Childhood Indoor and Outdoor Learning Environment	3
EBK 485:	Early Childhood Observations, Assessments, and Evaluations	3
EBK 488:	Collaborating with Community Partners for Young Children and Families	3

**\*Courses are required only if student does not meet the requirements on the Placement Exam.**

**\*\*Courses are required only if indicated by placement exam scores.**

**Number of Credit Hours: 111-131**

**Number of Credit Hours Needed for Degree: 120**

# FOUR-YEAR COURSE DISTRIBUTION PLAN

## BIRTH THROUGH KINDERGARTEN EDUCATION (B-K)

### SUGGESTED SEQUENCE OF COURSES

#### Freshman Year

Fall Semester		Spring Semester	
MAT 111 General Math I	3	FRS 112 Freshmen Studies	0.5
ENG 112 College Comp and Argument	3	EDU 115 Introduction to Teaching	3
EDU 101 Basic Technology for Teachers	3	ENG 113 Col Comp and Research	3
FRS 111 Freshmen Orientation	0.5	MAT 112 General Math II	3
SSC 115 Intro to Social Sciences	3	ETH 100 Found of Know and Ethics	3
HPE 111 Personal Health and Safety	1	BIO 211 General Biology w/ Lab	4
<b>Total Hours</b>	<b>13.5</b>	<b>Total Hours</b>	<b>16.5</b>

\*ENG 110: College English and Comp I \*ENG 111: College English and Comp II

\*MAT 110: Basic Math (Required only if indicated by placement exams)

#### Sophomore Year

Fall Semester		Spring Semester	
COM 210 Public Speaking	3	ETH 300 Professional Ethics	3
ETH 200 Ethical Concepts and Issues	3	EDU 270 Child and Adolescent Develop	3
EDU 255 Cur & Dev for a Com of Learners	3	200-300 Specialty Studies Course	3
EBK 248 Physical Dev, Health, Nutri in BK	3	HUM 200 Intro to Humanities	3
HPE 112 Fundamental Motor Skills	1	PHY 112 Intro to Physical Science	3
HIS 115 Intro to World Civilizations	3	PHY114 Intro to Physical Science Lab	1
<b>Total Hours</b>	<b>16</b>	<b>Total Hours</b>	<b>16</b>

\*\*Must Pass PRAXIS I or be exempt in order to be admitted to Teacher Education Program\*\*

Note: Based on individual placement tests performance, students may be required to take PRAXIS Seminars II, III, and/or IV.

#### Junior Year

Fall Semester		Spring Semester	
300-399 Specialty Studies Course	3	300-399 Specialty Studies Course	3
300-399 Specialty Studies Course	3	400-Level Specialty Studies Course	3
300-399 Specialty Studies Course	3	400-Level Specialty Studies Course	3
EDU 321 Assess & Measure 21 <sup>st</sup> Century	3	400-Level Specialty Studies Course	3
Hum 210 Survey of the Arts	3		
<b>Total Hours</b>	<b>15</b>	<b>Total Hours</b>	<b>12</b>

#### Senior Year

Fall Semester		Spring Semester	
400-Level Specialty Studies Course	3	EDU 499 Student Teaching	12
EDU 401 Capstone Leadership Seminar	3		
EDU 468 Teach K-2nd Literacy/Reading	3		
EBK 410 Teach Integrated Cur in BK Class	3		
EDU 316 Praxis II Preparation	3		
<b>Total Hours</b>	<b>15</b>	<b>Total Hours</b>	<b>12</b>

\*Courses are required only if the student does not meet requirements on the Placement Exam.

\*\*Courses are required only if indicated by Placement Exam Scores.

**Number of Credit Hours: 111-131****Major In Elementary Education – (K-6 Licensure)**

The Elementary Education Major is for students who wish to pursue a degree in teacher education at the elementary level. Students must earn a grade of “C” or better in all professional and specialty area courses. The curriculum provides an understanding of child development, intellectual development, and issues related to elementary education. Students develop skills needed to instruct children in kindergarten through grade six.

**UNIVERSITY CORE REQUIREMENTS**

BIO 211:	General Biology with Biology 211 Lab	4
EDU 101:	Basic Instructional Technology for Teachers (Education Majors Only)	3
*ENG 110:	College English and Composition I	3
*ENG 111:	College English and Composition II (Prerequisite: ENG 110)	3
ENG 112:	College Composition and Argument (Prerequisite: ENG 111)	3
ENG 113:	College Composition and Research (Prerequisite: ENG 112)	3
HPE 111:	Personal Health and Safety	1
HPE 112:	Fundamental Motor Skills	1
COM 210:	Public Speaking (Prerequisite: ENG 112)	3
HUM 200:	Introduction to the Humanities (Prerequisite: ENG 112)	3
HUM 210:	Survey of the Arts (Education Majors Only)	3
HIS 115:	Introduction to World Civilizations	3
ETH 100:	Foundations of Knowledge and Ethics	3
ETH 200:	Ethical Concepts and Issues (Prerequisite: ETH 100)	3
ETH 300:	Professional Ethics (Prerequisite: ETH 200)	3
*MAT 110:	Basic Mathematics	3
*MAT 111:	General Mathematics I (Prerequisite: MAT 110)	3
MAT 112:	General Mathematics II (Prerequisite: MAT 111)	3
FRS 111:	Freshman Studies	0.5
FRS 112:	Freshman Studies	0.5
OSU 121:	Introduction to Shaw University (For Transfer Students Only)	1
PHY 112:	Introduction to the Physical Sciences (Prerequisite: MAT 111)	3
PHY 114:	Physical Science Lab	1
SSC 115:	Introduction to Social Sciences	3
	English and Math Competency Exams (Waived when students pass Praxis I)	0

## DEPARTMENT PROFESSIONAL STUDIES REQUIREMENTS

EDU 115:	Introduction to Teaching	3
**EDU 217:	Praxis Seminar II: Reading	1
**EDU 218:	Praxis Seminar III: Writing	1
**EDU 219:	Praxis Seminar IV: Mathematics	1
EDU 255:	Curriculum and Development for a Community of Learners	3
EDU 260	Intro to Students with Special needs	3
EDU 270:	Child and Adolescent Development	3
EDU 321:	Assessment & Measurement for the 21 <sup>st</sup> Century Classroom	3
EDU 316	Independent Study: Praxis II Preparation (For elementary education	3
majors: Waived if student passes required Praxis II tests)		
EDU 468:	Teaching K to 2nd Grade Literacy/Reading	3
EDU 401:	Capstone Leadership Seminar	3
EDU 425:	Behavioral Management and Intervention Strategies	3
EDU 499:	Student Teaching	12

With the exception of EDU 425, only formally admitted students can take 400-level professional courses.

## DEPARTMENT SPECIALTY STUDIES REQUIREMENTS

EDU 430:	Teaching Language Arts through Children Literature	3
EDU 452:	Teaching K to 2nd Grade Science and Math	3
EDU 453:	Teaching 3rd to 6th Grade Science and Math	3
EDU 464:	Teaching Social Studies in the Elementary School	3
EDU 469:	Teaching 3rd to 6th Grade Literacy/Reading	3
BUS 260:	Principles of Macroeconomics	3
HIS 321:	U.S. History I	3
HIS 361:	North Carolina History	3
INT 252:	International Relations	3

**\*Courses are required only if the student does not meet the requirements on the Placement Exam.**

**\*\*Courses are required only if indicated by placement exam scores.**

**Number of Required B-K Credit Hours: 108-128**

**Number Credit Hours needed for Degree: 120**

# FOUR-YEAR COURSE DISTRIBUTION PLAN

## ELEMENTARY EDUCATION (K-6)

### SUGGESTED SEQUENCE OF COURSES

#### Freshman Year

##### Fall Semester

MAT 111 General Math I	3
ENG 112 College Comp and Argument	3
EDU 101 Basic Technology for Teachers	3
FRS 111 Freshmen Orientation	0.5
SSC 115 Intro to Social Sciences	3
HPE 111 Personal Health and Safety	1

##### Spring Semester

FRS 112 Freshmen Studies	0.5
EDU 115 Introduction to Teaching	3
ENG 113 Col Comp and Research	3
MAT 112 General Math II	3
ETH 100 Found of Know and Ethics	3
BIO 211 General Biology w/ Lab	4

**Total Hours** 13.5

**Total Hours** 16.5

**\*ENG 110: College English and Composition I**

**\*ENG 111: College English and Composition II**

**\*MAT 110: Basic MATH (Required only if indicated by placement exams)**

#### Sophomore Year

##### Fall Semester

COM 210 Public Speaking	3
ETH 200 Ethical Concepts and Issues	3
EDU 255 Cur & Dev for a Com of Learners	3
200-300 Specialty Studies Course	3
HIS 115 Intro to World Civilizations	3
HPE 112 Fundamental Motor Skills	1

##### Spring Semester

ETH 300 Professional Ethics	3
EDU 270 Child and Adolescent Develop	3
200-300 Specialty Studies Course	3
HUM 200 Intro to Humanities	3
PHY 112 Intro to Physical Science	3
PHY114 Intro to Physical Science Lab	1

**Total Hours** 16

**Total Hours** 16

**\*\*Must Pass PRAXIS I or its equivalent to be admitted To Teacher Education Program\*\* Note: Based on individual placement tests performance, students may be required to take PRAXIS Seminars II, III, and/or IV.**

#### Junior Year

##### Fall Semester

HUM 210 Survey of the Arts	3
200-399 Specialty Studies Course	3
200-399 Specialty Studies Course	3
EDU 260 Intro to Students w/Special Needs	3
EDU 321 Assess & Measure 21 <sup>st</sup> Century	3

##### Spring Semester

EDU 425 Behav Mgmt & Interv Strategies	3
EDU 452 Teach K-2nd Science and Math	3
EDU 468 Teach K-2nd Literacy/Reading	3
EDU 430 Teach Lang Arts thru Child's Lit	3
EDU 464 Teach Soc Studies in Elem Sch	3

**Total Hours** 15

**Total Hours** 15

#### Senior Year

##### Fall Semester

EDU 401 Capstone Leadership Seminar	3
EDU 453 Teach 3rd-6th Science & Math	3
EDU 469 Teach 3rd-6th Literacy/Reading	3
EDU 316 Praxis II Preparation	3

##### Spring Semester

EDU 499 Student Teaching	12
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**Total Hours** 12

**Total Hours** 12

**Number of Required Elementary Ed Credit Hours: 108-128**

**Number Credit Hours needed for Degree: 120**

## ELEMENTARY EDUCATION COURSE DESCRIPTIONS

### **EDU 101-01: Basic Instructional Technology (3 credit hours)**

This course is designed to help students gain basic knowledge and skills in technology for their efficiency, functionality, and productivity as educators and in real life. This course is also structured to enable students to gain the basic technology competencies required of B-K-12 educators in North Carolina schools. Knowledge gained in this course can be used universally, since technology is universal in this age of globalization.

### **EDU 115-01: Introduction to Teaching (3 credit hours)**

This course introduces students to the teaching profession in its historical, sociological, legal, and philosophical perspectives. The major focus is to explore the diverse and emerging leadership roles of the teacher from a local, national and global perspective to meet the challenges of our increasingly diverse, interconnected and interdependent global village. There is a field experience component in this course.

### **EDU 217-01: PRAXIS Seminar I: Reading (3 credit hours)**

This course is designed to prepare education majors to take the PRAXIS I exam in reading, that is a requirement for formal admission to the Department of Education. The course focuses on vocabulary building, literal, critical and inferential comprehension, test-taking strategies, and developing a realistic study plan in preparation for the PRAXIS 1 Reading Exam. **PREREQUISITES:** ENG 112 and ENG 113.

### **EDU 255-01: Curriculum Development for a Community of Learners w/ Field Lab Experience (3 credit hours)**

This course addresses the role of the teacher as a facilitator, decision-maker, and leader who creates a classroom environment in which all learners can be successful. Students examine instructional practices and evaluation procedures that impact student learning, classroom management, working with families, and the use of the NCSCOS are discussed and analyzed. There is a field experience component in this course that requires the student to do some observations of experienced teachers at work in the public school classroom.

### **EDU 260-01 Introduction to Students with Special Needs (3 credit hours)**

This course provides a comprehensive overview of the minimum competencies for teaching special needs students as identified in the NC Professional Teaching Standards. It focuses on adapting teaching for the benefit of students with special needs. This course is infused with critical-thinking skills, problem-solving strategies, and consideration of students with diverse needs.

**EDU 270-01 Child & Adolescent Development (3 credit hours)**

This course focuses on the physical, cognitive, and social-emotional development stages of children from the prenatal stage through adolescence. Contemporary issues confronting the family; problems facing special-needs children and their families; and formation of value systems are addressed in this course. Meta-analysis of research is pursued. The course is WEB enhanced.

**EDU 321-01: Assessment and Measurement for the 21<sup>st</sup> Century Classroom (3 credit hours)**

This course is an examination of the principles and concepts of assessment and measurement and their practical application to improving teaching and learning in the public school setting of the 21<sup>st</sup> Century. Topics include types of assessment (formative and summative); test bias, validity and reliability of assessment instruments; the administration, interpretation, and utilization of information collected from standardized and non-standardized instruments for improving instruction; the communication of teacher-made test results to students, parents, and other groups; and ethical considerations/issues in assessment.

**EDU 430-01: Teaching Language Arts through Children Literature (3 credit hours)**

This course examines content and teaching strategies for teaching language arts through the use of children's literature. Students implement ESOL strategies in planning and presenting language arts lessons. Emphasis is on the identification of high-quality children's books and the development of teaching strategies for integrated language arts instruction.

**EDU 453-01: Teaching 3<sup>rd</sup> to 6<sup>th</sup> Grade Science and Math in the Elementary Schools (3 credit hours)**

This course provides instruction in the concepts, methods, and materials essential for an effective integration of science and mathematics at the elementary level. Emphasis is given to diagnosis, exploration of alternate ways of solving problems, "hands-on" experience, research findings on teaching effectiveness, keeping students' achievement high, and the integration of science across the curriculum. This course also provides the candidate the opportunity to demonstrate professional dispositions necessary to become an effective teacher.

**EDU452-01: Teaching K to 2<sup>nd</sup> Grade Science and Math in the Elementary Schools (3 credit hours)**

This course provides instruction in the concepts, methods, and materials essential for an effective integration of to the science and mathematics at the K-2 level. Emphasis is given to diagnosis, exploration of alternate ways of solving problems, "hands-on" experience, research findings on teaching effectiveness, keeping students' achievement high, and the integration of science and math across the curriculum. This course also



provides the candidate the opportunity to demonstrate professional dispositions necessary to become an effective teacher.

**EDU 464-01: Social Studies in the Elementary School (3 credit hours)**

This course prepares teacher candidates to teach social studies in elementary schools. The course requires the candidate to apply critical thinking, problem solving skills, and information technology skills, and effective instructional strategies drawing upon the extensive literature that deals with the teaching of social studies to diverse learners. Students apply instructional skills in teaching history, geography, economics, political science, anthropology, and sociology using research-based, effective instructional approaches.

**EDU 401-01: Capstone Leadership Seminar (3 credit hours)**

The Teacher-candidate (TC) will develop a School Leadership and Collaborative Plan – “SLC-PLAN” (that includes on-going Reflections) relating to his/her specific specialty areas of study. It will also demonstrate a superior skill in the infusion of technology needed for the 21<sup>st</sup> Century schools.

**EDU 425-01: Behavioral Management and Intervention Strategies (3 credit hours)**

This course provides an introduction to operant and other behavior management techniques focusing on their application in diverse educational settings. It is designed to provide students with knowledge and understanding of behavioral assessment and intervention strategies. Students learn to (a) identify and assess problem behavior, (b) design and implement behavioral intervention, (c) design learning environments that will prevent and remediate problem, and (d) apply behavioral procedures to establish a conducive teaching-learning environment.

**EDU 468-01: Teaching K to 2<sup>nd</sup> Grade Literacy/Reading (3 credit hours)**

The aim of this course is to provide instruction and assessment in the concepts, methods, and materials for teaching literacy skills to diverse populations at the kindergarten to 2<sup>nd</sup> grade level. It is designed to help candidates integrate critical thinking and problem solving skills into reading instruction.

**EDU 469-01: Teaching 3<sup>rd</sup> to 6<sup>th</sup> grade Literacy/Reading (3 credit hours)**

The aim of this course is to provide instruction and assessment in the concepts, methods, and materials for teaching literacy skills to diverse populations at the 3<sup>rd</sup> to 6<sup>th</sup> grade level. It is designed to help candidates integrate critical thinking and problem solving skills into reading instruction.

### **EDU 499-01: Student Teaching (3 credit hours)**

The student teaching seminar is a full twelve-week practicum that provides students an opportunity to teach in a classroom setting appropriate to the student teacher's program of study under the supervision of a qualified classroom teacher and the University Supervisor. It prepares students personally and professionally to assume their roles as classroom teachers and leaders, to impact students' learning, and to work with families.

### **BIRTH THROUGH KINDERGARTEN EDUCATION**

#### **EBK 248 Physical Development, Health, Nutrition, and Safety in the BK Classroom (3 Credit Hours)**

This course prepares the student to understand concepts and develop skills to create a developmentally appropriate environment, which addresses the health, safety, and nutritional needs of young children in the BK Classroom. Meta-analysis of research is pursued. The course is WEB enhanced.

#### **EBK-311 Guiding Practices for Young Children (3 Credit Hours)**

Methods of developing, implementing, and evaluating programs that serve typical and atypical children, ages birth through five, are addressed. Program issues that are related to the needs of young children and their families are examined. Course activities include action research, projects, site visitations, and resource speakers, whereby students enhance their critical thinking, problem solving, and technology skills. This course is WEB enhanced.

#### **EBK 325 Aesthetics Experiences for Young Children (3 Credit Hours)**

In this course students learn how to develop, implement, and assess creative experiences for young children by fostering the development of aestheticism and creativity through creative activities in art, music, drama, and movement. In addition, this course focuses on addressing the educational needs of a diverse-student population. Meta-analysis of research is pursued. The course is WEB enhanced.

#### **EBK 360 Emergent Literacy (3 Credit Hours)**

This course is a study of the development of literacy in early childhood emphasizing language acquisition, communication, emergent reading, emergent writing, and spelling. It includes an examination of and practice with developmentally appropriate curriculum and teaching methods for children's literature, beginning reading, and the language arts. It explores the roles of teachers and parents in developing literacy, the creation of print-rich environments, and multicultural contributions to literature and literacy. Six to eight practicum hours are required.

**EBK 365: Family-Professional Partnerships (3 Credit Hours)**

This course provides students with an understanding of issues related to parenting and parenting partnership skills from the platform of traditional as well as non-traditional families; and how those issues impact the development of young children. This course also explores the perspectives of early childhood educators as it relates to parenting and parenting partnership skills.

**EBK 372: Best Practices Working With Infants Toddlers and Twos (3 Credit Hours)**

This course is designed to help students learn how infants, toddlers, and two-year olds develop, play, learn, and grow. Students examine issues related to environment, scheduling, age-appropriate instruction, programming, staffing, and working with families, child guidance, health, safety, and regulatory guidelines. Students observe infant and toddler care in various types of educational settings. Meta-analysis of research is pursued. The course is WEB enhanced.

**EBK 380: Multicultural and Diversity Issues in Early Education (3 Credit Hours)**

This course is designed to develop and promote a comprehensive understanding of the meaning and role of multicultural education and its practical application in the classroom and early childhood education settings of the 21st century. Course topics include an explication of salient multicultural and diversity concepts (e.g. culture and cultural diversity) and their apt application in the discussing methods of providing culturally proficient and empathetic multicultural education experiences for teacher/caregiver, learners, and parents.

**EBK 410: Teaching Integrated Curriculum in the Birth-Kindergarten Classroom (3 Credit Hours)**

This course is designed to assist the student in examining the theory, philosophy, and implementation of curriculum and programs for young children. The students create lesson plans that incorporate the integrated curriculum (teaching all areas --- including emergent writing, mathematics, the fine arts, science, and social studies) in culturally diverse settings. Meta-analysis of research is pursued. The course is WEB enhanced.

**EBK 440: Early Childhood Indoor and Outdoor Learning Environment (3 Credit Hours)**

In this course, students develop competencies in creating and evaluating quality indoor and outdoor environments for young children with a focus on the space, room arrangement, scheduling, and learning centers. The course also explores environmental influences on children's behavior and addresses appropriate methods of guiding them. The course is WEB enhanced.

**EBK 485: Early Childhood Observations, Assessments, and Evaluations (3 Credit Hours)**

This course focuses on the use of appropriate assessment techniques with young children, including observation, formal and informal assessment, and authentic assessment. Students study child development and the role of the family as a partner in their child's development. Students visit birth through kindergarten educational settings to observe developmental screenings and evaluations. Meta-analysis of research is pursued. The course is WEB enhanced.

**EBK 488: Collaborating with Community Partners for young Children and Families (3 Credit Hours)**

This course examines collaborative educational arrangements between public child welfare agencies and birth through kindergarten settings. There is a focus on working with families within the cultural context in which families operate. In addition, through field experiences students will learn to use these services effectively to promote the health and well-being of young children/and their families. The course is WEB enhanced.

**Major in Early Child Development (Non-Licensure Degree)**

The Bachelor of Arts degree in Early Child Development Education is designed for persons who seek a degree to teach infant, toddler and preschool children in non public school settings including Head Start Programs, private and nonprofit Child Development Programs. It is also designed for persons who wish to establish their own Child Home Care program. This degree does not lead to an entry level teacher's license in the state of North Carolina. In order to fulfill degree requirements in this major, students must complete a minimum of 120 semester hours in the following categories:

**UNIVERSITY CORE REQUIREMENTS**

BIO 211:	General Biology w/ BIO 211 Lab	4
COM 210:	Public Speaking (Prerequisite: ENG 112)	3
EDU 101:	Basic Instructional Technology for Teachers (Education Majors Only)	3
*ENG 110:	College English and Composition I	3
*ENG 111:	College English and Composition II (Prerequisite: ENG 110)	3
ENG 112:	College Composition and Argument (Prerequisite: ENG 111)	3
ENG 113:	College Composition and Research (Prerequisite: ENG 112)	3
ETH 100:	Foundations of Knowledge and Ethics	3
ETH 200:	Ethical Concepts and Issues (Prerequisite: ETH 100)	3
ETH 300:	Professional Ethics (Prerequisite: ETH 200)	3
FRS 111:	Freshman Studies	0.5
FRS 112:	Freshman Studies	0.5
HPE 111:	Personal Health and Safety	1
HPE 112:	Fundamental Motor Skills	1
HUM 200:	Introduction to the Humanities (Prerequisite: ENG 112)	3
HUM 210:	Survey of the Arts (Education Majors Only)	3
HIS 115:	Introduction to of World Civilizations	3
*MAT 110:	Basic Mathematics	3
*MAT 111:	General Math I (Prerequisite: MAT 110)	3
MAT 112:	General Math II (Prerequisite: MAT 111)	3
PHY 112:	Introduction to the Physical Sciences (Prerequisite: MAT 111)	3
PHY 114:	Physical Science Lab	1
OSU 121:	Introduction to Shaw University ( <i>Transfer Students Only</i> )	1
SSC 115:	Introduction to Social Sciences	3

English and Math Competency Exams

**DEPARTMENT PROFESSIONAL STUDIES REQUIREMENTS**

EDU 115:	Introduction to Teaching	3
EDU 255:	Curriculum and Development for a Community of Learners	3
EDU 270:	Child and Adolescent Development	3
EDU 321:	Assessment & Measurements for the 21 <sup>st</sup> Century Classroom	3

EDU 425:	Behavioral Management and Intervention Strategies	3
EDU 401:	Capstone Seminar—Electronic Portfolio	3
EDU 477:	Practicum Teaching	6

**SPECIALTY STUDIES REQUIREMENTS**

EBK 248:	Physical Development, Health, Nutrition, Safety in the B-K Classroom	3
EBK 300:	Spanish for Preschool Teachers	3
EBK 311:	Early Intervention	3
EBK 325:	Aesthetic Experiences for Young Children	3
EBK 360	Emergent Literacy	3
EBK 370:	Best Practices Working with Infants, Toddlers, and Two-Year Olds	3
EBK 380:	Multicultural and Diversity Issues in Early Education	3
EBK 400:	Administration of a Child Care Center	3
EBK 410:	Teaching an Integrated Curriculum in the B-K Classroom	3
EBK 440:	Early Childhood Indoor and Outdoor Learning Environment	3
EBK 465:	Family-Professional Partnerships	3
EBK 485:	Early Childhood Observations, Assessments, and Evaluations	3
EBK 488:	Collaborating with Community Partners for Young Children and Families	3

**Electives**

EDU 468:	Teaching K/2 Literacy/ Reading	3
EBK 450	Teaching in Head Start Programs	4

Number of Credit Hours Needed for Degree: 120

# FOUR-YEAR COURSE DISTRIBUTION PLAN

## EARLY CHILD DEVELOPMENT EDUCATION

### (ECDE) SUGGESTED SEQUENCE OF COURSES

#### Freshman Year

<b>Fall Semester</b>		<b>Spring Semester</b>	
MAT 111 General Math I	3	FRS 112 Freshmen Studies	0.5
ENG 111 College English & Comp II	3	EDU 115 Introduction to Teaching	3
EDU 101 Basic Technology for Teachers	3	ENG 112 Col Comp and Argument	3
FRS 111 Freshmen Orientation	0.5	MAT 112 General Math II	3
SSC 115 Intro to Social Sciences	3	BIO 211 General Biology w/ Lab	4
HPE 111 Personal Health and Safety	1		
Total Hours	13.5	Total Hours	13.5

\*ENG 110: College English and Comp I

\*MAT 110: Basic Math

*(Required only if indicated by placement exams)*

#### Sophomore Year

<b>Fall Semester</b>		<b>Spring Semester</b>	
COM 210 Public Speaking	3	EDU 270 Child and Adolescent Develop	3
EDU 255 Cur & Dev for a Com of Learners	3	EBK 248 Physical Dev, Health, Nutri in BK	3
HUM 200 Intro to Humanities	3	PHY 112 Intro to Physical Science	3
HIS 115 Intro to World Civilizations	3	PHY114 Intro to Physical Science Lab	1
HPE 112 Fundamental Motor Skills	1	ETH 200 Ethical Concepts and Issues	3
ETH 100	3	ENG 113 Col Comp and Research	3
Total Hours	16	Total Hours	16

#### Junior Year

<b>Fall Semester</b>		<b>Spring Semester</b>	
ETH 300 Professional Ethics	3		
ENG 113 Col Comp and Research	3	300-399 Specialty Studies Course	3
300-399 Specialty Studies Course	3	300-399 Specialty Studies Course	3
300-399 Specialty Studies Course	3	200-300 Specialty Studies Course	3
EDU 321 Assess & Measure 21 <sup>st</sup> Century	3	400-Level Specialty Studies Course	3
		EBK 450:Teaching Head Start Programs	4
Total Hours	15	Total Hours	16

#### Senior Year

<b>Fall Semester</b>		<b>Spring Semester</b>	
400-Level Specialty Studies Course	3	EDU 401 Capstone Leadership Seminar	3
EBK 400 Admin of a Child Care Center	3	EDU 477 Teaching Practicum	6
EDU 468 Teach K-2nd Literacy/Reading	3	EBK 410 Teach Integrated Cur in BK Class	3
EBK 300 Spanish for Preschool Teachers	3		
400-Level Specialty Studies Course	3		
Total Hours	15	Total Hours	12

*Number of Credit Hours: 120*

## **Early Child Development Education Non-Licensure**

### **EBK 248: Physical Development, Health, Nutrition, and Safety in the BK Classroom (3 Credit Hours)**

This course prepares the student to understand concepts and develop skills to create a developmentally appropriate environment, which addresses the health, safety, and nutritional needs of young children in the BK Classroom. Meta-analysis of research is pursued. The course is WEB enhanced.

### **EBK 300: Spanish for Preschool Teachers (3 Credit Hours)**

This course is designed to prepare students to teach in diverse early childhood settings that include young children who are Spanish speaking and their families. The course will emphasize awareness of differing Latino populations and their cultures, appropriate use of interpreters and other service providers, and locating school and community resources to meet the needs of Spanish-speaking families. Students will explore language acquisitions, emergent reading, and emergent writing for children who have English as a second language. Basic verbal and written Spanish will also be introduced. Developmentally appropriate teaching methods and culturally rich environments will be explored. Six to eight practicum hours are required.

### **EBK 311: Guiding Practices for Young Children (3 Credit Hours)**

Methods of developing, implementing, and evaluating programs that serve typical and atypical children, ages birth through five, are addressed. Program issues that are related to the needs of young children and their families are examined. Course activities include action research, projects, site visitations, and resource speakers, whereby students enhance their critical thinking, problem solving, and technology skills. This course is WEB enhanced.

### **EBK 325: Aesthetics Experiences for Young Children (3 Credit Hours)**

In this course students learn how to develop, implement, and assess creative experiences for young children by fostering the development of aestheticism and creativity through creative activities in art, music, drama, and movement. In addition, this course focuses on addressing the educational needs of a diverse-student population. Meta-analysis of research is pursued. The course is WEB enhanced.

### **EBK 360: Emergent Literacy (3 Credit Hours)**

This course is a study of the development of literacy in early childhood emphasizing language acquisition, communication, emergent reading, emergent writing, and spelling. It includes an examination of and practice with developmentally appropriate curriculum and teaching methods for children's literature, beginning reading, and the language arts. It explores the roles of teachers and parents in developing literacy, the creation of print-rich environments, and multicultural contributions to literature and literacy. Six to eight practicum hours are required.



**EBK 365: Family-Professional Partnerships (3 Credit Hours)**

This course provides students with an understanding of issues related to parenting and parenting partnership skills from the platform of traditional as well as non-traditional families; and how those issues impact the development of young children. This course also explores the perspectives of early childhood educators as it relates to parenting and parenting partnership skills.

**EBK 372: Best Practices Working With Infants Toddlers and Twos (3 Credit Hours)**

This course is designed to help students learn how infants, toddlers, and two-year olds develop, play, learn, and grow. Students examine issues related to environment, scheduling, age-appropriate instruction, programming, staffing, and working with families, child guidance, health, safety, and regulatory guidelines. Students observe infant and toddler care in various types of educational settings. Meta-analysis of research is pursued. The course is WEB enhanced.

**EBK 380: 01 Multicultural and Diversity Issues in Early Education (3 Credit Hours)**

This course is designed to develop and promote a comprehensive understanding of the meaning and role of multicultural education and its practical application in the classroom and early childhood education settings of the 21st century. Course topics include an explication of salient multicultural and diversity concepts (e.g. culture and cultural diversity) and their apt application in the discussing methods of providing culturally proficient and empathetic multicultural education experiences for teacher/caregiver, learners, and parents.

**EBK 400: Administration of a Child Care Center (3 Credit Hours)**

This course focuses on the various roles and responsibilities of directors of childcare programs. Students learn the components of a quality program including staffing, facilities, scheduling, nutrition services, health and safety, community relations, marketing and evaluation. Students will explore various leadership styles and reflect on their own leadership qualities.

**EBK 450: Teaching in Head Start Programs (4 Credit Hours)**

This course introduces students to Head Start Programs. Students learn the history of Head Start and its role in the anti-poverty system as well as the policies and procedures that govern the programs. There is an 85 hour service-learning component in which students are placed in Head Start and / or Early Head Start settings.

**EBK 477: Teaching Practicum (6 Credit Hours)**

This course provides students an opportunity to teach in a child development center setting under the supervision of a qualified classroom teacher and the university Supervisor. It prepares students personally and professionally to assume their roles as classroom teachers and leaders, to impact students' learning, and to work with families.

**EBK 410: Teaching Integrated Curriculum in the Birth-Kindergarten Classroom (3 Credit Hours)**

This course is designed to assist the student in examining the theory, philosophy, and implementation of curriculum and programs for young children. The students create lesson plans that incorporate the integrated curriculum (teaching all areas --- including emergent writing, mathematics, the fine arts, science, and social studies) in culturally diverse settings. Meta-analysis of research is pursued. The course is WEB enhanced.

**EBK 440: Early Childhood Indoor and Outdoor Learning Environment (3 Credit Hours)**

In this course, students develop competencies in creating and evaluating quality indoor and outdoor environments for young children with a focus on the space, room arrangement, scheduling, and learning centers. The course also explores environmental influences on children's behavior and addresses appropriate methods of guiding them. The course is WEB enhanced.

**EBK 485: Early Childhood Observations, Assessments, and Evaluations (3 Credit Hours)**

This course focuses on the use of appropriate assessment techniques with young children, including observation, formal and informal assessment, and authentic assessment. Students study child development and the role of the family as a partner in their child's development. Students visit birth through kindergarten educational settings to observe developmental screenings and evaluations. Meta-analysis of research is pursued. The course is WEB enhanced.

**EBK 488: Collaborating with Community Partners for young Children and Families (3 Credit Hours)**

This course examines collaborative educational arrangements between public child welfare agencies and birth through kindergarten settings. There is a focus on working with families within the cultural context in which families operate. In addition, through field experiences students will learn to use these services effectively to promote the health and well-being of young children/and their families. The course is WEB enhanced.

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## DEPARTMENT OF SOCIAL WORK

**Degrees Offered:** Bachelor of Social Work (BSW)

### **Department Purpose:**

Social Work is the main profession that provides services to individuals, families, groups, communities, and organizations within our nation's social welfare system. Among all of the human service professions, Social Work, more than any other, addresses client's concerns from a holistic, psychosocial, economic, and environmental framework. According to the National Association of Social Workers, "the primary mission of the Social Work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty."

The Shaw University Social Work Department places emphasis on addressing social and economic justice issues. The Social Work major equips students with Social Work values, knowledge, skills, abilities, and supervised practice to enter the profession as competent beginning professionals and attend, graduate school. The demand for Social Workers at the baccalaureate level has remained consistently high, particularly in the areas of mental health, child welfare, health, corrections, and geriatrics.

Social Work majors cannot earn a second major within the usual four-year academic program because of the number of hours required for the major. However, individuals with a bachelor's degree in another discipline may earn a Bachelor of Social Work degree by completing all of the course requirements.

Students may minor in Social Work by completing 18 semester hours within the Social Work major core curriculum. Students may only minor in Social Work at locations where it is offered as a major.

Students may earn credit by examination for only the following courses in the Social Work major core, upon approval of the academic adviser and the appropriate Department Chair: BUS 260 and PSY 304.

The Shaw University Social Work Program is accredited by the Council of Social Work Education (CSWE) through 2013.

## **Major Core**

- BUS 260 Principles of Economics
- PSY 304 Abnormal Psychology
- SOW 235 American Social Welfare Policy
- SOW 301 Human Behavior in the Social Environment I
- SOW 302 Human Behavior in the Social Environment II
- SOW 303 Human Diversity
- SOW 305 Communication and Writing for Social Workers
- SOW 342 Introduction to Social Work Research Methods
- SOW 371 Introduction to Generalist Practice
- SOW 373 Social Work Practice with Individuals and Families
- SOW 375 Social Work Practice with Groups
- SOW 377 Social Work Practice with Organizations and Communities
- SOW 472 Field Practice
- SOW 473 Field Practice Seminar (Taken with SOW 472)
- SOW 474 Field Practice
- SOW 475 Field Practice Seminar (Taken with SOW 474)
- SOW 491 Family Counseling
- SOW 493 Senior Social Work Seminar
- SOW 495 Substance Abuse Issues and Treatment

# FOUR-YEAR COURSE DISTRIBUTION PLAN

## BACHELOR OF SOCIAL WORK (BSW)

### SUGGESTED SEQUENCE OF COURSES

Fall Semester	Credits	Spring Semester	Credits
<b>Freshman Year</b>			
FRS 111 Freshman Studies*	0.5	FRS 112 Freshman Studies*	0.5
HIS 115 Intro To World Civ.*	3	HPE 112 Health and Phy Education*	1
HPE 111 Health and Phy Education*	1	ENG 111 College English and Comp I*	3
ENG 110 College Eng. and Comp II***	3	MAT 111 General Mathematics I*	3
MAT 110 General Mathematics I***	3	SSC 115 Intro To Social Sciences*	3
BIO 111 Intro To Biological Sci.*	3	CIS 101 Concepts Of Computers*	3
		PHY 112 Intro To Physical Science*	3
<b>Total Hours</b>	<b>13.5</b>	<b>Total Hours</b>	<b>16.5</b>
<b>Sophomore Year</b>			
MAT 112 General Mathematics*	3	SOC 211 Introduction To Sociology	3
ENG 112 College English and Comp II*	3	CRJ 200 Intro To Criminal Justice	3
PSY 201 Intro To Psychology	3	COM 210 Public Speaking*	3
SOW 210 Introduction To Social Work	3	ETH 215 Cross Cultural Ethics	3
HUM 200 Humanities	3	ENG 113 College Comp and Argument*	3
<b>Total Hours</b>	<b>15</b>	<b>Total Hours</b>	<b>15</b>
<b>Junior Year</b>			
EVR 300 Research and Portfolio**	3	SOW 305 Com. & Writing for Soc. Wrks.	3
SOW 301 Human Behav and the Social Env I	3	SOW 302 Human Behav and the Social Env II	3
SOW 235 Amer Social Welfare Policy	3	SOW 373 Social Work Practice w/Ind and Fam	3
SOW 371 Intro to Generalist Practice	3	SOW 342 Intro to Social Work Res Methods	3
BUS 260 Principles of Economics	3	SOW 303 Human Diversity	3
SSC 200 Elementary Statistics	3	PSY 304 Abnormal Psychology	3
<b>Total Hours</b>	<b>18</b>	<b>Total Hours</b>	<b>18</b>
<b>Senior Year</b>			
SOW 472 Field Practice	5	SOW 474 Field Practice	5
SOW 473 Field Practice Seminar	1	SOW 475 Field Practice Seminar	1
SOW 375 Social Work Practice w/ Groups	3	SOW 377 Social Work Prac with Org and Com	3
SOW 491 Family Counseling	3	SOW 493 Senior Social Work Seminar	3
SOW 495 Substance Abuse Issue and Treatment	3		
<b>Total Hours</b>	<b>15</b>	<b>Total Hours</b>	<b>12</b>
<b>Total Hours = 120 *University Core, **CAPE Students, ***Varies With Placement</b>			

## COURSE DESCRIPTIONS

### **SOCIAL WORK**

#### **SOW 210 Introduction To Social Work (3)**

**Prerequisite:** SSC 115

This course is designed to introduce students to the profession of Social Work as an academic area and an exciting, challenging, helping profession. This course includes a focus on values and ethics.

#### **SOW 235 American Social Welfare Policy (3).**

**Prerequisite:** SOW 210

This course builds on the introduction of America's social welfare policy presented in the Introduction to Social Work course. It is designed to expand the student's knowledge of social welfare policy in this country. Accordingly, it focuses on the philosophies and history of social welfare and the different service delivery organizations, public and voluntary existing in this society.

#### **SOW 301 Human Behavior and The Social Environment I (3).**

**Prerequisite:** SOW 210

This is the first of two courses in the HBSE sequence. The course will address the reciprocal relationships between human behavior and social environments. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development from conception to young adulthood. The content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems from birth through young adulthood.

#### **SOW 302 Human Behavior and The Social Environment II (3).**

**Prerequisite:** SOW 210 and 301

This is the second of the HBSE courses. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development from middle adulthood through death. This includes focusing on the range of social systems in which people live (individual, family, group, organizational, and community) and the ways in which social systems promote and deter people in achieving and maintaining health and well-being.

#### **SOW 303 Human Diversity (3).**

**Prerequisite:** SOW 210

The purpose of this course is to offer content concerning social work practice with an ever increasingly diverse society. The course includes knowledge and skills at the beginning competency level to recognize and be sensitive to issues and strengths of oppressed and marginalized populations. Students will develop skills to work effectively and respectfully with these populations.

**SOW 305 Communication and Writing for Social Workers (3)****Prerequisites: SOW 210**

This course introduces the student to professional communication skills needed for effective social work practice. Communication skills include writing and oral skills. This course offers students opportunities to practice documentation skills, assessments, progress notes, meeting agendas, agency reports, grants, and other professional skills.

**SOW 342 Introduction to Social Work Research Methods (3).****Prerequisites: SOW 210 and SSC 200**

This course is designed to provide social work students with a basic understanding of social research and the connection between research, theory, and practice. The course introduces the research process, including research concepts, problem formation, research design, sampling, instrument construction, data collection and qualitative/quantitative analysis, and report writing.

**SOW 371 Introduction to Generalist Practice (3).****Prerequisite: SOW 210**

This introductory course is designed to provide students with a foundation for generalist social work practice. The emphasis on this first of four practice courses is to equip students with foundation theory and skills for generalist practice including self-assessment, social work roles, social agency operations and understanding client needs.

**SOW 373 Social Work Practice with Individuals and Families (3).****Prerequisites: SOW 210 and 371**

This course is designed to teach students the Generalist Intervention Model. The main course content of this practice course in the practice sequence is to prepare baccalaureate students to work with individuals and families in a variety of settings.

**SOW 375 Social Work Practice with Groups (3).****Prerequisites: SOW 210, SOW 371, 373, and 302**

This course is designed to provide students with the knowledge base and practice skills necessary for working with groups at the beginning generalist professional level. The course includes interventions designed to work with diverse populations within various types of groups.

**SOW 377 Social Work Practice with Organizations and Communities (3).****Prerequisites: SOW 210, 235, 373, and 375**

This course is designed to provide students with the knowledge and practice skills for generalist practice with organizations and communities. The course will provide specific skills useful in macro level practice for generalist social workers regardless of their practice setting. The course will include the influences of political, social, and economic forces that affect organizational and agency operations and community functioning.

**SOW 472 Field Practice (5). (Includes \$75 field fee)****Prerequisites: SOW 302, 342, and 373**

This is the first course of the two-semester field practice sequence in the student's senior year. Students are placed in a field agency setting for a minimum of 240 clock hours each semester. The purpose of the course is to provide students with hands-on experience in working with client systems and integration and application of knowledge and skills under the supervision of a professionally trained and experienced social worker. Fall only

**SOW 473 Field Practice Seminar (1).****Prerequisites: SOW 302, 342, and 373****Must be taken with SOW 472**

The seminar is a companion course to SOW 472, Field Practice. The purpose of the seminar is to help guide the student through the field placement, enhance their practical hands-on learning experiences and to provide a forum for mutual support for all students in field placement Fall only

**SOW 474 Field Practice (5).****Prerequisites: SOW 302, 342, 373, 375, 472, and 473**

This is the second course of the two-semester field practice sequence in the student's senior year. Students will continue their placement in their field agency setting for a minimum of 240 clock hours. The purpose of the course is to provide students with hands-on experience in working with a client system and integration and application of knowledge and skills under the supervision of a professionally trained and experienced social worker. Spring only

**SOW 475 Field Practice Seminar (1).****Prerequisites: SOW 302, 342, 373, 375, 472, and 473****Must be taken with SOW 474**

The seminar is a companion course to SOW 474, Field Practice. The purpose of the seminar is to help guide the student through the field placement, enhance their practical hands-on learning experiences and to provide a forum for mutual support for all students in field placement during their second semester of field placement. Spring only

**SOW 491 Family Counseling (3)****Prerequisites: SOW 210, 302, 303, 371, 373, and 375**

(Social Science Majors may take this course by joint approval of their advisor and the course instructor). This course is designed to provide students with knowledge and skills to work with families at the generalist social work level. The course also exposes students to contemporary family structures, living patterns, lifestyles, and intervention modalities. It challenges students to better understand their own family system and to examine some of their beliefs and values.



**SOW 493 Senior Seminar in Social Work (3)****Prerequisites: SOW 210, 235, 302, 303, 373, 375, 472, and 473**

This senior seminar, taken the last semester of the student's senior year, reviews, concludes, and synthesizes the different social work course content students have already studied. This course is intended to be an integrative seminar, which to a large extent is mutually directed by students and professor. Students are expected to identify areas of study that clarify and amplify course content for completion of their social work degree requirements and in preparation for professional practice and graduate education.

**SOW 495 – Substance Abuse: Issues and Treatment (3)****Prerequisites: SOW 210, 302, 303, and 373**

The course examines the problem and related aspects of substance abuse, including spiritual and pharmacological aspects, using a bio-psycho-social framework. Also examined are theoretical, medical and spiritual explanations of the problem and societal responses to the problem. It introduces basic methods of substance abuse assessment, intervention, treatment, and recovery. (Social Science Majors may take this course by joint approval of their advisor and the course instructor).

# STUDENT LIFE

## SHAW UNIVERSITY: A LIVING/LEARNING COMMUNITY

### The James E. Cheek Learning Resources Center

The James E. Cheek Learning Resources Center, named in recognition of the seventh president of Shaw University, was dedicated in 1969. The Learning Resources Center (LRC), located on the central campus, serves as Shaw University's main library for undergraduate and graduate research. Other specialized collections supporting academic programs are: the Wiggins Library, that supports the Graduate School of Divinity and the Curriculum Materials Center (CMC), that supports the Department of Education. The main library also maintains collections at nine distant learning sites throughout the state of North Carolina for the College of Adult and Professional Education (CAPE).

The Learning Resources Center's collection includes over 130,000 volumes, 700 videos, 127,000 units of serials microfiche, as well as access to over 5,700 full-text journals in electronic and hardcopy formats. The Wiggins Library has a collection of over 12,000 volumes on religion, ethics, and philosophy. The library subscribes to over 40 hardcopy periodical titles in religion and over 95 electronic full-text titles in the Proquest database, as well as, the full range of electronic periodical resources provided through the ATLA database. In support of teacher education, the Curriculum Materials Center holdings include over 10,000 volumes of professional, reference, text and general books. The center also has a collection of over 500 non-book materials and subscribes to over 20 hard copy periodical titles that cannot be obtained electronically.

Access to NetLibrary electronic books is provided through NC LIVE to enhance the libraries at the distance education sites. The library provides its own collection of electronic books in the online catalog to further ensure that distant library users gain access to required readings. Remote login to databases is also provided for access to full-text periodical articles.

The electronic research area of the LRC is equipped with 22 computers. One computer that provides access for visually challenged users is available in the reference area of the main library. The Wiggins Library is equipped with 4 computers and the CMC has 8 computers and 2 scanners.

The Reference and Information Services department, located on the second floor of the LRC, is responsible for assisting the university community with accessing information needs both electronically and in print. Materials in this collection are non-circulating, but a copy machine is provided for duplicating, at a minimal fee. This unit also provides bibliographic instructions for classes in all disciplines. The Information Services department works in conjunction with the Interlibrary Loan unit to locate materials wherever they exist, as well as refer users to the resources in the libraries of the Cooperating Raleigh Colleges (CRC)

The Public Services/Media department of the library caters to the borrowing and lending needs of users. This department is responsible for

transactions involving the general book collection, reserved instructional materials, non-book resources, such as videos, audio, and media equipment. It is also responsible for providing training and support in the use of media equipment.

*John W. Fleming African American Collection* is the special collection of the Shaw University Libraries by and about African Americans. This collection consists of over 10,000 volumes in all disciplines and includes encyclopedias, biographies, and bibliographies.

The University Archives, a division of the Library located on the first floor of LRC, is the depository for records having research or historical value and includes records transferred to its custody. The University Archives also includes rare books, manuscripts, documents of members of the academic and administrative staffs, and records of faculty and student organizations that may be given to the University for preservation and use.

For more information on library hours, policies, personnel, visit [www.shawuniversity.edu/libraries.htm](http://www.shawuniversity.edu/libraries.htm).

### **Religious Life**

The University motto “pro christo et humanitate” that is interpreted “for Christ and humanity” speaks to the broader assertion that religion and learning go hand-in-hand and character grows with knowledge. This gives indication that spiritual growth and development is a critical part of learning at Shaw University. The University is committed to its tradition as a Christian institution. It also promotes interaction with other faith groups and it respects diversity throughout the campus community.

The Dean of the Chapel is the key university official responsible for providing leadership in spiritual activities throughout the University. Additionally, he or she provides pastoral counseling, worship opportunities, Bible study, visitation and supervision of student religious organizations. The Dean is the spiritual advisor to the University president and provides advice on all matters that serve to enhance spiritual development, increase esprit de corps, and enhance the moral and ethical dimension throughout the campus community. The Dean is also responsible for forging a partnership with local churches and clergy for the purpose of creating a positive environment conducive to various expressions of faith.

All members of the college community are encouraged to participate in University worship each Sunday. This service is mandatory for all freshmen and sophomores who are Raleigh day students. Participation by these groups is a graduation requirement. Any student missing more than four (4) Sunday services during each semester is required to complete another full semester of worship services until the requirement is met.

In addition to Sunday worship, the chapel staff provides sponsorship of other activities designed to enhance spiritual development throughout the campus community. These activities include: midweek worship, Bible studies, seminars, religious student organizations, and an array of outreach programs.

## **Residence Life**

The residence halls afford all students the opportunity to interact with others from varied backgrounds and in doing so broaden their own experiences. Students occupying the residence halls are expected to abide by all the regulations and policies established by the institution. Occupancy of spaces in the residence halls does not constitute ownership, but it carries with it respect for University property and respect for the rights of others.

All students must declare their housing preference as “on campus” or “off campus” at the beginning of the registration process. Official permission for residence in the dormitory cannot be granted until registration is completed. Students who are temporarily assigned to rooms who do not complete registration within the prescribed time must vacate the facility and will then be charged for the period of occupancy.

Shaw University housing staff consists of a Director, Residence Counselors, and Resident Assistants. The staff is under the direction of the Director of Student Services and is responsible for the design and implementation of a program of activities that enhances the personal growth of each resident. All rooms have telephone capabilities and are air-conditioned.

### **Security In Residence Halls**

All doors in the residence halls are equipped with alarm systems for the safety and security of the occupants. Students are required to use the front door at all times. Any student who places the lives or safety of others in jeopardy by admitting unauthorized persons through any exit or by manipulating doors so that such persons may gain entrance will be dismissed from the University.

## **DISCIPLINARY POLICY**

### **Dismissal**

The University reserves the right to dismiss any student who violates or disregards policies and regulations to the extent that the integrity of the institution is compromised. The University may suspend or exclude at any time any student whose academic standing or conduct is regarded by Shaw University as undesirable or unacceptable. The use, possession, distribution, and sale of narcotics and drugs in any form other than by proper prescription, as well as drug paraphernalia, are strictly prohibited on the campuses of Shaw University, on University-owned property, and at University-sponsored events. Students caught with drugs, alcohol, or firearms will be dismissed.

### **Suspension**

A student may be suspended from the institution for a specified time when, in the judgment of its administrators, a violation occurs that is serious enough to warrant such suspension.

## **Probation**

A student who violates policy or regulations may be placed on probation, depending on the nature of the offense. During this stated time period, the student may be prohibited from participating in any social activity.

\*See also the *Student Handbook*.

## **OFFICE OF CAREER DEVELOPMENT**

The mission of the Office of Career Development (OCD) is to provide centralized, comprehensive and progressive programs, services and resources in preparing students to achieve meaningful and successful career development. Assistance is also available to alumni of the University.

Career development is customer focused and centralizes the functions of off-campus student employment (full-time employment, summer jobs, internships, part-time employment, and post-graduation employment) and career counseling. Individuals who are formally enrolled in a degree program at Shaw University or who are Shaw graduates are eligible to use the facilities, programs and services of the Office.

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## **COUNSELING CENTER**

In keeping with the University's mission, as well as with the mission of Student Affairs, the mission of the Counseling Center is to provide comprehensive and effective support services necessary for the Shaw student to complete his/her college education successfully, while acquiring maximum personal growth and development. In doing so, the Counseling Center is committed to assisting student development and personal growth through personal conferences, life skills training in self-awareness, self-actualization/self-empowerment, problem-solving skills, stress management, leadership skills, conflict resolution, and personal and vocational assessment. Activities on substance abuse education and prevention and HIV/AIDS/STD education and prevention are standard, initiated during Freshman Orientation and continued during each semester of the year.

Group counseling/support groups in the areas of coping with loss, self-awareness and self-esteem, peer counselor training, and other areas are available on a small-group, class, and staff development basis. Upper-level students who have an interest in working with the Counseling Center are screened, interviewed, approved by the University, and trained as peer counselors/educators. These Student Development Counselors (SDCs) are assigned to small groups of freshmen in an effort to ensure their successful transition, adjustment, and performance. Tutoring and peer counseling in the area of life skills and peer education in the area of substance abuse and HIV/AIDS/STD prevention are the major responsibilities of the SDCs.

They also extend their services to the University as requested, as well as to other students on campus and in the local community.

The BPI (Basic Personality Inventory) and the COPING Inventory are administered by the Counseling Center for assistance with student growth and development and they are administered on a group or individual basis. The Tennessee Self Concept, and SDS (Self Directed Search), are also available. These instruments are for personal analysis that are used or administered on an individual basis.

A licensed psychologist is available on a referral basis by appointment for personal counseling beyond the scope of the expertise of the University's counselors.

## **STUDENT ORGANIZATIONS**

### **Student Government Association**

The Student Government Association is the official representative body for students in all matters related to the common welfare and general interest of the students enrolled at the University, with provisions stated in the constitution of the Student Government Association.

## **Honor Societies**

### **Alpha Chi**

This is a coeducational society whose purpose is to promote academic excellence and exemplary character among college and university students and to honor those achieving such distinction. Its name derives from the initial letters of the Greek words Aletheia and Character, meaning Truth and Character. An honor society, Alpha Chi predicates its membership upon accomplishment rather than mere interest or participation. A general honor society as contrasted with a specialized one, it admits to membership students from all academic disciplines rather than a single area of study.

### **Alpha Epsilon Rho**

This is the honor society within The National Broadcasting Society, a national organization of and for students supported by electronic media professionals. Shaw University's chapter, established in 1975, promotes the national goal of emphasizing superior scholarship and creative participation in broadcast and corporate production and activity. Membership in Alpha Epsilon Rho exemplifies excellence of work, demonstrated leadership qualities and service to the organization, the community, and the industry.

### **Alpha Kappa Mu Honor Society**

The Alpha Omicron Chapter of Alpha Kappa Mu is a social work honor society that has chapters in many outstanding colleges and universities. The purpose of the society is to promote high scholarship, to encourage sincere and zealous endeavor in all fields of knowledge and services, and to cultivate a higher order of scholarly work and endeavor in others.

### **Beta Kappa Chi Honor Society**

A chapter of the National Science Honor Society functions under the guidance of the Department of Natural and Physical Sciences. Membership is based upon scholastic achievement in the physical and natural sciences.

### **National Greek Letter Fraternities And Sororities**

The University recognizes eight national groups that are a part of the National Pan-Hellenic Council: Alpha Phi Alpha Fraternity, Inc.; Kappa Alpha Psi Fraternity, Inc.; Phi Beta Sigma, Inc.; Omega Psi Phi Fraternity, Inc.; Alpha Kappa Alpha Sorority, Inc.; Delta Sigma Theta Sorority, Inc.; Sigma Gamma Rho Sorority, Inc.; and Zeta Phi Beta Sorority, Inc.

These organizations have been approved to function at the University with the understanding that the University has the right to suspend any or all of them for failing to comply with the University's guidelines. The advisors for the organizations must be those officially recognized as graduate advisors, based on written verification. Faculty advisors who serve with the Graduate Advisor must be approved by the University. The Graduate Advisor, however, is the official contact person and the person with whom the University deals officially. The Director of Student Services and the Director of Greek Life have direct responsibility for matters related to fraternities and sororities.

The University respects the rights of these organizations with regard to membership selection as long as they adhere to the following minimum academic requirements established by the University:

1. Students seeking membership must maintain the 2.5 minimum cumulative grade point average;
2. Students must have been enrolled at the University for two consecutive semesters prior to application for membership (summer session excluded);
3. Students cannot apply for membership if they are on social conduct probation;
4. Students must have **no** "incompletes" ("I's") on their academic transcript; and
5. Students must have completed "CASES" grades requirements.

The University does not allow any pledging or initiation activities on the part of these organizations. In addition, the University prohibits hazing of any type and will suspend any group not abiding by the rules and policies



of the University.

The membership of these organizations must recognize and appreciate the privilege to function on the campus and be aware that all regulations governing student organizations apply.

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## **UNIVERSITY TRADITIONS**

### **University Convocations**

The University conducts at least four major assemblies during the school year. All members of the University community are expected to attend these formal gatherings. All are mandatory for freshmen, first year students and seniors matriculating in the Raleigh-Durham area.

Fall Convocation recognizes the official opening of the academic year. The University President normally speaks at this occasion.

Founder's Day Convocation celebrates the founding of the University.

Honors Convocation recognizes and pays tribute to those persons who have excelled in curricular and extracurricular activities.

Spring Convocation affords the University an opportunity to celebrate the second part of the school year.

### **Homecoming**

Homecoming is a festive occasion in which the entire campus becomes involved. It is a time when alumni of Shaw University return to the University to renew old acquaintances and enjoy the festivities of the week. Among the major attractions are the crowning of Miss Homecoming, the Homecoming Concert, a parade, the traditional football game, and a fraternity and sorority "step show."

### **Founder's Day**

Shaw University was founded in 1865. This founding is celebrated annually with a Founder's Day Convocation. The speakers chosen for this occasion are persons who have made significant contributions to society.

### **Coronation of Miss Shaw**

The coronation of Miss Shaw University is characterized by an atmosphere of royalty, splendor, and campus unity.

### **Religious Emphasis Week**

Religious Emphasis Week is a period when the University emphasizes the importance of religion in the growth and development of the human personality. During this week, celebrated clergy and lay persons are invited to campus to participate in interdenominational activities.

### **Athletic Banquet**

The Athletic Banquet is an affair that honors outstanding athletes at the University. Special tributes are made during the Spring Semester.

### **Cultural Academic and Spiritual Enrichment Seminar (CASES)**

CASES at Shaw is a program designed to expose participants to messages by outstanding community leaders. Attendance is mandatory for all freshmen and sophomores and strongly encouraged for the entire University community.

### **Service Awards**

Service Awards are presented to members of the campus community in a special program. This is done in appreciation of meritorious and outstanding service beyond the normal or expected call of duty.

### **Senior Reception**

Senior Reception is an annual event for graduating seniors and is hosted by the President of the Senior Class. Graduating seniors and their parents/guardians and friends join the campus community in a special night of celebration, with expressions of appreciation from the seniors to all who have contributed to their success.

### **Commencement**

Students are not allowed to participate in the commencement exercises unless they have been cleared for graduation.

## **Health Services**

Assessment and treatment of minor illness and injury are provided for students on an outpatient basis Monday thru Friday from 8:00 a.m. to 9:00 p.m. by qualified personnel in the Student Health Center. Referrals are given for specialized consultation off campus for students with other health problems. The Health Center is located on the first floor of the Men's Residence, which is easily accessible to both on- and off-campus students.

## **Campus Police/Security**

The Department of Campus Police and Security is primarily responsible for the maintenance of a collegial and orderly atmosphere on the campus and is concerned with the safety of the members of the Shaw family.

Shaw University complies with its reporting obligations pursuant to the Clery Act, which requires universities to provide reported campus crime statistics, fire statistics, crime awareness and prevention. Any information regarding Clery Act reports and reporting may be obtained by contacting the Department of Campus Police and Security (919-546-8214 or 919-546-8249).

## **Automobiles and Campus Parking**

Only on-campus residents are permitted to park in the parking areas adjacent to the residence halls. Cars belonging to residents must be registered with the Office of Student Affairs and the Department of Campus Police and Security. If the parking lots are full, visitors are not permitted to drive their vehicles on campus.

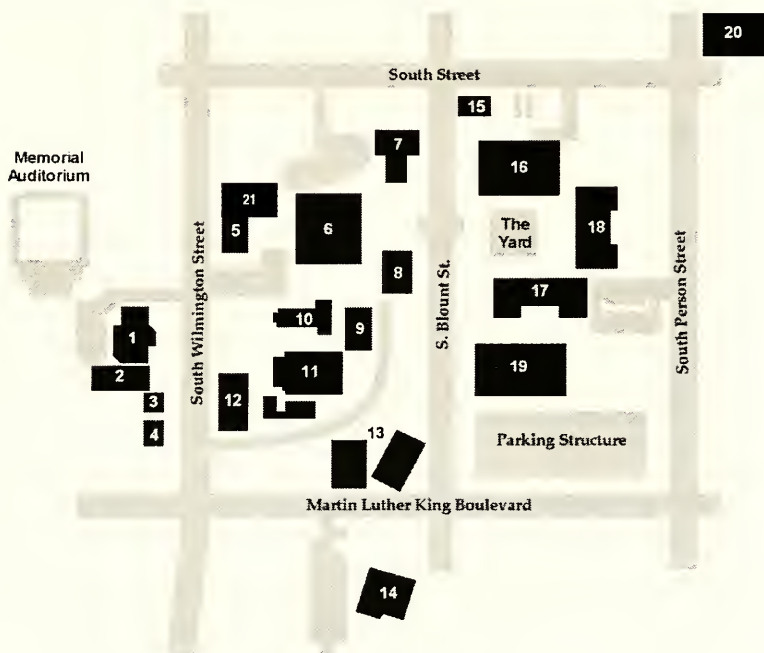
## **Shaw University Code of Conduct**

The personal conduct of a University student is subject to the moral and legal restraints found in any law-abiding community. The code of conduct is a positive force outlining the responsibility of each member of the Shaw community to uphold the standards and policies of the University plus all other guidelines that pertain to good order and human decency.

## THE SHAW UNIVERSITY CODE OF CONDUCT

I count it an honor to have been accepted as a member of the Shaw University Family by virtue of my status as a student, employee, alumnus, supporter, or friend. I covenant, therefore, to conduct myself and my activities in such a way as to reflect credit upon myself, my faith community, my sponsor(s), but most especially upon my Alma Mater. Accordingly, I agree:

1. To hold in trust the traditions, practices, and laws that govern this historic University.
2. To respect all property, discouraging vandalism and thefts of any and all things that do not belong to me. Most especially, to respect myself, exhibiting the values, morals, discipline, and cultural matrix upon which Shaw University was founded.
3. To always be accountable for my personal, social and professional conduct.
4. To celebrate diversity. I recognize and therefore affirm the dignity and worth of others who live, work or study in this academic community.
5. To discourage any behavior within myself or among my peers that would jeopardize the integrity or the reputation of this University. I will accordingly report any and all violations to the appropriate authority.
6. To foster an open and caring environment.



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

\*Proposed

SHAW UNIVERSITY ACADEMIC UNITS

COLLEGE of ARTS and SCIENCES

**Department of Humanities**

Major in English\*

Major in Liberal Studies

Major in English Education (9-12 Licensure)

Major in Spanish (Temporarily Suspended)

Minor in:

Arabic (Temporarily Suspended)

African-American Studies (Temporarily Suspended)

French (Temporarily Suspended)

History

Spanish (Temporarily Suspended)

**Department of Mass Communications**

Major in Mass Communications

**Department of Natural Sciences and Mathematics**

Major in Biology\*

Major in Chemistry\*

Major in Environmental Science\* (Temporarily Suspended)

Major in Mathematics

Major in Mathematics Education (9-12 Licensure)

Major in Physics\* (Temporarily Suspended)

**Department of Religion and Philosophy**

Major in Religion and Philosophy\*

**Department of Social Sciences**

Major in International Relations

Major in International Relations Concentration: International Business

Major in Political Science

Major in Psychology

Major in Sociology

Major in Sociology Concentration: Criminal Justice

## **Department of Visual and Performing Arts**

Major in Visual and Performing Arts with concentrations in:

Music\*

Theatre Arts\* (Temporarily Suspended)

Minor in: Art

## **COLLEGE of GRADUATE and PROFESSIONAL STUDIES**

### **Department of Allied Health Professions**

Major in Athletic Training

Major in Adapted Physical Education: Kinesiotherapy

Major in Recreation\*

Major in Speech Pathology and Audiology\*

Major in Therapeutic Recreation

### **Department of Business and Public Administration**

Major in Business Administration

Concentration: Accounting\*

Concentration: Management\*

Concentration: Entrepreneurship\*\*

Major in Public Administration\*

Concentration Emergency Management (Temporarily Suspended)

### **Department of Computer and Information Sciences**

Major in Computer Information Systems

Major in Computer Science

### **Department of Education**

Major in Early Childhood Development (B-K Non-Licensure)

Major in Birth-Kindergarten Education (B-K)

Major in Elementary Education (K-6)

Graduate Degree: Curriculum and Instruction with a concentration in Early Childhood Education

### **Department of Social Work**

Major in Social Work

\*Minors available

## SHAW UNIVERSITY BOARD OF TRUSTEES

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Ms. Emily Perry

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Bishop Melvin Clark  
Dr. Chancy R. Edwards  
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## PERSONNEL

### OFFICE OF THE PRESIDENT

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**Marilyn Fields**, Executive Assistant to the President/Trustee Board  
Liaison

**Amy Scott**, 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.**, Special Assistant to the Vice President for  
Academic Affairs

**Queen Monk**, Executive Assistant to the Vice President for Academic  
Affairs

**Bessie Lewis**, Administrative Assistant

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

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

**Carmen Walker, Ph.D.**, Director of First Year Programs

**Kim Q.B. Leathers, Ph.D.**, Director of the Honors College

**Stanley Elliott**, Director of the Center for Alternative Programs of  
Education

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

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

**Carolyn Peterson, M.L.S.**, Director of Library Services

**Teronda McNeil, Ph.D.**, Director of Education Technology

### OFFICE OF STUDENT AFFAIRS AND ADMINISTRATION

**Jeffrey Smith, D.Min.**, Vice President for Student Affairs and Admin-  
istration

**Arlene Grier**, Administrative Assistant to the Vice President

**Wanda Goodman**, Administrative Assistant for the Office of Student  
Affairs

**Shannon Palmer Bennett**, Director of Residence Life

**Agnes Baxter**, Director of Judicial Services

**Evangeline January, LPN**, Director of Student Health Services

**Juanda Holley, M.Ed.**, Director of Student Affairs Planning and Effectiveness

**Jerelene Carver, Min.**, Director of Counseling Center/Disability Services

**Ebony Johnson**, Director of Student Activities

**Denise Vaughn, Ph.D.**, Director of Experiential Learning and Career Development

**Doris Bullock**, Dean of Students

### **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

**Ursula Banks**, Administrative Assistant

### **OFFICE OF FISCAL AFFAIRS**

**Debra Latimore**, Interim Vice President for Fiscal Affairs

**Shirley Martin**, Administrative Assistant to the Vice President

**Malcolm Weekes**, Comptroller,

**Shirley H. Fennell**, Bursar

### **OFFICE OF INSTITUTIONAL ADVANCEMENT**

**Anita Brower, MAPA**, 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

**Gwyneth Nelson, MBA**, Director of Development

**Ayesha Givens, MBA**, Pre-Award Grant Specialist, Office of Sponsored Programs

**David Camps**, Director of Sponsored Programs

**Kimberlee Hyman**, Research Compliance Officer, Office of Sponsored Programs

**Scott Burks**, SACS Webmaster

## **OFFICE OF RELIGIOUS LIFE**

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

## **Faculty**

### **DEPARTMENTS OF INSTRUCTION**

#### **COLLEGE OF ARTS & SCIENCES - OFFICE OF THE DEAN**

Barner, April, Administrative Assistant

Dusenbury, Renata - (2008); Ph.D., University of North Carolina, Chapel Hill; Dean, College of Arts and Sciences

#### **COLLEGE OF GRADUATE AND PROFESSIONAL STUDIES- OFFICE OF THE DEAN**

Faulcon, Gaddis - (1998); Ed.D, North Carolina State University; Dean and Associate Professor

Spears, Vickie, Administrative Assistant

#### **ALLIED HEALTH PROFESSIONS**

Crump, Latoria – (2007); M.S., - Chicago State University, Instructor of Physical Education

Faulcon, Gaddis - (1998); Ed.D, North Carolina State University; Dean and Associate Professor

Marriott, Timothy - (1997); M.S., North Carolina Central University; Instructor of Recreation and Athletic Training

McCallum, James - (1993); Ed.D., North Carolina State University; Associate Professor of Audiology and Interim Department Chair

Palmer, Joseph - (1988); M. Sport Science, United States Sports Academy; Instructor of Adapted Physical Education, Kinesiotherapy and Athletic Training

Raynor, Vanessa - (2010); SLP.D., Nova Southeastern University, Assistant Professor and Coordinator of Speech Pathology and Audiology

Sanders, Bobby - (1979); M.S., North Carolina Central University; Instructor of Recreation

Suau, Luis - (2010); Ph.D., University of Florida; Assistant Professor of Recreation

Struble, Corrie - (2011); Ph.D., University of South Carolina; MS, Georgia Southern University; Assistant Professor of Athletic Training

Walton, Jaret- (2006); M.S., University of Georgia; Assistant Professor of Therapeutic Recreation and Coordinator of Allied Health Professions

Wedderburn, Anthoni - (2004); M.S., Long Island University Assistant Professor of Athletic Training

### **BUSINESS AND PUBLIC ADMINISTRATION**

Akagha, Fidelis - (2000); Ph.D., University of New Mexico; Associate Professor of Business and Public Administration

Alaribe, Raymond O. - (1991); Ph.D., University of Texas at Dallas; Assistant Professor of Public Administration

Brown, Cassandra F. - (2001); M.P.A., Howard University, Director of Durham CAPE

Bugg, Bernard F. - (1988); M.B.A., Duke University; Assistant Professor of Accounting; M.S., Strayer University

Harrison, Lemuel B. - (1997); M.B.A., Wake Forest University; Instructor of Business

Kalu, Mma Aura - (1983); Ph.D., Virginia Polytechnic Institute; Department Chair and Associate Professor of Public Administration

Onuorah, Nnamdi (2009): D.B.A., Management, Argosy University; Assistant Professor of Business Management

Okoye, Edwin- (1993); D.B.A., Argosy University, Campbell University; Instructor of Business Administration

Seda, Michael A.- (2003); Ph.D.; New York University; Associate Professor of Accounting, DBA, Argosy University

Beckwith, Levi (2001) M.B.A., Duke University, M.S. Accounting Strayer University; Assistant Professor of Accounting

### **COMPUTER INFORMATION SCIENCES**

Jin, Wei - (2000); Ph.D., Duke University, Associate Professor

Nebolisa, Anozie - (2002); M.S., Texas A&M University; Associate Professor

Ramcharam, Harold - (2002); Ph.D., Capella University; Assistant Professor, Interim Chair

### **EDUCATION**

Baily, Harriette (2011); Ph.D University of North Carolina at Greensboro, Assistant Professor of Birth through Kindergarten

Linton, Juanita (2006); M.S. Shaw University, Director Shaw University Child Development and Research Center

Mazyck, Gail (2004); M.A. Adelphi University, Instructor, Elementary Education

- Moten-Tolson, Paula, (\*1994); Ed.D Nova University; Chair, Department of Education
- Parrish, Rosalie, Ph.D., University of North Carolina at Greensboro; Assistant Professor Birth through Kindergarten, Coordinator Graduate Program
- Rachis, Stephanie (2005); M.A. Campbell University, Professor of Elementary Education
- Reynolds, Linda, M.A. - North Carolina Central University; Instructor of Elementary Education, Coordinator of Licensure-Only Programs
- Richardson, Joyce, M.A. - East Carolina University; Director of Shaw Enrichment Academy
- Sesay, Allyson, Ph.D. – University of Illinois at Urbana-Champaign; Associate Professor of Education, Coordinator of Raleigh Fellows Program
- Wallace, Melvin, M.A. - Shaw University; Part-time Coordinator of Birth through Kindergarten Program
- Wilson, Lucy, M.A. - Lesley University; Assistant Professor of Education, Coordinator of CDA
- Little, Bobbie, Ed.D; UNC-Charlotte, Coordinator Field Placement
- Pounds, Judy, Ed.D.; University of North Carolina at Chapel Hill, Assistant Professor, Director of Academic Success/General Education
- Jerman, Deloris, Ed.D; University of North Carolina at Chapel Hill, Associate Professor, Special Assistant to Vice-President for Academic Affairs

## HUMANITIES

- Baloubi, Desire - (2001); PhD, Ball State University; Chair and Professor of English
- Blair, Lisa M. - (1993); PhD, Florida State University; Associate Professor of French and Spanish and Co-Director of Quality Enhancement Plan (QEP)
- Dighton, Désirée – (2010); MFA, Southern Illinois University; Assistant Professor of English
- Hervie, Nakotey - (1999); MA; North Carolina Central University; Instructor of English
- High, Willie - (1966); MA, New York University; Assistant Professor of English
- Hill, Natalie - (2010); MA, Texas A&M University-Commerce; Instructor of English
- Jackson, Rachida - (1996) PhD; Université de Sorbonne III; Assistant Professor of English

Jonas, Shannon - (2010); PhD, Western Michigan University; Assistant Professor of English

Negrea, Irina - (2010); PhD, Lehigh University; Assistant Professor of English

Nwosu, Patricia - (1990); MA, North Carolina Central University; Assistant Professor of English

Tejan-Cole, Ahmed - (1987); MA, North Carolina Central University; Instructor of History

Tenenbaum, David - (2010); PhD, CUNY-New York; Assistant Professor of English

### **MASS COMMUNICATIONS**

Akunwafor, Josephine - (2002); MA; Morehead University; Instructor of Mass Communications

Burnette, Teri - (2010); MFA, Howard University; Assistant Professor of Video/Film Production

Gichaga, Lucy - (2010); MA, Daystar University (Kenya); Assistant Professor of Journalism

Harris, Kandace - (2009); PhD, Howard University; Chair and Associate Professor of Mass Communications

### **NATURAL SCIENCES AND MATHEMATICS**

Ali, Abdinur - (2003); M.S., Instructor of Mathematics

Asemota, Helen - (2006); Ph.D., University of Benin, Associate Professor of Biochemistry & Research Scientist

Attiogbe, Cyril - (2004); Ph.D., North Carolina State University; Associate Professor of Mathematics

Banks, Deogratias - (1997); Ph.D., North Carolina State University, Assistant Professor of Biology

Clayton, McLouis - (1966); Ph.D., North Carolina State University; Professor of Mathematics

Cummings, Lillian - (1984); Ph.D., Cornell University; Assistant Professor of Chemistry and Coordinator of Chemistry

Dusenbury, Renata H. - (2008); Ph.D., University of North Carolina Chapel Hill; Department Chair and Associate Professor of Biology

Ejire, Ademola L. - (1990); Ph.D., North Carolina State University; Associate Professor of Biology

Karoui, Abennaceur - (2005); Ph.D., Kathoek University/North Carolina State University, Associate Professor of Physics

Njue, Christopher - (2002); Ph.D., University of Connecticut; Assistant Professor of Environmental Science

- Rabe-Ranjanivo, Mialy-Tiana - (2003); Ph.D., North Carolina State University, Assistant Professor of Biology
- Ravenell, Cealie - (2003); M.S., North Carolina State University; Instructor Mathematics
- Reed, Vonda - (2008); Ed.D., Fayetteville State University; MS, North Carolina Central University, Assistant Professor of Biology and Coordinator of Biology
- Satagopan, Kunnavkkam P. - (1986); Ph.D., Tulane University, Associate Professor of Mathematics
- Shin, Do Yeong - (1984); M.S., Colorado State University; Assistant Professor of Mathematics
- Sharma, Deva - (2006); Ph.D., University of Nevada; Professor of Physics
- Sutton-Haywood, Marilyn – (2009); Ph.D., Atlanta University; Professor of Biology
- Ugwuoke, Simon - (1992); Ph.D., The University of Iowa; Assistant Professor of Mathematics

## **RELIGION AND PHILOSOPHY**

- Davidson, Allen - (2006); PhD, Emory University, Assistant Professor of Religion and Ethics
- Kirkley, James F - (1993); PhD, Duke University, Associate Professor of Religion and Ethics
- Mundia, Wilberforce - (1996); ThD, Boston University, Assistant Professor of Religion and Philosophy
- Richards, Jeffrey - (1998); PhD, Drew University, Assistant Professor of Religion and Ethics
- Roberson, James - (2000); PhD, Fordham University, MDiv, New York Theological Seminary, Assistant Professor of Religion
- Thurston, William A. - (1994); PhD, Emory University, Department Chair and Associate Professor
- Wilson, Paul - (1989); PhD, Tennessee University, Assistant Professor of Religion Philosophy

## **SOCIAL SCIENCES**

- Bunch, Carol D. - (2000); Ph.D., University of Kentucky; Associate Professor of Psychology & Co-Director of Quality Enhancement Plan(QEP)
- Graham, Cynthia - (2002); M.S., Troy State University; Instructor of Criminal Justice

- Gromley, Paula (2010); Ph.D., City University of New York, Assistant Professor of Criminal Justice
- Hakeem, Farrukh B. - (2003); Ph.D., University of New York; Associate Professor of Criminal Justice
- Hall, Fred - (2005); Ph.D., UNC Chapel Hill; Associate Professor of Sociology
- Leathers, Kim.- (2004); Ph.D., Howard University; Assistant Professor of Sociology and Director of Honors Program
- Niles, Beau (2010); Ph.D., University of Florida, Assistant Professor of Sociology
- Offoha, Marcellina - (1997); Ph.D., Temple University; Assistant Professor of Sociology, Interim Chair
- Richardson, Joseph - (1982); Ph.D., Cornell University; Associate Professor of Sociology and Criminal Justice, Coordinator of the Criminal Justice Program
- Wadelington, Flora- (2005); M.A., North Carolina Central University; Assistant Professor of History
- Walker, Carmen. (2010); Ph.D., Clark Atlanta University; Associate Professor of Political Science
- Wellington, Chante (2005); Ph.D., Duquesne University, Assistant Professor of Psychology
- Witten, Vaughan C. - (1979); Ph.D., North Carolina State University; Associate Professor of Psychology, and Coordinator of the Psychology
- Yarborough, Elaine H. - (2004); Ph.D., Howard University; Associate Professor of Political Science and Coordinator of the Political Science Program
- Yarborough, Felicia- (2009); M.S (Criminology). University of Missouri, Assistant Professor of Criminal Justice
- Zaarour, Khodr M. - (2000); M.A., University of Pittsburgh; Assistant Professor of International Relations, Political Science, and History; and Coordinator of the International Relations Program

## **SOCIAL WORK**

- Askew, Renee - (2006); MSW, University of North Carolina Chapel Hill, Assistant Professor of Social Work
- Chung, InSoo - (2004); Ph.D., University of South Carolina; Associate Professor of Social Work
- Denning, Pamela F. - (2004); Ph.D., Campbell University; Chair and Assistant Professor of Social Work
- McMillian, Thomas- (2005); M.S.W., East Carolina University; Assistant Professor of Social Work



Holley-Hyman, Monique (2006); MSW, Columbia University;  
Assistant Professor of Social Work

McNeil, MaNina (2007); MSW, University of North Carolina Chapel  
Hill, Assistant Professor of Social Work

## **VISUAL AND PERFORMING ARTS**

Brown, Charles - (1983); M.A., North Carolina Central University;  
Assistant Professor of Music

Cornwall, Lonietta T. - (1984); Ed. D., Teacher's College Columbia  
University; Instructor of Music

Hatcher, George E. - (1971); M.A., North Carolina Central University,  
Chair and Assistant Professor of Music

Hinton, Kenneth - (1997); M.A., University of California at Santa  
Barbara; Assistant Professor of Theatre

Hunnicut, Bradley - (2000); Ph.D., University of Wisconsin at Madison;  
Assistant Professor of Music

## **CAPE SITE COORDINATORS**

Brown, Cassandra F. - (1980); MA, Howard University, Durham CAPE

Bolden, Gloria - (2004); MDiv, Columbia Theological Seminary;  
Kannapolis CAPE

Hunter-Hedgepeth, Lakeshia - (2010); MS, Strayer University, Rocky  
Mount/Wilson CAPE

Ifeacho, Peter - (1991); PhD, Kansas State University; Ahsokie CAPE

Powell, Karese - (2010); MBA, Kaplan University; Fayetteville CAPE

Rice, Amanda - (2010); MA, Webster University, Wilmington CAPE

Wilson, Paul - (1991); PhD, University of Tennessee- Knoxville; High  
Point CAPE

Woods, Verita - (2000); MS, Western Carolina University; Asheville  
CAPE

APPENDIX I

GRADE APPEAL FORM

A student who feels that the grade he/she received in a class is unfair may appeal the grade by following the Academic Affairs chain of command. The petitioner must follow the process outlined by this form.

**Step one:** The student must compose a letter indicating the exact nature of the appeal.

I have read and understand the policy and have attached to this form a copy of my written appeal:

(Student's Signature) \_\_\_\_\_

**Step two:** The instructor must read the appeal, meet with the student, and grant or deny the student's request.

Instructor's decision and signature: Circle one)

Grant the appeal    Deny the appeal

Signature: (Instructor) \_\_\_\_\_ Date: \_\_\_\_\_

**Step three:** The Department Chair must hear the appeal and attempt to resolve the problem and then if no resolution is reached forward the appeal to the Dean.

I have exhausted administrative solutions at this level and am forwarding the student's appeal to the Dean.

Signature: (Department Chair) \_\_\_\_\_ Date: \_\_\_\_\_

**Step four:** The Dean must hear the appeal and attempt to resolve the problem and then if no solution is reached forward the appeal to the Vice President for Academic Affairs.

I have exhausted administrative solutions at this level and am forwarding the student's appeal to the VPAA.

Signature: (Dean) \_\_\_\_\_ Date: \_\_\_\_\_

**Step five:** The VPAA will review the petition and make a final decision.

Signature: (VPAA) \_\_\_\_\_ Date: \_\_\_\_\_

Adapted from University of West Georgia 11/09

APPENDIX II

DISRUPTIVE BEHAVIOR REPORT

Date of Incident: \_\_\_\_\_ Time: \_\_\_\_\_

Student's Name: \_\_\_\_\_ Class: \_\_\_\_\_

Incident:

Reported to: \_\_\_\_\_ Date: \_\_\_\_\_

Dean of Students: \_\_\_\_\_ Date: \_\_\_\_\_

Dean of College: \_\_\_\_\_ Date: \_\_\_\_\_



# SHAW UNIVERSITY

## ACADEMIC CALENDAR 2011-2012

### \*\* FALL SEMESTER 2011 \*\*

AUGUST		
1	Monday	Deadline to submit Housing Application forms to Housing and Residence Life; Deadline to submit required forms to Health Center
11-12	Thursday-Friday	Faculty & Staff University Opening
12	Friday	Residence Halls Open/Check-in for New Students Only - 9:00 a.m.
12-16	Friday-Tuesday	New Students' Orientation/Registration
14	Sunday	Residence Halls Open for Returning Students- 9:00 a.m.
15-16	Monday-Tuesday	Fiscal Clearance of New and Returning Students
16	Tuesday	Deadline for 100% refund of tuition /fees
<b>17</b>	<b>Wednesday</b>	<b>Formal Classes Begin/Late Registration</b>
23	Tuesday	Last Day to Add or Drop a Course (without grade of "W")
23	Tuesday	Deadline for Department Chairpersons to submit Applications for Fall 2011 Graduation to the Registrar's Office - 5:00 p.m.
25-27	Thursday-Saturday	National Alumni Association Confab - Shaw University
26	Friday	Deadline for Department Chairpersons to submit Applications for Fall 2011 Graduation to the Registrar's Office - 5:00 p.m.
30	Tuesday	Degree Conferral Date for Summer 2011 Graduates
SEPTEMBER		
1	Thursday	NR Report due to Registrar at 12:00 p.m. (noon)
5	Monday	Labor Day Holiday (No Classes)
<b>6</b>	<b>Tuesday</b>	<b>Classes Resume</b>
7	Wednesday	All students must have a valid Student ID/Temp Student ID cards expire
16	Friday	Constitution Day Observance
22	Thursday	Constitution Day Observance
25-27	Sunday-Tuesday	Bessie Boyd-Holman Lecture Series on Ethics & Values
29	Thursday	Crowning of Royalty (for Homecoming 2011)
30	Friday	Deadline for the Removal/Conversion of Incompletes/To Change Grades from Spring 2011

<b>OCTOBER</b>		
2	Sunday	Homecoming Opening Worship
3-9	Monday-Sunday	Homecoming Week
7	Friday	Memorial Service/Founder's Day Convocation - 10:45 a.m.
9	Sunday	Homecoming Closing Worship
10-12	Monday-Wednesday	Mid-Semester Examinations
13	Thursday	Mid-semester Progress Reports Due/ Submitted via web by 4:00 p.m.
14	Friday	Last Day to WITHDRAW from the University and Receive a Partial Refund
14-17	Friday-Monday	Fall Break
<b>18</b>	<b>Tuesday</b>	<b>Classes Resume</b>
19	Wednesday	Academic Majors Fair
20	Thursday	Last Day to Withdraw from a Course (Grade of "W")
31-Nov 4	Monday-Friday	Academic Advisement for Spring 2012 semester
<b>NOVEMBER</b>		
1-2	Tuesday-Wednesday	Presidential Lecture Series
2	Wednesday	Fall Assessment Day (ETS Proficiency Profile for completers of General Education curriculum; Major Fields Tests for Fall Graduates)
3	Thursday	Career and Graduate/Professional School Fair
5	Saturday	On-line Registration for Spring 2012
14-18	Monday-Friday	Faculty Evaluation Week (SIR II Online)
18	Friday	Deadline for Spring 2012 Prospective Graduates to submit Graduation Applications to Department Chairpersons- 5:00 p.m.
22	Tuesday	Deadline for Department Chairpersons to submit Applications for Spring 2012 Graduation to the Registrar's Office- 5:00 p.m.
23-27	Wednesday-Sunday	Thanksgiving Holiday (No Classes)
<b>28</b>	<b>Monday</b>	<b>Classes Resume</b>
28	Monday	Deadline for receipt of Applications for Admission for Spring 2012
<b>DECEMBER</b>		
1	Thursday	University Holiday Celebration
<b>1</b>	<b>Thursday</b>	<b>Formal Classes End Last Day to Withdraw From the University(no refund)</b>
2	Friday	Reading Day
3, 5-9	Saturday and Monday-Friday	Final Exam Week (Deadline to submit final grades via web is 2 calendar days after the scheduled final examination)
<b>9</b>	<b>Friday</b>	<b>Fall Semester Ends (After Examinations)</b>
10	Saturday	Residence Halls Closed at 5:00 p.m.
12	Monday	<u>ALL</u> Final Grades Due •Conferred Graduation Date for Fall 2011 degree candidates•
13-15	Tuesday-Thursday	Departmental Assessment and Planning
15	Thursday	Faculty Check-out- 10:00 a.m.

**\*\* SPRING SEMESTER 2012 \*\***

**JANUARY**

2	Monday	New Year's Day Holiday (No Classes)
3	Tuesday	Faculty & Staff University Opening
6	Friday	Residence Halls Open/Check-in for New Students-9:00 a.m.
6-9	Friday-Monday	New Student Orientation
8	Sunday	Residence Halls Open for Returning Students
9-10	Monday-Tuesday	Fiscal Clearance of Returning Students
10	Tuesday	Deadline for 100% refund of tuition /fees
<b>11</b>	<b>Wednesday</b>	<b>Formal Classes Begin/Late Registration</b>
13	Friday	Martin Luther King, Jr. Commemorative Service –12:00 p.m. (noon)
16	Monday	Martin Luther King, Jr.'s Birthday Observed, Legal Holiday (No Classes)
17	Tuesday	Last Day to Add or Drop a Course (without grade of "W")
24	Tuesday	All students must have a valid Student ID/Temp Student ID cards expire
26	Thursday	NR Report due to Registrar at 12:00 p.m. (noon)
31	Tuesday	Degree Conferral Date for Fall 2011 Graduates

**FEBRUARY**

1	Wednesday	Academic Majors Fair
5-8	Sunday-Wednesday	Religious Emphasis Week
24	Friday	Deadline for the Removal/Conversion of Incompletes/To Change Grades from Fall 2011

**MARCH**

5-7	Monday-Wednesday	Mid-Semester Examinations
8	Thursday	Mid-semester Progress Reports Due / Submitted via web by 4:00 p.m.
9	Friday	Last Day to Withdraw From University and Receive a Partial Refund
12-16	Monday-Friday	Spring Break (academic only)
19-23	Monday-Friday	Academic Advisement for Summer 2012 and Fall 2012 semesters
23	Friday	Last Day to Withdraw from a Course (Grade of "W")
24	Saturday	On-line Registration for Summer 2012 and Fall 2012 semesters Begins
26	Monday	Deadline for Summer 2012 Prospective Graduates to submit Graduation Applications to Department Chairpersons- 5:00 p.m.
28	Wednesday	Deadline for Department Chairpersons to submit Applications for Summer 2012 Candidates for Graduation to the Registrar's Office- 5:00 p.m.

<b>APRIL</b>		
6-9	Friday-Monday	Easter Observance - University Closed
<b>10</b>	<b>Tuesday</b>	<b>Classes Resume</b>
12	Thursday	Spring Assessment Day (ETS Proficiency Profile for completers of General Education curriculum, College Senior Survey, Student Satisfaction Survey, ACAT, SAILS and Major Fields Tests for Spring Graduates)
16-20	Monday-Friday	Faculty Evaluation Week
19	Thursday	University Awards Day - 11:00 a.m.
24-27	Tuesday-Friday	Final Exams for Prospective Graduates (Deadline to submit final grades via web is 2 calendar days after the scheduled final examination)
<b>26</b>	<b>Thursday</b>	<b>Formal Classes End/ Last Day to Withdraw from the University</b>
27	Friday	Reading Day
29	Sunday	Senior Service- 11:00 a.m.
30	Monday	Deadline for Instructors to submit All Grades for Prospective Graduates- 3:00 p.m.
28- May 4	Saturday and Monday-Friday	Final Exams for non-Graduating Students(Deadline to submit final grades via web is 2 calendar days after the scheduled final examination)

## **MAY**

<b>4</b>	<b>Friday</b>	<b>Spring Semester Ends (After Examinations)</b>
11	Friday	Baccalaureate Service/Thomas J. Boyd Chapel- 6:00 p.m.
12	Saturday	Commencement Exercise, 11:00 a.m.
6	Sunday	Residence and Dining Halls Close- 5:00 p.m.
8	Tuesday	All Grades for non-Graduates Due- 5:00 p.m.
9-11	Wednesday-Friday	Departmental Assessment and Planning
11	Friday	Final Faculty Clearance- 10:00 a.m.

## **\*\*SUMMER SCHOOL 2012\*\***

<b>MAY</b>		
8	Tuesday	Deadline for Summer School Applications for Financial Aid
<b>21</b>	<b>Monday</b>	<b>Formal Classes Begin/Late Registration</b>
23	Wednesday	Late Registration (Add/Drop) Ends; Course schedules canceled for students who have not made satisfactory payment arrangements by 4:00 p.m.
28	Monday	Memorial Day Holiday (No Classes)
<b>29</b>	<b>Tuesday</b>	<b>Classes Resume</b>
29	Tuesday	NR Report due to Registrar at 12:00 p.m. (noon)

<b>JUNE</b>		
5	Tuesday	Census Days
11-July 28	Monday – Saturday	Shaw University/USEPA Research Apprenticeship Program for High School Students
15	Friday	Last Day to Withdraw from a Course (Grade of "W")
23-28	Saturday – Thursday	58th Annual Lott Carey Youth Seminar
<b>26</b>	<b>Tuesday</b>	<b>Formal Classes End</b>
27-28	Wednesday – Thursday	Final Exams
<b>JULY</b>		
4	Wednesday	Independence Day Holiday (No Classes)
10-August 17	Tuesday – Friday	Summer Science Outreach Academy
11	Wednesday	All Final Grades Due
8-August 10	Sunday – Friday	Freshman Academy Bridge Program

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

## **NOTES**



# NOTES

# NOTES





## **SHAW UNIVERSITY**

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