North Carolina Central University is committed to equal educational opportunity and does not discriminate against applicants, students or employees based on race, color, national origin, religion, sex, age or handicap. Moreover, NCCU is open to people of all races and actively seeks to promote racial integration by recruiting and enrolling a culturally and racially diverse student population. This commitment is in keeping with Title IX of the Educational Amendments of 1972 and Section 504, Rehabilitation Act of 1973. The Bulletin of North Carolina Central University (USPS 074-800) is issued every two years by North Carolina Central University, Durham, NC 27701-1912. Periodical Postage Paid at Durham, NC, 27701. Postmaster should send address change to the Bulletin of NCCU, Office of Admissions, McDougald House, Lawson Street, Durham, NC 27701-1912.

Volume XXVI
August 2014
Dear NCCU Students:

It is with great Eagle Pride that I greet and welcome you to the 2013-2015 academic years! As we begin our journey toward Eagle Excellence, or E-squared, I know all of you are gearing up for a year filled with new challenges and tremendous opportunities.

There are several expectations I have set for the entire university community to ensure student success remains our No. 1 priority and undergraduate students graduate in four years. Part of Eagle Excellence, or E-squared, means that we have excellence in our classrooms, excellence on our campus and excellence in our service. We promise to deliver a high quality educational experience to each of you so your dreams of becoming entrepreneurs, life scientists, nurses, educators, lawyers and musicians, to name a few, are realized.

At the core of NCCU is Truth and Service, the motto that has guided our institution for more than 103 years. We empower you to become scholars who are among the most engaged citizens in the Triangle region, throughout North Carolina and around the world. The university’s commitment to our community is what makes us distinctive as Eagles.

In the coming year, I invite each of you to become part of the thriving downtown Durham community and the Research Triangle—a global hub for some of the world’s largest high-tech research and development companies. NCCU is located in a city and region that continues to be heralded for their tremendous assets, including our signature programs and offerings.

North Carolina Central University is a premier, first-choice, global institution. Together with our exceptional faculty and staff, we will continue to invest in your success.

In Truth and Service,

Dr. Debra Saunders-White
Dr. Debra Saunders-White
Chancellor
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About This Catalog…

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2013-2015
Academic
Calendar for
NORTH CAROLINA CENTRAL UNIVERSITY

FALL 2013

February 1
Graduate School Fall Admission
Application – Priority Deadline
Next business day if date falls on weekend

March 1
Graduate School Fall Admission
Application Due – Late Deadline
Next business day if date falls on weekend

Graduate International Students Fall Admission Application Deadline
Next business day if date falls on weekend

April 1
Undergraduate International Students Fall Admission Application Deadline
Next business day if date falls on weekend

May 1
International students application deadline
Enrollment deposits due

July 1
Priority date for fall undergraduate admissions, including transfer students

July 15
Electronic Portfolio Development (Fall 2013 T&P only)

July 29
Electronic Portfolio Development (Fall 2013 T&P only)

August 1
Application deadline for freshmen and transfer students. Applications received after this date will be considered on a space available basis

August 5
All tuition and fees due

August 9
Financial aid posted

August 10
Residence hall check-in from 9 a.m. – 5 p.m. for all new students

August 11
Advising and registration continues for all students

August 11-18
Week of Welcome (WOW)

August 12
Faculty Professional Development Day/Graduate Assistance Training

August 13
Faculty/Staff Institute and University Conference at 8 a.m.

August 17-18
Residence hall check-in from 9 a.m. – 5 p.m. for continuing students

August 18
Week of Welcome (WOW)

Preliminary class lists available through Banner

August 19
First day of classes

Late registration, schedule adjustment period (drop/add) begins

Late registration fees imposed

August 21
Notification of impending drop for students who have not submitted final immunization records

August 23
Late registration and scheduled adjustment period (drop/add/section changes) ends at 4 p.m.

Course schedules canceled for all students who have not made satisfactory payment arrangements

August 26
First day for a student to initiate a withdrawal from a class (grade of WC) and student to request to be withdrawn from the institution (grade of W)

Residence check for on-campus students not registered or registered less than 12 hours

August 30
Tenth day of class – Census date

September 1
Graduate School Spring Admission Application Due – Priority Deadline
Next business day if date falls on weekend

Graduate International Students Spring Admission Application – Final Deadline
Next business day if date falls on weekend

September 2
Labor Day, no classes

September 3
Final class rolls available in Banner

September 5
Last day to challenge courses by examination for credit

September 6
Last day for filing applications for the master’s foreign language examinations to be taken this semester

Last day for deans to submit course offerings for spring 2014

September 13
Early warning progress grades due in Banner by 5 p.m.

September 19
Last day to withdraw from the university with a prorated tuition and fee adjustment

Fall Convocation in McDougald-McLendon Gymnasium (classes should attend)

October 1
Graduate School Spring Admission Application – Late Deadline
Next business day if date falls on weekend

October 4
Mid-term progress reports due in Banner by 4 p.m.
Last day to apply for December graduation

**October 5**
Foreign language examinations for master’s degree candidates

**October 8-11**
Law School Mid-term exams

**October 11**
General Faculty Meeting (Fall)

**October 12**
Fall Break begins after classes

**October 14**
Law School Fall Break (No Classes)

**October 15**
Classes resume at 8 a.m.

Deadline for graduating students to clear ‘I’ grades

**October 16**
Last day to file applications for admission to candidacy for graduate students planning to complete degrees this semester

Early registration for spring 2014 begins

Last day for undergraduates to withdraw from a class with a grade of WC or from the university with a W grade

Last day for graduate students to withdraw from a class with a WC grade

**October 18**
Founder’s Day

**October 23**
Last day to filing application for the master’s written examination to be taken this semester

**October 24**
Department Chair Meeting

**November 1**
Spring admissions priority application deadline

First day for returning students to pay Housing Administrative fees for Fall 2014

First day for Continuing Student to pay housing administrative fee. This fee will be accepted until all spaces are occupied.

First day for New Students to pay housing administrative fee. New Students who pay by May 1, 2014 are guaranteed housing.

**November 2**
Written examinations for master’s degree candidates

**November 6**
Final examinations for non-graduating students

**November 7**
Final grades due in Banner by 5 p.m.

**November 10**
Last day of classes for all students

**November 18**
Residence halls close at 10 a.m. for non-graduating students


**December 11**
Residence halls close at 10 a.m. for non-graduating students

**December 12**
All grades due in Banner by 5 p.m.

**December 13**
Commencement rehearsal, 11 a.m.

Chancellor’s Reception for graduating students and their families, 6 p.m., A.E. Student Union

**December 14**
Commencement, 9 a.m.

Residence halls close at 3 p.m. for graduating students

**SPRING 2014**

**January 1**
FAFSA for 2014-15 should be filed

**January 2**
Financial aid posted

All tuition and fees due

University business resumes for all NCCU employees

**January 3**
HR Training

**January 6**
Spring Semester Faculty Development
Day

January 6
Residence hall check-in from 9 a.m. – 5 p.m. for all new students

January 6 – 9
New Student Welcome Programs

January 7 – 9
New Student Orientation

January 8 – 9
Residence hall check-in from 9 a.m. – 5 p.m. for continuing students

January 9
First day of law school classes

January 10
First day of classes

Late registration, schedule adjustment period (drop/add) begins, late fees imposed

Preliminary class rolls available in Banner

January 14
Notification of impending drop for students who have not submitted final immunization records

January 17
Late registration and schedule adjustment period (drop/add/section changes) conclude at 4 p.m.

Course schedules canceled for all students who have not made satisfactory payment arrangements

Residence check for on-campus students not registered or registered for less than 12 hours

January 20
Martin Luther King Jr. Day Observance, no classes

January 21
First day for a student to initiate a withdrawal from a class (grade of WC) and student to request to be withdrawn from the institution (grade of W)

January 24
Tenth day of class—census date

Course schedules canceled for all students who have not made satisfactory payment arrangements

Last day to challenge courses by examination for credit

January 27
Final class rolls available in Banner

February 1
Graduate School Fall Admission Application – Priority Deadline
Next Business day if date falls on weekend

February 5
Last day for deans to submit course offerings for the summer sessions and fall 2014

February 7
Early warning progress reports due in Banner by 5 p.m.

Last day for filing applications for the master’s foreign language examinations to be taken this semester

February 9
First Steps Academic Recognition Ceremony

February 14
Last day to withdraw from the university with a prorated tuition and fee adjustment

Last day to file for May graduation

February 22
Foreign language examinations for master’s candidates

February 28
Midterm progress reports due in Banner by 4 p.m.

March 1
Graduate School Fall Admission Application Due – Late Deadline. Next business day if date falls on weekend

Graduate International Students Fall Admission Application Deadline. Next business day if date falls on weekend

March 5
Last day for undergraduates to withdraw from a class with a grade of WC or from the university with a W grade

Last day for graduate students to withdraw from a class with a grade of WC or from the university with a W grade

March 8
Spring Break begins after Saturday classes

Residence halls close at noon

March 10
Faculty Professional Development Day (Spring Break)

March 14
Deadline for graduating students to clear ‘I’ grades

March 16
Residence halls reopen at noon

March 17
Classes resume

Registration opens for summer sessions and fall 2014

FAFSA for 2013-14 must be filed if attending summer school

Last day to file applications for admission to candidacy for graduate students planning to complete degrees this semester

March 21
General Faculty Meeting (Spring)

Last day for filing applications for the master’s written examinations to be taken this semester

April 1
Undergraduate International Students Fall Admission Application Deadline. Next business day if date falls on weekend

April 3
Honors Convocation, McDougald–McLendon Gymnasium

April 6
Written examinations for master’s degree candidates

April 15
Graduate School Summer Admission Application—Late Deadline
Next business day if date falls on weekend
April 18
Good Friday, no classes

April 28
Last day of class for law school

Last day for law school students to withdraw from a course

Last day to submit thesis/projects for this semester

Last day of class lecture for non-graduating students

April 29
Reading day for graduating and non-graduating students

April 29
Reading day for law school students/Conflict day for graduating law school students

April 30 – May 1
Final examinations for graduating students

April 30 – May 6
Final examinations for non-graduating students

April 30 – May 9
Final examinations for law school students

May 1
International students application deadline Enrollment deposits due

May 2
Final grades for graduating students due in Banner by 5 p.m.

Final grades for law school graduating students due in Banner by 5 p.m.

May 6
Last day of classes for all students

NOTE: THE LAST DAY OF CLASSES FOR ALL STUDENTS AND FINAL EXAMS ARE IN FACT THE SAME DAY. THE INSTRUCTIONAL TIME INCLUDES THE REQUIRED EXAMINATION PERIODS.

May 7
Residence halls close at 10 a.m. for non-graduating students

May 8
All grades due in Banner by 5 p.m.

May 9
Alumni Day

Baccalaureate Commencement rehearsal at 11 a.m.

Graduate and Professional Commencement Ceremony, 3 p.m.

Chancellor’s Reception for graduating students and their families, 6 p.m., A.E. Student Union

May 10
Baccalaureate Commencement Ceremony, 8 a.m.

Residence Halls close at 5 p.m. for graduating students

SUMMER 2014: FIRST SESSION

May 12
Faculty Professional Development Day

May 13
New Student Orientation Transfer Students

May 18
Residence halls open at 9 a.m.

May 19
Registration for all students

First day of classes for law students

May 20
First day of classes for non-law students

Late registration/schedule adjustment period begins

May 21
Schedule adjustment concludes at 4 p.m.

All registration activities for first and dual sessions end at 4 p.m.

Course schedules canceled for students who have not made satisfactory payment arrangements

Last day to withdraw from the university with a tuition adjustment and/or refund

May 26
Memorial Day, no classes

June 3
Equivalent 10th-day census date

June 6
Last day to file for Summer graduation

June 9
Last day for undergraduates to withdraw from a class with a WC grade

Last day for graduate students to withdraw from a class with a WC grade

June 11
Last day for filing application for the master’s foreign language examination to be taken this summer

June 12-13
New Student Orientation First-Year Students

June 17
New Student Orientation Transfer Students

June 19-20
New Student Orientation First-Year Students

June 21
Foreign language examinations for master’s degree candidates

June 23
Last day of classes

Last day to submit theses/projects for this summer session

June 24
New Student Orientation Transfer Students

June 24-25
Final examinations

June 26
Residence halls close at 10 a.m. (first session only)

Final grades for first summer session due in Banner by 4 p.m.

First day of registration for Second Session
SUMMER 2014: SECOND SESSION

June 26-27
New Student Orientation First-Year Students

June 29
Residence halls open at 9 a.m.

July 1
First day of classes

Late registration/schedule adjustment period begins

Priority date for fall undergraduate admissions, including transfer students

July 2
Schedule Adjustment concludes at 4 p.m.

Course schedules canceled for students who have not made satisfactory payment arrangements

Last day to withdraw from the university with a tuition adjustment and/or refund

July 8
New Student Orientation—Transfer Students

July 10
Last day for filing application for the master’s written examination to be taken this summer

Last day for undergraduates to withdraw from a class with a WC grade

Last day for graduate students to withdraw from a class with a WC grade

July 10 – 11
New Student Orientation First-Year Students

July 15
Equivalent 10th-day census date

New Student Orientation Transfer Students

July 17 – 18
New Student Orientation First-Year Students

July 19
Written examination for master’s degree candidates

July 22
New Student Orientation Transfer Students

July 24 – 25
New Student Orientation First-Year Students

July 29
New Student Orientation Transfer Students

July 31
Last day of classes

Last day to submit theses/projects for this summer session

August 1-2
Final examinations

August 3
Residence Halls close at noon

August 4
Final grades for second summer session due in Banner by 4 p.m.

Fall 2014

February 1
Graduate School Fall Admission Application – Priority Deadline
Next business day if date falls on weekend

March 1
Graduate School Fall Admission Application Due – Late Deadline
Next business day if date falls on weekend

April 1
Undergraduate International Students Fall Admission Application Deadline
Next business day if date falls on weekend

May 1
International students application deadline

Enrollment deposits due

July 1
Priority date for fall undergraduate admissions, including transfer students

August 1
Application deadline for freshmen and transfer students. Applications received after this date will be considered on a space available basis

August 4
All tuition and fees due

August 8
Financial aid posted

August 10
Advising and registration continues for all students

August 12
Faculty/Staff Institute and University Conference at 8 a.m.

August 13
Residence hall check-in for New students who did not attend Orientation – 9 a.m. – 11 a.m.

Residence hall check-in for New Students who attended Orientation

9 a.m.–11 a.m.–Last Names A-M
11 a.m.–1 p.m.–Last Names N-Z

August 13-17
Week of Welcome (WOW)

August 14
Residence hall check-in for Continuing students – 9 a.m. – 1 p.m.

August 17
Preliminary class lists available through Banner

August 18
First day of classes

Late registration, schedule adjustment period (drop/add) begins

Late registration fees imposed

August 20
Notification of impending drop for students who have not submitted final immunization records

August 25
First day for a student to initiate a withdrawal from a class (grade of WC)
and student to request to be withdrawn from the institution (grade of W)

Residence check for on-campus students not registered or registered less than 12 hours

**August 29**
Tenth day of class – Census date

Last day to file for residency reclassification

Late registration and scheduled adjustment period (drop/add/section changes) ends at 4 p.m.

Course schedules canceled for all students who have not made satisfactory payment arrangements

**September 1**
Graduate School Spring Admission Application Due – Priority Deadline
Next business day if date falls on weekend

Graduate International Students Spring Admission Application – Final Deadline
Next business day if date falls on weekend

Undergraduate International Students Spring Admission Application – Final Deadline
Next business day if date falls on weekend

**September 1**
Labor Day, no classes

**September 2**
Final class rolls available in Banner

**September 4**
Last day to challenge courses by examination for credit

**September 5**
Last day for filing applications for master’s foreign language examinations to be taken this semester

Last day for deans to submit course offerings for spring 2015

**September 12**
Early warning progress grades due in Banner by 5 p.m.

**September 17**
Students who have not met the state immunization requirements will be dropped from classes

**September 18**
Fall Convocation in McDougald-McLendon Gymnasium (classes should attend)

**September 26**
Last day to withdraw from the university with a prorated tuition and fee adjustment

**October 1**
Graduate School Spring Admission Application – Late Deadline
Next business day if date falls on weekend

**October 3**
Mid-term progress reports due in Banner by 4 p.m.

Last day to apply for December graduation

**October 4**
Foreign language examinations for master’s degree candidates

**October 7-10**
Law School Mid-term exams

**October 10**
General Faculty Meeting

**October 11**
Fall Break begins after classes

**October 13**
Law School Fall Break (No Classes)

**October 14**
Classes resume at 8 a.m.

**October 15**
Last day to file applications for admission to candidacy for graduate students planning to complete degrees this semester

Early registration for spring 2015 begins

Last day for undergraduates to withdraw from a class with a grade of WC or from the university with a W grade

Last day for graduate students to withdraw from a class with a WC grade or from the university with a W grade

**October 22**
Last day for filing application for the master’s written examination to be taken this semester

**November 1**
Spring admissions priority application deadline

Written examinations for master’s degree candidates

**November 3**
First day for Continuing Students to pay housing administrative fee. The fee will be accepted until all spaces are occupied

First day for New Students to pay housing administrative fee. New Students who pay by May 1, 2015 are guaranteed housing

**November 7**
Founder’s Day

**November 20**
Early Eagle NSO for Transfer Students

November 26-30
Thanksgiving recess

**December 1**
Spring admissions final application deadline

Classes resume at 8 a.m.

Last day of classes for graduating students

Last day to submit theses/projects for this semester

Last day of class lecture for non-graduating students

**December 1**
Last day of class for law school

Last day for law school students to withdraw from a course

**December 2**
Reading day for graduating and non-graduating students
Reading day for law school students/Conflict day for graduating law school students

December 3
Deadline for submission of undergraduate applications for admission to the spring semester

December 3-4
Final examinations for graduating students

December 3-9
Final examinations for non-graduating students

December 3-12
Final examinations for law students

December 5
Final grades for graduating students due in Banner by 5 p.m.

December 8
Final grades due for graduating law school students by 5 p.m.

December 9
Last day of classes for all students

Last day of final examinations for non-graduating students

NOTE: THE LAST DAY OF CLASSES FOR ALL STUDENTS AND FINAL EXAMS ARE IN FACT THE SAME DAY. THE INSTRUCTIONAL TIME INCLUDES THE REQUIRED EXAMINATION PERIODS.

December 10
Residence halls close at 10 a.m. for non-graduating students

December 11
All grades due in Banner by 5 p.m.

December 12
Commencement rehearsal, 11 a.m.

Chancellor’s Reception for graduating students and their families, 6 p.m., A.E. Student Union

December 13
Commencement, 9 a.m.

Residence Halls close at 3 p.m. for graduating students

Spring 2015

January 1
FAFSA for 2015-16 should be filed

January 2
Financial aid posted

All tuition and fees due

University business resumes for all NCCU employees

January 5
Residence hall check-in from 9 a.m. – 5 p.m. for all new students

January 5-8
New Student Welcome Programs

January 6-8
New Student Orientation

January 7-8
Residence hall check-in from 9 a.m. – 5 p.m. for continuing students

January 8
First day of law school classes

January 9
First day of classes

Late registration, schedule adjustment period (drop/add/section changes) conclude at 4 p.m.

Course schedules canceled for all students who have not made satisfactory payment arrangements

Last day to challenge courses by examination for credit

January 26
Final class rolls available in Banner

February 1
Graduate School Fall Admission Application – Priority Deadline
Next business day if date fall on weekend

February 4
Last day for deans to submit course offerings for the summer sessions and fall 2015

February 6
Early warning progress reports due in Banner by 5 p.m.

Last day for filing applications for the master’s foreign language examinations to be taken this semester

February 8
First Steps Academic Recognition Ceremony

February 20
Last day to withdraw from the university with a prorated tuition and fee adjustment

Last day to file for May graduation

February 21
Foreign language examinations for master’s candidates

February 27
Midterm progress reports due in Banner by 4 p.m.

March 1
Graduate School Fall Admission Application Due – Late Deadline
Next business day if date falls on weekend

Graduate International Students Fall Admission Application Deadline
Next business day if date falls on weekend
March 4
Last day for undergraduates to withdraw from a class with a grade of WC or from the university with a W grade

Last day for graduate students to withdraw from a class with a grade of WC or from the university with a W grade

March 7
Spring Break begins after Saturday classes

Residence halls close at noon.

March 15
Residence halls reopen at noon

March 16
Classes resume

Registration opens for summer sessions and fall 2015

FAFSA for 2014-15 must be filed if attending summer school

Last day to file applications for admission to candidacy for graduate students planning to complete degrees this semester

March 20
General Faculty Meeting

Last day for filing applications for the master’s written examinations to be taken this semester

March 26
Honors Convocation, McDougald-McLendon Gymnasium

March 28
Written examinations for master’s degree candidates

April 1
Undergraduate International Students Fall Admission Application Deadline
Next business day if date falls on weekend

April 3
Good Friday, no classes

April 15
Graduate School Summer Admission Application – Late Deadline

Next business day if date falls on weekend of holiday

April 27
Last day of class for law school

Last day for law school student to withdraw from a course

Last day to submit thesis/projects for this semester

Last day of class lecture for non-graduating students

April 28
Reading day for graduating and non-graduating students

April 28
Reading day for law school students/Conflict day for graduating law students

April 29-30
Final examinations for graduating students

April 29-May 8
Final examinations for law school students

April 30-May 5
Final examinations for non-graduating students

May 1
Final grades for graduating students due in Banner by 5 p.m.

Final grades for law school graduating students due in Banner by 5 p.m.

International students application deadline

Enrollment deposits due

May 5
Last day of classes for all students

NOTE: THE LAST DAY OF CLASSES FOR ALL STUDENTS AND FINAL EXAMS ARE IN FACT THE SAME DAY. THE INSTRUCTIONAL TIME INCLUDES THE REQUIRED EXAMINATION PERIODS.

May 6
Residence halls close at 10 a.m. for non-graduating students

May 7
All grades due in Banner by 5 p.m.

May 8
Alumni Day

Baccalaureate Commencement rehearsal at 10 a.m.

Graduate and Professional Commencement Ceremony, 3 p.m.

Chancellor’s Reception for graduating students and their families, 6 p.m., A.E. Student Union

May 9
Baccalaureate Commencement Ceremony, 8 a.m.

Residence Halls close at 5 p.m. for graduating students

Summer 2015: First Session

May 12
New Student Orientation Transfer Students

May 17
Residence halls open at 9 a.m.

May 18
Registration for all students

First day of classes for law students

May 19
First day of classes for non-law students

Late registration/schedule adjustment period begins

May 20
Schedule adjustment concludes at 4 p.m.

All registration activities for first and dual sessions end at 4 p.m.

Course schedules canceled for students who have not made satisfactory payment arrangements

Last day to withdraw from the university with a tuition adjustment and/or refund

May 25
Memorial Day, no classes
June 2
Equivalent 10th-day census date

Last day to submit application for in-state residency reclassification

June 5
Last day to file for Summer graduation

June 8
Last day for undergraduates to withdraw from a class with a WC grade

Last day for graduate students to withdraw from a class with a WC grade

June 10
Last day for filing application for master’s foreign language examination to be taken this summer

June 11-12
New Student Orientation First-Year Students

June 18-19
New Student Orientation First-Year Students

June 20
Foreign language examinations for master’s degree candidates

June 23
New Student Orientation Transfer Students

June 22
Last day of classes

Last day to submit theses/projects for this summer session

June 23-24
Final examinations

June 25
Residence halls close at 10 a.m. (first session only)

Final grades for first summer session due in Banner by 4 p.m.

First day of registration for Second Session

**Summer 2015: Second Session**

**June 25-26**
New Student Orientation First-Year Students

**June 28**
Residence halls open at 9 a.m.

**June 30**
First day of classes

Late registration/schedule adjustment period begins

New Student Orientation Transfer Students

**July 1**
Schedule Adjustment concludes at 4 p.m.

Course schedules canceled for students who have not made satisfactory payment arrangements

Last day to withdraw from the university with a tuition adjustment and/or refund

Priority date for all undergraduate admissions, including transfer students

**July 7**
New Student Orientation Transfer Students

**July 9**
Last day for filing application for the master’s written examination to be taken this summer

Last day for undergraduates to withdraw from a class with a WC grade

Last day for graduate students to withdraw from a class with a WC grade

**July 9-10**
New Student Orientation First-Year Students

**July 14**
Equivalent 10th-day census date

New Student Orientation Transfer Students

**July 16-17**
New Student Orientation First-Year Students

**July 18**
Written examination for master’s degree candidates

**July 21**
New Student Orientation Transfer Students

**July 23-24**
New Student Orientation First-Year Students

**July 28**
New Student Orientation Transfer Students

**July 30**
Last day of classes

Last day to submit theses/projects for this summer session

**July 31-August 1**
Final examinations

**August 2**
Residence Halls close at noon

**August 3**
Final grades for second summer session due in Banner by 4 p.m.
Guidelines
And General
Information

The University of
North Carolina System
The University of North Carolina Seventeen Constituent Institutions

Administrative Officers

Thomas W. Ross, President
Kevin M. FitzGerald, Chief of Staff
Suzanne Ortega, Senior Vice President for Academic Affairs

Other Vice Presidents and Officers
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Karrie Dixon, Senior Associate Vice President for Academic and University Programs
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Laura I. Wiley
# NORTH CAROLINA CENTRAL UNIVERSITY

## BOARD OF TRUSTEES

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dwight D. Perry</td>
<td>Chairperson</td>
<td>530-6104</td>
</tr>
<tr>
<td>George Hamilton</td>
<td>Vice Chairperson</td>
<td></td>
</tr>
<tr>
<td>Avon L. Ruffin</td>
<td>Secretary</td>
<td></td>
</tr>
<tr>
<td>John Barbee</td>
<td></td>
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<tr>
<td>Harold T. Epps</td>
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<tr>
<td>Joan Higginbotham</td>
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<tr>
<td>Wendell McCain</td>
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<tr>
<td>Paul R. Pope, Jr.</td>
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<tr>
<td>Kim Saunders</td>
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<tr>
<td>Allyson Siegel</td>
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<tr>
<td>Kenneth R. Tindall</td>
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<tr>
<td>Derrick Hicks</td>
<td></td>
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<tr>
<td>Karyn Wilkerson</td>
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## ADMINISTRATIVE OFFICERS

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Debra Saunders-White</td>
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<tr>
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<tr>
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<td>Assistant to the Chancellor</td>
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<td>VACANT</td>
<td>Executive Assistant to Legal Counsel</td>
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Wynetta Lee  
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Caesar Jackson, Interim  
*School of Graduate Studies*

Phyliss Craig-Taylor  
*School of Law*

Irene Owens  
*School of Library and Information Sciences*

Ontario Wooden  
*University College*

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Veronica Nwosu  
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Laura Demarse  
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Ansel Brown
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### Public Relations

<table>
<thead>
<tr>
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<th>Phone</th>
<th>Email</th>
<th>Office</th>
</tr>
</thead>
<tbody>
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## Student Affairs

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History of the University of North Carolina

In North Carolina, all public educational institutions that grant baccalaureate degrees are part of the University of North Carolina. North Carolina Central is one of the 16 constituent higher education institutions of the multi-campus university.

The University of North Carolina, chartered by the N. C. General Assembly in 1789, was the first public university in the United States to open its doors and the only one to graduate students in the 18th century. The first class was admitted in Chapel Hill in 1795. For the next 136 years, the only campus of the university of North Carolina was at Chapel Hill.

In 1877, the N. C. General Assembly began sponsoring additional institutions of higher education, diverse in origin and purpose. Five were historically black institutions, including NCCU, and another was founded to educate American Indians. Several were created to prepare teachers for the public schools. Others had a technological emphasis. One was a training school for performing artists.

In 1931, the N. C. General Assembly redefined the University of North Carolina system to include three state-sponsored institutions: the campus at Chapel Hill (now the University of North Carolina at Chapel Hill), North Carolina State College (now North Carolina State University at Raleigh), and Woman’s College (now the University of North Carolina at Greensboro). The new multi-campus University operated with one board of trustees and one president. By 1969, three additional campuses had joined the university system through legislative action: the University of North Carolina at Charlotte, the University of North Carolina at Asheville, and the University of North Carolina at Wilmington.

By 1971, the General Assembly passed legislation bringing into the University of North Carolina the state’s 10 remaining public senior institutions, each of which had until then been legally separate: Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, the North Carolina School of the Arts, Pembroke State University, Western Carolina University, and Winston-Salem State University. This action created the current 16-campus university system. (In 1985, the North Carolina School of Science and Mathematics, a residential high school for gifted students, was declared an affiliated school of the university; and in 1996, Pembroke State was renamed The University of North Carolina at Pembroke through legislative action.)

The UNC Board of Governors is the policy-making body legally charged with “the general determination, control, supervision, management, and governance of all affairs of the constituent institutions.” It elects the president, who is the chief executive officer of the university system. The 32 voting members of the Board of Governors are elected by the General Assembly for four-year terms. Former board chairmen and board members who are former governors of North Carolina may continue to serve for limited periods as non-voting members Emeriti. The president of the UNC Association of Student Governments, or that student’s designee, is also a non-voting member.

Each of the 17 constituent institutions is headed by a chancellor, who is chosen by the Board of Governors on the president’s nomination and is responsible to the president. Each institution has a board of trustees, consisting of eight members elected by the Board of Governors, four appointed by the governor, and the president of the student body, who serves ex-officio. (The NC School of the Arts has two additional ex-officio members.) Each board of trustees holds extensive powers over academic and other operations of its institutions on delegation from the Board of Governors.
North Carolina Central University Mission Statement

The following mission statement was formally adopted by the Board of Trustees of North Carolina Central University in July of 2004.

North Carolina Central University is a comprehensive university offering programs at the baccalaureate, master’s, and selected professional levels. It is the nation’s first public liberal arts institution founded for African Americans. The university maintains a strong liberal arts tradition and a commitment to academic excellence in a diverse educational and cultural environment. It seeks to encourage intellectual productivity and to enhance the academic and professional skills of its students and faculty.

The mission of the university is to prepare students academically and professionally to become leaders prepared to advance the consciousness of social responsibility in a diverse, global society. The university will serve its traditional clientele of African-American students; it will also expand its commitment to meet the educational needs of a student body that is diverse in race and other socioeconomic attributes.

Teaching, supported by research, is the primary focus of the university. As a part of that focus, the university encourages the faculty to pursue intellectual development and rewards effective teaching and research. The university recognizes, however, the mutually reinforcing impact of scholarship and service on effective teaching and learning. North Carolina Central University, therefore, encourages and expects faculty and students to engage in scholarly, creative and service activities that benefit the community.

Academic Standing and Accreditation

North Carolina Central University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, master’s, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 3003-4097 or call 404-679-4500 for questions about the accreditation of North Carolina Central University.

Specialized accreditation and/or certification in the following areas contribute to the university’s goal of ensuring academic rigor and integrity in all degree programs. The following is a list of accredited and certified academic programs and their respective accrediting organizations.

**Athletic Training** (Department of Physical Education)
- Commission on Accreditation of Athletic Training Education

**Business**
- Association of Collegiate Business Schools and Programs
- Association to Advance Collegiate Schools of Business

**Chemistry**
- American Chemical Society

**Communication Disorders** (School of Education)
- Council on Academic Accreditation in Speech-Language Pathology

**Counseling** (School of Education)
- Council for Accreditation of Counseling and Related Educational Programs

**Criminal Justice**
- North Carolina Criminal Justice Education and Training Standards Commission
- Academy of Criminal Justice Sciences

**Dietetics** (Department of Human Sciences)
- Commission on Accreditation for Dietetics Education
In the School of Education, programs approved by the North Carolina Department of Public Instruction include Elementary Education (K-6); Middle Grades Education in Language Arts, Math, Science, and Social Studies; Communication Disorders; Career Counseling; Mental Health Counseling; School Counseling; Secondary Grades Education in English, Mathematics, Comprehensive Science, and Comprehensive Social Studies; Special Subjects (K-12) in Art, Dance, Music, Theater Arts, Physical Education, French, and Spanish; Educational Technology; School Administration; and Special Education in General Special Education, Visual Impairments, Learning Disabilities and Emotional/Behavioral Disabilities.

History and Background

North Carolina Central University, a state-supported liberal arts institution, was chartered in 1909 as a private institution and opened to students on July 10, 1910. It was founded by Dr. James E. Shepard, a pharmacist and religious educator. From the beginning, when it was known as the National Religious Training School and Chautauqua, its purpose has been the development of “fine character and sound academic training” to prepare students for service and leadership.

In the early years, private donations and student fees constituted the total financial support of the school, and the heavy burden of collecting funds rested on the founder and president.

In 1915 the school was sold and reorganized as the National Training School. During this period, Mrs. Russell Sage of New York was a generous benefactor of the school. In 1923, the General Assembly of North Carolina appropriated funds for the purchase and maintenance of the school, and it was renamed Durham State Normal School. Two years later, the General Assembly converted the institution into the North Carolina
College for Negroes to offer a liberal arts education and to prepare teachers and principals of secondary schools.

At its 1927 session, the General Assembly began an expansion of its college plan to incorporate a larger academic program at the college. The interest of the Honorable Angus W. McLean, then governor of North Carolina, and his belief in the institution aided greatly in the promotion of this program. State appropriations were supplemented by a generous gift from B. N. Duke and by contributions from citizens of Durham in 1929. The 1930’s brought in federal grants and state appropriations for a new program of physical expansion and improvement of educational facilities; this initiative continued until the beginning of World War II.

The college was accredited by the Southern Association of Colleges and Secondary Schools as an Class A institution in 1937 and was admitted to membership in that association in 1957.

The General Assembly of 1939 authorized the establishment of graduate work in liberal arts and the professions and graduate courses in the arts and sciences, which were first offered that same year. The School of Law began operation in 1940, and the School of Library Science was established in 1941.

In 1947 the General Assembly changed the name of the institution to North Carolina College at Durham.

On October 6, 1947, Dr. Shepard, the founder and president, died. The Board of Trustees appointed an interim committee consisting of Dr. Albert E. Manley, dean of the College of Arts and Sciences; Miss Ruth G. Rush, dean of women; and Dr. Albert L. Turner, dean of the School of Law, to administer the affairs of the institution until the election of the second president.

On Jan. 20, 1948, Dr. Alfonso Elder was elected president of the institution. At the time of his election, Dr. Elder was serving as the head of the Graduate Department of Education and had formerly been dean of the College of Arts and Sciences. Dr. Elder retired Sept. 1, 1963.

Dr. Samuel P. Massie was elected as the third president of the college on Aug. 9, 1963. Dr. Massie came to the institution from Washington D. C., where he was associate program director for undergraduate science education at the National Science Foundation and professor and chairman of the Department of Pharmaceutical Chemistry at Howard University. He resigned on Feb. 1, 1966.

The Board of Trustees appointed an interim committee consisting of Mr. William Jones, business manager; Dr. Helen G. Edmonds, graduate dean; and Dr. William H. Brown, professor of education, to administer the affairs of the institution until the fourth president took office.

On July 20, 1966, Dr. Albert N. Whiting was named as the fourth president of the institution. He came to North Carolina College from Baltimore, Md., where he had been Dean of the Faculty at Morgan State College. Dr. Whiting served as president and chancellor from July 1, 1967, until his retirement June 30, 1983.

In 1969, the General Assembly changed the name of the institution to North Carolina Central University. On July 1, 1972, North Carolina Central University became a constituent institution of the University of North Carolina.

On July 1, 1983, Dr. LeRoy T. Walker became interim chancellor of the university. He had served the institution as chairman of the Department of Physical Education and Recreation, head track coach and vice chancellor for university relations. At its February 1986 meeting, the University of North Carolina Board of Governors, at the request of the university’s Board of Trustees, decreed that Dr. Walker was chancellor of the university and made that action retroactive to the beginning of his term as interim chancellor.
Dr. Tyronza R. Richmond, formerly dean of the School of Business, succeeded Dr. Walker as chancellor on July 1, 1986. Prior to his arrival at North Carolina Central University, Dr. Richmond was associate dean and professor at the School of Business and Public Administration at Howard University.

In Dec. 1991, Dr. Richmond resigned as chancellor to return to the classroom and was succeeded on Jan. 1, 1992, by Dr. Donna J. Benson as interim chancellor. Dr. Benson was succeeded in January 1993 by attorney Julius L. Chambers, former director of the Legal Defense Fund of the National Association for the Advancement of Colored People.

Mr. Chambers led the university for more than eight years, stepping down on June 1, 2001. At that time, Dr. James H. Ammons Jr. became the ninth chief administrator of North Carolina Central University. Prior to his election, Dr. Ammons was the provost and vice president at Florida A & M University in Tallahassee, Florida.

Dr. Charlie Nelms became the 10th chief administrator of North Carolina Central University in August of 2007. The slogan for his tenure was “Destination Graduation.” Prior to joining North Carolina Central University, Dr. Nelms served as vice president for institutional development and student affairs for the Indiana University System. Dr. Nelms left the university in 2012.

Dr. Debra Saunders-White was named as the university’s 11th chancellor in February 2013. She began her work on June 1, 2013 and was formally inaugurated into office on April 4, 2014, as the university’s first permanent female chancellor.

The Faculty

North Carolina Central University seeks to attract and maintain an outstanding faculty of individuals who are capable of contributing to the enrichment of its educational and research programs. The university’s faculty members come from all sections of the United States as well as from several foreign countries, bringing to the campus a rich diversity of training and experience.

In addition to the primary responsibility of instruction, faculty members actively engage in research and other creative pursuits. Research interests are widespread among the various disciplines, and members of the faculty eagerly compete to bring grants to the university. Their work is frequently published in books and scholarly journals and often is presented at professional conferences. Faculty members are also encouraged to participate in community activities as well as activities on campus. Many also participate in government, business, educational, artistic and other endeavors that enrich the larger community.

The Campus

North Carolina Central University is in the eastern section of the North Carolina Piedmont, part of the world-famous Research Triangle region. The city of Durham, with a population of 218,179, is a part of a larger metropolitan area containing about 1.5 million residents. Durham offers students the advantages of cultural institutions available in an urban environment. The university also draws on the resources of surrounding cities, state and the nation in furthering the development of its students. It also encourages students to participate in worthwhile activities of the community.

The university is located in a community and region in which noteworthy efforts are made to create better environments for human development. Fundamental changes are taking place in the sociology and technology of the region, and the university seeks to assist students in understanding these changes so that as future community leaders they may participate in guiding the dynamics of American society toward desirable goals.
Buildings

Sixty-two buildings of modern and modified Georgian brick construction are situated on North Carolina Central University’s 106-acre campus.

The buildings are functional as well as aesthetically pleasing and have been designed to meet the needs of the students and teachers who use them. Lounges, seminar rooms, auditoriums, and numerous utility services are also available for public access.

The university features attractively landscaped lawns and the geometrically arranged walks and roadways that blend with the natural scenery of the foliage and trees.

A focal point on campus is the Hoey Administration Building, with its statue of the school’s founder, Dr. James E. Shepard, in front. This building houses the institution’s administrative offices as well as registration services, cashier and the student accounting offices. The William Jones Building, formerly the School of Law, now serves as home to the Office of Institutional Advancement and Career Services.

The Alexander-Dunn Building contains the University College offices and services, including Academic Advising, Academic Support, Developmental and Supplemental Learning/Reading Instruction, and Title III Retention and Academic Strategies. These programs have been designed to ensure student success.

Nearby, the B.N. Duke Auditorium seats 650 for theatrical and musical performances as well as other assemblies. It was named after a generous benefactor of the institution.

Facing Fayetteville Street are the Lee Biology Building and the Robinson Science Building.

The Mary M. Townes Science Complex at Concord and Lawson Streets is home to the biology, chemistry, environmental, earth and geospatial sciences, mathematics and computer science and physics departments. These departments make up the College of Science and Technology.

The Helen G. Edmonds Classroom Building houses classrooms and seminar rooms for the departments of history, political science, sociology and social work.

The School of Business is housed in the recently renovated Willis Commerce Building. This building contains up-to-date classroom and seminar facilities, as well as the school’s own computing center for use by its faculty and students and the university as a whole.

The Taylor Education Building contains the Department of Psychology, the Institute for Minority Issues, Graduate Studies Office, office space, and classrooms for the Human Sciences Department.

The offices of the Human Sciences Department are housed in the Dent Building, which contains classroom and laboratories for clothing and textiles, food and nutrition, family relations and child development, family resource management and housing, and interior design. In addition, a biochemistry and a child development laboratory for children ages 3-5 occupy sections of the Dent Building.

The Miller-Morgan Health Sciences Building offers modern classrooms, clinical and laboratory space for the Department of Health, Department of Education and ROTC. This building contains lounges for students and faculty, a learning resources center, and an auditorium which seats 300 and is used extensively for community and university functions.

The Criminal Justice Department and the Public Administration Program are located in the Albert
N. Whiting Criminal Justice Building, which was completed in 1984 and named after a former chancellor. This building offers modern classrooms, seminar rooms, and laboratory facilities, including crime and computer labs. The building also contains a library used by these disciplines.

The Turner Law Building, facing the Alston Avenue side of the campus, houses the School of Law. The four-story building contains offices for student activities including the Law Journal, the Legal Clinic and other student activities, as well as classroom space. The Law Library is also in the building and provides a comfortable environment for study and research.

The Leroy T. Walker Physical Education and Recreation Complex, named for a former chancellor, contains 102,000 square feet of offices, classrooms, sports facilities and laboratories. The center is actually four structures joined together by enclosed stairs and walkways. These structures include an aquatics building that houses a 50-meter, Olympic-size swimming pool; an administration building that also contains classrooms, faculty offices, locker rooms, and a student center; a gymnasium building that includes dance studios, training and weight rooms, dressing and storage rooms, offices, two teaching theaters, and practice areas for archery, riflery, and golf; and a gymnastics building that includes a gymnasium and eight handball courts.

The Alfonso Elder Student Union, named for a former president of the university, contains student government offices, lounges for students, meeting rooms, a snack bar and cafeteria, a game room, barber shop, and the campus book store. Facilities are available for receptions, concerts, and other public functions.

The Fine Arts Building houses art studios and classrooms. The adjoining C. Ruth Edwards Building is the home of the Department of Music and includes practice studios and classrooms for music. The Edwards Music Building also contains rehearsal space for the band and a small concert auditorium. Connected to this building is the University’s Art Museum.

The Farrison-Newton Communications Building contains the departments of English and mass communication, modern foreign languages, and theater. The WCU Radio Station is located in the building. The building also houses a modern 250-seat theater in which the university’s acclaimed dramatic productions are presented.

The Biomedical/Biotechnology Research Institute is a 3,800-square-foot facility containing 12 research laboratories, teleconferencing capabilities, an auditorium, classrooms, and state-of-the-art telecommunications technology. The construction was completed in 1998.

Chidley North Residence Hall opened in August 2011 and houses 517 students. The building is LEED GOLD certified. There are eleven other residence hall on the campus, all coed.

The H.M. Michaux Building is a 103,000-square-foot building that opened in fall 2000 for the School of Education. The building includes state of-the-art telecommunications technology. This facility houses the School of Education, School of Information Technology, Office of Research, Evaluation, and Planning, the University’s Academic Computing Center, and the Extended Studies Program.

The Early College High School is housed in the Robinson Science Building on Fayetteville Street.

The Biomanufacturing Research Institute and Technology Enterprise Building (BRITE) houses the Pharmaceutical Science Department’s bachelor’s and master’s degree programs. It contains scientific, technological, and research equipment used in bio-manufacturing and technology industries. It opened for classes in fall 2006.
The Benjamin Ruffin Residence Hall was opened in 2007. Located off Fayetteville Street, it overlooks University Circle and Hoey Administration Building. It accommodates 344 students.

Martha Street Apartments are off Lincoln and Cecil Streets. Designed for graduate students, these apartments contain 32 units.

W.G. Pearson Cafeteria building includes conference rooms, the Chancellor’s Dining Room, a faculty dining room, a banquet hall, and a spacious open dining area for students with choices of six different cuisines.

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**Library Facilities**

The mission of the libraries at North Carolina Central University is to provide resources and services to support the university’s educational research, cultural, and public service objectives.

The James E. Shepard Memorial Library opened November 1951.

A 2007 renovation reconfigured space on the ground floor once devoted entirely to the circulating book collection to create a Mega Lab that is maintained and staffed by the Information Technology Services Department. Also on the ground floor, areas are set aside for the Reserve Department, staff offices, and a large student study area. The library’s expanded Treasure Room and University Archives moved into what had formerly been the Government Documents department.

A student group-study area was created on the second floor, and a portion of the third floor has become an electronic classroom, with 24 computers and projection screens to create a home base for the library’s information literacy program.

Additional library resources on campus include the Music Library, the library of the School of Library and Information Sciences, the library of the School of Law, the Curriculum Materials Center Library in the Michaux School of Education. These collections contain more than 850,000 volumes, as well as periodicals. Access is available through an integrated online catalog and circulation system.

NCCU is a member of the Triangle Research Libraries Network (TRLN), a cooperative institution comprised of libraries at Duke University, NCCU, UNC at Chapel Hill, and NC State University. The combined collection includes more than 10 million volumes.

NCCU students can borrow directly from any of the TRLN institutions by presenting a valid NCCU student ID card. Borrowing privileges at TRLN libraries are extended to faculty, staff, and administrators who present a current University ID card. Additional library resources are available at the additional 13 institutions in the UNC System. Graduate students and faculty have direct borrowing privileges. Electronic access to these collections is provided via the Search TRLN and UNC Express integrated online catalogs.

The James E. Shepard Memorial Library contains 498,000 volumes and 140,200 federal and state government documents. Microform and an extensive inventory of full-text electronic databases are among the library’s non-print resources. Some of the electronic databases can be accessed off-campus by students and faculty. An outstanding collection of books and pamphlets on African American life and culture is found in the Treasure Room.

Textbooks, curriculum guides, and non-print items in the field of education, are housed in the Curriculum Materials Center (CMC). Audiovisual materials are also part of the CMC collection. Word processing and internet access are available on library computers for student use.

The Music Library is on the third floor of the Edwards Music Building. It contains an excellent collection of instrumental and vocal music, orchestral scores, and records, in addition to a
carefully selected collection of books in the field of music. The Music Library is a branch of the Shepard Library.

The School of Library and Information Sciences (SLIS) is on the third floor of the James E. Shepard Memorial Library. The SLIS Library, part of the School of Library and Information Sciences, houses an outstanding collection of current materials and equipment to support the academic programs in Library Science and Information Systems.

The Law Library has more than 400,000 volumes and volume-equivalents for research. The Law Library participates in the Triangle Research Libraries Network (TRLN), which gives students and faculty access to the holding of other academic research libraries in the Research Triangle. Electronic resources include LexisNexis, Westlaw, Fastcase, Loislaw, BNA and HeinOnline. Students, faculty and staff can access most electronic resources from their homes anytime using the university’s Virtual Private Network. Training is available to ensure meaningful access to the many legal research databases.

The Law Library provides two stories of space for individual and collaborative study. The reading room is light-filled with soft seating as well as Shaker-styled seating for more intensive study. The library’s second floor contains eight study rooms for collective and carrels that are unassigned and available to individual students. Students have access to the library’s space 100 hours per week.

Institutional Advancement

The Office of Institutional Advancement (IA) is charged with communicating the university’s mission, vision and goals to the public for the purpose of cultivating widespread financial support. In turn, private funds raised by Institutional Advancement help to ensure the university’s excellence in higher education. These contributors are put to use as soon as possible to provide support for need- and merit-based student scholarships, research, fellowships, professorships, new programs and opportunities for students, and special events that would not exist except for the work of Institutional Advancement.

The university has professional gift officers assigned to oversee major gifts, planned giving, corporate and foundation relations and annual giving. These employees plan and implement fund-raising initiatives that identify prospective donors to engage and cultivate giving. The officers look for opportunities to connect potential donors with particular campus programs or initiatives that coincide with the donors’ interests and philanthropic goals. Our donor base of support includes faculty and staff, alumni, parents, friends, corporations and foundations.

The Advancement Services unit is responsible for acknowledging donations, providing tax receipts, preparing and distributing reports, and assisting donors face-to-face, on the phone and online. These staff manage a database of 70,000 constituent records.

Alumni Relations is the unit of IA that fosters the relationship between 30,000 NCCU alumni and their alma mater. Alumni Relations encourages alumni to serve as ambassadors who will promote the university to prospective students and work to enhance the positive public perception of NCCU in their varied communities. Alumni Relations staff develop, coordinate and promote programs to keep alumni informed about and involved in campus life. They plan and implement special events, most notably Homecoming, to help alumni maintain their connection to their academic home.

The Office of Public Relations is part of Institutional Advancement and is charged with enhancing the image of the institution and keeping the public informed about news regarding NCCU’s staff, students, programs and activities.
The office is also responsible for final review and sign-off on the content and design of all university publications for external audiences. It is solely responsible for disseminating information to the news media and holding news conferences on behalf of the university, particularly during crisis situations.

Except for crisis communications, the office delegates all public relations services for the Division of Athletics to the Office of Sports Information.

**NCCU Foundation, Inc.**

The NCCU Foundation, a 501 (c) 3 organization, works in close collaboration with Institutional Advancement and is housed in IA’s offices. The foundation receives donations on behalf of the university and oversees the investment and financial accounting of donor funds. The foundation has a Board of Directors, with the executive director reporting to the president of the foundation board who interacts daily with the vice chancellor for Institutional Advancement.

**Career Services**

The mission of Career Services is to facilitate and ensure growth, expansion and awareness of each student’s career development opportunities through interactive programs, technological initiatives, effective career assessments, and employment opportunities. Career Services is dedicated to helping students hone career and professional development skills needed to stay employable in the current job market.

The office serves students from freshman year through graduation and beyond – whether it’s selecting the right major, exploring career options, looking for a part-time job or internship, or preparing for an interview. Mentoring and coaching from alumni and corporate partners also facilitates career and academic-major decisions. Online services are available at nccucareerservices@nccu.edu that allows students, alumni and employers to access information through the Eagle Career Network.

Numerous representatives from Fortune 500 and other companies throughout the United States visit Career Services each year to conduct employment interviews with prospective candidates. Many graduate and professional schools visit or contact the Career Services seeking candidates for graduate study in areas such as business, law, medicine, social science, and the humanities.

Part-time job resources, on-campus student employment, internships, and cooperative-education opportunities are available through an extensive “experiential learning program” to assist students with obtaining valuable work experience before graduation. Such opportunities are available in the governmental, private, and public sectors. Some of these include serving as White House and Washington Center interns, working in the United States Congressional Offices and working for major corporations, such as GlaxoSmithKline, SAS, Environmental Protection Agency, and PNC Bank.

Career Services programming also provides a variety of professional and developmental workshops on topics such as resume writing, interviewing, job-search training, and experiential education. Brochures, pamphlets, magazines, graduate school catalogs, company annual reports, videos, and other career-related materials are available for students, faculty, and alumni to browse in the Career Center and online. Appointments may be scheduled or students may see a counselor on a walk-in basis.
ACADEMIC COMMUNITY SERVICE LEARNING PROGRAM

Mission Statement
The Academic Community Service Learning Program (ACSLP) contributes to the preparation of local, state, national, and international leadership through public and community service opportunities and service-based intellectual inquiry and research. The ACSLP provides a setting for the convergence of service and scholarship for NCCU students, faculty, staff, and alumni.

GOALS

The Academic Community Service Learning Program provides outstanding service learning and community service activities for NCCU students, faculty, and staff. The ACSLP facilitates and supports excellence in innovative teaching, learning, and research through the intersection of intellectual theory and community-based practice across the academic spectrum.

The Program

The Academic Community Service Learning Program was established at North Carolina Central University in the 1990’s. It was among the first such programs in the state and HBCUs nationally.

Students at NCCU engage with the community through the ACSLP to gain valuable leadership and intellectual-inquiry skills and to link academic theory to “real world” issues.

The university’s ACSLP program has been a pioneer in expanding the classroom setting to include service to community. The university encourages all undergraduates to embrace the leadership skills, critical thinking skills, and research training developed through service to the community.

All undergraduate students are required to earn 120 community service hours as part of the graduation requirement. NCCU was the first public university in the state to institute community service as a requirement for graduation.

The ACSLP integrates service with the academic mission of NCCU in the following ways:

The Academic Community Service Learning Advisory Committee: This board includes faculty, administrators, and community representatives who meet each semester to provide support for, guidance of, and promotion of service learning and community service as viable approaches that support intellectual inquiry and leadership development.

Faculty - Community Agency Symposium: This forum is offered annually to assist community organizations and faculty in better understanding the link between inquiry and practice. The symposium provides a training and communication forum for faculty and community organizations who partner to provide academic service learning activities.

An Annual Recognition Banquet: This banquet formally recognizes and showcases student, faculty, staff, and community achievements.

Annual Campus Wide-Service Project. Each year a campus-wide service project will be selected to highlight NCCU’s mission “Truth and Service” through the tangible provision of concentrated service given by NCCU’s students, faculty, and staff.

Benefits of Community Service and Service Learning
There are numerous benefits of the ACSLP including not limited to the following:
• Students develop leadership skills and a sense of civic and social responsibility.
Students learn reflective and analytical skills through service.

The faculty is supported in providing high quality service learning courses to undergraduate students.

The faculty is resourced in demonstrating the link between theory and community issues/needs.

Community agencies and NCCU develop and strengthen sustainable partnerships.

The Structure

The Academic Community Service Learning Program supports NCCU’s mission of providing leadership training and increasing the intellectual inquiry skills of students through a combination of scholarly inquiry and practical service.

The program is structured to support student, faculty and staff involvement in direct community service learning activities either combined with a formal departmental course or through “service activities” sponsored by the ACSLP office, academic departments, colleges and schools and through Student Affairs. The ACSLP office also registers more than 100 local agencies as official community-service partners. Working with one of the many community-service partners is an option for students to earn the required 120 hours of community service credit.

The university requires all full time, transfer, and re-admitted undergraduate students to complete 30 hours of community service for each academic year attending NCCU until the completion of the first four years on campus. Therefore, if a student has been enrolled for three years, the expectation is for 90 hours of service. If a student has been enrolled for four years, the expectation is for 120 hours of completed community service. After the completion of four complete academic years of enrollment and 120 hours of service, no further hours are required.

HOW TO EARN COMMUNITY SERVICE

Community Service:
More than 100 agencies and organizations are registered with the ACSLP office. The ACSLP has job descriptions of volunteer service in almost every academic field and geared toward a variety of interests. Students earn one hour of community-service credit for each hour served in a community setting to count toward the university service requirement.

Service Learning
The ACSLP works with every school, college, and academic department on campus to register service learning courses. Those enrolled in a service learning course in any academic department can receive community service credit by completing the course successfully. Credit earned is based on the number of hours the professor has listed on the syllabus.

Selected One Time Events
“One-time events” are sponsored each semester to encourage the entire campus community to engage in the university’s commitment to service. Each year, a service theme is selected and at least one campus-wide event takes place each semester. These events may be worth up to 15 hours of community-service credit.

Schools, colleges and departments may also sponsor one-time events. If these events are registered with the ACSLP office, students are eligible to receive up to 15 hours credit per semester for participation.

ACSLP and Research
We encourage faculty and students to develop service learning research projects that combine critical inquiry with civic engagement. Each year, the ACSLP will sponsor a workshop to assist faculty and students to consider using civic engagement/action research methods. Civic engagement research is an excellent tool for students to engage in community service and scholarly inquiry simultaneously.
for use in upper level courses, independent assignments, and for faculty research.

Civic engagement/action research meets university goals and enhances university-community collaboration.

COMMONLY ASKED QUESTIONS ABOUT COMMUNITY SERVICE/SERVICE LEARNING

What activities constitute acceptable community service?

Community service is conducted when students are engaged in the following activities:

- Students are placed in a community-based public or private organization through the ACSLP program. The placement will involve approved sites selected by the ACSLP to provide NCCU students with optimal opportunities to link theory with practice.

- Students participate in a service learning course that has been registered with the ACSLP Program.

- Students participate in one-time events hosted either by academic departments or student ACSLP. All one-time events must be registered with the ACSLP.

- Students participate in approved practicum courses, internships or other courses that combine theory with practical volunteer hours served in the community. To qualify as community service, all hours served must be without pay. Internship and practicum courses must be registered with the ACSLP.

Who is exempt from community service?

Students who have graduated from NCCU after completion of a four-year degree and are returning for a second degree are exempt from the service requirement. Additionally, all current seniors who have re-enrolled at NCCU and were classified as a senior before 1995 are exempt. In some cases student veterans and active duty personnel may qualify for a partial exemption from the community service requirement.

Student Veterans, Military Reserve and National Guard Community Service Requirements

Student Veterans
Enrolled NCCU students who are veterans and have completed military active duty with an honorable discharge will earn 60 hours of credit towards the required 120 hours of community service. To qualify for this credit, the student must present their military form DD-214 showing the discharge status to the office of Academic Community Service Learning (ACSL).

National Guard and Military Reserve
Enrolled NCCU students who are current members of the Military Reserve or National Guard will earn 60 hours of credit towards the required 120 hours of community service. The qualification for this credit is based upon completion of basic training, job training, and a minimum of one year cycle (one weekend per month and two-weeks per year assignments), and the student must present their enlistment contract and military form DD-214 to the office of Academic Community Service Learning (ACSL).

Active Duty
Enrolled NCCU students who are called to active duty must present a copy of their military orders to the office of ACSL and the University Registrar. These students will earn 60 hours of credit towards the required 120 hours of community service.

Why are we required to complete community service?”
NCCU’s motto is “Truth and Service.” Dr. James Shepard, NCCU’s founder, thought that service was an essential element of a college education. In today’s competitive world, the character, commitment, and sense of purpose developed through community service provide NCCU students a clear and consistent advantage.
What will happen if I fail to complete community service?
If the community service requirement is ignored, students will have their accounts flagged. A student will be unable to register for future courses until the service requirement is met. Continued deficits in service will jeopardize graduation.

TRANSPORTATION
Transportation will be provided to placement sites within a 15-minute driving distance from campus, however transportation services are dependent upon the availability of resources.

OTHER RESOURCES AVAILABLE THROUGH ACSLP
America Reads Program
America Reads is a national literacy effort seeking to involve college students as volunteer tutors. Students work in community schools and organizations to help young children improve reading skills.

Students can earn work-study funding while participating in America Reads. Students must complete an application with ACSLP to become eligible for the America Reads program.

Focus on Retention
The ACSLP has initiated a Focus on Retention initiative to help faculty and students to capitalize on the research-based connection between community service/service learning and college retention.

Civic Leadership Initiative
The ACSLP provides technical support to the community agencies and organizations that partner with us to provide valuable experiences to NCCU students. A Civic Leadership Institute for students, faculty and community members will be offered through ACSLP to teach the theory and practice of civic engagement and community participation.
**Division of Enrollment Management**

Dr. Monica Leach, Associate Vice Chancellor for Enrollment Management  
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The mission of the Division of Enrollment Management is for the entities that make up the division to serve as a seamless continuum of high quality student services, using efficient and responsive technology to promote student success. The entities that make up this division include: the Office of Undergraduate Admissions, the Office of Transfer Services, the Office of Scholarships and Student Aid and the Office of New Student Services.

**Undergraduate Admissions**

**General Requirements**

North Carolina Central University is committed to providing equal educational opportunities and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, sex, age, or handicap. Moreover, NCCU is open to people of all races and actively seeks to promote racial integration by recruiting and enrolling a culturally and racially diverse student population.

NCCU accepts qualified high school graduates who have never attended college and those who have previously attended college. The Undergraduate Admissions Office serves as the point-of-entry for all undergraduate students, whether on-campus or via distance education, who wish to pursue a degree program or who wish to take courses for credit. Applications are reviewed and admissions decisions are made on a “rolling” basis throughout the year. In addition to leadership participation and community service activities, the admissions decision is based on an evaluation of the high school record and/or college record together with the results of standardized tests.

Each Undergraduate Admissions staff member strives to give each applicant the full attention deserved by responding as promptly as possible. Applicants can assist by submitting the information requested in a timely manner. All communications regarding application status and admissions related issues must be addressed to the Undergraduate Admissions Office.

NORTH CAROLINA LAW REQUIRES THAT AN IMMUNIZATION RECORD FOR EACH NEWLY ADMITTED (OR READMITTED) NORTH CAROLINA CENTRAL UNIVERSITY STUDENT (UNDERGRADUATE, GRADUATE, PROFESSIONAL, OR SPECIAL STUDENT) BE ON FILE AT NCCU PRIOR TO ENROLLMENT.

The fall application deadline for freshmen is **AUGUST 1**. For spring consideration, applications should be received by **NOVEMBER 1**. Applications received after that date will be considered on a space available basis. For priority consideration for fall admission, transfers should apply by **JULY 1**. The final deadline for transfer applications and all credentials is **AUGUST 1**. For the spring, transfers should submit all credentials by **NOVEMBER 1**. International applicants must submit all documents by **APRIL 1** for priority consideration for fall admission. For priority consideration for spring admission, international applicants must submit all documents by **SEPTEMBER 1**. Applicants must supply the following:

- Completed Application with Residency information and a $40 non-refundable processing fee. (fee subject to change)
• Official high school transcript sent from the institution.

• Official results of the SAT I (the College Board code number for NCCU is 5495) or ACT (NCCU code number 3132) (freshmen only).

• FAFSA Code is 002950.

• Official transcripts of ALL college course work (if applicable) sent from the institution.

• List of courses in progress.

• International students should refer to http://www.nccu.edu/admissions/international.cfm to get additional information regarding the admissions process and documents required for admissions.

• NCCU will only accept the College Board, NACAC or ACT fee waivers (available through your high school counselor) from freshmen applicants. Applicants must meet minimum academic criteria for consideration.

• Supportive information such as essays and recommendations are welcomed. No faxed copies of required documents, please!

Students should give the application procedures their top consideration.

Admission to North Carolina Central University is NOT contingent upon eligibility of financial aid or housing, nor contingent on preferred class scheduling. However, students who are admitted early have the best opportunities for consideration of scholarships and financial aid, residence hall assignments, orientation, class registrations, and more. Students who prefer to apply online may do so at www.nccu.edu.

Admissions | Freshman

Minimum standards for freshman admissions to NCCU include the 1990 Minimum Admissions Requirements (MAR) and the 2006 Minimum Course Requirements (MCR), as determined by the Board of Governors for all sixteen campuses. Admission to undergraduate study at NCCU, as a freshman, is moderately selective for North Carolina residents and more selective for out-of-state residents. By State guidelines, no more than 18% of the freshman class may come from out-of-state. Applicants are considered individually and in accordance with the following criteria:

• Evidence of MCR completion and academic achievement, with considerable facility in the use of the English language;

• Complete record from an accredited secondary or preparatory high school with graduation based upon no fewer than 20 units;

• Satisfactory class rank and required grade point average (GPA) established by General Administration’s and NCCU’s minimum admissions requirements (MAR) for in-state and out-of-state applicants;

• Evidence of participation in scholastic, community and civic organizations including leadership participation; and

• Submission of at least the minimum required standardized test score. The SAT I score, which includes the writing component, is preferred, but students may also submit their ACT score with the writing component. Applicants’ submission of their ACT score without the writing component is not acceptable as a standardized test for admission into NCCU.
Note: Writing skills are keys to college success. Information received from the SAT or ACT writing component serves as a useful tool for placement and advising purposes. Consistent with most institutions nationally, NCCU will use applicants’ writing scores for advisement. In addition, the minimum course requirements (MCR) for NCCU and the University of North Carolina (UNC) system are the same, and high school graduates are eligible for consideration if they successfully complete the following:

- In English, four course units emphasizing grammar, composition, and literature;
- In Mathematics, four course units including Algebra I, Algebra II, Geometry, and a higher level mathematics course for which Algebra II is a prerequisite; Math 140 or higher is required for students taking high school math courses at NC community colleges. Note: Out-of-state students should consult the Admissions Office for more information;
- In Science, three course units including one unit in a life or biological science, one unit in a physical science, and one unit in a laboratory science course;
- In Social Studies, two course units, including one unit in United States History; and
- At least two course units of one foreign language.

Please note the following:

- It is recommended that prospective students take one mathematics course unit in the twelfth grade.
- In order for students to receive credit for college courses (100 level course or higher) taken in high school, they should submit all official final college transcripts as soon as possible. No credit will be granted for any courses taken in any high school, college, or university after class registration.
- Students who graduated from high school prior to 2006 should contact the Undergraduate Admissions Office to determine specific high school course requirements for admission.

Admissions | Transfer

When an individual transfers to NCCU from another institution, admissions to NCCU as an undergraduate is governed by the following general standards:

- The transfer applicant must not presently be on probation at the last or current school of attendance. Also, the transfer applicant must not have been suspended or expelled from the last or current institution.
- The transfer applicant has a cumulative average of at least a “C” in the institution from which he or she is transferring from and is eligible to return to that institution.
- The transfer applicant has evidence of participating in scholastic, community and civic organizations including leadership participation.
- The transfer applicant has attended another college or university, and has earned more than twenty-four (24) semester hours. Note: If the transfer applicant has attended another college or university, but has earned less than twenty-four (24) semester hours of
specific acceptable credit, the transfer applicant must meet all freshman requirements (i.e., both MAR and MCR).

Exceptions:

Transfer applicants may be exempt from having to meet freshman requirements and from sending high school transcripts and/or standardized test scores if they fall in one of the following categories:

- **Category 1:** Applicants who were awarded their high school diploma prior to 1988 or are at least twenty four (24) years old prior to the beginning of classes and has a cumulative average of at least a “C” in the institution from which they are transferring and is eligible to return to that institution.

- **Category 2:** Applicants who have obtained either an associate of arts, an associate of science, an associate of fine arts, or a baccalaureate or higher level degree.

- **Category 3:** Applicants who have completed a degree under an articulation agreement (i.e., community college).

- **Category 4:** Applicants who have completed twenty-four (24) or more credit hours of college coursework.

- **Category 5:** The applicant is under 24 years of age and has a high school diploma or GED and:
  a. Has the associate of arts, the associate of science, the associate of fine arts, the baccalaureate, or any higher level degree from an accredited institution.
  b. Has completed twenty-four (24) semester hours of transferrable college coursework from a regionally accredited institution.

Please note the following:

- NCCU will not accept a transfer course with a grade lower than a “C.” Accepted courses are recorded on a student’s transcript; grades and grade points are not calculated.

- NCCU does not accept transfer credit from challenge examinations or for course work where grades of Pass/Fail (P/F) have been given. The maximum number of transferable credits is (64) semester hours from a two-year college.

**Credit For Advanced Standing (Advanced Placement/International Baccalaureate)**

Credit for advanced standing will be awarded according to the following regulations:

- The appropriate semester hours of credit will be awarded for all community college or university work in which the student has earned a grade of “C” or better, provided that the institution from which the credit is being transferred is accredited by its regional accrediting agency and/or its State Department of Education.

- Credit for formal advanced placement programs (AP/IB) and credit by formal examination programs are awarded in accordance with the appropriate national norms established for such programs. These norms and standards are available in the undergraduate Admissions Office and the University Testing Center.

- After matriculating at NCCU, a student may not pursue courses of any type at another institution without obtaining,
in advance of registration for such courses, written permission from the dean of the school or college in which the student is registered at NCCU. Work taken without prior approval may not be accepted by NCCU.

### Admissions | Special Students | Unclassified

Special students are those who are not candidates for degree at the present time. This category includes 1) visiting students, and 2) persons who have not enrolled for one academic year and are ineligible for admissions as a transfer student. The University welcomes into this admission status persons who are pursuing degrees elsewhere or who desire to earn prerequisites for graduate work. Such students may register upon the presentation of a signed statement from the appropriate official of his/her institution or certifying agency specifically listing and approving the courses to be taken. Such enrollment does not constitute regular admission to the University.

- To apply for this category of admissions, the applicant must submit an application for admission with the $40 application fee. Transcripts from all colleges and universities are required if the applicant plans to enter degree-seeking status at a later date.

- Visiting students must submit a transient course study form from the home institution that has been approved by the department chairperson, academic dean, and the University Registrar.

- All others must provide evidence of readiness to pursue the courses desired and a statement of objective and purpose related to the request for special student admission.

- Special students may register for no more than twelve semester hours. After completing one semester of full-time study, or its equivalent, the unclassified student may petition the Admissions Office to be admitted to the University as a regular degree seeking student on the basis of their academic accomplishments.

SPECIAL NOTE: Designation as unclassified may affect eligibility for veterans’ benefits. Students expecting to apply for veterans’ benefits should contact the Registrar’s Office. Unclassified and special students are ineligible for financial aid. ADMISSION IN THIS CATEGORY DOES NOT AUTOMATICALLY GUARANTEE ADMISSION AS A DEGREE-SEEKING NCCU STUDENT.

### Admissions | International Students

North Carolina Central University welcomes international students. These students, in addition to meeting the regular freshman or transfer requirements, must submit the International Applicant Supplemental Form and present evidence of their proficiency of the English language and meet fully the financial obligations associated with their study at the University. Results of the TOEFL examination (Test of English as a Foreign Language) or SAT or ACT test scores, a financial responsibility statement, and proof of accident and hospital insurance must be submitted along with the application for admission. All materials for admission must be in the appropriate admissions office no later than three (3) months prior to the student’s planned enrollment. Applicants for admission who submit foreign transcripts must pay any costs associated with having those transcripts translated and/or evaluated before they can be admitted.

### Admissions | Second Degree Undergraduates (Non-NCCU Graduates)

Students who already hold a baccalaureate degree from an accredited institution may apply to North Carolina Central University for a second baccalaureate degree by submitting an
application for admission, a non-refundable $40.00 application fee and the transcript from the degree granting institution to the Office of Undergraduate Admissions. Applicants must also have official transcript(s) from any college coursework that was completed after completing the baccalaureate degree sent to the Office of Undergraduate Admissions. See the catalog section, “DEGREE REQUIREMENTS,” for additional information on second baccalaureate degrees.

**Admissions | Second Degree Undergraduates (NCCU Graduates)**

Students who already hold a baccalaureate degree from NCCU may apply for a second baccalaureate degree by submitting an application for admission; no application fee is required. The Office of the Registrar will confirm verification of degree earned. See the catalog section, “DEGREE REQUIREMENTS,” for additional information on second baccalaureate degrees.

**Admissions | Military Personnel and Veterans of the Armed Forces of the United States**

North Carolina Central University is a member of Service members Opportunity Colleges (SOC), a consortium of over 1,800 colleges and universities that provide college-level educational opportunities for service members and their families. SOC colleges serve the National Guard, the Reserves, the Coast Guard, new recruits, and veterans as well as the 400,000 active-duty service members. As a SOC member, NCCU:

- Recognizes the GED high school equivalency certificate/diploma.
- Recognizes learning gained from specialized training and experience in the military services.
- Recognizes that competency may be established by nationally recognized means, such as standardized tests.
- Maintains a flexible transfer of credits policy for the mobile, active-duty service member.
- Will allow service members to take up to 12 semester hours as an Unclassified Special Student. See section on “Admissions-Unclassified/Special Students”.
- Conducts a timely evaluation of the educational records and relevant experiences of service members.
- Completes a student degree completion plan for all degree-seeking service members. Applicants must otherwise satisfy University admissions requirements.

**Credits from Military Schools and Experience**

Credits for courses from military service schools and for military service experience are based on recommendations in the Guide to the Evaluation of Educational Experiences in the Armed Services, published by the American Council on Education—commonly referred to as the “ACE Guide.” Students seeking credit must provide official documentation to the Office of Undergraduate Admissions as follows:

1. Copy of the DD 214 (Certificate of Release or Discharge from Active Duty), and

2. Copy of the service member’s military transcript, obtainable on the web from the respective branch of service, such as the “AARTS” (Army/ACE Registry Transcript System), the “SMART” (Sailor/Marine/ACE Registry Transcript) and the “CCAF,” the Community College of the Air Force.
Credit for Basic Health, Physical Education, Speech, and Military Science Electives.

Veterans, active duty service members, and members of the National Guard and Reserve Components may receive a total of four credits for two courses (basic health and fitness) and three credit hours for speech upon completion of certain military courses approved by the student’s appropriate academic dean. In addition, up to 12 semester hours for military science electives may be awarded based on the number of years on active duty (for example, two semester hours for every year of active duty).

Second-degree or Licensure-only Teachers

The Second-Degree and Licensure-Only Programs are individualized programs that are based on a student’s previous course work and experiences. Completion of either program requires the fulfillment of the same licensure program requirements as those for a traditional degree-seeking student. Typically, the designation “second-degree” refers to a student who has previously earned an undergraduate degree and who is seeking initial licensure.

A second-degree student will be considered an undergraduate for tuition purposes and must apply for admission to the university through the Undergraduate Admissions Office. Generally, the licensure-only program is designed for students who have an advanced degree or who already hold a license in one area and want to add on another licensure area.

The licensure-only student will be considered a graduate student for tuition purposes and must apply through the Graduate Office in the School of Education. There is a $25 non-refundable application fee. A Lateral Entry Teacher may pursue a second-degree or licensure-only program.

A Lateral Entry Teacher is one who holds a current provisional license; is currently employed by a North Carolina School district; does not possess a teaching license and has not previously completed a teacher education program prior to application for initial licensure in North Carolina. Contact the Teacher Education Program (TEP) representative in the appropriate program area for specific program requirements. The TEP admissions process for students who possess an undergraduate degree is as follows:

- The student submits transcripts to the coordinator of the academic program in which he/she seeks licensure. (Second-degree students initially apply through Undergraduate Admissions.)
- The coordinator evaluates the transcripts and submits the evaluation to the director of Teacher Education for review.
- After the evaluation is reviewed, the papers are returned to the program coordinator.
- If not already done, the program coordinator interviews the student and shares the completed transcript valuation.
- If the student decides to enter the program and has at least a 2.5 GPA on a 4.0 scale and the recommendation of the coordinator, the student completes and submits a Teacher Education Program application to the program coordinator.
- The program coordinator forwards the application, transcript evaluation, and other appropriate materials to the licensure officer who presents the candidate for Teacher Education Program admission to the Teacher Education Council.
- Upon completion of the academic program, second-degree or licensure-only students must pass the specialty area test(s) or subject assessment(s) of Praxis II.
- When the scores are received, the student completes the necessary licensure forms
and submits the appropriate fee to the Licensure Office. The licensure officer submits the documents to the NC Department of Public Instruction, the agency responsible for issuing teaching licenses.
Office of Transfer Services

Denettia Shaw, Assistant Director
Eagle Connect Program Coordinator
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106 Lee Biology Building
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Fax: (919) 530-6655
E-mail: transfer@nccu.edu

Office of Transfer Services (OTS) is a centralized resource for students transferring to North Carolina Central University to obtain information regarding admission requirements, course equivalences, campus services, academic associations, networking opportunities, and overall advising regarding integration into student life. OTS acts as a representative and advocate for current and prospective transfer students by aligning with both North Carolina Central University and community college counselors, advisors, and academic staff. These relationships develop an established cohesiveness between NCCU admissions requirements and course content from NCCU community college partners. OTS recruits, answers questions, and conducts on-site admissions in conjunction with Undergraduate Admissions. In alliance with NCCU’s 2020 Strategic Plan, OTS remains at the forefront of student engagement in order to measure transfer student scholastic performance and matriculation. OTS facilitates activities that are enhancing student learning and provides accessibility to resources that will aid in their growth.

Bilateral articulation agreements are instituted, study-tracks/pre-major programs are developed, and dual degree focuses are determined to ensure that prospective students engage in a seamless entry process. Articulation agreements are established to ensure that the appropriate course of study for pre-majors and those who receive the Associate’s Degree may be aligned and/or equivalent to NCCU’s freshman and sophomore course of study.

Transfer of Credits

NCCU accepts all non-remedial credits earned in a degree program at any accredited four year institution. As a constituent institution of The University of North Carolina System, NCCU also accepts college transfer work completed at any community college in the state under the terms stipulated in the Comprehensive Articulation Agreement (CAA) between the UNC System and the North Carolina Community College System. NCCU will accept all college transfer courses completed at two year institutions with grade of “C” or better, up to a maximum of 64 semester hours. Students completing college transfer degrees at accredited institutions will be awarded 64 semester hours of credit upon entering NCCU and will be classified as juniors. Credit for courses completed in non-college transfer degree programs such as technical degree programs will be evaluated on a course by course basis. A maximum of 64 semester hours can transfer from technical degree programs. No credit is awarded for coursework completed in non-degree programs such as diploma or certificate programs; however, a student can challenge courses through standardized tests such as the College Level Equivalency (CLEP) Exam or departmental exams.

NC Community College Transfer Scholarships

NCCU has established scholarship opportunities for qualified transfer student completing the Associate of Arts (A.A.), Associate of Science (A.S.), or Associate of Applied Science (A.A.S.) Degree programs from a North Carolina Community College. All students interested in applying for a NCCU Community College Transfer scholarship should contact the Office of Transfer Services at 919-530-6688.
Scholarships and Student Aid (SSA)

Sharon Oliver, Director of Scholarships and Student Aid
1801 Fayetteville Street
106 Student Services Building
Durham, NC 27707
(919)530-5313 Office
(919)530-7959 Fax
Email: soliver@nccu.edu

The Scholarships and Student Aid Office (SSA) makes every effort to assist students in the financing of their education.

The primary objective of the Scholarships and Student Aid Office is to meet the demonstrated financial need of as many students as possible by using a combination of available funds. To apply for financial aid, students must complete the FAFSA (Free Application for Federal Student Aid) at www.fafsa.gov as soon as possible.

Students are encouraged to apply for financial aid electronically for rapid processing at www.fafsa.gov. Applicants should make sure the correct award year is selected and the school code of 002950 is listed in section six. Paper FAFSA’s may be obtained from the Department of Education at 1-800-433-3243

Students who comply with the published deadline for application completion will be given priority for awarding.

Deadlines

- January 1 – FAFSA for the Fall Semester must be filed online at www.fafsa.gov. The Free Application for Federal Student Aid (FAFSA) must be processed in order to be considered for the UNC Need Based Grant and the Educational Lottery Scholarship.

- April 15 - Priority date for applying for financial aid for summer school

- July 1 - Signed Award Notification, Master Promissory Notes, and Loan Entrance must be received by SSA in order for loan proceeds to be available for the Fall Semester

- Nov. 30 - Priority filing date for students whose first enrollment is the spring term

- Dec. 10 - Signed Award Notification and Promissory Notes, and Loan Entrance must be received by SSA in order for loan proceeds to be available for the spring semester

Types of Financial Aid Available

Federal Fund Grants and Programs

Pell Grant:
Undergraduate students only. Eligibility for Pell Grant is based on financial need as determined by the U.S. Department of Education. Students apply by filling out the Free Application for Federal Student Aid or the Renewal Application at www.fafsa.gov. Pell Grant payments may range from $595 to $5,730. This grant will be reduced for students who enroll less than full-time. The Pell Grant will appear as a credit on a student’s account.

Federal Supplemental Educational Opportunity Grant (FSEOG):
Undergraduate students only. Eligibility for FSEOG is based upon financial need determined by the information provided on the application for financial aid. Students who are eligible for Pell Grants and who demonstrate the greatest need are given priority in receiving FSEOG. FSEOG funds will appear as a credit on a student’s account. The grant will be reduced for students who enroll for less than full-time. Grants are generally $1,000 for in-state and $2,000 for out-of-state students per school year. Students apply by filling out the Free Application for Federal Student Aid or the Renewal Application.
Teacher Education Assistance for College and Higher Education (TEACH) Grant Program:
Provides $4,000 for each academic year with maximum of $16,000 for undergraduate students and $8,000 for graduate students.
Students must have 3.25 GPA and be completing or have plans to complete coursework necessary to begin a career in teaching. Must agree to teach in a Title I School. Must teach in specified areas (mathematics, science, foreign language, bilingual education, special education, or high-need field). This grant is treated as a Direct Unsubsidized Loan if student does not teach.
Student applies by filing out the Free Application for Federal Student Aid.

Veterans Educational Assistance Program:
North Carolina Central University is approved to enroll veterans, participants, military, and other eligible persons in its programs of education under provisions of Titles 38 and 10 United States Code. The Veterans Administration administers a number of education and training programs for Veterans, service persons, and eligible dependents. The coordinator of Veterans education benefits for the University is part of the Registrar’s Office and is located in Room 216 Miller Morgan Building (919/530-5000). Any questions concerning the veterans education benefits programs and/or applications to determine eligibility may be obtained from the coordinator or from:

U. S. Department of Veterans Affairs
Regional Office
251 North Main Street
Winston-Salem, North Carolina 27155
(800) 827-1000

or:

Division of Veterans Affairs
115 Market Street
2ND Floor, Suite #205
Durham, NC 27702
(919) 530-6672

To qualify for one of the education benefits programs offered by the Veterans Administration, the prospective participant must have been admitted to the University as a degree-seeking student. The various programs are as follows:

Montgomery G.I. Bill-Active Duty (Chapter 30):
An individual may be eligible if he/she entered the military on or after July 1, 1985, served at least two years, contributed $1,200 in monthly amounts of $100, and was honorably discharged. The value of assistance is $1101 per month for 36 months of service or $894 a month for 24 months of service for full-time enrollment. Proportionate amounts are awarded for less than full-time enrollment.

Vietnam Era G.I. Bill Conversion (Chapter 30):
Also eligible for Montgomery G.I. Bill benefits are those individuals who had remaining entitlement under the Vietnam Era G.I. Bill on December 31, 1989, served on active duty sometime during the period October 19, 1984, and June 30, 1985, continued to serve on active duty to July 1, 1988, or to June 30, 1987, followed by four years in the Selected Reserve after release from active duty. The individual must have entered the Selected Reserve within one year of release from active duty. The value of assistance for the individual who converts from the Vietnam Era G.I. Bill is $998 plus the Vietnam Era entitlement which varies with the number of dependents, for full-time enrollment. Proportionate amounts are awarded for less than full-time enrollment.

Vocational Rehabilitation and Employment (Chapter 31):
For veterans with a service-connected disability of at least 20%. Eligibility is determined on an individual case basis. Benefits provide a monthly stipend and cover the cost of tuition, books, and educational supplies.

Veterans Educational Assistance Program (VEAP) (Chapter 32):
An individual may be eligible who entered the military between January 1, 1977 and June 30, 1985, contributed to the fund prior to April 1, 1987, served for at least 181 days continuously,
and was honorably discharged. The amount of this award varies.

**Post 9/11 GI Bill (Chapter 33):**
Post 9/11 Veterans Educational Assistance Act of 2008 (Post 9/11 GI Bill) is a new education benefit for individuals with active duty service after September 11, 2011.

**Post 9/11...**
- Revises transfer of entitlement criteria for certain individuals.
- Expands the period of eligibility to 15 years after military service.
- Amendment: Fry Scholarship: For child/children (under 33 years old) of active duty members who died in the line of duty after September 10, 2001.

**Survivors and Dependents Educational Assistance Program (Chapter 35):**
An individual may be eligible due to being the spouse, surviving spouse, or child of a veteran who died on active duty, is totally disabled due to service connection, is deceased as the result of a service-connected disability, is forcibly detained by a foreign power or government, or is now a POW or MIA. The value of assistance is $881 per month for full-time enrollment. Proportionate amounts are awarded for less than full-time enrollment.

**Montgomery G.I. Bill-National Guard and Selected Reserve (Chapter 1606):**
An individual may be eligible who entered the Guard or Reserve on or after July 1, 1985 and obligated for a period of six years, holds a high school diploma or equivalent certificate, completed initial active duty training, and is satisfactorily participating in required training or duty. The value of the assistance is $272 per month for full-time enrollment. Proportionate amounts are awarded for less than full-time employment.

**Reserve Educational Assistance (REAP) (Chapter 1607):**
For reservists called or ordered to active duty in response to a war or national emergency (contingency operations) as declared by the President or Congress. To be eligible, you have to have been a member of a reserve component or National Guard who served on active duty on or after September 11, 2001 and who serves at least 90 consecutive days.

**Scholarships for Disadvantaged Students (SDS):**
This program provides scholarships for undergraduate students who are pursuing a career in nursing. The applicant must demonstrate significant financial need by completing an internal SDS application in the School of Nursing and the Free Application for Federal Student Aid. To be considered, independent students must complete the parents section of the FAFSA, even though the instructions on the FAFSA direct students to skip this section if independent. Scholarships may range from $500 to $6,000.

**UNIVERSITY SCHOLARSHIPS/GRANTS**
Funded by NCCU, NCCU Foundation

**CHANCELLOR’S CYCLE OF SUCCESS SCHOLARSHIPS:**

**Soaring Eagle Scholarship:**
Incoming freshmen designated National Achievement, Hispanic, or Merit Semifinalists by the National Merit Corporation and having a 1650 on the SAT or incoming freshmen who have at least a 3.50 high school GPA and scores of 1900 on the SAT or 29 on the ACT will receive the following over four years: In-state tuition and fees, room, board, books, $500/semester stipend, internships, and a laptop. Students must take the PSAT (Preliminary Scholastic Aptitude Test) in the junior year of high school to compete in the National Merit Corporation programs.

**Rising Eagle Scholarship:**
Incoming freshmen who have scores of 1800 on the SAT or 27 on the ACT and a 3.50 high school GPA will receive the following over four years: In-state tuition and fees, room, board, and if Pell Grant eligible, a $500/semester stipend.
Eagle In Flight Scholarship:
Incoming freshmen who have scores of 1650 on the SAT or 23 on the ACT and a 3.00 high school GPA will receive the following over four years: $2,000 a year.

Eagle In Flight Scholarship 2:
Incoming freshmen who meet the above criteria and majoring in Biology, Chemistry, Physics, Mathematics, Computer Science, or Environmental Science will receive over four years: $3,000 a year.

Community College Transfer Scholarship:
This is a two-year undergraduate scholarship for entering North Carolina Community College graduates. This Scholarship is based on the AA/AS/AAS degree. GPA’s: 2.75 - 3.00 GPA = $2,000 a year; 3.1 - 3.59 GPA = $2,500 a year; 3.6 - 4.00 GPA = $3,000 a year. Distance Education Transfer Students are eligible for this scholarship as well. The scholarship range for Distance Education is between $1,000 - $1,400 a year. This Scholarship covers four semesters of consecutive enrollment at NCCU. Award amounts may vary due to receiving other financial aid. Students who completed their degree prior to May 2007 are not eligible for this scholarship.

Please contact the Office of Enrollment Management for additional information: (919) 530-7651. Email: chafler@nccu.edu. Website: www.nccu.edu. Admissions: (877) 667-7533.

Athletic Scholarship:
Awards range from $200 to full payment of educational expenses. You must have a documented record of sports participation and outstanding athletics ability to be eligible for this scholarship. You must meet all of the University’s admission requirements and enroll as a full time student. Scholarships may be renewed contingent upon academic and athletic performance.

OTHER UNIVERSITY SCHOLARSHIPS
A database of University endowed and annual scholarships are listed every January for the upcoming academic year. Admitted students can apply for up to five scholarships by completing the University scholarship application between January and end of February. Scholarship recipients are chosen by the various departments on campus. Selected students will receive notification from the Office of Scholarships and Student Aid by May 1.

STATE GRANTS & SCHOLARSHIPS

UNC Need Based Grant:
To be eligible, one must meet all of the University admissions requirements. This grant is available to NC residents. The value of the award varies and applicants are required to complete the FAFSA and submit supporting documentation, if selected for verification. Funds are administered on a first come, first served basis. Students are encouraged to complete the FAFSA on January 1st of each year. Awards range from $100 to $4200.

North Carolina Education Lottery Scholarship (ELS):
Provide financial assistance to needy North Carolina resident students attending eligible colleges and universities located within the state. Eligibility is determined based on the same criteria as the Federal Pell Grant with one exception; students not eligible for the Federal Pell Grant with an estimated family contribution of $5000 or less may be eligible for an Education Lottery Scholarship. Students who have earned baccalaureate (four-year) college degrees are ineligible. Grants will range from $100 to $2,500 for the year. Students can receive this award for a maximum of eight semesters. Applicants must complete the Free Application for Federal Student Aid (FAFSA) which is also used to qualify for the Federal Pell Grant.

The Golden LEAF Scholarship:
This award is funded by a grant from the Golden LEAF Foundation to students residing in one of the 56 North Carolina counties who will enroll at one of the sixteen public universities – the University of North Carolina (UNC) system campuses. Three categories of students will
receive funding: high school students who will be freshmen, transfer students from North Carolina colleges who will enroll for the first time at UNC system campuses, and students who received Golden LEAF Scholarships at UNC system campuses during the academic year. Applications, program information, deadlines, and additional information are posted at www.ncseaa.edu/gl.htm.

**MARC (Minority Access to Research Careers Program):**
This program is open to juniors and seniors majoring in Biology, Chemistry, Psychology, Mathematics, or Computer Science. The program is designed to increase the number of minorities in research careers in the biomedical sciences. Students committed to pursuing a Ph.D. in biomedical sciences are encouraged to apply. Applicants must be honor students with a grade point average of 3.0 or better. The program provides tuition, travel to national meetings, and a monthly stipend.

**Dr. A.P. and Frances Dickson Scholarship:**
To be eligible for this award, one must currently reside in Hoke County, N.C., enroll as full time student and have an academic average of 3.0 or better. An entering freshman must be ranked in the top 25% of his/her graduating class.

**James Lee Love Scholarship:**
To be eligible for this award, one must be an undergraduate student, enrolled full time, N.C. resident and have an academic average of 3.0. An entering freshman must be ranked in the top 25% of his/her graduating class. The annual award is $5000.

**C.M. and M.D. Suther Scholarship:**
To be eligible for this award, one must have a 3.0 GPA, rank in the top 25% of the high school graduating class, in the case of an entering freshman, and be a N.C. resident undergraduate full-time student. This award is usually made to a University scholar who is an undergraduate student. The annual award is $950.

**Robert C. Byrd Honors Scholarship Program:**
This program promotes student achievement and recognizes exceptionally able students who show promise of continued excellence. Recipient must be a graduate of a public or private high school in North Carolina or have a GED (General Education Development) certificate and be accepted for enrollment as an undergraduate student at a postsecondary institution. Byrd scholars are selected on the basis of demonstrated outstanding academic achievement and the promise of continued academic excellence. The maximum annual award is $1,500 and may be renewed for up to four years of undergraduate study. Applications are available from high school principals and guidance counselors of public and private high schools in North Carolina. The application deadline is in February. For additional information on this program, visit the Internet site at www.ofps.dpi.state.nc.us.

**NC ETV Program:**
The North Carolina Education and Training Voucher (ETV) Program offers grants to foster youth and former foster youth to attend colleges, universities, and vocational training institutions. Students may receive up to $5,000 a year for four years as they pursue higher education. The funds may be used for tuition, books, or qualified living expenses related to post-secondary education. Additional program information is available at www.statevoucher.org.

**Rehabilitation Assistance for Visually Handicapped:**
Student must be legally blind or have a progressive eye condition that may result in blindness, thereby creating an employment handicap for the individual. Student must be a North Carolina resident enrolled in a full-time undergraduate or graduate program. The amount of the assistance is based on financial need. The assistance covers tuition, fees, books and supplies, and reader service.

**Vocational Rehabilitation Program:**
In order to qualify, a student must have a mental or physical disability that is a handicap to
employment. There must also be a reasonable expectation that as a result of vocational rehabilitation services the person may become gainfully employed. The amount of the award is based on need and the type of program in which the individual is enrolled. It generally pays for tuition and fees. The amount of coverage for supportive services such as attendant services, transportation, and books depends on financial eligibility.

**North Carolina Sheriffs’ Association Undergraduate Criminal Justice Scholarship:**
Award is available to a full time North Carolina resident undergraduate majoring in Criminal Justice. First priority in selection is given to a son or daughter of any law enforcement officer killed in the line of duty. Second priority is given to a son or daughter of any sheriff or deputy sheriff who is deceased, retired (regular or disability). Third priority is given to any resident criminal justice student meeting NCCU’s academic and financial need criteria. The non-renewable awards are valued at $2,000 each. Application deadline is annually February 15th.

**Forgivable Education Loans for Service Program (FELS):**
This program provides financial assistance in the form of forgivable loans to students who are committed to working in North Carolina in high need fields. You may be eligible if you are planning to pursue nursing, teaching or an allied health profession. The FELS award is available to North Carolina residents attending one of the 16 UNC colleges and universities. The annual award which ranges from $3000 to $14,000 is based on your enrollment and classification. For more information, please visit www.cfnc.org

**North Carolina Teaching Fellows Scholarship Program:**
Applicants must be North Carolina residents currently enrolled as high school seniors. Selection is made on the basis of high school grades, class standing, SAT scores, writing samples, community service, extracurricular activities, and references from teachers and members of the community. Interviews at the local and regional levels are required. Recipients must be accepted for admission. The maximum award is $6,500 per year and is renewable for four years of college. Approximately 400 Teaching Fellows are selected annually. For more information, visit the website at http://www.ncforum.org/fellows.htm.

**EXTERNAL SCHOLARSHIPS**

**DC Tuition Assistance Grant (DCTAG):**
The DC Tuition Assistance Grant was created in November 1999 by the District of Columbia College Access Act. The grant provides funds to District residents. DC TAG may be used to attend any of the more than 2,500 public colleges around the county. The grant pays the difference between the in-state and out-of-state tuition. The award is paid directly to the institution and is equal to the difference between the in-state and out-of-state tuition up to $10,000 per year. There is a lifetime maximum of $50,000. DC Web site provides useful information on the program. It can be found at the following address: www.tuitiongrants.dc.gov.

**District of Columbia College Access Program (DCCAP):**
Eligibility is based on the following criteria: a resident of the District enrolled in college as a full time student, in good academic standing according to the standards set by the college, and demonstrates financial need. Additional information can be obtained by emailing: dccapoff@aol.com.

**GlaxoSmithKline Opportunity Scholarships:**
Established in 1988 by Burroughs Wellcome Company in the Research Triangle Park, this program offers Triangle residents the opportunity to improve their lives through further education or training. Any person who has been a permanent resident of Chatham, Durham, Orange, or Wake County for the past six months, who can demonstrate the potential to succeed despite adversity, and who has an exceptional desire to improve himself or herself through further education or training may apply.
There are no limitations on age, income level, previous education, course of study, or training program the applicant is planning to pursue. Scholarship may be used to begin a program or continue a program in which the applicant is already enrolled. It may be used for technical or community college programs, vocational or trade programs, or four-year college or university studies. Between four and six awards are made annually up to $5,000 per year for a maximum of four years. Scholarship may be applied to expenses for tuition, required fees, and required books. Applications may be obtained by contacting the Triangle Community Foundation Scholarship Program; PO Box 12834; Research Triangle Park, NC 27709; (919) 549-9840 or by E-mail marion@trianglecf.org. All application materials must be postmarked on or before April 1.

**American Indian Student Legislative Grant (AISLG):**
Eligibility for this program is based on financial need, and the student must be a member of an Indian tribe recognized by the State of N.C. or by the federal government. The student must also be classified as a N.C. resident for tuition purposes. Funds will appear as a credit on the student’s account. $700 is the maximum value per academic year for full time undergraduate or graduate students and a reduced amount proportional to academic load for part time students.

**North Carolina National Guard Tuition Assistance Program (TAP):**
Student must be active member of the North Carolina Army or Air National Guard and remain a member of the National Guard for two years following the end of the academic period for which tuition assistance is provided. Student must enroll in an eligible business or trade school, a private or state educational institution in North Carolina, and must maintain a C or better grade point average. Student may not be enrolled in a program designed primarily for preparation in a religious vocation.

**EMPLOYMENT**

**Federal Work-Study (FWS):**
This is an award for which a student must work. Money is earned hourly, and the student is paid bi-weekly. This award is available to undergraduate and graduate students based on need, using the information provided on the application for financial aid to determine eligibility. FWS awards will not appear as a credit on a student’s account. The average FWS undergraduate employee works ten hours per week and typically earns from $500 to $1,000 per academic year at a minimum rate of $7.50 per hour. The average FWS graduate/professional employee works ten to twenty hours per week and typically earns from $1,000 to $2,000 per academic year at a minimum rate of $10.00 per hour. Students can make their work more meaningful by performing Community Service in the Durham community or by participating in the America Reads Program tutoring at elementary schools at a rate of $8.00 per hour. Students are required to have an approved Work-Study contract on file administered by the Office of Scholarships and Student Aid prior to working.

**STATE SUPPORTED and NCCU SUPPORTED Work Aid:**
This is an award for which a student must work. The student is paid bi-weekly. This is not a need-based program. Wage rates, hours, and conditions of employment are strictly between the student and the employer. Work-Aid awards will not appear as a credit on the student’s account. This program is coordinated by the University Career Counseling and Placement Center.

**FOR NEW STUDENTS and RE-ADMITTED STUDENTS:**

**FAFSA Application**
If a student is enrolling for Summer School the FAFSA for the current year (i.e. 2013-14) and the upcoming year (i.e. 2014-15) must be completed.
Complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.gov. Please indicate our school code of 002950 in section six. Please verify that North Carolina Central University is listed on the Student Aid Report (SAR). The expiration date for the Free Application for Federal Student Aid (FAFSA) is June 30th. Students attending the second session of summer school should closely monitor the deadline date to ensure that the FAFSA is processed before the deadline. Also, if a student is interested in receiving a loan, please complete the master promissory note and entrance loan counseling session online at www.studentloans.gov. The deadline date for the FAFSA appears prior to the start date for the second session of summer school.

**Summer Application Process**

It is a paperless application process. Prior to receiving aid for Summer School, a student must be advised by an academic advisor and registered for Summer School in the summer sessions desired. Classes must appear in BANNER. Registered students will be awarded automatically. The financial aid award will be based on the registered session(s) (Summer I, II, or I and II) and hours at the time the summer school award is processed by our office. View and accept Summer award using my EOL.

Students with a prior bill or those who are Studying Abroad will need to complete a Summer School application available online at www.nccu.edu/ssa, click on the “forms link” and select Study Abroad Application, Guidelines and Fund Transfer Request.

**Pell Grant Qualifications (Undergraduate Students)**

Students must have submitted the Free Application for Federal Student Aid (FAFSA) for the upcoming year. The amount of Pell is based on your Expected Family Contribution (EFC) and number of hours enrolled.

**Types of Financial Aid**

The types of financial aid available during the summer vary based on the student remaining eligibility for Pell Grant and loans. To qualify for a student or parent loan, a student must be enrolled at least on a half-time basis, undergraduates six (6) hours, and graduates four and one-half (4.5) hours. If there is a class schedule change that results in enrollment of less than half-time, the Stafford and/or plus loans will be cancelled.

**Award Notification**

An initial award notification will be mailed to your permanent address. Students are expected to visit Eagles Online for award updates and changes including reductions and cancellations.

**Cancellation of Awards**

Grants are awarded based on registered hours, if a student’s actual enrolled hours are reduced due to dropped or cancellation of classes, the funds will be reduced appropriately. A student must be enrolled on at least a half-time basis for student and parent loans, undergraduates six (6) hours and graduates four and one-half (4.5) hours. If there is a change in a student’s class schedule that results in enrollment of less than half-time, the Stafford and/or plus loans will be cancelled.

**FOR CONTINUING STUDENTS:**

**FAFSA Application**

If a student is enrolling for Summer, the FAFSA for the upcoming school year (i.e. 2014-15) must be filed. Continuing students who received financial assistance for the preceding Fall or Spring semester are required to submit a SAR for the next academic year. Please indicate our school code of 002950 in section six. Please verify that North Carolina Central University is listed on the Student Aid Report (SAR). The expiration date for the Free Application for Federal Student Aid (FAFSA) is June 30th. Students attending the second session of summer school should closely monitor the deadline date to ensure that the FAFSA is processed before the deadline. Also, if a student is interested in receiving a loan, please complete the master promissory note and entrance loan
counseling session online at www.studentloans.gov. The deadline date for the FAFSA appears prior to the start date for the second session of summer school.

Application Process

It is a paperless application process. Prior to receiving aid for Summer School, a student must be advised by an academic advisor and registered for Summer School in the summer sessions desired. Classes must appear in Banner. It is best to enter all classes at the same time. Registered students will be awarded automatically. The financial aid award will be based on the registered session(s) (Summer I, II, or I and II) and hours at the time the summer school award is processed by our office. View and accept Summer award using my Eagles Online.

Students with a prior bill or those who are Studying Abroad will need to complete a Summer School paper application available online at www.nccu.edu/ssa, click on the “forms link”, and select Study Abroad Application, Guidelines and Fund Transfer Request.

Pell Grant Qualifications (Undergraduate Students)

Students must have submitted the Free Application for Federal Student Aid (FAFSA) for the upcoming year. The amount of Pell is based on your Expected Family Contribution (EFC) and number of hours enrolled.

Types of Financial Aid

The types of financial aid available during the summer vary based on the student’s remaining eligibility for Pell Grant and loans. To qualify for a student or parent loan, a student must be enrolled on at least a half-time basis, undergraduates six (6) hours and graduates four and one-half (4.5) hours. If there is a class schedule change that results in enrollment of less than half-time, the Stafford and/or plus loans will be cancelled.

Award Notification

An initial award notification will be mailed to the permanent address on file. Students are expected to visit MyEOL (Banner SSB) for award updates and changes including reductions and cancellations.

Cancellation of Awards

Grants are awarded based on registered hours, if the student’s actual enrolled hours are reduced due to dropped or cancellation of classes, the student’s funds will be reduced appropriately. The student must be enrolled on at least a half-time basis for student and parent loans, undergraduates six (6) hours and graduates four and one-half (4.5) hours. If there is a change in the student’s class schedule that results in enrollment of less than half-time, the Stafford and/or plus loans will be cancelled.

FALL

Priority Date: January 1st

The application process has been simplified through FAFSA on the web. Students may electronically submit a new or renewal financial aid application on the web at www.fafsa.gov. Applying on the web allows students to track the status of their applications and make corrections, and the processing time is reduced. If students have not filed taxes, the income information reported on their W-2 forms may be used to complete the financial aid application. Tax filers may automatically transfer data from tax returns by selecting the IRS data retrieval option when completing the FAFSA.

We suggest that the student and a parent (if dependent) obtain a FAFSA pin number at www.pin.gov. Electronically signing the FAFSA with a pin expedites the application process.

The priority date for filing the financial aid application is January 1st. Students are encouraged to file for financial aid on January 1st. Also, tax returns should be filed early. Tax data may be obtained by requesting a tax transcript from the Internal Revenue Service (IRS) or an electronic
submission through the IRS Data Retrieval (quickest method). Electronically transfer tax data through the IRS Data Retrieval Option available at the FAFSA website if you are selected for verification (the electronic option will be available two weeks after your tax returns are processed by the IRS Office). Electronic filing of the tax return will save time; results will be available in 5 to 7 days. However, if you submit a paper tax return to the IRS Office, it will take 4 to 6 weeks for the tax return to be processed. To avoid delays, please submit requested documents such as, verification worksheets, tax transcripts and W-2s to our office upon request. It is important to review each document to ensure the appropriate signatures appear.

Students who submit financial aid documents during peak months (June, July, and August) should allow additional processing time of at least one month to receive an award notification. An award notification is mailed to each student’s permanent address. The student must indicate acceptance or rejection for student and parent loans. Award decisions can be performed on MyEOL (Banner SSB). Students are expected to view MyEOL (Banner SSB) for award changes including reductions and cancellations.

KEY WEBSITES:

NCCU Financial Aid Forms – www.nccu.edu/ssa
FAFSA – www.fafsa.gov
Pin – www.pin.ed.gov
Loan Entrance – www.studentloans.gov
MPN – www.studentloans.gov
Loan Exit – www.studentloans.gov

Undergraduate Degree Students

Federal regulations require the university to establish Standards of Satisfactory Academic Progress, involving both qualitative (cumulative grade point average) and quantitative (hours earned compared to hours attempted), and a maximum length of study. This requirement applies to all applicants for any federal assistance, including Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOG), Federal Work-Study, Federal Perkins Loan, the William D. Ford Direct Loan Program, which includes the Federal Stafford and Unsubsidized Stafford Loans for students, and Federal PLUS Loans for parents of undergraduate students. The same standards may apply to all assistance from the State of North Carolina and all other aid that is determined by the Scholarships and Student Aid Office. To be eligible for financial aid at NCCU, whether or not aid was received in the past, students must be in compliance with all three of the following areas: cumulative GPA, hours earned, and maximum length of study.

Satisfactory Academic Progress Policy

Federal regulations require that schools monitor the academic progress of each applicant for financial assistance and that the school certify that the applicant is making satisfactory academic progress towards earning his/her degree or certificate. Financial aid recipients must maintain satisfactory progress in the three areas listed below:

1. Cumulative Grade Point Average
2. Hours Earned
3. Maximum Time Limit

It is the student’s responsibility to stay informed of the university’s SAP standards and to monitor their progress. For SAP purposes, student’s academic records are reviewed by the Scholarships and Student Aid Office each academic year at the end of the spring semester. Students who are not meeting one or more of the Satisfactory Academic Progress Standards are not eligible for financial aid for the next academic year. Eligibility may be regained by resolving all deficiencies (except the Maximum Length of Study).

Cumulative Grade Point Average (GPA)

Students must maintain the minimum cumulative grade point average indicated for satisfactory progress toward graduation
requirements. These standards are consistent with academic standards required for graduation.

**Total Hours Earned at NCCU Plus accepted Hours Transferred from Other Institutions**

In order to receive federal financial aid or other need-based aid, a student’s cumulative grade point average (GPA) must meet the minimum requirement as defined below:

Undergraduate students who have attempted 65 or more semester hours must have a cumulative GPA of at least 2.0

**Hours Earned (Compared to Hours Attempted)**

We recommend that undergraduate students attempt to earn at least 32 hours per academic year in order to graduate in four years for programs that require 124 credit hours. To remain eligible for financial aid, students must earn 67% of total attempted hours for the previous enrollment periods as indicated below:

Percentage of Total Hours Attempted that must be completed - 67%

Note: To remain eligible for financial aid, undergraduate students must earn 67% of total attempted hours for all previous periods of enrollment. Full-time enrollment: 12 or more course credit hours. Half-time enrollment: 6 course credit hours

For financial aid purposes, the following definitions and conditions apply:

- To earn hours at NCCU, one must receive a grade of A, B, C, or D (including "+" or "- "). All other grades, including F, I, W, WC, WF, AU, NU or NP, do not earn hours.
- Classes from which a student withdraws after the drop/add period count as attempted but not earned hours. Therefore, withdrawing from classes after the drop/add period will negatively affect students’ ability to satisfy the hours earned standard.
- Audited courses count as attempted but not earned hours. Therefore, auditing classes will negatively affect students' ability to satisfy the hours earned standard.
- When a student repeats a course, the total attempted hours will increase with each repeat, but the student may only earn hours for a successfully completed course once. Therefore, repeating courses may negatively affect students’ ability to satisfy the hours earned standard.
- Accepted transfer credit will count as both attempted and earned hours.

**Maximum Length of Study**

To remain eligible for financial aid, undergraduate students must complete their degree requirements within 150 percent of the published length of their academic program. At NCCU, this means that students in programs requiring 124 hours for graduation will be eligible for financial aid during the first 186 attempted hours as an undergraduate. All attempted hours are counted, including transfer hours, whether or not financial aid was received, or the course work was successfully completed. The maximum length of study will be reviewed every semester. No financial aid will be disbursed for the student during subsequent semesters unless the student has an approved Satisfactory Academic Progress (SAP) appeal.

**Annual Satisfactory Academic Progress Reviews**

At the end of every spring semester, a year-end review is completed, and students who are out of compliance with one or more of the satisfactory academic progress standards become ineligible for further financial aid until all deficiencies are remedied. The Scholarships and Student Aid Office sends written notification of ineligibility to students to their NCCU email address. Satisfactory Academic Progress and eligibility for financial aid are determined each academic year after the spring semester grades are available.
SATISFACTORY ACADEMIC PROCESS (SAP)

**Appeal Process**

After the annual review a student will be assigned a SAP status. Please see definition of statuses below.

**Satisfactory Status – (SAP Code 1)**

Satisfactory status is achieved when the student has met:

- Completed 67% of attempted hours
- Met cumulative GPA as established by the Registrar’s Office and/or
- Did not exceed the 150% of the required hours to earn a undergraduate degree

**INELIGIBLE – (SAP Code 4)**

Students who are not meeting the standards are ineligible for financial assistance for the next enrollment period. To regain eligibility for financial aid, a student may file a SAP appeal form and financial aid progression plan.

**PROBATION – (SAP Code 2)**

Students who receive this status have filed an appeal with the Scholarships and Student Aid Office and granted approval. Students in this category must have an approved SAP appeal rendered by the committee. In addition to the approved SAP appeal; students must meet the following Financial Aid Progression Plan:

- Complete 67% of their attempted hours
- Students must earn a cumulative GPA of 2.0

Approvals are granted for one semester at a time. All Financial Aid Progression Plans will be reviewed at the end of each semester. To remain eligible for financial aid, students must successfully complete their Financial Aid Progression Plan.

**NON-COMPLIANT – (SAP Code 4)**

Students who fail to successfully complete their Financial Aid Progression Plan become ineligible to receive financial aid for the next semester. In order to possibly receive financial aid for the next semester, ineligible students may file a new SAP appeal form with the Scholarships and Student Aid Office.

Students must have an approved SAP appeal rendered by the committee. In addition to the approved SAP appeal; students must also meet the following Financial Aid Progression Plan:

- Complete 67% of their attempted hours
- Students must earn a cumulative GPA of 2.0

Approvals are granted for one semester at a time. All Financial Aid Progression Plans will be reviewed at the end of each semester. To remain eligible for financial aid, students must successfully complete their Financial Aid Progression Plan.

**Regaining Eligibility for Financial Aid**

Students who are meeting the standards are eligible for financial assistance for the next enrollment period. To regain eligibility for financial aid, a student may consult with a financial aid counselor to determine the appropriate alternatives. The following may be considered for regaining eligibility for financial aid:

- Taking courses during the summer session(s)
- Repeating failed courses
- Removing incomplete grades
- Reviewing repeat courses to ensure that highest grade has been computed

Cumulative GPA's can only be improved by course work at NCCU. Hours earned deficiencies may be made up by attendance at NCCU or another institution. However, if enrolling elsewhere, the student must complete
the appropriate transfer study forms and have the course work pre-approved by the Dean of the College or School for the program of study at NCCU prior to enrolling at the other institution. Following completion of course work elsewhere, the student must request that an academic transcript be sent to the NCCU Registrar's Office. Once deficiencies have been remedied, the student must notify the Scholarships and Student Aid Office and request reinstatement of eligibility. This process begins when all grades and credit hours are officially recorded in the Registrar’s Office at NCCU. Once the maximum length of study standard has been exceeded, financial aid eligibility ends, even if the student is in compliance with the other two standards.

**Appeals**

Federal regulations allow for certain cases in which the school may waive the standards. Specifically, if a student's failure to be in compliance with one or more areas of satisfactory academic progress is due to events beyond the student's control such as a student's extended illness, serious illness or death in the immediate family, or other significant trauma and if such mitigating circumstances can be appropriately documented for the specific term(s) in which the deficiency occurred, the student may appeal to the Scholarships and Student Aid Office. Eligibility may be regained by appeal. Contact the Office of Scholarships and Student Aid Office to obtain a Satisfactory Academic Appeal form or visit our website at [www.nccu.edu/SSA](http://www.nccu.edu/SSA)

For further information regarding Satisfactory Academic Progress, the student should contact: Scholarships and Student Aid Office at North Carolina Central University, P. O. Box 19496, Durham, NC 27707 (919) 530-6180 (919) 530-7959 (FAX)

**REPEAT GRADE POLICY**

Federal and state funds will no longer cover courses repeated more than two times with a grade of D or greater.

New regulations for Federal and State student aid programs specify that previously passed courses repeated more than once can no longer be counted in the enrollment status for determining a student's federal and state aid eligibility.

For example, a student enrolls in CHEM 1212 (a 3 hour course) for the first time and receives a "D" grade. He repeats this course and it is eligible to be counted in his enrollment for federal financial aid purposes since it is his first repeat of the previously passed course. He receives a "C" in the course. The student then decides to enroll in this course a third time. Based on the new regulation, the course cannot be included in his total hours of enrollment for federal financial aid purposes; so, if his total enrollment for the semester is 12 hours, only 9 hours can be counted in determining federal aid eligibility.
Finances

Student Expenses

Payment of Fees and Expenses

The university requires all students to register for classes and to complete payment of all tuition, fees, and charges for the upcoming academic semester no later than the last day of the designated payment period in the academic calendar.

A tuition payment installment plan operated by Sallie Mae Bank enables students to pay all or part of the semester’s tuition and fees in installments without interest charges. The Sallie Mae Tuition Payment Plan may be used to supplement other forms of scholarships, grants or loans. A valuable feature of the tuition payment plan is tuition payment insurance, which is provided at no charge and guarantees payment of the contract balance to the school in the event of the insured person’s death. Participation in the payment plan is on a semester-by-semester basis.

Under the Sallie Mae Tuition Payment Plan, the cost of tuition for fall semester may be divided into five equal monthly installments for students who enroll by June 1. The number of permitted monthly installments decreases between June 1 and October 15. Payments to the fall pay plan must be concluded by October 15 for spring enrollment eligibility.

The five equal installments for the spring plan begin October 15 and run through March 15. The fee for tuition plan enrollment is $35 per semester, which is non-refundable. A $20 late fee is incurred when a payment does not reach the Sallie Mae Tuition Payment Plan office by the 15th of each month. Please note: The Sallie Mae Tuition Payment Plan does not cover prior balances or summer semesters.

The University Payment Plan is also available, with automatic enrollment when at least half of the current semester charges are paid before the end of the regular registration and payment period. This plan allows students to make additional two payments to cover the remaining 50% account balance.

Financial aid deferments, verifiable third-party promises or other methods of payment can be used to cover the initial one-half payment. There is a $25 administrative charge to all accounts on the university’s payment plan.

The additional payment dates are Sept. 10 and Oct. 10 for the fall semester and Feb. 10 and March 10 for the spring semester. A $20 late fee is incurred when payments are late under the University Payment Plan.

Students who are not be able to pay the full amount for a semester or summer session should secure assistance in advance to avoid delays in registering or payment of bills when due. Students who fail to register and make payments according to the deadlines listed in the Academic Calendar will be charged a $50 late registration fee.

The Board of Governors of the University of North Carolina reserves the right to amend the charges for tuition, fees, and the room-and-board rate at any time without prior notice.

Tuition and Fees

(This information was effect at the time of publication. Refer to the NCCU website for the most current information.)

The university requires all students who are continuing their enrollment from the previous semester to register for classes and to complete payment of all tuition, fees and charges for the upcoming academic semester by the last day of the designated payment period. Students who do not meet the payment deadline will have their classes cancelled and must re-register during the late-registration period and pay a $50 late-registration charge. This could result in
forfeiture of classes on the student’s previous schedule if individual classes are closed.

Students are expected to pay their bills paid in full before the first day of classes or by the designated payment period. Students who receive financial aid are expected to pay any portion of their bill not covered by financial aid before the first day of classes. Students whose bills are not paid in full by the first day of classes or who have not made payment arrangements by that time will be charged a late-registration fee.

Payments may be made by money orders, cashier’s checks, or personal checks designed as payable to “North Carolina Central University.” The student’s Banner Identification Number should be indicated on money orders and checks to ensure credit is given to the correct account. MasterCard and VISA are also accepted. Payments may be made in advance, in person, by mail, or on-line using a credit card.

Mail payments should be sent to:

NCCU,
c/o Comptroller
P. O. Box 19713
Durham, NC 27707

Payments should be received by the Cashier’s Office no later than the last day of the designated payment period in order for a student to retain his or her current classes. It is the student’s responsibility to verify receipt of payments made to the Cashier’s Office by calling the office, visiting in person, or checking with their own bank for check clearance.

Student grades, transcripts, degrees, and diplomas may be withheld until all financial obligations to the university, other than student loans, are paid in full.

North Carolina State law requires that all previously incurred expenses and accounts at North Carolina Central University must be paid in full prior to pre-registration or registration for a new term. Delinquent student accounts will be turned over to the State Attorney General’s Office and to a collection agency.

A student is not officially registered in any classes until all tuition and fees are paid for the semester. Enrollment may be dropped for the semester if all tuition and fees have not been paid by the payment deadline for the semester. Students who are dropped from classes for non-payment will not be allowed to re-enroll in classes until the following semester.

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**Undergraduate Fees and Expenses**

2014-2015 Academic Year Fees & Tuition

| In-State Students | $7,129.14 |
| Out-Of-State Students | $18,544.14 |

Post-baccalaureate students not in an advanced-degree program will be charged at the graduate rate unless they are seeking a second baccalaureate degree.

**Miscellaneous Charges (Subject to Change)**

Auditing a Course – charges are the same as for taking a course for credit.
Diploma fees are charged every term in which a student applies for graduation. If a student fails to graduate during that term, no adjustment is made to the student's account. The student must apply again for graduation during the term he/she expects to complete all work, and another diploma fee will be charged. Diplomas are ordered any time a student applies for graduation. If the student does not meet the requirements for graduation, the diploma is invalid.

**Student Health Services Treatment and Procedures**

Fees are charged by Student Health Services for medical treatments/procedures available to students on an as-needed basis. A listing is available from Student Health Services.

*General and Special Fees (Subject to Change)*

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational and Technology Fee</td>
<td>$ 401.16</td>
</tr>
<tr>
<td>Student Athletic Fee</td>
<td>748.88</td>
</tr>
<tr>
<td>Accident &amp; Sickness Insurance</td>
<td>1,376.00</td>
</tr>
<tr>
<td>Medical Fee</td>
<td>242.68</td>
</tr>
<tr>
<td>Student Activities Fee</td>
<td>476.42*</td>
</tr>
<tr>
<td>Special Student Activities Fee – Graduate</td>
<td>399.82</td>
</tr>
<tr>
<td>Special Student Activities Fee – Law</td>
<td>423.10*</td>
</tr>
<tr>
<td>Student Government Fee</td>
<td>1.00</td>
</tr>
<tr>
<td>Special ADA Dietetic Internship Program</td>
<td>425.50</td>
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<tr>
<td>Debt Service Fee</td>
<td>120.00</td>
</tr>
<tr>
<td>Special Nursing Technology Support</td>
<td>120.00</td>
</tr>
<tr>
<td>Lyceum Fee</td>
<td>25.00</td>
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<tr>
<td>Transportation Fee</td>
<td>50.00</td>
</tr>
<tr>
<td>Web Registration Fee</td>
<td>10.00</td>
</tr>
<tr>
<td>Eagle Card Fee</td>
<td>20.00</td>
</tr>
</tbody>
</table>

*Includes support for the Student Union (Campus Center)

**Tuition and Fees for Part-Time Students**

All undergraduates who carry 12 or more hours, and graduate and law students who carry nine or more hours, must pay full tuition and fees. Students who carry less than the full-time load must pay the following tuition and fees per semester.
### Part-Time Student Tuition and Fees
2013-2014 ACADEMIC YEAR

<table>
<thead>
<tr>
<th>Resident</th>
<th>Undergraduate (subject to change)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In-State</td>
<td>Out-of-State</td>
</tr>
<tr>
<td>1 hour</td>
<td>$1,110.52</td>
<td>$3,753.76</td>
</tr>
<tr>
<td>2 hours</td>
<td>$1,276.28</td>
<td>$3,919.52</td>
</tr>
<tr>
<td>3 hours</td>
<td>$1,442.04</td>
<td>$4,085.28</td>
</tr>
<tr>
<td>4 hours</td>
<td>$1,608.80</td>
<td>$4,251.04</td>
</tr>
<tr>
<td>5 hours</td>
<td>$1,773.56</td>
<td>$4,416.80</td>
</tr>
<tr>
<td>6 hours</td>
<td>$1,879.06</td>
<td>$4,641.56</td>
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<tr>
<td>7 hours</td>
<td>$1,983.92</td>
<td>$4,891.32</td>
</tr>
<tr>
<td>8 hours</td>
<td>$2,093.68</td>
<td>$5,107.08</td>
</tr>
<tr>
<td>9 hours</td>
<td>$2,173.00</td>
<td>$5,364.00</td>
</tr>
<tr>
<td>10 hours</td>
<td>$2,252.16</td>
<td>$5,651.04</td>
</tr>
<tr>
<td>11 hours</td>
<td>$2,331.41</td>
<td>$5,967.36</td>
</tr>
</tbody>
</table>

North Carolina Central University is a publicly supported institution. Tuition payments and other required student fees meet only part of the total cost of the education of enrolled students. The State of North Carolina appropriates an average of $11,738 per year per student in public funds to help support the higher education programs offered.

### Student Housing and Meals

The university has the capacity to house approximately 2,800 students. Dining facilities are available for use by all students.

The rate for residence halls ranges from $2,331.41 to $3,136.35 per semester for a corridor room. The rate for a suite-style double room is $2,920.70 and a suite-style single room is $3,143.27 per semester. A limited number of apartments with cooking facilities also are available. Single-rooms in Eagle Landing apartments are $3,698.30 per semester in the three-bedroom units and $3,497.33 per semester in the four-bedroom units. George Street Apartments are $2,760.90 per semester. Fees for Martha Street apartments—which house graduate students, law students and non-traditional students—are $3,807.38 for two-bedroom, two-bath units and $3,669.06 for two-bedroom, one-bath units. A one-bedroom, one bath Martha Street unit is $3,903.63 per semester.

Undergraduate students who live in residence halls are required to purchase meal plans for dining services on campus. NCCU Dining Services managers will work with students who have dietary problems in planning meals.

A variety of student meal plans are available through Dining Services.

Students classified as freshmen who are living on campus are required to sign up for a plan providing 21 meals per week. The cost for this plan, which includes $200 in flexible spending funds, is $1,751.18 per semester.

Upper-level students have a choice of two plans providing 14 meals per week: a 14-meal plan with $275 flex dollars that costs $1,612.50 and a 14-meal plan with $200 flex dollars that costs $1,545.85 per semester.

An eight-meal plan that includes $350 flex dollars is available to students living in Eagle Landing at a cost of $1,363.00 per semester.

Commuter Plans are offered to students living off-campus. Commuter Plan 50 consists of 50 meals plus $50 flex dollars at a cost of $289.18; Commuter Plan 75 consists of 75 meals with $75 flex dollars at a cost of $425.85; and Commuter Plan 100 consists of 100 meals with $100 flex dollars and costs $600.93.

New students who plan to live in a residence hall must submit an application for room and board, along with a $150 non-refundable housing administrative fee, by May 1 to be considered for a one-year residency beginning in the fall semester. For spring semester residence, the $150 non-refundable administrative fee, must be submitted by December 1. The housing contract is binding if the student enrolls in the university.
Residence hall reservations should be made as early as possible. Returning students may submit their $150 administrative fee as early as on Nov. 1 of the fall semester, which will allow them to participate in the online housing process for the following year. The online housing process will remain open to returning students until all designated returning spaces have been filled.

The university’s Board of Trustees can change the room and board rates or the housing administrative fee at any time without prior notice. For additional information, please contact 919.530.6227 or email residential_life@nccu.edu.

Mail Center
Mail for students living on campus is delivered to a private, key-locked mailbox located in the Student Union Building. The annual mailbox rental fee is $30; $8 for the summer session.

Student Insurance
Health and accident insurance is mandatory for all students taking six or more credit hours of classes on campus. The UNC Board of Governor’s requires that all students in the UNC system purchase a policy through its statewide plan or provide proof of credible independent coverage.

Insurance is offered by the university system for a 12-month period that begins August 1. The cost is subject to change each year. The student insurance policy, Student Blue, is underwritten by Blue Cross Blue Shield of North Carolina. For more information concerning benefits, participating providers, vision and more visit www.bcbsnc.com/student.

Distance education students and students taking fewer than 6 credit hours of classes will not be charged the sickness and accident insurance fee.

Students who have their own insurance can waive the university-sponsored insurance plan. To do this visit www.bcbsnc.com/student and follow the instructions. The deadline for submitting an on-line student insurance waiver for fall 2014 is Sept. 17. Students who have not submitted an insurance waiver by the deadline date will be automatically enrolled in the student insurance plan. A new waiver must be submitted each academic year.

Parking Permits
Parking on campus is by permit only. All students who park on campus are required by North Carolina Central University to register their vehicle with the University Police Department. After paying the registration fee, the decal holder should permanently display the valid permit on their vehicle. Students’ hangtags must be placed on the rearview mirror facing outward at all time while parked on campus.

Parking on campus is zoned parking. An NCCU parking permit authorizes the vehicle to be parked in a specific area according to the permit designation. Open parking on campus is for visitors only. Registration forms are available on NCCU’s website.

STUDENT PARKING
Students may park in the assigned designated lots only with the proper decal.
- Ruffin Residence Hall (Residential Lot)
- Criminal Justice (Commuter Lot)
- George Street Apartments (Residential Lot)
- Latham Deck (outside spaces) (Commuter Lot)
- Lincoln Street (Commuter Lot)
- Martha Street Apartments (Residential Lot)
- Mary Townes Science Building (lower
level and a section of the upper lot) (Commuter Lot)
• Nelson Street (Commuter Lot)
• O’Kelly – Riddick (Commuter Lot)
• School of Education (front) (Commuter Lot)

FEES

The parking permit for vehicles will be paid at the beginning of the period for which the permit is issued or when any person first becomes associated with the university and wishes a permit. The fees are annual costs unless otherwise indicated:

• Reserved .............................................. $575
  Zoned Reserved .................................. $575
• Parking Deck ...................................... $475
• Faculty/Staff ....................................... $475
• McDougald–McLendon Gym, 24 hour
  Reserved Lot ....................................... $675
• Temporary Employees ........................ $50 per month, $240 per semester
• Students ............................................. $300
• Evening Permit, per semester
  (rate after 4 p.m.) ................................ $80
• Replacement Decal .............................. $20
• Motorcycle ......................................... $300
  ($25 if it is the second vehicle permitted)
• Vendor ................................................ $300
• LeRoy T. Walker Physical Education
  and Recreation Complex Wellness Center
  (rate after 4 p.m.) ............................... $40

SHUTTLE SERVICE

NCCU faculty, staff, students and visitors are encouraged to take advantage of the free Maroon and Gray shuttle service offered through NCCU Student Services. The campus shuttle buses (known as the Maroon and Gray lines) depart every 15 minutes from 7 a.m. to 7 p.m. Monday through Friday from the Latham Parking Deck. The lines transport passengers to major points on campus. Schedules are available in the NCCU Police Department.

Special Financial Information

Application Charge

Each application for admission to the University must be accompanied by a non-refundable deposit of $40.

Refunds of Tuition and Fees

Drop/Withdrawals

Students must officially withdraw from the university to receive an adjustment of tuition and fees.

If a student officially drops all classes prior to the end of the official drop/-add, late-registration period, all tuition and other fee charges will be adjusted.

If a student officially withdraws after the end of the official drop/add, late-registration period, the student’s bill will be reduced on a prorated basis.

From the end of the official drop/add period until two weeks after the end of the drop/add period, 40 percent of tuition and fees will be adjusted.

From two weeks after the end of the official drop/add period until four weeks after the end of the drop/add period, 20 percent of tuition and fees will be adjusted.

Tuition and fees are not adjusted after four weeks from the close of the official drop/add period.

If a student has received financial aid (other than College Work Study) and officially withdraws from the university during the academic term, a refund of a portion of the aid to the Title IV programs may be required or the student may need to repay a portion of the award funds received by the university.
Reduced Loads

A full-time student whose enrollment drops below the course load required for full-time status, or a part-time student who drops courses, will have charges for tuition and fees reduced accordingly, provided the courses are dropped prior to the end of the official drop/add period. Financial aid awards also will be adjusted accordingly.

A student must carry 12 credit hours each semester of the academic year and at least six credit hours during summer sessions to qualify for financial aid. Undergraduate students with loans must be enrolled in at least six credit hours to receive a refund from their loan proceeds each semester, and graduate students with loans must be enrolled in at least 4.5 credit hours to receive a refund from their loan proceeds each semester.

No adjustments will be made for courses dropped after the end of the official drop/add period.

Refunds of Room Charges

TERMINATION CHARGES FALL UNDER THE FOLLOWING CATEGORIES:

Daily charges are calculated by dividing the number of days (check-in through last day of exams) per semester by the room cost.

A. Buyout exception for category E:
   A student may find another student (not a current resident) to buy out the remainder of the agreement. The student must meet all eligibility requirements to live on campus. Both students must contact the Residential Life office to process the buyout option.

B. Students evicted from Residential Life will be responsible for payment of the entire semester’s room rent.

C. Daily charges apply to co-op, National Student Exchange and International Student Exchange Program participants, as well as academic suspensions resulting in room assignment cancellations.

D. A $100 cancellation charge applies to:
   a. Students enrolled for the fall who cancel on or before April 1
   b. Non-registered students for the fall or spring who cancel or do not move into the residence halls prior to the first day of check-in

E. Registered students who cancel between April 1 and the first day of check-in will pay 50 percent of the price of the full term.

F. Withdrawing from the university:
   Students will be charged the daily rate calculated using the date of checkout from the residence hall.

G. Summer Sessions Only:
   a. A $100 charge will apply for students who cancel or do not move into the residence halls as per the agreement.
   b. Fifty percent of the remaining session cost plus daily charges will be assessed to students moving off campus during the session.
   c. Non-registered students will pay $100 plus daily charges.

Refunds

Financial aid deferments are not considered as payments but are used as temporary credits for registration processing. As a general policy, refund processing will take place on Monday of each week, and refunds will be mailed or directly deposited into the student’s requested
bank account on Friday of each week, unless otherwise published. If a student does not have an active student direct-deposit account on file, the student must update local address online prior to the refund processing date.

Students who add one or more classes class after receiving a refund check will be charged additional tuition and fees for the added class(es).

Students who drop a one or more classes after receiving their refund check will owe money to the university if their financial aid award is reduced due to a lesser course load.

**Restrictions For Refunds From Loans**
Undergraduate students with loans must be enrolled in at least six credit hours to receive a refund from their loan awards.

Graduate and law students with loans must be enrolled in at least four-and-one-half credit hours to receive a refund from their loan proceeds.

**Overpayments**
Undergraduate students who are enrolled in less than six credit hours and who have an overpayment on their account will receive refunds at the end of the semester in which the credit occurred. All refunds of overpayments will be mailed to the local address on record or deposited into the active direct-deposit account on file. Overpayments made by credit card will not be refunded to the card.

Graduate and law students enrolled in less than four and one half credit hours and who have an overpayment on their account will receive refunds at the end of the semester in which the credit occurred. Overpayments caused by credit card payments will not be credited back to the credit card. All refunds of overpayments will be mailed to the local address on record or deposited into the active direct deposit account on file.

Students who are enrolled full time and overpaid their accounts using personal checks will receive a refund within two weeks. Students whose checks are returned because of insufficient funds will be charged a $25 insufficient funds fee. In addition, NCCU will not accept additional personal checks of any type for the duration of the student’s enrollment at NCCU.

Individuals who not enrolled and have credit balances with the university will receive refunds at the end of the semester in which the credit occurred. Credit card payments will not be refunded to the credit card. All refunds will be deposited to the active direct-deposit account on file.

**Refunds and Room and Board Charges**
Students should verify that charges for room and board have been deducted from their accounts before spending a refund check. It is the student’s responsibility to ensure that room and board charges are paid.

Please note: Students in the Executive Masters of Public Administration Program (EMPA Program) cannot use the faculty and staff tuition waiver to pay for any courses in this program.

The Student Accounting Office hours are from 8 a.m. to 5 p.m., Monday through Friday. The telephone number is (919) 530-5071.

**Damages**
A student shall be financially responsible for damage he or she does to any building, equipment or other property of the institution. If it cannot be determined which student is responsible for the damage, the cost of the damage will be distributed equally among the group of students using the facilities at the time of the damage. If this cannot be determined, the cost of the damage will be charged against the entire student body. A one-time $50 damage fee (included in the deposit fee) is due
at the time the student moves into the residence hall.

Residence Status for Tuition Purposes

The basis for determining the appropriate tuition charge rests upon whether a student qualifies as a resident of North Carolina for tuition purposes. Each student must make a statement as to the length of his or her residence in North Carolina, with assessment by the institution of that statement to be conditioned by the following:

Residence
To qualify as a resident for tuition purposes, a person must establish legal residency and remain a legal resident for at least 12 months immediately prior to classification. Thus, there is a distinction between legal residence and residence for tuition purposes.

Furthermore, 12 months legal residence means more than maintaining a home in North Carolina. In particular, it means maintaining a domicile (permanent home of indefinite duration) as opposed to “maintaining a mere temporary residence or abode incident to enrollment in an institution of higher education.”

The burden is on the applicant to establish those facts that justify classification of a student as a resident entitled to in-state tuition rates. To attain such classification, the applicant must show his or her entitlement by the preponderance (the greater part) of the residency information.

Initiative
Being classified a resident for tuition purposes is contingent on the student seeking such status and providing all information that the institution may require in making the determination. As such, students must apply for North Carolina In-state Residency for Tuition Purposes by completing the required application and providing all documentation requested. Applications to qualify for North Carolina Residence Status for Tuition Purposes must be received 30 days before the first day of classes of the proposed term of enrollment. Applications received after this date may be considered for a subsequent term.

Parents’ Domicile
If an applicant, irrespective of age, has living parents or a court-appointed guardian, the residence of the parents or guardian is considered to be the domicile of the individual. However, this prima facie evidence may or may not be sustained by other information.

Further, parents’ or guardians’ legal residency is not deemed prima facie evidence of the applicant’s status if the applicant has lived (though not necessarily legally resided) in North Carolina for the five years preceding enrollment registration.

Effect of Marriage
Marriage alone does not prevent a person from becoming or continuing to be a resident for tuition purposes, nor does marriage in any circumstance ensure that a person will become or continue to be a resident for tuition purposes. Marriage and the legal residence of one’s spouse are, however, relevant information in determining eligibility. Furthermore, if both marital partners are legal residents of North Carolina and if one of them has been a legal resident longer than the other, then the longer duration may be claimed by either spouse in meeting the 12-month requirement for in-state tuition status.

Military Personnel
A North Carolinian who serves outside the state in the armed forces does not lose North Carolina residency simply by reason of such service. Students from the military may prove residency, as do other students, with evidence related to residential activity and intent.

In addition, a separate North Carolina statute affords tuition-rate benefits to certain military
personnel and their dependents in some cases where the individual does not qualify for the in-state tuition rate by residing for 12 months in North Carolina. Members of the armed services, while stationed and living in North Carolina, may be charged a tuition rate that is lower than the out-of-state tuition based on federal tuition-payment eligibility and other factors.

A dependent relative of a service member stationed in North Carolina is eligible for in-state tuition rates while living in North Carolina with the service member so long as he or she has met any applicable requirement of the Selective Service System.

These tuition benefits may be applied only if the applicable requirements for admission have been met.

**Grace Period**

If a person (1) has been a bona fide legal resident of the required duration, (2) has consequently been classified a resident for tuition purposes, and (3) has subsequently lost North Carolina legal residence while enrolled at a public institution of higher education, that person may continue to enjoy the in-state tuition rate for a grace period of 12 months, measured from the date on which North Carolina legal residence was lost. If the 12-month period ends during an academic term for which the person is enrolled at a state institution of higher education, the grace period extends to the end of that term. The fact of marriage to someone who continues living outside of North Carolina does not by itself cause loss of legal residence marking the beginning of the grace period.

**Minors**

Minors (persons under 18 years of age) usually have the same domicile as their parents, but certain special cases are recognized in determining residence for tuition purposes.

a. If a minor’s parents live apart, the minor’s domicile is deemed to be North Carolina for the time period(s) that either parent, as a North Carolina legal resident, may claim and does claim the minor as a tax dependent, even if other law or judicial act assigns the minor’s domicile outside of North Carolina. A minor thus deemed to be a legal resident will not, upon achieving maturity before enrolling at an institution of higher education, lose North Carolina legal residence if that person (1) upon becoming an adult “acts, to the extent that the person’s degree of actual emancipation permits, in a manner consistent with bona fide legal residence in North Carolina” and (2) “begins enrollment at an institution of higher education not later than the fall academic term next following completion of education prerequisite to admission at such institution.”

b. If a minor has lived for five or more consecutive years with relatives (other than parents) who are domiciled in North Carolina, and if the relatives have functioned during this time as if they were personal guardians, the minor will be deemed a resident for tuition purposes for an enrolled term commencing immediately after at least five years in which these circumstances have existed. If under this consideration a minor is deemed to be a resident for tuition purposes immediately prior to his or her 18th birthday, that person upon achieving maturity will be deemed a legal resident of North Carolina of at least 12 months duration. This provision acts to confer in-state tuition status even in the face of other provisions of law to the contrary. However, a person deemed a resident of 12 months duration pursuant to this provision continues to be a legal resident of the state only so long as he or she does not abandon North Carolina domicile.

**Lost but Regained Domicile**

If a student ceases enrollment at or graduates from an institution of higher education while classified a resident for tuition purposes and
then both abandons and reacquires North Carolina domicile within a 12-month period, that person, if he or she continues to maintain the re-acquired domicile into re-enrollment at an institution of higher education, may re-enroll at the in-state tuition rate without having to meet the usual 12-month durational requirement.

However, any one person may receive the benefit of the provision only once.

**Change of Status**
A student admitted to initial enrollment in an institution (or permitted to re-enroll following an absence from the institutional program which involved a formal withdrawal from enrollment) must be classified by the admitting institution either as a resident or as a nonresident for tuition purposes prior to the actual enrollment. A residence status classification once assigned (and finalized pursuant to any appeal properly taken) may be changed only at intervals corresponding with the established primary divisions of the academic year.

**Transfer Students**
When a student transfers from one North Carolina public institution of higher education to another, he or she is treated as a new student by the incoming institution and must be assigned residence status classification for tuition purposes.

The initial classification of students as in-state or out-of-state students for tuition purposes is made at the time the student’s application for admission is processed. Appeals for in-state status must be made to the university registrar before the first day of classes for the term for which in-state status is sought. The appeals form can be obtained from the Registrar’s Office. A student who does not appeal before the first day of classes for the term must pay the out-of-state tuition; however, a refund for the difference between out-of-state tuition and in-state tuition will be given if the appeal is approved. An appeal of the registrar’s decision of the University Registrar must be made in writing to the chancellor within 15 days of the decision of the University Registrar, if such an appeal is desired.

University regulations governing residential classification of students are set forth in detail in “A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes.” Each enrolled student is responsible for knowing the contents of this manual. A copy of this manual is available for inspection upon request in the Reserve Department of the James E. Shepard Library.

**Summer School Tuition, Fees, and Refunds**
Since the summer school program is self-supporting, tuition and fees are adjusted annually. Students should consult the Summer School Bulletin for the exact tuition and fees for the summer session they plan to attend. For information, students may visit the Summer School Office on the third floor of the School of Education Building, or they may write to: Summer School Office, North Carolina Central University, Durham, NC 27707. Also, additional information on Summer School admissions, housing, financial aid, meals, parking, health services, academic regulations, and cancellation of courses can be found in this catalog under “Academic Programs and Institutes” section.

Refunds will be processed as scheduled by the Summer Refund Schedule. Refunds will be made only to students who officially withdraw by the deadline date listed in the summer school calendar. Refunds will not be made to students who unofficially withdraw by not attending classes or who are dismissed for disciplinary reasons. Refunds for reduced loads are not given unless courses are canceled or unless the student reduces his/her load by dropping a class or classes on the date designated in the Academic Calendar as the first day of classes.
Division of Student Affairs

Johnnie Southerland, Interim Vice Chancellor
North Carolina Central University
1801 Fayetteville Street
236 Student Services Building
Durham, NC 27707
(919) 530-6342 Office
(919) 530-2958 Fax
Email: jsoutherland@nccu.edu

The central mission of Student Affairs is the facilitation of the learning process for all students and the cultivation of an environment that enriches and supports learning and personal development. This perspective recognizes the value of formal and informal learning experiences to the intellectual and personal growth of students.

Office of the Vice Chancellor for Student Affairs

The vice chancellor for Student Affairs is the Senior Student Affairs Officer (SSAO) and as such, provides administrative leadership to the various functional areas that comprise the division. Functional areas reporting directly to this officer include: Residential Life, Student Health and Counseling Services, University Career Services, and Student Activities and Union Programs.

The associate vice chancellor for Student Affairs serves as a liaison between students and the administration. This individual assists the SSAO in all student personnel service matters and represents the vice chancellor in his/her absence.

Administrative oversight of commuter services, diversity and multicultural services, leadership development, student learning, and Student Disability Services for students with disabilities is also provided by Student Affairs. The Division of Student Affairs develops, advocates, assesses, and implements programs and services supportive of student learning and a quality campus environment.

Office of Student Rights and Responsibilities

Administration of campus judicial programs and services rests with the director, Office of Student Rights and Responsibilities. This office is also responsible for the planning and implementation of moral and character development activities, and the training of various on-campus hearing boards/panels. The director of the Office of Student Rights and Responsibilities is responsible for enforcement of the Student Code of Conduct.

Additional Student Affairs Offices

The NCCU Marching “Sound Machine” Marching Band is comprised of approximately 175 students that perform at all home football games and some away games. The marching band is a central feature of the university, performing before audiences more of 80,000 in special concerts and competitions. The ensemble is often featured in newspapers, magazines, and television programs.

The Centennial Scholars Program was created to increase North Carolina Central University’s retention and graduation rates. This initiative is a comprehensive living-learning community that produces skilled and knowledgeable African-American male scholars who understand the importance of communal responsibility and contribute positively to their own and society’s economic and social well-being.

The Office of Leadership Development offers a comprehensive leadership development program. The office has a Student Resource Library and offers The Rising Star Leaders Program and Fall and Spring Leadership Development symposiums and other programs. This office is also responsible for the coordination of Greek Affairs.

Office of Student Disability Services

The Office of Student Disability Services (SDS) was created as a part of the Division of Student Affairs to respond to Section 504 of the
Rehabilitation Act of 1973. The office is charged with ensuring that students with disabilities have reasonable accommodations and services and are offered equal opportunities for a successful and satisfying college experience. All currently enrolled students with documented disabilities are eligible for services.

The office may provide reader and attendant services; interpreter services; campus orientation, mobility, and accessibility services; adaptive transportation; parking; tutoring; and counseling.

North Carolina Central University maintains an office and a Learning Activity Center in Suite G20 Student Services Building, where appropriate educational assistance is available.

Students eligible for services include those with documented disabilities that include but are not limited to learning disabilities, visual and/or auditory impairments, and other physically disabling conditions.

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**Academic Access and Accommodations**

North Carolina Central University shall make such modification to academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of disability, against a qualified applicant or student. Academic requirements that are essential to the program of instruction being pursued by such student or to any directly related licensing requirement will not be regarded as discriminatory.

Modifications may include changes in the length of time permitted for the completion of degree requirements and adaptation of the manner in which specific courses are conducted. The university shall take such steps as are necessary to ensure that no student with a documented disability is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination under the education programs or activities operated by the university. Persons desiring access must notify the director of Student Disability Services/504 Compliance Coordinator of the specific access sought. The director will in turn contact all other personnel necessary to provide the program for which access is sought. Where academic programs are concerned, the director and the registrar will make the necessary classroom reassignments within 24 hours of notification by the student. They will then notify the department chairperson or dean, who will in turn notify the affected instructor of the reassigned class and of the reason for the reassignment.

With regard to non-academic programs and activities, once the director is notified by the student of the needed access, s/he will contact the appropriate person(s) about reassigning the activity or event in question. In most cases, the contact person will be the supervisor or director of the unit sponsoring the activity or providing the service. The unit contact person will reassign the activity to another location ensuring accessibility for the student with a disability—if the office receives written notices from the student at least five days prior to the event in question—and will notify the director of the reassignment. The director will then notify the student who initiated the request.

For further information contact:

Director of Student Disability Services
Section 504 Coordinator
Suite G20 Student Services Building
North Carolina Central University
Durham, NC 27707
(919) 530-6325

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**Campus Recreation**

The mission of the Department of Campus Recreation and Wellness is to support personal development and improvement in overall health and well-being through active lifestyle promotion for NCCU students and the campus community. We are committed to providing diverse recreational, social, educational and experiential opportunities that enhance and support student learning, leadership development and success at NCCU and beyond. The vision of the Campus Recreation
Department is to build upon excellence in programming and student development. By providing outstanding programming, we shall meet the diverse recreational needs of the student body, faculty and staff.

The Campus Recreation Program structures learning opportunities for students that facilitate active campus involvement and improve those intellectual and social competencies necessary to assume a productive role in society. We partner with others in the university community to help students establish a strong sense of belonging within the university and enrich their overall educational experience.

Campus Recreation is located in The LeRoy T. Walker Physical Education and Recreation Complex. Staff may be contacted at (919) 530-6013 or email: edixon@nccu.edu.

Career Services

The Office of Career Services operates under the Division of Student Affairs and is dedicated to helping students hone career and professional development skills needed to stay employable in the current job market. We serve students from freshman year through graduation and beyond. Whether it’s selecting the right major, exploring career options, looking for a part-time job or internship, or preparing for an interview, our Career Services staff is here to assist you.

The following services are available to students:

Career Counseling and Advising
Students may make appointments with a career counselor to discuss a variety of career topics, including:

- Resume and cover letter writing, in addition to all other professional correspondence
- Improving interview skills
- Identifying a major
- Developing a career plan by learning the best approaches to internships, summer jobs, full-time positions, etc.
- Increasing awareness of how skills, values and interests interact with the workplace
- Using decision making skills to make informed career choices

Career Assessment
A number of assessment tools exist to increase awareness of personality and career interests. Career Services has partnered with TypeFocus to offer students a free, online career assessment to assist in making career choices. Students should meet with career counselor to get an interpretation of assessment results and guidance on how to apply results in career planning.

Eagle Career Network (ECN)
Eagle Career Network (ECN) is a full service online recruiting system encompassing job and internship postings, on-campus recruiting opportunities, and events such as employer information sessions and career fairs. The system is for the exclusive use of NCCU students and alumni. While ECN is fairly easy to use, tutorials are available to assist students in getting oriented to the system. To login or claim your ECN account today, please visit the Career Services website at www.nccu.edu/careerservices

Programs & Workshops

Career Fairs
Career Services offers campus-wide career fairs each fall and spring semester to enable students to explore different career fields, employers and types of employment. Information for the career fair including the date, time and participating organizations is available on Eagle Career Network and the university calendar.

Career Views
Career Views gives students a firsthand experience at learning more about an industry or organization by participating in a company site visit. Career Views typically features a company tour, presentation on internships and careers, and a chance to network with alumni. Previous career views include site visits to
Environmental Protection Agency, SAS, and Cisco Systems. Students who RSVP to attend Career Views should allot at least two to three hours in their schedule. Career Services will coordinate travel to and from the company location. To RSVP for upcoming Career Views, please login to your Eagle Career Network account.

**Professional Development Network Conference**
The Professional Development Network Conference (PDN) was designed to provide NCCU students with the necessary career skills and training to obtain a competitive advantage in today’s job market. The conference is typically hosted in the fall semester on a Saturday and includes a series of workshops facilitated by career professionals, employers, and industry experts. Students who become PDN Certified are placed in an applicant pool for internships and job referrals and are eligible for special incentives, such as free business attire, exclusive networking events, stipends etc. For more information, please contact Brian Mitchell at bmitch13@nccu.edu or (919) 530-6337.

**Paraprofessional Program**
Undergraduate and graduate students can apply to become Career Services paraprofessionals working alongside Career Services staff. Our Career Eagle Officers (CEO) learn more about career services and the career development process firsthand, while advising Career Services staff on key marketing strategies to build career awareness on campus. Graduate students have the opportunity to coordinate practicum requirements and carry out various career-practitioner functions, such as student appointments, workshops, presentations and event operations.

**Resume Boot Camp**
Students have an opportunity to gain feedback on their resume “straight from the horse’s mouth” – the employer! At Resume Boot Camp, students will receive a 15-minute resume critique by professionals and will receive a detailed rubric on the strengths of their resume and areas for improvement. Students should already have written resume and know some general concepts about resume writing.

**Styled for Success**
The Styled for Success program is an initiative made possible through a generous gift from Susan B. Rosenthal. The program promotes employability of students with a demonstrated financial need by equipping them with professional attire and helping ensure that they are ready to enter the job market. Styled for Success enables eligible students to purchase professional attire for job interviews with a clothing award of up to $250. The program helps NCCU students who, because of financial constraints, would not be in the position to purchase appropriate professional attire for interviews internships, graduate school interviews, student-teaching placements, or full-time employment opportunities.

**Contact Us**
NCCU Career Services
William Jones Building, Lower Level Room 005
(919) 530-6337
nccucareerservices@nccu.edu

**NCCU Women’s Center**
The mission of the NCCU Women’s Center is to promote the academic, personal, and professional development and potential of women on campus by celebrating their strengths and aspirations; fostering a safe, respectful and equitable environment; and collaborating to mutually support the needs of the campus and community as an integrative whole.

The NCCU Women’s Center envisions an empowering, inclusive and just learning environment where women realize their limitless potential.

The NCCU Women’s Center is located next to Baynes Residence Hall. The office hours are 8 a.m. – 5 p.m.
Programs and Services

The Women’s Center team works to offer advocacy, information, academic and social programming for and about women and gender equity. The resources of the Women’s Center are available for use by both women and men. The Women’s Center provides a place for women’s support and network groups to meet in a safe, supportive, confidential atmosphere. Women’s Center staff provides informal advising and consulting on advocacy issues for women, information and helpful referrals to important campus and community resources, and confidential support and assistance dealing with problems such as sexual and relationship violence.

Women’s Center Key Programs

• Triple E Program Series: Embrace Yourself, Enhance Yourself, and Empower Yourself. This program provides young women with tools for self-acceptance while focusing on areas which need improvement and works to build self-esteem. The goal is to assist, each young woman in finding the willpower to rise above adversities, as well as provide tools to help them stay focused.

• The Men’s Initiative – NCCU men working to end violence against women

• Speaker Series – National and local speakers focusing on gender-related topics

• Circle of Sisters Women’s Leadership Program – a semester long enrichment program for women to cultivate servant leadership, enhance self-esteem, explore careers, and embrace other cultures.

• Eagle Women’s Village inspires and supports undergraduate women to become engaged, confident and connected leaders in the North Carolina Central University community and beyond. Our motto is: iLEAD!

Students in Eagle Women’s Village participate in programming opportunities geared toward three key areas in order to enhance their learning and holistic development.

Key areas:

- Identity development
- Interpersonal/intimacy Skills development
- Independence/interdependence
- Women’s Center Library – a circulating resource library of fiction and non-fiction books, available for check out with NCCU ID.

Staff may be contacted at (919) 530-6811 or email: womenscenter@nccu.edu.

The Lesbian, Gay, Bisexual, Transgender and Ally Resource Center (The LGBTA Resource Center)

The Lesbian, Gay, Bisexual, Transgender and Ally Resource Center serves as a vital link where LGBTQIA individuals can find a sense of community and everyone can learn about LGBTQIA identity and culture. We strive to create an inclusive campus community by providing support services, educational programs, advocacy and opportunities for leadership development.

The LGBTA Resource Center houses a wealth of information and provides a variety of resources and programming, including:

- Access to a library of LGBTQI materials
- Educational and social programming
- The LGBTA Lecture Series
- LGBT Support Network

SAFEZONE Program

This “Safe Zone” symbol is a message of support to NCCU’s lesbian, gay, bisexual, transgender, questioning, queer, and intersex (LGBTQQI) students and employees. A person displaying this symbol is one who will be understanding, supportive, and trustworthy if a LGBTQQI student or employee needs help, advice, or just
someone with whom you can talk. All SAFEZONE Allies have completed the NCCU SAFEZONE training model.

The LGBT Resource Center is located in G-64 Alfonso Elder Student Union. Staff can be contacted at (919) 530-5545 or email tdoxey@nccu.edu.

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**Grievance Procedures for Persons with Disabilities**

Grievances in regard to rights under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 should be filed with the director of Student Disability Services. This nondiscrimination policy covers admission and activities, including but not limited to academic admissions, financial aid, educational services, and employment. Anyone desiring information concerning these provisions should contact the director of Student Services (See previous contact information).

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**Non-Academic Grievances**

Complaints in regard to non-academic concerns/issues should be directed to the Vice Chancellor for Student Affairs. All such grievances should be in writing.

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**United Christian Campus Ministry**

Rev. Michael D. Page, Campus Minister  
Eagle Landing  
television: (919) 530-5263  
fax: 530-7993  
Office Hours: 9 a.m. – 2 p.m. Tuesday-Friday

**What is United Christian Campus Ministry?**

United Christian Campus Ministry is an ecumenical ministry provided to the North Carolina Central University for over 40 years by more than twelve denominations. United Christian Campus Ministry is for all members of the academic community. It is a means by which students, faculty, and administrative staff of the university may work together in living and expressing their respective religious beliefs. While affirming the unity of the Christian faith and sponsoring a program of common interest for all denominations, the United Christian Campus Ministry encourages individuals to participate in the life and worship of a local church in Durham.

**What is Our Mission?**

The United Christian Campus Ministry seeks to lead the campus community to broader perspectives on moral imperatives and life planning. Additionally, the United Christian Campus Ministry seeks to point the way toward greater spiritual, mental, and emotional maturity. Therefore, it serves as the conduit through which judicatories, individuals, and churches provide resources for a Christian ministry on campus. United Christian Campus Ministry lives out its mission by sponsoring worship services, bible studies, religious forums, community programs, and spiritual guidance for the North Carolina Central University campus and community.

**The Programs of the United Christian Campus Ministry:**

**Worship**

While worship in local churches is primary, there are also weekly opportunities for corporate worship for the entire North Carolina Central University Community.

**Study**

Since the first task of both faculty and students is the learning process, the United Christian Campus Ministry seeks to promote disciplined study within the context of the Christian faith. Therefore, we sponsor weekly bible studies centered on various issues related to Christian understanding.

**Spiritual Guidance**

All members of the academic community are invited to seek out the Campus Minister for confidential discussion and guidance in areas of personal concern.
Fellowship
United Christian Campus Ministry views fellowship as a crucial element in the life of the campus community. As a result, our ministry sponsors activities throughout the year that provide spiritual interaction for the university.

Service
United Christian Campus Ministry acknowledges the need to embrace the community around us. Our vision is to rally together to minister to the local community and eventually minister to the global community as well.

Student Health and Counseling Services
Student Health and Counseling Services is committed to providing high quality primary care to students, developing of health and wellness programming, and supporting the mental health and psycho-social needs of the student population. Services available to students include: primary and gynecological services, pharmacy, laboratory, personal counseling, and psychological and vocational testing.

Counseling and Mental Health Services offers personal counseling and a variety of mental health services, which include assessment, consultation, medication evaluation and management, psychotherapy, and crisis intervention for students.

The costs of medical services not covered by the health fee are the responsibility of the student, unless covered by health insurance. Counseling services are free and confidential. These services are available to students on the second Floor of the Student Health Building.

Student Health Services is located in the south end of the Old Health Building across from Pearson Cafeteria. Parking is very limited.

During the fall and spring semesters, the regular clinic hours are 8 - 5 p.m., with appointments to see the providers scheduled between 8 a.m. and 4 p.m. Monday through Friday. A provider is on call to the nurse after 5 p.m. weekdays and on weekends. The door to Health Services is locked after 5 p.m. for security reasons. For your safety, contact Campus Police or ask a friend to serve as an escort after normal business hours. In case of an emergency in the residence hall, notify the resident director or the security officer. During the summer months, the hours are 8 a.m. to 5 p.m. Monday through Friday, with appointments scheduled between 8 a.m. and 4 p.m. Health Services is closed on the weekends. A provider is on call for consultation.

Student Health and Accident Insurance
The student health fee is not the same as the student health and accident insurance. The student health fee entitles students to free services at Student Health Services except for those fee-designated services. The policy is subject to renewal each year.

Students who wish to waive the health and accident insurance must present their individual insurance card to Student Health Services (the Infirmary) to show proof of coverage and complete the insurance waiver form during the regular registration period. Waiver requests must be approved each semester and taken to the Student Accounting Office before the student’s account is adjusted.

The insurance plan is designed to supplement the services provided by Student Health Services and other health plans. It provides 24-hour coverage during the term of the policy, whether on or off campus, and during vacation periods. A student must first be seen by Student Health Services before using the insurance externally, unless there is an emergency or the medical visit meets the criteria for utilization without a Student Health Services referral. The insurance covers only a percentage of incurred costs; the remaining costs are the responsibility of the student and his or her family. Full information concerning benefits under this health and accident plan may be secured from Student Health Services, including a copy of the master policy.
True emergencies (i.e., poisonings, overdose, suicide attempts, severe injuries, heart attacks, and severe breathing problems) are referred to a local emergency room. A student is referred to a local consultant if further evaluation of a medical problem is deemed necessary by a Student Health Services provider.

Alfonso Elder Student Union

The Alfonso Elder Student Union is the hub of activity and a catalyst for student involvement on the NCCU campus. The Union is the point where the cultural, social, academic and recreational lives of the university come together. The Union provides students with the opportunity to get to know and understand one another outside the classroom by sharing the day-to-day services and conveniences. The Student Union also provides services and facilities needed for social, personal, and intellectual development of individual students and groups of students. It is an extension of the classroom as much through conversations over coffee as through scheduled discussions, structured activities, exhibits, seminars and resources. At the same time, groups and individuals alike find here needed relaxation from the academic routine. Well maintained and secure facilities are also provided to students, faculty, staff, administrative professionals, administrative and academic department groups, alumni, and the community.

The Alfonso Elder Student Union is headquarters for the Student Activities Board (SAB) and the Student Government Association (SGA) student organizations. It is a vital part of the total educational process, a laboratory in living/learning where self-realization are encouraged, where valuable lessons in citizenship, social responsibility, and leadership can be learned. The Union provides a diversity of experiences and serves as a unifying force for campus life at North Carolina Central University.

Student Union Advisory Board and Student Activities Board

The Student Union Advisory Board assists the Union director in establishing operational rules and policies. The committee also assists with Union budgets, long- and short-range goals reviews of Union activities, and considers the concerns of the student body regarding Union operation.

The Student Activities Board is a vital part of the Union operation and campus life. Its members and staff advisors initiate, execute, and evaluate programs of cultural, educational, recreational, social, and other enrichment needs and desires of the campus. Membership on either board is open to any student enrolled at North Carolina Central University through an application and interview process.

Student Government Association

The Student Government Association affords the opportunity for students to participate in the democratic government of certain extracurricular activities affecting the entire student body. Upon registration, each student becomes a member of student government and is invited to participate in selection of representatives to the positions which carry out appropriate student government activities.

For complete information on North Carolina Central University Student Government Association organization and how one can participate as a student, contact the student government office in Rm. 106 of Alfonso Elder Student Union or visit www.nccu.edu/sga/.

Publications

Students are involved in the writing, editing, and production of several publications at North Carolina Central University.

The Campus Echo, NCCU’s student newspaper, has established itself as one of the nation’s top HBCU print and online student newspapers,
winning numerous first-place awards from the Black College Communication Association. The paper has also received top honors from the Society of Professional Journalists and the Associated Collegiate Press Association. Former editors and staff writers are now employed at the Durham Herald-Sun, the News and Observer, a New York Times regional newspaper, the Atlanta Journal-Constitution, and the Detroit Free Press, among others. The Campus Echo is published by and for students and participation is open to all students. Freedom from censorship is assured by the paper’s constitution and the university administration. Production facilities at the Campus Echo have state-of-the-art computers and desktop publishing and graphics software. Student photojournalists work with both 35mm and digital cameras.

The Eagle is the university yearbook. It is published by a student staff under the guidance of faculty advisors. Membership on the yearbook staffs is open to all students. This annual publication is issued near the end of the spring semester and pictorially covers the people and events of the year.

Ex Umbra is a magazine of the arts that provides a forum for students’ creative expression.

Residential Life

Housing

All students are responsible for locating their own housing. To apply for on-campus housing, contact the Office of Residential Life by calling (919) 530-6227 or visit online at www.nccu.edu/studentlife/residentiallife.shtml

The office of the Department of Residential Life is on the ground floor of the Student Services Building. The department is responsible for the quality of life within the residence halls. The university has housing facilities for approximately 2,800 residents. All rooms include cable television, individual phones, and two computer port jacks. All residential halls feature laundry facilities, TV lounges, and fully staffed offices. Undergraduate students residing on campus are required to register for a meal plan in the university cafeteria.

Room Reservations

Room reservations are booked according to the date that the contract and deposit are received. Since there may not be enough housing on campus for all students, those who apply first will receive reservations first. Priority for on-campus housing is given to freshmen students.

Requests for roommates must be mutual. Requests for certain rooms are honored contingent upon the rooms being available when the application/contracts are processed for assignment. Assignments are made on a first-come, first-served basis.

Application/Contract and Deposit

A residence hall application/contract and a non-refundable deposit of $150 or $200 must be submitted to the Bursar’s Office to reserve space for the fall and/or spring semesters. The term of the application/contract is for one academic year consisting of two semesters, from the first day of the fall semester to the last day of the spring semester. Application/contract accepted for the spring semester shall be for that semester only. Students must assume occupancy within two weeks of the first official boarding day.

Reservations and assignments of rooms for summer school are made separately from the regular school year. Students interested in on-campus summer housing should obtain an application/contract from the Department of Residential Life.

Off-Campus Housing

When the supply of living spaces on campus is exhausted, students will be referred to city residences that have been listed with Residential Life by private or commercial owners. The provision of listed city residences is a service, not an approval rating.

Each student who resides off-campus away from
home is directly responsible to his or her landlord or landlady for the cost of his or her living accommodations. See “Student Handbook and Residential Life Guide to On-Campus Living” for additional housing regulations. Additional housing information may be obtained from:

Department of Residential Life/NCCU
Durham, NC 27707
(919) 530-6227

Food Services

Food services at North Carolina Central University are operated for students, faculty, staff and guests of the university.

North Carolina Central offers students living on campus a modified board plan that includes dining in the W. G. Pearson Cafeteria. These plans are primarily for students who are housed in the university residence halls. Students not living on campus and others may purchase meals on a cash basis/points basis.

Simply to Go and Smart Market are cash/point operations located in the annex of the W. G. Pearson Cafeteria. Simply to Go offers breakfast, a variety of delicatessen items, sandwiches, salad bar, and daily luncheon specials. Smart Market offers a variety of convenience foods. The Eagle’s Nest Food Court, another cash/point operation, is located in the lower level of the Student Union Building. The Eagle’s Nest contains Eagle Express, Pizza Inn Express, and World of Wings Café and Wingery. The university also has vending operations that offer quick snacks, sandwiches, and beverages throughout the campus.

Eagle Express Account

The Eagle Express Account (EEA) is a declining balance program that works like a credit card in reverse by using your NCCU identification card. The EEA nearly eliminates the need to carry cash and gives one unparalleled purchasing power on campus. To open an account, students go to the Eagle Card Office located in the W. G. Pearson Cafeteria Annex Building, Room 203, between 8:30 a.m. and 2:30 p.m. Checks, cash, MasterCard, or VISA charge cards are accepted, and deposits in increments of $25 or more may be made via mail. Additional information may be obtained by calling the Eagle Card at (919) 530-5010.

Student Store

The North Carolina Central Student Store on the ground floor of Latham Parking Complex is the official source for the purchase of textbooks, school supplies, and emblematic school paraphernalia. Providing educational materials—primarily textbooks—has been the purpose of the Student Store since it first opened its doors.

The Student Store offers a full selection of the highest quality general school supplies including computer hardware and software academically priced. Furthermore, just as trade and reference books are chosen to meet individual campus needs, specialized school supplies for art, chemistry, nursing curricula, etc. are selected to meet the needs of our campus. The most popular way for students, faculty, and alumni to demonstrate their school spirit and pride is by wearing clothing and using other insignia merchandise such as banners, decals, class rings, glassware, etc. that display the school name. The Student Store is extremely proud of the selection of school paraphernalia available through our gift catalog and website located on the university home page.

The Student Store is a self-supporting unit that pays all operational expenses, merchandise costs, and capital improvements out of receipts and returns any residual money to the student body through scholarship program. Please know that student support of Student Stores makes an important contribution to the academic mission of the university. By shopping there, students are helping to fulfill a lifelong dream of many students and their families.
Postal Services

A U.S. Post Office branch, which provides all postal services, is located in the basement level of the Alfonso Elder Student Union. Post office boxes, which are available for rent by residential students, are located on the lower level of the Student Union. There is no mail delivery available to the residence halls. The cost for box rentals is $15 per semester. Boxes are also available during each summer session at $8 per session.

NCCU Ticket Office

The NCCU Ticket Office is on the lower level in the Pearson Cafeteria and is responsible for the sale of tickets for special events at North Carolina Central University. All tickets required for university-sponsored events are ordered and sold through the NCCU Ticket Office.

Such special events that require the sale of tickets have been sponsored by, but not limited to Athletics, University Theater, Alfonso Elder Student Union, Student Government Association, Lyceum Committee, Student Activities, and Student Affairs/Student Life.

The NCCU Ticket Office is responsible for conducting advance and day-of-event ticket sales, organizing and implementing strategies for selling season tickets, and other group ticket packages for all campus organizations. The NCCU Ticket Office supports the educational efforts of the university by providing courteous, high quality services to the students, faculty, and staff.

The University Theatre

The award-winning University Theatre has been a campus treasure over the years because of its high quality theatrical productions. NCCU’s Department of Dramatic Arts has been ranked among the top five college and university theater producers in the nation, leading to a production at the John F. Kennedy Center for the Performing Arts in Washington, DC.

The University Theatre presents four performances each season. These may include musicals, dramas, comedies, operas, or children’s theatre. Students are encouraged to audition for these presentations at the announced times.

The University Theatre participates annually in both regional and national dramatic competitions.

Performing Musical Ensembles

The musical ensembles of the university are an integral part of the Department of Music. Membership is open to any interested student who has instrumental or vocal experience, with the approval of the director of the particular ensemble. Credit is granted for participation in the band, choir, brass, woodwind, guitar, and hand bell ensembles. Participation by non-music majors may be supplemented by private lessons for which a student can obtain credit.

- The University Band is open to all students who successfully complete the required audition. Auditions are held during the middle of August each year and are primarily for the purpose of seating assignments. Performances by the band, which is composed of approximately 175 individuals, are a highlight at NCCU home football games, many away football games, and parades in and outside of Durham. The band is known for its versatility, one moment executing a precision drill routine and the next serenading the audience with a beautiful ballad. The band’s dance routines are band entertainment at its best.

- The University Choirs perform at formal university activities, concerts, and various community events. Representative choral music is studied and performed. The touring choir, which undertakes an annual spring tour, has performed at Carnegie Hall in New York City and the Kennedy Center in
Washington, DC.

- The String Ensemble performs a variety of music written for strings.
- The Brass Ensemble performs music written especially for brass instruments.
- The Woodwind Ensemble performs all types of musical literature written for woodwinds.
- The university’s jazz ensembles include two big bands and a vocal ensemble. They perform a concert in the fall and are featured in concert with the NCCU Grady Tate Jazz Festival in the spring. The Ensemble performed in Montreux, Switzerland and at the White House Press Conference during the Clinton years.

Assemblies, Lectures, and Concerts

In addition to classroom education, a varied program of cultural attractions under the sponsorship of the Forum Committee and the Lyceum Committee is offered. The Forum Committee invites distinguished scholars and persons prominent in public affairs, both state and national, to deliver lectures and addresses at various assemblies. The Lyceum committee invites, concert artists, musical groups, lecturers, debates, dance groups, international artists, and scholars to the university.

The University Art Museum

The NCCU Art Museum, dedicated in 1977, is a free-standing facility designed to house the university’s growing art collections and temporary exhibitions. Emphasis has been placed upon the promotion of art exhibits to provide the campus community with the opportunity to view a broad array of visual art.

The Art Museum exists primarily as a teaching institution; therefore, its collections and temporary exhibitions are chosen to reflect diversity in style, technique, medium, and subject. The focus is on American art, but because NCCU developed as a historically black institution, the museum has built an extensive collection of works by African-Americans. The collection also contains fine art by European artists, traditional African art, and some Oceanic works. The collecting policy complements those of other area museums.

In addition to selections from the permanent collection, which are on view in the Carol G. Belk Gallery throughout the year, there are five annual special exhibits. The Art Museum is a highly visible and vital part of a complex that is devoted to the arts, and makes a very real, perhaps unique, contribution to the image of the State of North Carolina as “the state of the arts.” The museum is open to the public.

Student Organizations

North Carolina Central University has a variety of clubs and organizations to which students can apply for membership or to which participation is open to all interested students. There are several social, service, and professional organizations that are recognized by the university. In addition, there are many honor societies, fraternities, and sororities. Some of these are:

Alpha Kappa Delta National Sociological Honorary Society, Gamma Chapter
Membership is open to sociological scholars, graduate students, and senior and junior sociology majors who have maintained an average of “B” or above in all subjects.

Alpha Kappa Mu Honor Society, Kappa Gamma Chapter
Undergraduates who have earned 70 semester hours of credit with a cumulative average of 3.3 or above and who rank in the highest 20 percent in scholarship in their respective classes are eligible for membership.

Beta Kappa Chi National Scientific Honor Society
The purpose of this society is to encourage and advance scientific education through original investigation, the dissemination of scientific knowledge, and the stimulation of high scholarship in pure and applied science. Those eligible for membership must have a 3.0 cumulative grade point average overall, 3.0 cumulative grade point average in the major area, and 17 semester hours in the major area of one of the following scientific fields: biology, mathematics, chemistry, geology, astronomy, physics, anthropology, experimental and/or clinical psychology.

**Chi Sigma Iota International Honor Society- Nu Chi Chi Chapter**
CSI is an international honor society that values academic and professional excellence in counseling. Our mission is to promote scholarship, research, professionalism, leadership, advocacy, and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling.

**Eta Sigma Delta International Hospitality Management Honor Society**
Eta Sigma Delta is an international honor society that recognizes the scholastic and professional achievements of students and alumni from institutions granting diplomas, associate and baccalaureate degrees, graduate degrees, or their equivalents, in the field of hospitality, tourism, and culinary arts.

**Gamma Theta Upsilon Fraternity in Geography, Gamma Pi Chapter**
Membership in the college chapter is open to outstanding major or minor students in geography, provided they have completed 12 semester hours in geography and have achieved a minimum grade point average of 3.0 in geography and a cumulative average of 2.3 in all of their college courses.

**Kappa Omicron Nu, Honor Society for Family and Consumer Sciences majors, Kappa Gamma Epsilon Chapter**
Membership is open to undergraduate and graduate students enrolled in Family and Consumer Sciences or one of the specializations. Undergraduates must have completed 45 semester hours or equivalent and have a minimum GPA of 3.0 on a 4.0 scale. Graduate students must have completed 12 semester hours of graduate work or equivalent and have a minimum GPA of 3.5 on a 4.0 scale.

**Lambda Pi Eta- Alpha Alpha Kappa Chapter**
LPE is a member of the Association of College Honor Societies. Lambda Pi Eta six goals are to:

1. Recognize, foster, and reward outstanding scholastic achievement in communication studies
2. Stimulate interest in the field of communication;
3. Promote and encourage professional development among communication majors;
4. Provide an opportunity to discuss and exchange ideas in the field of communication;
5. Establish and maintain closer relationships between faculty and students; and
6. Explore options for graduate education in communication studies.

**Phil Alpha Theta Honorary Fraternity in History, Epsilon Alpha Chapter**
Membership is open to history majors of junior, senior, and graduate classification who have completed 15 semester hours in history with a grade point average of 3.5 or above, and have an average of 3.0 in all other subjects.

**Pi Delta Phi, National French Honor Society**
Membership in the university chapter is open to outstanding students majoring or minoring in French language and literature, provided they have completed one semester of upper division college work in French and have achieved a minimum grade point average of 3.0 on all French courses and a cumulative average of at least 2.8 in all their college courses. Graduate students in good standing who are candidates for their advanced degree in French are also
Phi Epsilon Kappa Fraternity is a national professional fraternity for persons engaged in or pursuing careers in physical education, health, recreation, dance, human performance, exercise science, sports medicine and sports management.

Phi Eta Sigma National Honor Society, Inc.
Phi Eta Sigma is a national honor society for first-year college students. Our goal is to encourage and reward academic excellence among first-year students in institutions of higher learning.

Pi Gamma Mu, National Social Sciences Honor Society
The purpose of this society is to improve scholarship in social studies, to inspire social service to humanity by an intelligent approach to the solution of social problems, and to engender sympathy toward others with different opinions and institutions by a mutual understanding.

Pi Mu Epsilon, National Honorary Mathematics Fraternity
This is an organization whose purpose is the promotion of scholarly activities in mathematics among students in academic institutions and among the staff of qualified non-academic institutions. Membership is open to undergraduate and graduate students who have completed their mathematical work with honor (at least a “B” average) and who are in the top one-third of their class in their general college work.

Psi Chi, National Honorary Society in Psychology
Established on the campus of Carolina Central University in 1960, Psi Chi is devoted to advancing the science of psychology and encouraging students to maintain good scholarship. Membership may be active, alumni or honorary. All psychology majors and minors who have completed at least eight semester hours or six semester hours and registered for two additional hours in psychology are eligible to apply for membership. Members must be academically in the upper third of all undergraduates enrolled in psychology, and in the upper half of undergraduate students in other subjects. Graduate students must have a “B” or better overall average.

Sigma Delta Psi Honorary Physical Education and Athletic Fraternity, Delta Mu Chapter
Membership is open to all male students only, and who are not delinquent in scholarship and who are able to pass the motor skill test prescribed by the constitution. The object of the society is to promote physical, mental, and moral development of the college student.

Sigma Tau Delta, National English Honor Society
Established at NCCU in 1963, this society encourages the study of language and literature. It also serves to give distinction for high achievement in undergraduate, graduate, and professional studies in English. Membership is open to students who have two college English courses beyond the required freshman English courses, a “B” average in English, a ranking in the top 35 percent of his or her class in general scholarship and a 3.0 average for at least three semesters of college course work.

National Pan-Hellenic Council Members (Greek-Letter Organizations):

Sororities
- Alpha Kappa Alpha
- Delta Sigma Theta
- Sigma Gamma Rho
- Zeta Phi Beta

Fraternities
- Alpha Phi Alpha
- Kappa Alpha Psi
- Omega Psi Phi
- Phi Beta Sigma
- Iota Phi Theta

For further information contact:
Director, Student Union, (919) 530-5436.
Athletics and the Athletic Program Philosophy

North Carolina Central University places the highest priority on a quality academic and athletic experience as part of the overall education of student-athletes. We affirm academic excellence as the cornerstone to the mission of the institution, as well as the physical, mental, and social well-being of all those admitted. In doing so, we seek to strengthen the integration of athletic program objectives.

NCCU recognizes the positive impact of athletic participation on individuals, the campus community, and community-at-large. Consistent with these, the athletic program seeks to encourage attitudes of integrity, fairness, respect for others, and dedication to goals, equal access, and zeal to present a national model program that culminates into strongly competitive performance in the classroom and on the athletic fields.

North Carolina Central University’s men’s teams in baseball, basketball, cross country, football, golf, tennis, and track and field and women’s teams in basketball, bowling, cross country, softball, tennis, track and field and volleyball.

In 1989, NCCU claimed the NCAA Division II Men’s Basketball National Championship. In 2014, after reclassifying to Division I, NCCU’s basketball team won the Mid-Eastern Athletic Conference tournament championship and made its debut appearance in the NCAA Division I Men’s Basketball Tournament.

Several former student-athletes and coaches are nationally and internationally known. Heading the charge of the 1996 Atlanta Olympic Games was Dr. Leroy T. Walker, President of the U.S. Olympic Committee, who lifted the Eagle track and field program to international prominence during his unprecedented tenure as head coach at NCCU. Under Walker’s reign, the Eagles produced 30 national titles, 77 All-Americans, and 8 Olympic medalists.

Legendary basketball coach John B. McLendon is a member of the National Basketball Hall of Fame, established a remarkable record of 239-68 (.779) as an Eagle head coach from 1940 to 1952. A student of the late Dr. James Naismith, the inventor of basketball, McLendon is credited with the development of the zone press, fast break, and four corners offense.

Boston Celtic great Sam Jones, a student-athlete under McLendon and a fellow Hall-of-Famer, became the first black player to be drafted in the first round after scoring a record 1,745 points during his stellar NCCU career. Internationally-renowned artist, the late Ernie Barnes, best-known for his famous paintings seen on the 1970s sitcom, “Good Times,” played football for NCCU prior to a professional gridiron career with the Baltimore Colts, San Diego Chargers, and Denver Broncos.

The Leroy T. Walker Physical Education Complex houses a multi-purpose gymnasium, Olympic-sized swimming and diving pool, athletic training facilities, strength and fitness center, and much more. O’Kelly-Riddick Stadium hosts NCCU football action for a capacity crowd of 10,000 dedicated Eagle fans. In November, McDougald-McLendon Gymnasium lights up with men’s and women’s basketball excitement.

The university’s Physical Education, Recreation and Dance Department also provides a wide range of indoor and outdoor athletic and recreational opportunities for students not involved at the intercollegiate level.
Academic Regulations

Family Educational Rights and Privacy Act (FERPA) Guidelines

North Carolina Central University is required by federal law to notify students annually of their rights under the Family Educational Rights and Privacy Act of 1974 (FERPA). FERPA provides that a student may inspect his or her education records. If the student finds the records to be inaccurate, misleading, or otherwise in violation of the student’s privacy rights, the student may request amendment to the record. FERPA also provides that a student’s personally identifiable information may not be released to someone else unless (1) the student has given a proper consent for disclosure or (2) provisions of FERPA or federal regulations issued pursuant to FERPA permit the information to be released without the student’s consent.

The following categories of personally identifiable information about students have been designated as public or directory information that may be disclosed for any purpose without student consent: name, local and permanent address, email address, telephone number, date and place of birth, class, major field of study, dates of attendance, enrollment status, degrees and awards (including scholarships) received, participation in officially recognized activities and sports, weight and height of members of athletic teams, and the most recent previous educational agency or institution attended. Directory information does not include a student’s Social Security Number or student identification number.

Under FERPA, the student has the right to request that the disclosure of directory information be withheld. (Currently enrolled students may request that the university withhold disclosure of directory Information by completing the appropriate form available in the Office of the Registrar. A request for non-disclosure will be honored by the university indefinitely, unless the student submits to the University Registrar a written revocation of such request for non-disclosure).

The university may also release personally identifiable information from student education records without the student’s consent to school officials who have a legitimate educational interest to access the records. “Education records” mean records that are maintained by NCCU in any media (e.g. paper, electronic, digital image, film, video, audio tape) that contain information directly related to a student and are personally identifiable to a student. Education records do not include 1) personal records of university employees that are in the sole possession of the maker, 2) records of the NCCU police department used for law enforcement purposes, 3) student medical and counseling records maintained and used only in connection with provision of medical treatment or counseling of the student and are made available only to the individuals providing the treatment, 4) employment records unrelated to the student’s status as a student (these records are covered under the N.C. Personnel Records Act), or (5) records that contain information about a student after he or she is no longer in attendance at the university.

“School official” means: 1) an employee, agent or officer of the university or the University of North Carolina’s Office of the President or General Administration in an administrative, supervisory, academic or research, or support staff position and acting in his or her official capacity, including a student assisting another school official in performing his or her tasks, 2) a person serving on university committees, boards, and/or councils, including a student serving on a disciplinary or grievance committee, 3) another educational institution that requests records for a particular student who seeks or intends to enroll, and 4) a person or company
with whom the university has contracted (e.g. internship and clinical facilities, attorney, auditor, or collection agent), but limited to only the specific student information needed to fulfill the contract.

“Legitimate educational interest” means the function of a school official who is performing an authorized task or an activity that he or she is undertaking in the name of the university for which access to an educational record is necessary or appropriate to the operation of the university or to the proper performance of the educational mission of the university. If a student believes that the information contained in his/her education records is inaccurate or misleading, or that it violates privacy or other rights, the student may request that the university amend the record. Such request shall be in writing addressed to the registrar, and shall specify the amendment sought. The registrar or his/her designee shall, within 30 days after receiving the student’s request, and after consulting with appropriate university officials, decide whether the record will be amended in accordance with the request, and inform the student. If the decision is to refuse to amend the record in accordance with the request, the registrar shall simultaneously advise the student that he/she may request a hearing to challenge the content of the education record to ensure that the information therein is not inaccurate, misleading, or otherwise in violation of the privacy or the rights of the student.

All questions concerning this FERPA Annual Notification may be directed to the attention of the Office of the Registrar. For additional FERPA information, visit the website at www.ed.gov

New Student Orientation

All new students (first-time college students and transfer students) are required to attend an orientation program after they are admitted to the university and prior to the semester they enroll. Orientation sessions are scheduled for May, June, and July for those enrolled for the Summer and Fall semesters and in January for those enrolled for the Spring semester. The primary purpose of the Orientation program is to equip students and families with the necessary information to successfully transition into NCCU life. They will have the opportunity to engage with the university community, register for classes, tour the campus, and receive answers to pertinent questions. Students will register for a particular session and will then be notified confirming the arrival date, time, and location. This is an opportunity for New Eagles to get a flying start as they begin the next phase of their lives!

Academic Advising

Academic advising is an integral component of the educational experience at North Carolina Central University. In concert with the mission and goals of the university, academic advising is open to all students in all academic departments, schools, and colleges. One of the main purposes of academic advising is to assist students in reaching personal and professional goals. Students are expected to meet with advisors several times per semester. A signed advising syllabus between the University College advisor and student provides guidance in terms of what the student needs to do in order to be successful in their academic pursuits. It is
important that students sign in each time they visit with their advisor.

While academic advisors are available to assist students in making course selections as well as providing additional resources for student success, the student is ultimately responsible for his/her success. The university strongly expects students to become familiar with graduation requirements for their chosen majors, to meet with their academic advisors on a regular basis to discuss their academic progress, give their academic work the highest priority, and carefully plan course selections and sequences. Carefully following these expectations and forming a strong working relationship with an assigned academic advisor can ensure student success and graduation from NCCU.

Placement Testing

Academic skills assessment and course placement activities are designed to evaluate a student’s proficiency in reading comprehension, sentence skills, mathematics and foreign language.

All freshmen who do not transfer courses that are the equivalents to ENG 1110 and/or MATH 1100 are required to take placement tests in English and mathematics before they can register for classes. Transfers are exempt from the English placement exam. Students may be exempt from the English and/or mathematics placement tests if they score a minimum of 480 on the math portion and/or a minimum of 530 on the verbal portions of the SAT. Students who take the ACT may also be exempt from the English and/or mathematics placement tests if they score a minimum of 20 on the math portion and/or a minimum of 22 on the reading portion of the ACT.

Except as herein provided, all new students who have taken two years or more of the same foreign language in high school are tested to determine their foreign language placement unless they choose to study a different foreign language. Students who have not taken two years or more of the same foreign language in high school or who choose to study a different foreign language must enroll in an introductory foreign language course. However, students who transfer foreign language credits equivalent to or above the first level in Spanish, French or German are not required to take the foreign language placement test.

Registration

Students complete the registration process via Banner Self Service (SSB). Students use the Eagles Online (EOL) website to access Banner SSB. Banner SSB is available for registration during the period of time set forth by the academic calendar each semester. Additionally, Banner SSB affords the opportunity for students to register, to view class schedules, NCCU transcripts, student account information, financial aid information, grades, and to track their academic progress.

Students are required to meet with their advisors to discuss curricula plans and course schedules. The Alternate Personal Identification Number (PIN) is used during the registration process. The Alternate PIN is the property of the university and faculty members and advisors issue the Alternate PIN to the student once the student has been properly advised to complete the registration process. The Alternate PIN is changed each semester to insure security and to encourage students and advisors to meet at least twice each academic year to review the students’ progress.

As designated by the academic calendar, the registration period officially ends on the day designated as the last day of late registration and schedule adjustments. Course schedules will be canceled for students who do not make satisfactory payment arrangements on or before the registration ending date.
Late fees for registration are imposed on the date indicated on the academic calendar. Classes may not be added or dropped after the last day for schedule adjustments as indicated in the academic calendar.

**Course Loads**

A minimum full-time course load for an undergraduate student during fall and spring semesters is 12 credit hours and 6 credit hours in the summer. The maximum course load for which a student may register during fall and spring semesters is 18 and 12 credit hours during the summer. Students may petition their dean for permission to exceed maximum course loads. It is highly recommended that students enroll in at least 15 hours each fall and spring semester to graduate in a timely manner.

**CAUTION:** Carrying less than a full-time course load may affect financial aid eligibility. Students who plan to take less than a full-time load should check with the donor of their aid or with the NCCU Office of Scholarships and Student Aid. Aid may be withdrawn if the academic load is less than full-time. The student will then be responsible for the payment of any tuition and/or fees.

Students with a 3.0 or better cumulative grade point average may be allowed to carry a maximum of 21 semester hours with the approval of the dean of their college or school. Students with less than a 3.0 cumulative grade point average may not take more than 18.5 hours in a single semester. Under no circumstances will a student be allowed to register for more than 21 hours in a single semester.

**Schedule Adjustments / Dropping and Adding Courses**

During the late registration period, students may drop and/or add courses with the approval of the faculty advisor and the dean of their college or school. Undergraduate students may add and drop courses using the registration system during the first 10 business days of the fall and spring semesters; however, students are responsible for insuring that any registration schedule changes do not result in less than a twelve-academic credit hour semester unless intending to be part-time. Students are permitted to drop classes online until 4 p.m. of the last day of the drop/add period. After the end of the drop/add period, students may not add a class or change sections. Also, they will not receive a refund or adjustment for the amount owed or paid for classes dropped. Students may withdraw from individual classes with the permission of the academic advisor by presenting a signed withdrawal form to the Registrar’s Office until the last day for students to withdraw from classes without academic penalty as governed by the academic calendar. However, there will be no adjustment in bills if classes are withdrawn during this period. The grade received for these withdrawn courses will be “W” (withdrawal from a course).

Undergraduate students may not withdraw from courses after the date designated in the academic calendar as the last day to withdraw from a course. Students who do not attend classes after the last date for withdrawing from courses are withdrawn from the non-attended classes and will receive the grade of “NF,” which is the equivalent of an “F” when calculating a student’s grade point average (GPA).

**CAUTION:** Withdrawals from courses may affect eligibility for financial aid regardless of the grade assigned to the withdrawn course. Students should check with the donor of their aid or with the NCCU Office of Scholarships and Student Aid before withdrawing from a course.

Students may change their status in a course from credit to audit only before the end of the official drop/add period. Any course not
declared as an “audit” course by the last day of drop/add will count as a credit course on the student’s academic record. See “Auditing Courses” for the complete procedures to declare an audit.

The appropriate North Carolina Central University officials may remove a student from class or authorize enrollment in additional classes when such changes are necessary to conform with North Carolina Central University or the University of North Carolina policies. A scheduled class may be canceled if a sufficient number of students do not register for the class. The meeting time for previously scheduled classes may be changed with proper authorization. Students affected by such changes will be given the opportunity to move to another class or will be allowed to drop any affected classes during the first week of the fall and spring semesters, or the first two days during a summer session, after receiving notice of such changes without penalty.

Transfer of Credit

All work accepted for transfer credit must be at least a “C” grade and will be treated as semester hours earned. The grades a student earned on transferred work will not be recorded on the academic transcript of the student’s work at NCCU and will not count toward the student’s grade point average (GPA). However, the transferred hours will count towards the maximum of 168 semester hours that a student may attempt as an undergraduate.

Students transferring from a two-year institution may receive up to a total of 64 semester hours of academic credit from all institutions attended. Extension courses, advanced placement, CLEP credit, and military service credit are included in this maximum.

Students who transfer from a four-year accredited institution may receive any number of semester hours of academic credit from all four-year institutions attended. These students, however, must meet the 30-semester hour residency requirement before receiving their degrees from North Carolina Central University.

Students who transfer to NCCU and who request financial aid must also submit for evaluation an official financial aid transcript from all schools attended previously.

Academic Support Services

In keeping with the mission of the university, Academic Support Services provides assistance and support and gives students an opportunity to achieve maximum success. These services are designed to assist students in enhancing their academic performance in all subject areas. The services provide students the opportunity to develop relationships with counselors, faculty, tutors, supplemental instruction leaders, peer mentors, librarians, and other resource persons on the campus. Students will receive encouragement to internalize and apply learning experiences to classroom assignments and everyday living. Positive approaches to teaching and learning are emphasized to improve academic skills and the acquisition of knowledge.

All students will have access to the following services: individual and group tutorial sessions, mandatory academic advising, electronic tutoring, transfer students’ services, individual and group study programs, “how to study” programs, supplemental instruction, engagement sessions, curriculum monitoring, computerized learning programs, counseling services, developmental skills programs, and class attendance monitoring.

Students who avail themselves of these services will have an enhanced sense of personal responsibility for maintaining satisfactory progress toward graduation from North Carolina Central University in a timely manner.
Academic Honor Code

Undergraduate Student Code of Academic Integrity

North Carolina Central University is dedicated to instilling in its students the highest principles of integrity and responsibility. In this regard, students are expected to demonstrate respect for these principles in the performance of their academic activities. Academic dishonesty, which is a violation of academic integrity, will be dealt with according to the provisions of the Student Code of Academic Integrity.

Academic Dishonesty

Academic dishonesty is defined as any conduct which is intended by the student to obtain for him/herself or for others an unfair or false evaluation in connection with any examination or other work for academic credit. Cheating, fabrication, plagiarism, and complicity are examples of conduct that is academically dishonest.

Cheating is the unauthorized use of materials in connection with an examination or other work for academic credit, including but not limited to: (1) the use of books, notes, outlines, etc., during an examination where the instructor has not authorized use of such materials or information; (2) seeking unauthorized materials or information from others in connection with an examination; (3) giving or attempting to give unauthorized assistance to a person in connection with an examination; (4) obtaining or attempting to obtain unauthorized copies of examinations; (5) bringing to an examination, or attempting to use during an examination, unauthorized answers which have been prepared before the examination period; (6) copying or attempting to copy the work of another student during an examination; (7) the use of electronic equipment or media to provide unauthorized assistance to oneself or others; and (8) submitting for evaluation in a course, part or the whole of a work for which credit has been given previously.

Fabrication is the intentional invention, counterfeiting, and/or alteration of quotations, data, procedures, experiments, sources, or other information for which the student claims authorship in an exercise which he or she submits with the expectation of receiving academic credit. Plagiarism is the intentional use of the ideas, words, or work of another without attribution when the information they provide is not common knowledge, either in content or form, and includes but is not limited to: (1) quoting from the published or unpublished work of another without appropriate attribution; (2) paraphrasing or summarizing in one’s own work any portion of the published or unpublished materials of another without attribution; and (3) borrowing from another’s work information which is not in the domain of common knowledge.

Complicity is the intentional giving of assistance or the attempt to give assistance to another for the purpose of perpetrating academic dishonesty.

Penalties for Academic Dishonesty

The imposition of the penalty for academic dishonesty shall be made by the instructor responsible for assigning the final grade in the course within the guidelines set forth in subsections (a) through (c) below. The instructor will determine the appropriate penalty in relation to the gravity of the offense, the type of academic exercise on which the offense occurred, and the weight of that exercise in the computation of the final grade consistent with the following:

a. For an academic dishonesty act committed in an exercise counting for up to 10% of the final grade, the penalty will be the grade of F/Zero for the entire exercise or parts of it.

b. For an academic dishonesty act committed in an exercise counting for between 11% and 24% of the final
grade, the penalty will be the grade of F/Zero or a reduced grade for the exercise.

c. For an academic dishonesty act committed in an exercise counting for 25% or more of the final grade, or for final examinations and papers, the penalty may be as severe as the grade of F for the course.

However, the penalties for refusing to respond or failing to respond within 48 hours to the formal charge of academic dishonesty will be an automatic F/Zero for the exercise in cases of category (a) or (b) above, and an automatic F/Zero for the course in cases of category (c). In addition, the charge of academic dishonesty will stand and will be recorded on a student’s academic transcript.

The dean of the school shall check the records of all students reported for academic dishonesty and refer all cases involving a second offenses of academic dishonesty to the Academic Integrity Board.

The penalty for a second act of academic dishonesty committed any time before the offender’s graduation may be as severe as suspension or expulsion.

Policy Regarding Student Academic and Disciplinary Records

In order to maintain appropriate records regarding its students, North Carolina Central University follows the policy and procedures described below. They are designed to guide the university’s efforts in maintaining information about students’ academic performance at the university while treating it ethically and appropriately safeguarding their privacy. For purposes of this policy, the following definitions apply:

Academic Misconduct – Any violation of the “Undergraduate Student Code of Academic Integrity” for undergraduate students or any violation of the comparable policy for the graduate or professional program in which the student is enrolled.

Non-Academic Misconduct – Any misconduct that is non-academic in nature and that violates the Student Code of Conduct in force at the time of the infraction.

Early Warning and Midterm Grades

An early warning is issued during the fourth week of the semester for any student performing below the grade of ‘C’.

Mid-term grades are issued for students performing below the grade of ‘C’.

Any undergraduate student whose GPA falls below 2.0 for any semester will receive a letter of warning from the dean of the college or school in which the student’s academic program is housed.

Satisfactory Academic Progress and Good Academic Standing

Satisfactory Academic Progress and Good Academic Standing are determined by term and cumulative grade point averages (GPAs), and the ratio of attempted to completed semester credit hours.

Term Grade Point Average

After the first full-term at NCCU (enrolled in at least 12 credit hours during a fall or spring term, or 6 credit hours during summer), all full-time undergraduates must maintain a 2.0 semester NCCU grade point average.
Cumulative Grade Point Average

After completing the first academic year at NCCU (to include one fall, spring, and summer term), all undergraduate students must maintain a 2.0 cumulative NCCU grade point average.

Ratio of Attempted to Completed Semester Credit Hours

Students must complete 67% of all credit hours attempted, including accepted transfer hours. Students who do not earn 67% of all attempted credit hours will be placed on financial aid warning as well as academic probation for the following semester.

Probation and Appeals Process

New students who do not achieve a 2.0 cumulative GPA after the first academic year at NCCU, or complete 67% of all attempted credit hours will be placed on academic probation for one semester. If at the end of the probation semester the student fails to earn the required 2.0 semester or cumulative GPA, or to complete 67% of attempted hours, s(he) will be suspended from NCCU for two semesters. After the suspension, a student may apply to be readmitted to the University on probation. If at the end of the probation semester after readmission, the student again fails to earn the required 2.0 semester or cumulative GPA, or to complete the 67% of attempted hours, s(he) will be dismissed from NCCU. A dismissed student may then appeal the dismissal to the dean of his/her academic college/school.

Academic Transcripts

Academic transcripts are permanent records documenting student performance in courses and degree programs completed at the university. Transcripts are maintained in the Office of the Registrar and printed on authentic tamper-protected paper; they are official documents of student matriculation, course-work and degrees completed at the university. Transcripts will be transmitted to third parties only in strict accordance with The Family Educational Rights and Privacy Act and only for those students who have no outstanding financial balances with the university. Official transcripts contain notations regarding grades for academic work taken at the university, transfer credits accepted, academic probation and academic suspension, administrative withdrawal, degrees earned at North Carolina Central University, and appropriate identifying biographical information. Notations of academic misconduct and non-academic misconduct shall not be recorded on transcripts or retained by the Office of the Registrar except for notice of expulsion. Notations of academic performance deficiencies shall remain on transcripts.

Internal University Student Files

Official files regarding disciplinary actions will be maintained in the Student Rights and Responsibilities Office. As with academic transcripts, a student’s disciplinary file will be released to third parties in a manner consistent with The Family Educational Rights and Privacy Act.

Notations regarding academic misconduct and non-academic misconduct, except for expulsion, shall be removed from all academic transcripts.

Class Attendance

Students are expected to be present and on time at all regular class meetings and examinations for the classes for which they are registered. Each instructor is required to withdraw a student from the class roll when that student has been absent from class for the number of class meetings that equals a two-week period. Students representing the university on official business that will require absences beyond the two-week period must make pre-arrangements to be absent from classes at the specific request of their
university sponsor. **For classes that meet two times a week, this means after four absences, the student is withdrawn from class and assigned the grade of “NW” (withdrawn for non-attendance) or “NF” (non-attendance failing). For classes that meet three times a week, this means after six absences, a student is withdrawn from classes and assigned the grade of “NW” or “NF”.

The calculation of absences will begin at the date that the student officially registers for the class. Withdrawal grades for non-attendance are “NW” and “NF.” A student who is withdrawn from a course after the last day to withdraw from courses will receive a grade of “NF” which is treated the same as “F” in determining credit hours and grade point averages.

The student has the right to appeal the decision of the faculty member to withdraw him/her from the class roll as well as the assignment of the “NF” or “NW” grades through the Grade Appeal Policy.

Absences will not be designated as “excused” or “unexcused”; therefore, administrators from Student Health Services and the Division of Student Affairs will no longer write excuses for students’ absences. Extenuating circumstances will be handled on an individual basis by the Division of Student Affairs, the Student Health Services, and academic deans.

**Definition of Extenuating Circumstances**

An “extenuating circumstance” is defined by the university as a situation that is beyond the student’s control and which could not have been prevented by the student. Such circumstances include, but are not limited to, the following:

- Medical/Psychological
- Personal/Family Emergency
- Death of a Family Member
- Domestic Violence/Sexual Assault
- Serious Car Accident
- Changes in Employment/Unexpected Financial Difficulty
- Military Service

**Undergraduate Student Withdrawal**

North Carolina Central University recognizes that the enrollment of some students may need to be discontinued for reasons beyond the control of the student. The purpose of the policy on withdrawal is to provide guidelines for establishing the basis for such withdrawals and for determining the course grades, eligibility for refunds, and satisfactory progress for financial aid in such discontinuations.

**Course Withdrawal without Extenuating Circumstances**

A student is allowed to withdraw from any class for any reason (and receive a grade of W) after the end of the drop/add period and until the published deadline for withdrawing from class(es), not exceed 16 credit hours. Course withdrawals prior to fall 2014 are excluded from the 16 credit hour limit.

**Course Withdrawal with Extenuating Circumstances**

Students may request withdrawal with extenuating circumstances for one or more courses due to serious and compelling reasons, such as an accident or serious illness, where the cause of withdrawal was due to circumstances clearly beyond the student’s control. Courses will count as attempted hours but not towards tuition surcharge or GPA calculations, and are subject to all financial aid and SAP rules and calculations. Students may submit an appeal to the dean or the designee of their college/school for evaluation. Appeals of a negative decision are handled by the Office of the Provost.
Extenuating Circumstances for Course Withdrawal and Academic/Financial Aid Appeals

Extenuating circumstances and examples of suggested documentation include, but are not limited to the following:

- Medical/Psychological – Statement from physician or therapist on letterhead including dates of service and whether or not the student is stable and ready to return to the University.

- Personal/Family Emergency – Medical documentation or statement from physician on letterhead including dates of service; Notarized statement from parent or family member.

- Death of a Family Member – Copy of an obituary, funeral program, or certified death certificate; Statement of the relationship between the student and the deceased to accompany the obituary or funeral program.

- Domestic Violence/Sexual Assault – Copy of policy report or court/legal documents; Statement from physicians or therapists on letterhead including dates of service and whether or not the student is stable and ready to return to the University.

- Serious Car Accident – Copy of police report; Medical documentation or statement from physician on letterhead including dates of service; Documentation from repair company indicating seriousness of accident.

- Changes in Employment/Unexpected Financial Difficulty – Statement from employer indicating employment change/termination; Financial/bank statements.

- Military Service/Deployment – Military orders showing dates of deployment, training, or service.

Other circumstances:

- Reinstatement/Made up Deficit Hours – Official academic transcript review and posting of transfer hours by the NCCU Registrar’s Office.

- Unusual Enrollment History – Documentation of academic or personal reasons which may explain the failure to earn credits.

Institutional Withdrawals

Students who wish to withdraw from the university for personal, medical, or academic reasons at any time during the semester must complete the Official University Withdrawal Form, which may be obtained from the Registrar’s Office. After the form has been completed and approved by the student’s academic advisor and the Registrar’s Office, the Registrar’s Office will update the student record in Banner. Students who leave the university without completing the Official Withdrawal Form will forfeit their eligibility for refunds of tuition and fees.

Students who are unable to appear in person may notify the Registrar’s Office by letter of their intention to withdraw. (It is conceivable that the letters may sometime be sent to deans when the withdrawal is of an academic nature. The dean would then collaborate with the Office of the Dean of Students.) Withdrawals are effective upon receipt and processing of the letter by the Office of the Dean of Students. The student identification card must be submitted with the withdrawal letter before refunds are made for tuition and fees.

Class Withdrawals

Grades received as a result of officially withdrawing from classes are “WC” or “WF.” Withdrawal from classes prior to the date listed in the academic calendar as the last day for undergraduates to withdraw from a class without penalty will result in a grade of “WC” being recorded on the student’s transcript.
No grade points or hours are counted for a grade of “WC”; however, the “WC” grade counts in the attempted hours. Withdrawal from classes after the last day for undergraduates to withdraw from courses without penalty will result in a grade of “WF” being recorded on the student’s academic transcript. A grade of “WF” is computed in the grade point average the same as “F.”

Students abandoning courses without initiating withdrawal procedures shall receive failing grades. To avoid receiving a failing grade, students must officially withdraw from courses prior to the last day for withdrawing from courses as stated on the academic calendar. Classes from which a student withdraws after the drop/add period count as attempted but not earned hours. Therefore, withdrawing from classes after the drop/add period will negatively affect students’ ability to satisfy the hours earned standard.

Audited courses count as attempted but not earned hours. Therefore, auditing classes will negatively affect a student’s ability to satisfy the hours earned standard.

When a student repeats a course, the total attempted hours will increase with each repeat, but the student may only earn hours once for a successfully completed course. Therefore, repeating courses may negatively affect a student’s ability to satisfy the hours-earned standard.

Accepted transfer credit will count as both attempted and earned hours.

**Administrative Withdrawals**

The university may approve the withdrawal of a student from a course or courses for circumstances such as health, psychological counseling, administrative requirements, or other conditions beyond the control of the student. Such action is called an Administrative Withdrawal and is non-punitive. The student must complete an Official University Withdrawal Form, include any supporting documentation and submit the completed form and supporting documentation to the student’s academic advisor or the dean of the student’s college or school. A grade of “W” is recorded on the student’s transcript if the student is granted an Administrative Withdrawal by the appropriate academic dean upon a recommendation from the vice chancellor for academic affairs. The action of the dean is final and must be rendered either prior to the end of the semester or as soon as the official documentation is received. Student fees are adjusted for any withdrawal based on the university’s regular policy governing refunds (see “Student Expenses” section in this Catalog). Exceptions to the refund policy will be considered only upon the recommendation and approval of the vice chancellor for Academic Affairs.

**Auditing Courses**

Students may audit courses without credit with the permission of the advisor. The forms to audit a course are available in the Office of the University Registrar, Room 102 Hoey Administration Building and must be completed and submitted to the Registrar before the end of the official drop/add period. Individuals not regularly enrolled as students in the university who wish to audit courses must apply for admission as special students and will be required to pay the regular tuition and fees for the courses audited as is charged for credit courses. NCCU students in regular status will be permitted to audit courses and must pay the same tuition and fees as required for credit courses. Audited courses will not count as credit for any degree program.

Students who wish to audit a course must complete a “Declaration of Audit” form in the Registrar’s Office before the end of the official drop/add period as indicated in the academic calendar.
Challenging Courses for Credit by Examination

Institutional Challenges
North Carolina Central University subscribes to the belief that learning can occur in places other than the classroom and through measures other than those practiced in the regular classroom setting. NCCU subscribes also to the principle that undergraduate students should be provided opportunities to demonstrate that skills and knowledge they have acquired outside their normal classroom operations are equivalent to the competencies they attain through their regular classroom activities.

Based on these principles, the university adheres to the following policy on Institutional Challenge of undergraduate courses for undergraduate credit:

Subject to the limitation stated in the following challenge procedures:

- Undergraduate students may challenge for credit any course in the General Education Curriculum that has been approved for challenge by the GEC Advisory Council.

- Undergraduate courses not in the General Education Curriculum may be challenged only with the consent of the department or school in which the courses are housed.

Challenge Procedures:

1. Only currently enrolled students may challenge courses, unless the challenging students are members of an official North Carolina Central University program that explicitly includes such challenges as part of the curriculum.

2. Students may not challenge courses in which they have previously made a grade other than "W."

3. Students carrying 15 hours but less than 21 hours in a regular term may challenge, without extra charge, enough eligible courses to make their total hours (enrolled and challenged) equal to 21.

4. Students carrying 15 hours but less than 21 hours may challenge enough eligible courses to make their total of enrolled and challenged hours exceed 21 hours in a regular term, but they will be charged the regular credit hour rate for all challenged hours above 21 hours.

5. Students carrying fewer than 15 hours may challenge eligible courses, but they will be charged the regular credit hour rate for all challenged courses between the number they are taking and 15 credit hours. If the number of challenged hours and enrolled hours exceeds 21, they will be charged the regular credit hour rate for the challenges between the number enrolled and 15 hours, plus the same rate for all hours over 21 hours.

6. If the challenge is conducted through a standardized, externally-supplied test, the students will pay the cost of the test and/or the cost of administering and scoring the test, in addition to the cost, if any, of the credit earned by the challenge.

7. Challenge examinations may be by department-authorized standardized test or by department-developed test. If the test is a department-developed test, the test must be department-approved and withstand the test of reliability and validity.

8. During each semester or summer session in which faculty resources are available, challenges must be completed by 5 p.m. of the 12th business day following the first day of
classes.

9. Departments and schools may, in order to administer the challenges efficiently, establish deadline dates for applications for challenges. The departments and schools should publish such deadlines at the beginning of the pertinent semester or summer session when faculty resources are available. The notice should include both the deadline for application and the date of the examination itself.

10. A student may challenge a given course only one time.

11. Passing grades for challenges are A, B, and C only and are reported to the Registrar through channels designated by the appropriate dean. Grades below C will be reported as unsuccessful challenges but will not appear on the student’s transcript or other grade reports. Departments and schools will keep a record of each challenge attempt in order to enforce the provision of No. 10 above. Standardized external test score results will be interpreted from predetermined criteria by individual schools and departments, and reported as A, B, or C grades. Passing grades for challenges will have all the same qualities of grades earned in regular classes. Passing grades for challenges are counted for any purpose for which similar regular classroom course grades are counted. Grades earned through challenges will be so designated on the student’s transcript in order that changes may be ascertained whenever the total of enrolled and challenged hours exceed 21.

12. Challenges are a purely academic matter; hence, all disputes about permission to challenge courses, appeals from grades in challenged courses, and other procedural or substantive questions about the challenge process will be handled through the same procedures and structures established by the appropriate dean for handling such questions for the regular classroom courses.

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**College-level Examination Program (CLEP) General Examinations**

The College-Level Examination Program (CLEP) gives students the opportunity to receive college credit for what they already know by earning qualifying scores on up to 33 college-level placement examinations. Students may earn credit for knowledge acquired through independent study, prior course work, on-the-job training, professional development, cultural pursuits or internships.

North Carolina Central University is an approved national CLEP Testing Center through which students may arrange to take examinations in composition and literature, sciences and mathematics, foreign languages, history and social sciences and business.

Baccalaureate students will be granted college credit for each test in the battery (five tests) in the award of up to six semester hours of credit in the areas covered by the tests; the total amount of credit granted for all five tests will not exceed 30 semester hours of credit or the equivalent of one academic year.

Credits awarded through CLEP by accredited institutions will be accepted on the same basis as other transfer credits from those institutions.

Credit will be awarded on the basis of minimum scores. Scaled scores range from 20, the lowest, to 80, the highest, for each 90-minute General Examination. To learn more about CLEP scores and semester credit hours please visit [http://www.collegeboard.com/student/testin](http://www.collegeboard.com/student/testin)
The scores that appear in the table are the credit-granting scores recommended by the American Council on Education (ACE). North Carolina Central University accepts the score recommendations of ACE for credit-granting purposes.

For additional information on the CLEP examinations that are available, contact the University Testing Center at 919-530-7367 or visit the CLEP website at [http://clep.collegeboard.org](http://clep.collegeboard.org).

Taking Courses Off Campus

Students who wish to enroll in courses at other institutions and apply credit for those courses toward a degree at North Carolina Central University must obtain prior written approval of the advisor, the department chairperson, and the appropriate dean before registering for the course. This permission must be filed in the Registrar’s Office before the course is taken. Credit will not be granted for courses taken off-campus for which prior permission to take the course was not obtained.

Forms to obtain permission to take a course at another institution may be obtained from the advisors or the appropriate dean.

Credit for courses taken at another institution, except through the inter-institutional program as outlined below, is treated the same as any other transfer credit. Credit is given for any approved course work on which a grade of “C” or better was earned. However, the grade received at the institution where the work was completed does not appear on the student’s NCCU academic record nor does it figure into the student’s cumulative grade point average. Only credit for completing the course appears on the NCCU transcript.

Inter-Institutional Courses

Students regularly enrolled in a full-time degree program at North Carolina Central University may enroll by inter-institutional registration through NCCU for a course or courses at Duke University, North Carolina State University, the University of North Carolina at Greensboro, the University of North Carolina at Chapel Hill, or the University of North Carolina at Charlotte. Before enrolling in a course at Duke, N.C. State, UNC-G, UNC-CH, or UNC-Charlotte, the student must receive certification from the appropriate dean that the course is relevant to the student’s degree program and that the equivalent course is not available at NCCU.

Enrollment by inter-institutional registration during a regular term is limited to one course per semester for an undergraduate student, provided that the student is registered for the balance of his/her normal full-time load at NCCU and is limited to two courses per semester for a graduate (or professional) student, provided that he/she is also registered for at least three credit hours at NCCU. A summer school student must be enrolled in at least one summer school course at NCCU in order to enroll by inter-institutional registration at the other institution.

A student taking a course at Duke, N.C. State, UNC-G, UNC-CH, or UNC-Charlotte through inter-institutional registration will be billed by NCCU for all courses taken. There is no additional charge for any fees associated with taking the course. Grading for a course taken by inter-institutional registration will be in accordance with the grading system of the institution where the course is taken. The grade will appear on the student’s transcript and will be counted the same as though the course had been taken at NCCU.

Students who desire to complete a course via the inter-institutional program must: (1) register for the required number of courses at NCCU; (2) complete the Inter-institutional Approval Form and the Approval for Inter-Institutional Registration Form; (3) obtain approval signatures from either department.
chair or advisor and the dean in the student's school or college; and (4) submit the approved forms to the NCCU Inter-Institutional Coordinator in the Registrar's Office. The Registrar's Office will then fax the Inter-Institutional Approval Form to the visiting university's registrar's office.

Credit and Grades

North Carolina Central University uses the semester-hour credit and the grade-point system in determining student achievement. A semester hour is the amount of credit earned for the satisfactory completion of one hour a week lecture or recitation or two hours a week laboratory practice throughout one regular semester. No student will be allowed credit for any course in which he or she was not officially registered at the end of the official drop/add period.

At the end of each semester, a student is given a grade in each course in which he or she is registered. This grade represents the quality of work done by the student in the course. The grade symbols used are:

- A: Excellent, work of exceptionally high quality
- B: Good, work of above-average quality
- C: Average quality
- D: Passing, but poor quality
- F: Failing
- I: Incomplete
- P: Passing
- W: Withdrawal (administrative)
- WC: Withdrawal from a course(s)
- WE: Withdrawal for extenuating circumstances
- WF: Withdrawal, failing
- NW: Withdrawn for non-attendance
- NF: Non-attendance failing
- AU: Audit

Grades given for excessive absences from a course are “NW” if the student is dropped from a course before the last day to drop without evaluation, and “NF” if the student is dropped after the last day to drop a course without evaluation. Pluses (+) and minuses (-) are given for law courses only.

Calculating the Grade Point Average (GPA)

While semester hours measure the quantity of work done, the grade point system is a measure of the quality of work a student performs. Grade points are assigned as follows: 4 for a grade of “A,” 3 for a grade of “B,” 2 for a grade of “C,” and 1 for a grade of “D.” No grade points are assigned for any other grades. The following formula is used to compute the GPA: Total Quality Hours (QHRS) divided into Total Quality Points (QPTS) = GPA. Thus, a student enrolled in six (6) three semester hour courses and earns “A”, “B”, “C”, “D”, “WC” and “NF”, would yield the following computation:

ENG 1110-101
3 sem. hrs. (QHRS) x 4 (value of “A”) = 12 QPTS

ENG 1400-101
3 sem. hrs. (QHRS) x 3 (value of “B”) = 9 QPTS

FREN 2100-101
3 sem. hrs. (QHRS) x 2 (value of “C”) = 6 QPTS

BIOL 1130-104
3 sem. hrs. (QHRS) x 1 (value of “D”) = 3 QPTS

HIST 1160-109
3 sem. hrs. (QHRS) x 0 (value of “WC”) = 0 QPTS

GEOG 2100-101
3 sem. hrs. (QHRS) x 0 (value of “NF”) = 0 QPTS

15 sem. hrs. 30 QPTS

Thus: 15 QHRS divided into 30 QPTS = 2.00 GPA
Incomplete Grade

Students who desire to receive a grade of “I,” or incomplete, should submit a written request to the instructor. Students may be given a grade of “I” at the discretion of the instructor when not all of the work required in the course has been completed for reasons beyond the control of the student. All incomplete grades must be completed according to the agreement between the student and the instructor within the deadline established by the instructor, not to exceed one calendar year from the end of the semester in which the student was enrolled in the course.

Any incomplete grade remaining on the student’s record one year from the end of the relevant semester becomes a grade of “F,” and the student must retake the course in order to receive a grade other than “F.”

All incomplete grades for graduating students are to be completed by March 15th for Spring Commencement and October 15th for Fall Commencement. If not, the student will forfeit his/her right to march in the Commencement Exercises.

Receiving Grades

Grades awarded will be available each term to all students who have no financial or other holds on their account. Students may receive their grades at the end of each semester or summer term in any of the following ways by using the term code, their student ID number and their personal identification number (PIN):

- **On the Self Service via Banner (SSB):** Midterm and final grades may be accessed through Eagles on Line at http://eol.nccu.edu, at the university web site.

- **In person:** Students may also report in person to the Office of the Registrar in Hoey Administration Building, Room 102, and request a copy of their grades for the last enrolled term (Photo ID required).

- Complete instructions for receiving grades are available each semester in the NCCU online class schedule or from the Registrar’s Office.

Undergraduate Course Repeat Policy and Grade Point Average

Students may for a variety of reasons elect to repeat a course. However, repeating courses often delays and adds to the cost of students’ education. Students are therefore urged and counseled to work hard all courses and to select courses carefully to graduate on time. If students elect to repeat a course, the following policies are in place:

- Students entering NCCU in fall 2014 or thereafter are allowed four course repeats without penalty. After repeating a course, the lower grade is excluded from the GPA calculation. After four course repeats, all grades will be included in the cumulative GPA computation. Students may not repeat grades of C or better, but may audit without credit.

- Students who attended NCCU prior to fall 2014 are allowed five course repeats, with all grades included in the cumulative GPA calculation after the fifth repeated course taken. Transcripts will include all attempts to complete a course, and all attempts will be included in calculations of satisfactory academic progress and tuition surcharge.

Classification of Students

Undergraduate students are classified as freshmen, sophomores, juniors, seniors, or special undergraduates. Special undergraduates are those conditionally
admitted to take courses, but not admitted to a degree program and are not permitted to take more than 12 cumulative hours of course work. The classifications of freshman, sophomore, junior, or senior are based on the number of semester hours a student has completed and earned credits.

The following credit hour classification is used:

Freshman - less than 30 hours;
Sophomore - 30 hours, but less than 60 hours;
Junior - 60 hours, but less than 93 hours;
Senior - 93 hours or more.

Curricula plans require a minimum of 124 hours for graduation and a maximum of 128.

**Unit Grade Appeals Board**

A Grade Appeals Board shall be selected by each of the following degree granting and other academic units: the College of Behavioral and Social Sciences, the College of Liberal Arts, the College of Science and Technology, the University College, Biomanufacturing Research Institute of Technology Enterprise (BRITE), the Department of Nursing, the School of Education and the School of Business. Faculty representatives will be selected by the respective deans from a list of nominees prepared by the Faculty Senate. Student representatives will be selected by the Student Government Association president from students in each of the respective units.

Each board will consist of seven voting members: four faculty and three students and one non-voting member who is the appeals counselor. Each board member will serve a one-year term, with the option of being appointed to a second one-year term at the discretion of the appointing dean or SGA president.

A chairperson for the appeals board shall be elected from among the faculty members. A secretary shall also be elected from among the board members.

A quorum shall consist of five board members, including at least three faculty and two students.

Appeals board members are necessarily excluded from deliberations in which:

1. The board member is related to one of the two principals,
2. The board member is a departmental colleague of one of the principals,
3. The board member is enrolled in a course taught by one of the principals, or
4. The board member is one of the two principals involved.

All questions of scheduling and satisfying deadlines shall be adjudicated by the chair of the appeals board.

All records of the Grade Appeals Board shall be kept in a file maintained and preserved by the chairperson of the board.

**The Appeals Counselor**

Grade appeals counselors shall be selected by each of the following degree granting and other academic units: College of Behavioral and Social Sciences, College of Liberal Arts, College of Science and Technology, Biomanufacturing Research Institute of Technology Enterprise (BRITE), Department of Nursing, University College, School of Education, and School of Business. Each degree-granting unit will select an appeals counselor and an alternate. Appeals counselors and their alternates will be chosen by the students of the unit from a list of four nominees prepared by the dean of each unit. The University College will select two members to serve as appeal counselors. Each will serve a one-year term.

The appeals counselor is an ex-officio non-voting member of the Grade Appeals Board.
The president of student government will be responsible for convening the students of each unit for the purpose of electing the appeals counselors. These meetings should take place during the first full week of classes during the fall semester, with the appeals counselor assuming the responsibilities of the office immediately upon election.

Grade Appeals Procedures

The grade appeal policy is intended to provide a standardized, formal process for undergraduate students to resolve instances of alleged unfair or improper treatment in academic matters. The policy seeks to protect both students and faculty from acts of caprice, while preserving the integrity of the teaching/evaluation process. The policy is written to be consistent with the university’s concern for due process through a system of appeals.

A student is allowed to remain in class during an appeal except in cases where the student’s remaining in class would endanger human life or the integrity of the academic program.

Step 1: A student who believes that he or she has been graded unfairly or improperly must first schedule a conference with the concerned faculty member to attempt to arrive at a mutual understanding and to resolve any differences in an informal, cooperative manner. The student must express the appeal clearly, in writing, and listen to the instructor’s rationale. The meeting should be scheduled within 10 class days of the incident or two weeks after the student could reasonably be expected to be informed of the assigned grade.

Step 2: If consultation with the instructor is impractical or if the student is dissatisfied with the results of the initial conference with the instructor, the student must seek the assistance of the department chair within five class days of meeting with the instructor. If the instructor involved is the department chair or if a satisfactory solution is not reached, the student should seek the assistance of the appeals counselor. This contact should be made within five days of the meeting with the department chair. The appeal counselor’s role is to guide the student through the remaining steps of the appeals process. In no way is the role of the counselor to be construed as that of advocate for either the student or the instructor.

Step 3: A student may choose to file a formal grievance. However, a formal grievance may be filed only after conferring with the appeals counselor. The grievance must include the following: (a) date of incident; (b) date of first meeting with instructor; (c) reasons for which the student contends that the assigned grade is improper or unfair; (d) reasons for which the student believes that the grade should be changed or for why other corrective action should be taken; and (e) copies of any and all pertinent examinations, papers, and other relevant materials.

Step 3a: To file a formal grievance, the student must submit four copies of the formal grievance to the counselor. This formal grievance should be submitted on the form designed for that purpose. The grievance must be filed with the Counselor within 20 class days of the initial meeting with the instructor (Step 1).

(In cases of doubt concerning time limits, the appeals counselor will determine whether proper procedures have been followed.)

Failure to meet these deadlines forfeits the student’s right of appeal under this policy. Further, it is understood that only issues documented in the grievance statement will be considered at the subsequent hearing.

Step 4: After a formal grievance has been filed, the appeals counselor must within two class days forward a copy of the student’s grievance to the instructor, the instructor’s immediate supervisor, and to the chairperson of the unit’s Grade Appeals Board.
Step 5: The chair of the unit’s Grade Appeals Board shall convene a meeting of the board not sooner than five and no later than 10 class days after receipt of the grievance statement. In a closed hearing, the student shall present the grievance, including any additional supporting evidence and pertinent arguments.

Decisions by the Grade Appeals Board shall be determined as follows:

A vote concerning the student’s grade appeal shall be taken by the faculty board members and a separate vote shall be taken by the student board members. If a majority of the faculty group or a majority of the student group vote against the student’s appeal, the student’s appeal is denied. If a majority of either group votes in favor of the student’s appeal, the board shall recommend that the student appeal be granted.

Step 6a: If an appeal is determined to be unfounded at the hearing, the chair of the appeals board shall provide written notification of that fact to the student, the faculty member, and the immediate supervisor. Students appealing grades should contact the appropriate dean of the college or school in which the course is offered.

Step 6b: If an appeal is deemed valid, the appeals board shall forward its recommendation to the appropriate dean, including a written account of its deliberations and its recommendations for redress. The dean shall take whatever action is deemed appropriate.

Step 7: Should either the student or the faculty member be dissatisfied with the decision of the dean, a formal, written appeal may be made to the vice-chancellor for Academic Affairs, who will review all written material and make final disposition of the appeal. This final appeal must be filed within five class days of notification of the decision of the dean.

Exceptions to the procedure

If a student is unable to file an appeal because it is the end of classes for a spring or a summer session, the student must, within 20 days of the end of that session, notify the concerned instructor and department chair in writing of his or her intention to appeal a grade when classes resume in the fall. The timetable described in section C is initiated by the beginning of classes in the fall semester.

In the event that the aggrieved student is a graduating senior, a separate process designed to expedite the matter will be followed. The latter process is described as follows:

Step 1: Conference with instructor

Step 2: Conference with department chair or appeals counselor

Step 3: Meet with appeals board. To expedite the matter, the appeals board will establish a time to hear any grievance for which redress is sought. Such a time for hearings should be set not less than 24 hours before the graduation ceremony is scheduled to begin.

Final Examinations

Final examinations periods are scheduled for each semester. The schedule is released about mid-semester and provides that examination periods be three hours in length and that no student should take more than three examinations within a single day. A student who has more than three examinations scheduled for the same day should first try to make arrangements with his/her instructors to have one of the examinations rescheduled. If unsuccessful in this attempt, the student should contact the dean of his/her college or school no later than the last day of classes. The dean will make arrangements for one of the examinations to be rescheduled. All new freshmen, sophomore, and new transfer students will contact the dean of the University College.
Final examinations must be given at the time indicated on the final examination schedule unless rescheduling has been approved by the appropriate dean before the last day of classes for the semester. Some undergraduate courses have final examinations scheduled at a common time for all sections of the course. Whenever a student has a regularly scheduled final examination at the same time as the common examination, the common examination has precedence over the regularly scheduled examination. The instructor of the class with the regularly scheduled examination must make arrangements for that student to take that final examination at another time.

Grades for the semester are due 48 hours after each final examination is given.

Enrollment of Seniors In 5000-level Courses

Seniors in their final semester may obtain special permission to register for 5000-level courses only if they lack no more than 9 semester hours of undergraduate credit. This privilege applies ONLY during the final semester of the student’s undergraduate work, and permission is extended ONLY if the student has maintained a grade point average of at least 3.0 in his/her major.

Seniors wishing to register for a 5000-level course should obtain permission from the dean of their college, school or academic unit; and must present this permission at the time they are registering for the class. A student’s total registration (undergraduate and graduate credit) may not exceed 15 semester hours.

Graduate credit for course work completed under this arrangement will be granted upon the student’s admission into a graduate program only if the course or courses did not count toward fulfilling the 124 hours minimum required for the bachelor’s degree and if the course or courses were not used to fulfill the hours or requirements of the undergraduate major.

Readmission

Students who left the university in good academic standing will be eligible for readmission. Readmission is completed on-line on the university website.

Tuition Surcharge

A 50 percent tuition surcharge applies to all undergraduates who take more than 140 degree credit hours to complete a baccalaureate degree in a four-year program, or more than 110 percent of the credit hours necessary to complete a baccalaureate degree in any program officially designated by the Board of Governors as a five-year program. Courses and credit hours include those taken at the constituent institution or accepted for transfer. In calculating the number of degree credit hours taken:

1. Included are courses that a student:
   a. Fails.
   b. Does not complete, unless the course was officially dropped by the student pursuant to the academic policy of the appropriate constituent institution.

2. Excluded are credit hours earned through:
   a. The College Board’s Advanced Placement Program, CLEP examinations, or similar programs.
   b. Institutional advanced placement, course validation, or any similar procedure for awarding course credit.
   c. Summer term or extension programs.

No surcharge shall be imposed on any student who exceeds the degree credit hour limits within the equivalent of four academic years of regular term enrollment or within five academic years of regular term enrollment in a degree program officially designated by the Board of Governors as a five-year program.

The undergraduate credit hours to be counted in the calculation of the tuition surcharge
include:

1. All semester (fall and spring semester) academic credit hours attempted (includes repeated course work and failed course work); and
2. All transfer credit hours accepted by North Carolina Central University, including those hours accepted as electives and not applicable to the student’s program of study.

The Tuition Surcharge Guidelines as required by the North Carolina General Statute § 116-143.7 as codified by Section 9.10(a) of Session Law 2009-451 is available on the University of North Carolina website: www.northcarolin.edu/policy/index.php?tag=1000.1.5%5BG%5D

Tuition Surcharge Waiver

Upon application by a student, the tuition surcharge shall be waived if the student demonstrates that any of the following have substantially disrupted or interrupted the student’s pursuit of a degree: (i) a military service obligation, (ii) serious medical debilitation, (iii) a short-term or long-term disability, or (iv) other extraordinary hardship.

Tuition Surcharge Waiver Request Procedures

The student must complete and submit to the Office of the Registrar a Tuition Surcharge Waiver Request Form within 30 business days of receiving written notification of a tuition surcharge fee from the Office of Student Accounting. The Registrar’s Office will forward the request to the Tuition Surcharge Waiver Committee for a decision.

a) The Tuition Surcharge Waiver Committee is comprised of four members.

b) The committee will review all pertinent documents relative to the Tuition Surcharge Waiver Request Form in determining a decision.

c) A favorable or unfavorable decision will require a majority vote by the committee.

d) The student shall be notified in writing by the committee of the decision within 30 business days.

e) The Office of Student Accounting and the Office of the Registrar shall be notified in writing by the committee of the decision within 30 business days.

Excessive Credit Hours

Any student who has attempted more than 168 hours toward a single undergraduate degree will be dismissed from the university. Students who are working toward two undergraduate degrees simultaneously may register for hours in excess of 168 only with special permission from the appropriate dean. Attempted hours also include courses graded “WC,” “NW,” “NF,” and “I.” Deans also may make exceptions in cases where students have transferred more than 44 hours from other institutions. In these cases, only transfer hours that apply toward the NCCU major will count toward the 168 hours attempted.

Academic Forgiveness Policy for Undergraduate Students

Philosophy

Students often drop out of college after a semester or more of poor academic performance. Upon attempting to resume their education at a later date, they find their previous academic performance hinders their admission to programs, application for scholarship(s), and overall grade point average. Academic forgiveness seeks to respond to those students who want an opportunity to start over with a clean slate and those who can demonstrate they are now prepared to be academically successful.
Definition

Academic forgiveness is the process by which undergraduate students may seek to remove the impact of unsatisfactory grades earned at North Carolina Central University. Once academic forgiveness is granted, all grades earned by the student prior to the point of readmission will not be calculated in the student’s GPA; however, these grades shall remain a part of the student’s permanent academic record.

Eligibility

The following students may apply for academic forgiveness:

a) currently enrolled undergraduate students who return to NCCU after at least a five-year absence; or
b) currently enrolled undergraduate students who return to NCCU after a two-year absence who have received an associate’s degree.

Any student who applies for academic forgiveness must have: (a) completed a minimum of 12 consecutive credit hours from NCCU during the first semester the student is readmitted; (b) a minimum GPA of 2.5; and (c) a 100% satisfactory completion rate (grade of C or better) for all course work taken at NCCU after being readmitted to the university.

General Information

A. Academic forgiveness shall only apply to grades obtained at NCCU; it does not apply to course work from other postsecondary institutions.

B. A student may only receive academic forgiveness once. Academic forgiveness is non-reversible. After receiving academic forgiveness, a student cannot later request that the university include the grades earned prior to receiving academic forgiveness in the calculation of his/her GPA.

C. Students must be enrolled in courses during the fall, spring or summer semester when they apply for academic forgiveness.

D. Academic forgiveness does not apply to individual courses; rather, academic forgiveness will be applied to all grades earned by the student prior to receiving approval for academic forgiveness. A student will not be permitted to request that academic forgiveness only be applied to unsatisfactory grades. Academic forgiveness will also be applied to any satisfactory grades earned during the period for which academic forgiveness is requested.

E. Academic forgiveness does not impact a student’s financial aid eligibility.

F. Course work completed by the student prior to being readmitted to the university will not count towards admission to or completion of his/her current or future degree programs.

G. A student whose application for academic forgiveness is denied will be dismissed from the university. (See Readmission Policy for more information.)

Procedure

A. The student must first obtain an application for academic forgiveness, a degree audit, and a copy of his or her transcript.

B. After obtaining the above documentation, but no later than one week following the ending of the final exam period of the first semester of the student’s readmission to the university, the student must then take the completed application, the degree audit, and a copy

1 The application for Academic Forgiveness, degree audit and transcript may be obtained from the Office of the Registrar.
of his/her transcript to his/her advisor.

C. The advisor shall review the student’s degree audit and transcript. The advisor will make a recommendation to the student regarding whether or not he/she should apply to receive academic forgiveness. The academic advisor shall complete an advisor’s approval/disapproval form regarding the student’s application for academic forgiveness and indicate whether or not he/she approves or disapproves of the student’s request for academic forgiveness. If the advisor and the student agree that academic forgiveness would be beneficial to the student, the student will forward the academic forgiveness application to the department chair and/or dean of the college or school in which the student is enrolled for approval.

D. Upon receiving approval from the department chair and/or dean, the student must submit the completed academic forgiveness application to the chair of the Admissions Standards Committee. The student must include the academic advisor’s approval/disapproval form with his/her academic forgiveness application which is provided to the Admissions Standards Committee. The Admissions Standards Committee will send its recommendation regarding the student’s academic forgiveness application to the provost for approval. The decision of the provost is final.

Amendments to the Student’s Transcript

When academic forgiveness is approved, the Office of the Registrar will make the following adjustments to the student’s transcript:

1. The transcript will be divided into two sections indicating the point of academic forgiveness. The transcript will clearly show the: (a) course work completed by the student prior to academic forgiveness; and (b) course work completed by the student after receiving academic forgiveness.

2. The words “Academic Forgiveness” will be included on the transcript.

3. All previous course work, whether completed at NCCU or at another institution, will remain on the student’s permanent record.

4. The student will not receive credit for any course completed at NCCU prior to the point of readmission. However, the course titles and grades from these courses will remain on the transcript.

5. Calculation of the student’s cumulative GPA will include only courses taken following his/her readmission to the university and after the approval of academic forgiveness.

Honors

Students who complete a minimum of 15 hours in a given semester and who make an average of 3.0 or above for that semester, without any grade lower than “D,” are considered “honor students.” The Honor Roll is divided into two groups. Those students who have a grade point average for the semester of 4.0 are on the “A” Honor Roll while those students who have an average of 3.0 to 3.99 are on the “B” Honor Roll.

The Dean’s List is composed of all juniors and seniors on the Honor Roll for the semester who also have a cumulative GPA of 3.0 or higher.

The University Honors Program

The University Honors Program is an academic program within the Department of Academic Affairs at North Carolina Central University. The University Honors Program (UHP) is designed to enroll, reward, and prepare academically gifted students,
encouraging them toward intellectual initiative and independence. These students, selected for their outstanding academic achievements, and monitored throughout a rigorous four-year matriculation, will be prepared to pursue advanced graduate or professional programs and to assume leadership roles in their professions and in society.

The University Honors Program enriches the learning experience by providing the student every possible opportunity for reaching a level of maturity, independence, and scholarly achievement that might not be possible without such a program. UHP is specifically committed to preparing globally astute and engaged community leaders.

Student completing the University Honors Program will 1) develop effective community leadership skills from dynamic, innovative, and exceptional faculty; 2) demonstrate effective problem solving of contemporary issues through critical thinking, analysis, and collaboration; 3) identify and engage global issues, their context and ramifications in our world; and 4) develop refined research, writing, and communication skills through rigorous preparation.

High achieving students are encouraged to apply to the University Honors Program. High school applicants must have either a 1500 on the SAT or a 23 on the ACT. Current college and transfer students are also encouraged to apply and must have a minimum cumulative GPA of 3.3.

**Undergraduate Research Program**

The University Undergraduate Research Program is intended to provide a select number of talented and highly motivated students with one-to-one mentorships with faculty members. The purpose is to promote scholarly activity by providing enhanced opportunities for structured, definitive, and meaningful research involvement. Interested students who have a cumulative grade point average of at least 3.0 may get additional information by contacting the deans in the College of Behavioral and Social Sciences, College of Liberal Arts, College of Science and Technology, School of Education, School of Business, or the director of Undergraduate Research Program.

**Academic Awards and Prizes**

There are numerous academic awards and prizes given by the university and its departments. These awards are presented at the annual Honors Day Convocation, usually the first Friday in April. All students, faculty members and parents are invited to this event to honor the university’s most talented students.

**Chancellor’s Award for Academic Excellence**

The Chancellor’s Award for Academic Excellence is the university’s top academic award and is presented each year during Honor’s Convocation. The recipient must be eligible to complete the requirements for graduation during the current academic year, have completed at least seven consecutive regular semesters at NCCU as a full-time student (enrolled in a minimum of 15 semester hours each term), and must have earned a GPA of at least 3.8. The GPA will be calculated using only work completed at NCCU. The award will be made to individuals whose character and academic achievement demonstrate the capacity for real service to the nation.

**University Award for Academic Excellence**

The University Award for Academic Excellence is given each year during the Honors Convocation Program. The recipient must complete the requirements for graduation during the current academic year and complete at least 50 credit hours at NCCU. The recipient must have attended NCCU for at least four consecutive regular semesters and
earned a cumulative GPA of 4.0 while carrying a minimum load of three courses or nine credit hours. The GPA will be calculated using only work completed at NCCU. The student named for this award must meet all qualifications listed above.

Requirements for Graduation

Students may meet the requirements for the bachelor’s degree by successfully completing:

1. The General Education Curriculum requirements,

2. The approved course of study in a major area,

3. A minimum of 124 semester hours of course credit (some programs may require up to 128 hours) and

4. A minimum cumulative grade point average of 2.0.

5. In most degree programs grades of “C” or better are required for all courses in the major.

6. All incomplete grades for graduating students are to be completed by March 15th for Spring Commencement and October 15th for Fall Commencement. If not, the student will forfeit his/her right to march in the Commencement Exercises.

7. The Community Service requirement for graduation is 120 hours. (See the Academic Community Service Learning Program on pages 34-37)

Since requirements vary from major to major, students should consult the sections of this catalog pertaining to their specific area of interest for the precise degree requirements of that academic area.

Undergraduate students seeking North Carolina licensure and majoring in education, including health education and physical education and seeking licensure must also complete a second major in an approved academic program. Students should consult the “Health Education,” “Physical Education,” and “School of Education” sections of this catalog for listings of approved academic second majors.

The final 30 semester hours of course credit must be completed at North Carolina Central University.

Graduation exercises take place in May and December, and diplomas are awarded only at those times. However, graduation will be certified at the end of the term in which all academic requirements are completed and that term will appear on the student’s transcript as well as the diploma.

Application for graduation must be filed in the Office of the University Registrar on or before the dates specified in the University Calendar of Events. Applications received after the deadline will not be handled until the next term, and diplomas will be delayed accordingly.

The faculty advisors, deans, and the registrar try, in advising and registering students, to make certain that every student who intends to graduate from North Carolina Central University registers for those courses which are required for a degree. However, the final responsibility for meeting the graduation requirements as set forth in the University Catalog rests with the students.

A student who is admitted into a degree program at North Carolina Central University during any academic year and who earns credit for work done during that year will graduate under the academic requirements of the student’s major listed in the University Catalog in effect at the time of the student’s matriculation, unless otherwise indicated. A student who is readmitted after an absence of one academic year, or who changes majors, will graduate under the provisions of the University Catalog in effect at the time of
Policy on Student Participation in Commencement Exercises

In as much as the annual commencement exercises at North Carolina Central University are held in recognition and celebration of the earning of degrees, only those persons who have satisfactorily completed all of the requirements for their respective degrees, including all financial obligations, and who have been officially certified for graduation, will be allowed to participate in the traditional May and December commencement exercises.

Requirements for a Double Major

Undergraduate students may major in two separate disciplines with the permission of the chairperson of each of the departments and the appropriate dean(s) and on the condition that they meet the requirements for each major. Students who meet the requirements for a double major will receive a diploma for each degree. At the time of graduation, the official transcript will indicate both majors.

Requirements for a Second Baccalaureate Degree

A student who already holds a bachelor’s degree may receive a second baccalaureate degree if he/she fulfills all requirements for the second degree and completes a minimum of 30 hours in residence beyond the requirements of the first degree.

Degrees with Distinction

Baccalaureate

North Carolina Central University awards Latin Honors to graduating students based on the completion of requirements for the baccalaureate degree as follows:

Cum Laude – a cumulative grade point average of 3.2-3.499
Magna Cum Laude – a cumulative grade point average of 3.5-3.799
Summa Cum Laude - a cumulative grade point average of 3.8-4.000

First-degree transfer students who have earned a minimum of 60 semester hours at NCCU and meet the cumulative GPA requirements stated above will be awarded a Degree with Distinction.

First-degree transfer students who have earned between 30 - 59 semester hours at NCCU will be awarded a Degree with Distinction if the average of GPAs from all institutions previously attended and at NCCU meet the cumulative GPA requirements stated above.

Second-degree students who have earned a minimum of 30 semester hours at NCCU and meet the cumulative GPA requirements stated above will be awarded a Degree with Distinction.

Transcripts

Processes to order an Official NCCU Transcript

Important Information:

• Please allow two business days for the processing of transcripts.
• A student who requests to pick up their transcripts in the Registrar’s Office must do so within two weeks of processing. If not picked up within the two weeks, the transcripts will be mailed to the student.

Option 1 (Online Method):

1. The cost of an official transcript ordered online is $8.00. Transcripts may be sent electronically or through U.S. mail. Go to https://iwantmytranscript.com/nccu.
To create your account at this ordering site, follow these steps:

a. Go to https://iwantmytranscripts.com/nccu
b. Go to ‘Don’t have an account?’.

c. Fill in all of your information on the Create Your Account Screen and click SUBMIT.
d. Proceed by filling out all the information on the Recipient Info Screen and click CONTINUE.
e. Once you have completed these steps, look for the CONSENT FORM link.
f. Click DOWNLOAD FORM (then OPEN it).
g. Print out this form, sign and date it, and scan the form to todsupport@scrip-safe.com or fax to (513) 697-0012.

**Option 2 (Fax Method):**

1. The cost of an official transcript is $5. Payments may be made telephonically to the Bursar’s Office. Office hours are 8:30 a.m. to 4 p.m. The telephone number is (919) 530-6209. Once payment is made, a confirmation number will be given to the student.

2. A written request with signature may be faxed to the Office of the Registrar. The fax number is (919) 530-7974.

3. The following information is needed in your written request:

   a. Your name and any names you may have had at the time of attendance.
   b. Phone number to contact you, if necessary.
   c. Dates of attendance.
   d. Birthdate.
   e. Banner ID or last four digits of your Social Security number.
   f. Contact name and complete address for transcript delivery.
   g. Confirmation number as provided by the Bursar’s Office to show proof of payment.

**Option 3 (Mail):**

1. The address to mail your request is as follows:

   North Carolina Central University
   Office of the Registrar
   1801 Fayetteville Street
   Room 102, Hoey Administration Building
   Durham, NC 27707

2. Please include with your request the information listed above in item No. 3.

   **Note:** No personal checks are accepted.

**Option 4 (Walk-In):**

1. Students may complete a Transcript Request Form and pay for the transcript in the Bursar’s Office, Room 12, in the basement of the Hoey Administration Building during normal duty hours 8:30 a.m. – 4:00 p.m.

2. Payments will be made in the Bursar’s Office. Two receipts will be given to the student. One is to be attached to the Registrar’s Office copy and the second receipt is for the student’s records. Once payment is completed, please turn in the request to the Registrar’s Office.

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**Student Indebtedness**

All indebtedness to the university, including requirements of any loan programs in which the student participated, must be
satisfactorily settled before a diploma or transcript will be issued to the student. Continuing students who have an outstanding balance on their student accounts will not be permitted to pre-register, register, or receive grades until the balance has been paid in full.

**Change of Name or Address**

Each student is required to notify the Office of the University Registrar in writing of any change in name or mailing address for grades, bills, registration information, and other materials.

A student’s name is changed only upon presentation of an official document such as a marriage license, birth certificate, or court order. For historical reasons, a student’s name is not changed on his/her records for any reason after that student is no longer enrolled at North Carolina Central University or on any records for which that student has already received a degree.
Academic Programs

North Carolina Central University offers undergraduate programs leading to the following degrees:

The College of Behavioral and Social Sciences
- Bachelor of Arts (B.A.)
- Bachelor of Science (B.S.)
- Bachelor of Science in Nursing (B.S.N.)
- Bachelor of Social Work (B.S.W.)

The College of Arts & Sciences
- Bachelor of Arts (B.A.)
- Bachelor of Music (B.M.)
- Bachelor of Science (B.S.)

The School of Business
- Bachelor of Business Administration (B.B.A.)
- Bachelor of Science (B.S.)

The School of Education
- Bachelor of Arts (B.A.)

Major Areas of Concentration

Majors offered for the Bachelor of Arts Degree:
- Art
- Elementary Education
- English
- History
- Mass Communication
- Middle Grades Education
- Music
- Political Science
- Psychology
- Spanish
- Theatre

Majors offered for the Bachelor of Science Degree:
- Athletic Training
- Biology
- Chemistry
- Criminal Justice
- Early Childhood Education, Birth-Kindergarten Licensure
- Family and Consumer Sciences
- Health Education
- Hospitality and Tourism Administration
- Mathematics
- Pharmaceutical Sciences
- Physical Education
- Physics
- Recreation Administration

Majors offered for the Bachelor of Business Administration Degree:
- Accounting
- Business Administration

Majors offered for the Bachelor of Music Degree:
- Jazz

Majors offered for the Bachelor of Science in Nursing Degree:
- Nursing

Majors offered for the Bachelor of Social Work Degree:
- Social Work

Some of these majors may offer several areas of concentration. Students should consult the “Academic Program” section of the Catalog for the college or school offering the major of interest for more details.
Minor Areas

Any undergraduate student has the option to declare a minor in an academic area offered through the College of Liberal Arts, College of Behavioral and Social Sciences, and College of Science and Technology, School of Business and School of Education. The minor will consist of not less than 20 semester hours designated by the college’s/school’s departments and programs. The minor field will be indicated on students’ transcripts, and students will be held accountable for satisfying the designated requirements for the minor field, just as for the major field.

Minors have been approved for the following program areas:

- Art
- Biology
- Business
- Chemistry
- Child Development and Family Relations
- Computer Information Systems
- Computer Science
- English (Literature or Writing)
- Family and Consumer Sciences Education
- German
- Health Education
- History
- Mass Communication
- Mathematics
- Music
- Philosophy
- Physical Education
- Physics
- Political Science
- Spanish
- Textiles and Apparel
- Theatre

Dual Degree Program of Study in Engineering

A dual-degree program of studies is available whereby an undergraduate student will attend North Carolina Central University for approximately three academic years and the Georgia Institute of Technology and Duke University for approximately two academic years. After completing the academic requirements of the two cooperating institutions, the student shall be awarded a bachelor’s degree from North Carolina Central University and one of the several designated bachelor’s degrees awarded by the Georgia Institute of Technology and Duke University.

The total study program at NCCU shall have a minimum number of hours equal to 3/4 (93 semester hours) of the total hours required by the university for the award of the bachelor’s degree. The student shall not be admitted to Georgia Tech or Duke University with full fourth-year standing until this requirement is met. The student pursuing the Dual Degree Program may be jointly enrolled at both institutions. He/she will remain on special standing at Georgia Tech or Duke until he/she meets the 3/4 requirement at NCCU. Special student standing will not prevent the student from enrolling in any course at Georgia Tech for which he/she has met the prerequisites. To obtain the full fourth year standing the Dual Degree Program student must have, in addition to the 3/4 requirement at NCCU, the recommendation of the dean of his/her college or school and must have a grade point average and specified test results.
which would indicate that he/she could satisfactorily complete the degree requirements at Georgia Tech or Duke University.

The Dual Degree Program student will be required to complete a Georgia Tech or Duke study program which equals the number of credit hours required of normal juniors and seniors enrolled in the standard curriculum for the particular degree being sought. If the official study program at Georgia Tech or Duke for the Dual Degree candidate includes free electives and the candidate has excessive hours of credit at NCCU, he/she may petition that these excess hours be used as transfer credit to Georgia Tech or Duke. Such transfer credit shall not exceed more than one-half of the official study program at Georgia Tech or Duke.

As the center’s role is to service and bring together all externally funded programs relating to science and math education, it is positioned within the university in the office of University Programs, Academic Affairs.

The center currently has 17 members who are principal investigators with extramurally funded programs which support science and mathematics initiatives at NCCU. These members have been responsible for programmatic funding in excess of $18 M for innovated programs such as: i) a three-year hands on, interactive science and math enhancement program, including Saturday Academies for 8-10th graders; ii) a Summer Bridge Program with academic support through freshman and sophomore years; iii) a program providing NCCU undergraduate students with an intensive introduction to either basic cancer laboratory research or public health research through summer educational experiences placement with NCCU faculty. Students are also assisted in developing professional skills necessary to gain admission to competitive graduate and professional schools in the biomedical sciences or in public health.

Other programs under the umbrella of the center are designed to reinforce and nurture students’ research experiences and competitiveness in the sciences during the
college years (e.g. MARC, NASA, BBRI Cancer Program, and BRITE). Please visit our website at www.nccu.edu/academics/csmte to learn more about the CSMTE.

Center for the Advancement of Justice Studies & Policy

The Center for the Advancement of Justice Studies & Policy’s mission is to address crime prevention and control from an interdisciplinary perspective in North Carolina, the United States, and internationally (with an emphasis on African countries).

The center offers opportunities for active learning, scholarship, service, and public policy in order to help advance the general public welfare. Goals include: 1) to conduct and support research to advance understanding of the nature of crime and delinquency in order to promote public safety among the general citizenry, 2) to promote an interdisciplinary approach to crime and related quality-of-life issues in both urban and rural communities, 3) to promote positive efforts addressing social justice concerns through public policies, 4) to provide a forum where faculty and students can apply academic and research skills to real-time problem solving and community development, and 5) to provide a forum for the exchange of best-practice strategies for crime prevention and control throughout the United States and internationally. The center has provided technical assistance to the Uganda Prisons Service, UNAFRI (United Nations African Institute for the Prevention of Crime and Treatment of Offenders) and supports other international outreach efforts. The center houses the NCREAP (North Carolina Re-Entry Action Project), an advocacy initiative to support the re-entry of individuals back into their communities after incarceration. Priorities include comparative criminal justice, mentoring of children and youth, and policies related to the administration of justice.

Center for University Teaching and Learning (CUTL)

The Center for University Teaching and Learning, in the Farrison-Newton Communications Building, provides opportunities for faculty members to improve quality of instruction for undergraduates and graduates at the university. The center offers its services to all schools and colleges at NCCU. Its mission is to foster excellence in teaching and learning. The center is comprised of four components: (1) faculty development, (2) instructional technology support and creative services, (3) telecommunication center, and (4) video production services/TV studio. These units work closely with the NCCU community to adopt and employ technological advancements.

Services are available to NCCU faculty, staff, students and campus administrators, with access to a variety of instructional equipment. Services offered include equipment loans, media production and duplication, instructional development lab and instructional materials, audio and video productions, faculty and staff computer
training, and faculty development seminars, workshops, and webinars.

The Teleconference Center provides videoconferencing service to faculty, staff, students, and administrators. Courses and seminars can be broadcast live via the NC-REN (North Carolina Research and Educational Network), NCIH (North Carolina Information Highway), and Video over IP (Internet Protocol), with two-way interaction between the center and remote sites through the state and ISDN videoconferencing with remote sites throughout the world using H.323. The Videoconference Room is in Room 355 of the Shepard Library.

The Video Classroom is used for overheads, computer generated text and graphics, computer networking, slides, and videotape recordings and playback. It is in Room 351 of the Shepard Library.

NSF CREST Computational Center for Fundamental and Applied Science and Education

The National Science Foundation-designated Center of Research Excellence in Science and Technology - Computational Center for Fundamental and Applied Science and Education is based on five interdisciplinary research projects: nanotechnology, nuclear physics, hypernuclear physics, robotics, geophysics, and seed projects that have as the common component advanced computational methods. It provides an interdisciplinary environment and research infrastructure that allows investigators to address some of the most important questions in science and technology.

In addition to the primary mission of the CREST Center, which is to carry out cutting-edge fundamental and applied research, an equally important goal is development of novel cross-disciplinary undergraduate and graduate educational programs at NCCU. The center enhances participation by STEM students in computational, theoretical, and experimental research in all STEM disciplines.

The CREST remains current with fundamental advances in science and research opportunities for faculty, postdoctoral fellows and students. The center helps develop skills and technologies at the interface of scientific disciplines, an area where significant job growth is occurring.

Stipends, tuitions, travel funds, summer internships, seminars, and tutoring for undergraduate and graduate students are provided. For more information please contact center director Professor Branislav Vlahovic at 530-7253.

NASA University Research Center - Center for Aerospace Device Research and Education

The NASA University Research Center for Aerospace Devices Research and Education (NASA-CADRE) provides a framework for competitive, multi-disciplinary science, and engineering research that will advance NASA science programs. The center combines state-of-the-art research and
development to meet technological challenges, leverages newly developed experimental techniques, and theoretical methods to meet confluence of needs in the scientific community and industry for advanced sensing systems, fabrication of new materials, design of new devices, understanding of fundamental astrophysical processes, and address some of the most important questions in modern astronomy, physics, and materials science. Through national and international collaboration, the Center’s advance research projects on the detector developments to the level that allow their implementation in NASA missions and industrial production.

NASA University Research Center’s overall mission is to leverage our strong theoretical and experimental programs to advance the frontiers of fundamental and applied research while educating a new cadre of STEM students. The Center provides opportunities for students to participate in research at NASA centers, National Laboratories, and to have internships at domestic and international collaborative research and industrial institutions and universities. The center provides research infrastructure and opportunities, stipends, tuitions, and travel funds for undergraduate and graduate students. For more information please contact center director Professor Branislav Vlahovic at 530-7253.

The North Carolina Health Careers Access Program (NC-HCAP) at North Carolina Central University (NCCU) works cooperatively with academic departments to prepare NCCU pre-health students seeking admissions to professional health and medical programs of study upon graduation. NC-HCAP at NCCU offers a variety of services and activities to assist interested students in qualifying for admissions to professional health and medical schools in the United States and abroad. Included among the variety of services are recruitment activities, advising pre-health students on health career opportunities, options, and financial aid resources in cooperation with university student services; providing enrichment programs which include workshops, seminars, and the development and dissemination of resource material to improve reading, studying and test-taking skills; and advocacy to facilitate admission to professional health and medical programs nationwide.

In addition, the program provides or sponsors standardized test prep workshops, trips to health care agencies, medical centers, medical, dental, pharmacy, and allied health schools and colleges as well as scheduling networking opportunities, recruitment seminars, and clinical shadowing throughout the academic year. By taking advantage of these opportunities and others, students are able to increase their competitiveness for admission to health and medical professional schools and colleges. NC-HCAP at NCCU offers opportunities for students to participate in developmental programs throughout the academic year and
the summer. Some of the programs students have found to be quite helpful include but is not limited to: (1) The **Clinical Health Summer Program (CHSP)**, a seven-week shadowing program conducted each year in conjunction with Duke University Medical Center; (2) **The North Carolina Collaborative Summer Research Program** provided through the Duke Clinical Research Institute in conjunction with NCCU Health Careers Center offers an eight-week medical research experience for undergraduate students which culminates in the preparation and presentation of a research project designed and executed by each participant in preparation for graduate/professional school; (3) **The Boston University Early Medical School Selection Program (EMSSP)** provides an early decompressed transition into the Boston University Medical School curriculum through provisional acceptance into medical school at the completion of joint undergraduate study at NCCU and BU; (4) **The Medical Education Development (MED) and the Science Enrichment Program (SEP) programs** at the University of North Carolina at Chapel Hill Schools of Medicine and Dentistry; (5) **the Pharmacy Readiness and Enrichment Program (PREP)** at Campbell University School of Pharmacy; and (6) **The University of Medicine and Dentistry of New Jersey –New Jersey Dental School (UMDNJ-NJDS) and NCCU 3+4 Early Dental School Selection Program** for students interested in studying dentistry; and (7) **NC-HCAP** at NCCU supports the **College of Arts and Sciences Post Baccalaureate Program** with recruitment and development of individuals pursuing medical professional careers.

The mission of NC-HCAP is to increase the number of under-represented minorities and individuals from disadvantaged backgrounds who are trained, educated, and employed in the health professions. Interested students should contact the Health Careers Center at 521 Nelson Street for an appointment.

**Julius L. Chambers Biomedical/Biotechnology Research Institute (BBRI)**

North Carolina Central University’s Julius L. Chambers Biomedical/Biotechnology Research Institute (JLC-BBRI) is comprised of researchers from multiple disciplines that investigate mechanisms of disease and health issues that disproportionately affect minority and underserved populations. The JLC-BBRI is in a 40,000 square foot, state-of-the-art building supporting faculty, research scientists, staff, and students who are focused on (1) cardiovascular and metabolic diseases, (2) neuroscience, (3) cancer, and (4) nutrition. In addition to research laboratories, the building includes an auditorium, a library, a genomics/bioinformatics/computational chemistry core, and a visualization and imaging laboratory.

The JLC-BBRI strengthens and enhances NCCU’s undergraduate and graduate curricula in biology, business, chemistry, environmental science, health education, human science, law, and nursing by providing research projects that question consensus; stimulates the imagination and creativity to generate new paradigms for disease prevention, treatment, and management; and fosters interactions for problem-solving.
The establishment of the JLC-BBRI was achieved through collaborations with leading research enterprises within the area and includes The University of North Carolina—Chapel Hill, Duke University, North Carolina State University, National Institutes of Health, The Environmental Protection Agency, businesses and industries in the Research Triangle area of North Carolina, and a major grant from GlaxoSmithKline. Leveraging the resources and expertise from distinguished and nationally recognized researchers has been a major contributor to our success and continues to play a key role in our expansion and growth into a regionally and nationally recognized research institute.

Biomanufacturing Research Institute and Technology Enterprise (BRITE)

The Biomanufacturing Research Institute and Technology Enterprise (BRITE) Center of Excellence is part of NCBioImpact, a state initiative for workforce development. NCBioImpact is a consortium consisting of three institutions, BioNetWork (58 community colleges), BTEC (Biomanufacturing Training and Education Center at NC State University), and BRITE (NCCU). The goal of this consortium is to develop skilled workers for the biomanufacturing and pharmaceutical industry in North Carolina.

BRITE’s mission is to provide the biomanufacturing industry with skilled scientists who are prepared for careers in biopharmaceutical science and management. The 52,000 square foot, state-of-the-art BRITE facility was funded by the Golden LEAF Foundation Inc., which provided a grant of $20.1 million for its construction. This facility was opened in 2008. BRITE includes $6.5 million in advanced laboratory equipment to support its academic and research programs.

The pharmaceutical sciences degree is now available through the College of Science and Technology. This program was approved by UNC-GA in 2007 and offers both B.S. and M.S degrees.

BRITE has 10 tenure-track faculty members and 39 staff members. Research programs at BRITE include drug discovery and drug biomanufacturing initiatives. BRITE faculty members’ research interests include diabetes, cancer, stroke, and neurodegenerative diseases. BRITE provides research opportunities for undergraduate and graduate students at NCCU. The BRITE program offers competitive fellowship and internship opportunities based on academic performance and other merits.

Institute for Civic Engagement and Social Change

The Institute for Civic Engagement and Social Change (ICESC) was created in 2006 to increase the level and effectiveness of civic engagement on the campus and in the surrounding community. Five critical focus areas are voter empowerment, research, curriculum development and policy.

Voter empowerment includes all levels of voter participation, including registration to vote, voter education, voter turnout, and election-protection initiatives. The institute
supports the work of the student-led Civic Engagement Task Force and other student organizations on NCCU’s campus. Throughout the state of North Carolina, the Institute collaborates with other civic engagement groups on voter empowerment projects, such as trainings and workshops. Workshops have been conducted as far east as Williamston and as far west as Asheville.

In 2011, ICESC hosted and convened the North Carolina HBCU Student Engagement and Empowerment Network which builds the civic capacity of students at North Carolina’s HBCUs.

Research has been conducted to analyze local and state elections and to undertake surveys of political attitudes, especially in communities of color. Important research activities have included the North Carolina Black Church Civic Engagement Project, the NCCU Student Engagement Project and a project about participants in the Historic Thousands on Jones Street Movement.

Curriculum development is focused on programs and courses that promote civic engagement social change.

Policy issues are promoted and publicized through the institute, which sponsors forums, panel discussions, and analyses. The institute aims to highlight the impact that specific policies have quality of life. This is accomplished though traditional policy analysis as well as anecdotal and testimonial evidence from people who are affected by policy.

Students work with ICESC as research assistants and interns. As such, students may earn community service credit for their work with ICESC. For further information, go to the ICESC web site at www.nccu.edu/icesc.

Institute for Homeland Security and Workforce Development

The Department of Criminal Justice at North Carolina Central University created the Institute for Homeland Security and Workforce Development to help communities educate emergency personnel and citizens about homeland security and disaster preparedness. Evidence-based research is a major cornerstone of institute programming. Through community engagement, colloquiums, and training with professional and civilian public safety practitioners, the institute addresses a range of topics that include terrorism threats, emergency preparedness for natural disasters and industrial incidents, while addressing the needs of underserved communities.

In addition to conducting seminars and classes, the institute engages in ongoing research to examine and provide intelligence-gathering resources for law enforcement and to improve emergency preparedness for organizations across the state. The institute for Homeland Security and Workforce Development’s mission is to become a preeminent research and academic institution by providing quality training that keeps communities at the ready, educating future global leaders, and engaging in ongoing research that improves the
emergency preparedness levels of organizations throughout the world.

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**Dispute Resolution Institute**

The mission of the Dispute Resolution Institute at NCCU School of Law is to advance the theory and practice of dispute resolution in the pursuit of justice and reconciliation between individuals and groups in conflict. The legal system’s increasing resort to non-adversarial methods of resolving legal disputes is not simply dissatisfaction with litigation but reflects a broader and growing interest in finding new ways to respond to conflict. This search for alternatives presents both opportunities and challenges to our profession and to the way we prepare lawyers for practice.

The field of dispute resolution also gives the School of Law and the institute unprecedented opportunities for collaboration within the academy, the legal profession, and the broader community.

The Dispute Resolution Institute offers a comprehensive curriculum open to all NCCU Law students. Students who complete at least 12 DRI courses credits may receive a certificate or an advanced certificate, in dispute resolution. Students must complete at least one course in each of the four “core” areas: Mediation, Mediation Advocacy, Negotiation, and Arbitration.

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**Juvenile Justice Institute**

**Mission**

The Juvenile Justice Institute (JJI) was established in 1999 by Senate Bill 399. JJI works in collaboration with other juvenile justice agencies and programs to influence juvenile justice policies and practices through research and technical assistance. The institute is within the Department of Criminal Justice at North Carolina Central University.

**Goals**

- Compile and disseminate information about state and national best practices in the field.
- Serve as a resource to the academic community and provide practical experience about current programs and practices.
- Upon request, provide technical experience and training in generic program types to small non-profit groups.
- Survey the public and special interest groups about juvenile justice program effectiveness.
- Distribute a quarterly newsletter that continually informs those interested in juvenile justice issues.
- Provide training opportunities in the community for criminal justice majors.

**Special Projects and Grants:** JJI also collaborates with other public and private agencies on grants, contracts, and special projects in addressing juvenile justice issues on juvenile gangs, minority overrepresentation in the juvenile justice...
system, raising the juvenile age of jurisdiction, and reducing school dropout, suspensions, and expulsions.

**Training opportunities for Criminal Justice Majors:** JJI affords criminal justice majors experiential activities in the community that give them an opportunity to use their academic knowledge to address real community problems. Students get experience performing community surveys research and planning of professional conferences and training in juvenile justice.

**Boards and Committees:** In addition to the above activities, the JJI Director sits on several statewide juvenile justice and community boards and committees that allow the Institute to influence juvenile justice policy across the state of North Carolina.
Undergraduate Programs

The University College
General Education Curriculum
Extended Studies
College of Behavioral Studies and Social Sciences
College of Arts & Sciences
School of Business
School of Education
Daytime Classes | Evening Classes
--- | ---
Monday/Wednesday/Friday (MWF) | Monday and Wednesday
 8:00 a.m. to 8:50 a.m. | 6:00 p.m. to 7:15 p.m.
 9:00 a.m. to 9:50 a.m. | 7:30 p.m. to 8:45 p.m.
 10:00 a.m. to 10:50 a.m. | 9:00 p.m. to 10:15 p.m.
 11:00 a.m. to 11:50 a.m. |
 12:00 p.m. to 12:50 p.m. |
 1:00 p.m. to 1:50 p.m. |
 2:00 p.m. to 2:50 p.m. |
 3:00 p.m. to 3:50 p.m. | Tuesday and Thursday
 4:00 p.m. to 4:50 p.m. | 5:15 p.m. to 6:30 p.m.
 5:00 p.m. to 5:50 p.m. | 6:00 p.m. to 7:15 p.m.
 | 7:30 p.m. to 8:45 p.m.
Tuesday and Thursday - Day Classes | 9:00 p.m. to 10:15 p.m.
 8:00 a.m. to 9:15 a.m. |
 9:25 a.m. to 10:40 a.m. | One Day a Week – Evening Classes
 10:40 a.m. to 11:35 a.m. No classes |
 11:35 a.m. to 12:50 p.m. | 4:00 p.m. to 6:30 p.m.
 1:00 p.m. to 2:15 p.m. | 5:00 p.m. to 7:30 p.m.
 2:25 p.m. to 3:40 p.m. | 6:00 p.m. to 8:30 p.m.
 3:50 p.m. to 5:05 p.m. | 7:00 p.m. to 9:30 p.m.
 | 8:00 p.m. to 10:30 p.m.
Monday and Wednesday Classes |
 4:00 p.m. to 5:15 p.m. |
 5:30 p.m. to 6:45 p.m. |

These times work mainly for regular 3 credit hour courses. Courses with fewer than 3, or more than 3 credit hours, must be scheduled within the time frames given and must not overlap two or more class times.
The University College

Ontario S. Wooden, Dean
David S. Hood, Associate Dean
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Purpose and Core Values
In order for NCCU students to achieve student success, best practices in higher education must be available for all students with intentional focus during the first two years of the students’ enrollment and matriculation. Research by Noel Levitz, NSSE, John Gardner, and others indicate that effective academic advising, academic support, personal and career counseling, social interaction opportunities, and leadership responsibilities make for student success during the first two years of college. The University College focuses intentionally, consistently, and qualitatively on academic advising, academic support, academic excellence, career placement, socialization skills, soft skills, and personal, civic, and social responsibility and accountability. The goals and objectives of the University College enable NCCU to carry out recommendations of the UNC Tomorrow Commission, specifically those related to Global Readiness and Access to Higher Education.

Several initiatives at NCCU work to promote student success: early warning reports, mid-term grade reports, student engagement sessions, tutorial services, Supplemental Instruction, and learning communities. Yet, more intentional work must be done to ensure success for the majority of our students. The University College fills the void with its intentional focus on student success for all new freshmen, sophomores, and transfer students.

The University College is managed by a dean and two associate deans. Core values and specific strategies have been developed with several committees, colleges, and schools across the campus.

Purpose
The purpose of the University College is to provide a means to enhance the successful transition and experiences during the first two years for all freshmen, sophomores, and new transfer students, with an intentional focus on student success.

Mission Statement
North Carolina Central University’s University College holds as its central focus students’ experiences during the first two years. The mission of the University College is to ensure a successful transition of first and second year students to the point that they become successful during their college matriculation. In addition to promoting the mission of the university as a whole, the University College creates a learning environment that fosters academic commitment, civic and community responsibility, school pride, and life-long learning.

Our Vision for Success
To develop and establish a University College that will be recognized regionally and nationally for its record on student productivity and success.

Core Values
Fundamental to the success of the University College are the core values that exist in everything that we do.

Students are the source of North Carolina Central University’s success. They should always receive the strongest commitment of the staff, faculty, and administration. The University College encourages effort, support, and progress in first and second year students.

Retention is based on the ability to attract and develop students who reflect the mission, goals, standards, and culture of North Carolina Central University. The University College seeks to retain students by providing a positive first and second year experience.

Community should be a place where students are nurtured and engaged. The University College promotes a welcoming environment where
students have the opportunity to learn from and gain diverse classroom experiences. University policies and procedures, rules, and regulations are focused on enabling the success of students.

Academic Affairs and Student Affairs personnel work cooperatively in a collegial process.

**Goals of the University College**

Below are the goals of the University College and the Strategies for obtaining those goals:

**Goal 1**: Assist students in developing clear set goals as a path toward graduation.

**Strategies**: Students will work with Career Services and Academic Advising to set clear defined goals that they will follow to graduation.

**Goal 2**: Encourage students to create interpersonal relationships.

**Strategies**: Students will participate in continuous orientation where they will interact with other first year students as well as upperclassmen and alumni.

**Goal 3**: Ensure students acquire intellectual and academic mastery of subjects and content in a self-directed learning environment.

**Strategies**: Students will begin with general education requirements as well as the Dimensions of Learning class to receive an introduction to college curriculum. At the end of two years they will have mastered core competencies in General Education courses and lower level courses in their majors.

**Goal 4**: Facilitate an awareness of diversity and liberal arts values.

**Strategies**: Students will participate in colloquies, symposiums, and lyceum programs provided by the college and the University College.

**Goal 5**: Develop civic, social, community, and personal responsibility.

**Strategies**: Students will complete required hours of community service beginning their freshman year, thus satisfying portions of this requirement for graduation. Students will participate in student government elections and become registered to vote in local and national elections. Students will develop and complete global awareness projects in peer groups.

**Goal 6**: Create a sense of community and school spirit.

**Strategies**: Students will participate in campus traditions (Eagle pinning, homecoming, etc.) and learn school songs and chants. Students will have the opportunity to interact with area and noted alumni.

**Goal 7**: Meet competencies prior to transition.

Students will meet prescribed competencies before being able to move to the Upper Divisions of the University.

At the end of two years in the University College, students will:

1. Demonstrate mastery in analytical, communication, quantitative, and information skills.
2. Demonstrate comprehensive knowledge and practical experience with the disciplines which explore the liberal arts, behavioral sciences, social sciences, and health and wellness.
3. Demonstrate positive ethical and moral behaviors.
4. Demonstrate civic, social, and personal responsibility.
5. Demonstrate knowledge of global learning and cultures by describing clearly how what is done locally impacts others globally.
6. Demonstrate mastery in transferring knowledge from one discipline to another and from one setting to another.
7. Demonstrate teamwork and collaborative problem solving skills.
9. Demonstrate the ability to review books and make presentations on the same.
10. Demonstrate competence in using soft skills and technical skills.
11. Complete at least 60 clock hours of Community Service Learning.
12. Develop personal goals, commit to them, and monitor goal accomplishment.
13. Obtain and comprehend the purpose and importance of meeting requirements necessary for transition, including the Collegiate Assessment of Academic Proficiency (CAAP) and a vocabulary test. These activities must be completed in order for a student to transition to his/her academic department.

EDU 1000 – Literacy Enhancement
102 Alexander-Dunn Building
Telephone: 919-530-6932
Fax: 919-530-5230
E-mail: universitycollege1@nccu.edu

The Reading Course, EDU 1000 – Literacy Enhancement is taught in the University College and is required according to scores students make on the Placement Test (Accuplacer).

This one (1) credit course is designed to help students gain proficiency in reading at the college level. EDU 1000 introduces effective reading and inferential thinking skills. Students will explore literacy in the content areas by reading a variety of texts. Emphasis is placed on 1) learning new vocabulary; 2) improving comprehension, interpretation, and analytical skills; and 3) learning and demonstrating successful academic skills.

Emphasis is placed on developing reading strategies, vocabulary, thinking, listening and comprehension of sentences, paragraphs, and longer items. Emphasis is also placed on demonstrating successful academic behaviors and using diverse textual materials to learn.

Academic Advising
Jennifer A. Schum, Associate Dean
205 Alexander-Dunn Building
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E-mail: jschum@nccu.edu

Academic advising is an integral component of the educational experience at NCCU. In concert with the mission and goals of the University College, the Academic Advising Unit aims to serve all new first-year freshmen and transfer students with regard to their completion of the courses in the General Education Curriculum (GEC) and other first and second year major courses. Additionally, the Academic Advising Unit aims to assist students in reaching their personal and professional goals given the climate of success in which the office operates.

Students will receive an academic advising syllabus which indicates what will be needed in order to be a competent and successful student as well as what is required to exit the University College and enter into a major program. While many students enter the University with an idea of the major they intend to pursue, the Academic Advising Unit can also provide support for choosing a major. Students are strongly encouraged to declare a major by the end of their freshmen year. Students are required to meet with their advisor in order to register for classes and to review their academic performance.

Students are required to meet with their advisor in order to register for classes and to review their academic performance regularly.

While academic advisors are available to assist students in making course selections as well as providing additional resources for student success, the student is ultimately responsible for his/her success. The University strongly expects students to become familiar with graduation requirements for their chosen major(s), meet with their academic advisor on a regular basis to discuss their academic progress, give their academic work the highest priority, and carefully plan their course selections and sequences. Carefully following these expectations and forming a strong working relationship with your academic advisor can ensure success and graduation from NCCU.

Two-Year Plan for Students Who Have Not Declared a Major

(Before registering for classes, a student must be cleared by the University Testing Center. A student must follow The General Education Curriculum (GEC). From this listing of courses, one
may select a desired course to meet the Curriculum Division in The GEC.)

Note: The number in parenthesis denotes the number of semester credit hours. *Based on Placement Test Results.

**First Semester**
English 1110 - English Composition I (3)
Mathematics 1100 - College Algebra I (3)
History 1320 - Modern World History (3)
Physical Education 1541 - Fitness (2)
Human Sciences 1521 (2)
*Modern Foreign Language 111 (3)

**Second Semester**
English 1210 - English Composition I1 (3)
Mathematics - Select from GEC Division IIA (3-5)
Health Education 1531- Health (2)
Social Science - Select from GEC Division IIIIB (3)
Humanities - Arts & Humanities I (3)
Science - Select from GEC - Division IIB (3- 4)

**Third Semester**
English 1250 - Elements of Speech (3)
Science - Select from GEC Division IIB (3)
Humanities- Select from GEC Division IVB (3)
Elective- Select from GEC (3)
Elective - Select from GEC (3)
**Most students would have declared a major

**Fourth Semester **
Science - Select from GEC Division IIB (3)
**Most students would have declared a major
Suggested Elective GEC Courses Which Are Generally Required for Many Majors:
Psychology 2100 - General Psychology (3)
Sociology 2100 - Principles of Sociology (3)
Political Science 2100 - American Government (3)

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**DEVELOPMENTAL AND SUPPLEMENTAL LEARNING**
David S. Hood, Associate Dean
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Developmental and Supplemental Learning focuses on the enhancement of student performance through tutorial assistance, academic counseling, Supplemental Instruction, individual and group study sessions, engagement sessions on test-taking skills, stress management, time management, and how to study programs. The program strives for positive image through the use of a “hands on approach,” to improve academic skills. This approach instills a sense of pride and responsibility to maintain satisfactory progress with the ultimate goal of graduation from North Carolina Central University in four years.

Academic Counseling Services are available for all students enrolled at North Carolina Central University. However, students identified through our early warning system, mid-term progress report, and academic advising center are targeted to provide needed support and monitoring to ensure their academic success.

Student Engagement Sessions are designed to equip the students enrolled at NCCU with the knowledge, skills, and tools to successfully navigate their collegiate experience and ensure that they are equipped to be competitive in a global society. Session topics are chosen based upon the feedback received from student surveys and sessions held during their summer orientation and from observations made through interactions with the students. For the students’ convenience, engagement sessions are offered at 7:00 pm on Tuesday and Thursday nights.

Tutorial Services are provided for a wide range of subjects by our undergraduate, graduate, and professional tutors. This is an optional service for most students; however, some students based upon their academic readiness are required to attend a minimum number of tutorial sessions. Students may schedule private appointments with tutors or walk-in for assistance. Currently, GradesFirst is the system students are encouraged to use to view tutor availability and to schedule appointments for services.

Supplemental Instruction (SI) is an Academic Support program utilizing peer assisted study
sessions to enhance student performance and retention in courses that historically have been identified as having high drop, failure, or withdrawal rates (DFW).

Key Elements of Supplemental Instruction
Supplemental Instruction identifies traditionally difficult academic courses rather than high risk students; SI is not a remedial academic program. Supplemental Instruction provides an opportunity for students to learn how to learn while learning what to learn. Supplemental Instruction helps students actively review course material to prepare for tests, while learning effective study skills and learning strategies necessary for success in the course. Participation in SI is voluntary, free, and open to all students in the course.

Supplemental Instruction Leaders attend all lectures for targeted courses (An alternative is arranged for web-based courses.) Supplemental Instruction Leaders are trained in group facilitation methods, students learning theory, and study techniques. Supplemental Instruction program is supervised by trained staff members from the University College. The SI program is only offered in classes in which the academic department supports SI. Supplemental Instruction sessions will begin the 2nd week of classes after students have given input as to when the sessions will be scheduled.

Supplemental Instruction Leaders facilitate and encourage the group to process the material. Leaders are not considered experts in the subjects and they do not re-lecture to the participants. The mission of the North Carolina Central University Lyceum Series is to promote and enhance the intellectual, cultural, and aesthetic aspects of student growth and development through a series of outstanding lectures, recitations, concerts, dramas, and exhibitions. Thus, the Lyceum Series contributes to the establishment of a wholesome and well-rounded environment for the university and the local and state communities. All Lyceum Events are funded by Students’ Lyceum fees. Students in the University College are required to attend at least one Lyceum event per semester.

The University Testing Center
Cynthia Duarte, Director
111 Taylor Education Building
Telephone: 919-530-7368
Fax: 919-530-7670
E-mail: cduarte@nccu.edu

The University Testing Center (UTC) at North Carolina Central University was established in 1987 under the Division of Academic Affairs.

The University Testing Center (UTC) provides full service testing and assessment services to students, faculty, staff, and the local community. Among the many services provided are: planning, coordinating, and administering profile examinations (undergraduate placements tests) in the areas of reading, mathematics, English, and modern foreign languages (French, German and Spanish); College-Level Examination Program (CLEP) offered to university and community candidates; Administration of the DANTE Subject Standardized Test; PRAXIS series (formerly national teachers examination); Test scoring services for university faculty; and computers for word processing and internet access.

Computer-Based Testing Center

The University Testing Center also provides the facilities, personnel, and testing resources as a satellite test site for several national testing agencies.

In 1999, the University Testing Center opened its Computer Based Testing Center (CBT). A profitable and technically enhanced testing venue, the CBT is operated Monday through Friday from 8:30 to 5:00 offering computer based testing for fifteen different education and certification entities. The CBT Center plans, coordinates, and administers standardized computerized tests according to guidelines provided by the testing entity and specifies the physical and environmental conditions under which the test is to be administered, during the busiest testing period from September to January, the CBT operates...
outside of the regular hours, running three sessions daily, and on weekends. Testing is by appointment and registration. Walk-ins are accommodated based on availability.

Thurgood Marshall College Fund
Ontario S. Wooden, Coordinator
239 Alexander-Dunn Building
Telephone: 919-530-5235
Fax: 919-530-5230
E-mail: owooden@nccu.edu

Since 1987, the Thurgood Marshall College Fund (TMCF) has served as a critical link between students fulfilling their dream of greater access to higher education and leadership development training, and the opportunity for those students to become part of a new generation of leaders for communities, the nation, and the world. To date, the organization has been the source of dream fulfillment for over 7,500 students who have received scholarships and graduated from college. TMCF impacts 235,000 students annually by providing capacity-building and programmatic support to its 47 member public Historically Black Colleges and Universities. TMCF’s impact on the nation is achieved through its mission and targeted focus on specific areas imperative to developing future leaders.*

Students at NCCU have the opportunity to participate in a number of initiatives via participation with TMCF.

Scholarships – TMCF provides merit-based scholarships to students attending member universities. Students must demonstrate financial need and meet all scholarship criteria. All scholarship recipients are selected by member universities, and scholarship payments are made directly to the school.

Leadership Institute – The Leadership Institute & Recruitment Conference is a four-day event that brings together more than 500 of the most talented juniors and seniors attending member universities for a host of workshops on professional development and career options. Students attend workshops, networking events, and the annual fashion show and dinner. This conference also provides an excellent opportunity to meet with top executives from a number of Fortune 500 companies.

Member Universities Professional Institute/Sales Training Program – The Member Universities Professional Institute is an opportunity for administrators to come together to share best practices in higher education within the HBCU community. Student leaders are also able to receive additional leadership training during the conference. The Sales Training Program allows students interested in sales careers to learn from industry professionals the skills required to succeed in this demanding industry.

Civic Responsibility – The Civic Responsibility Conference provides students an opportunity to travel to Washington, DC, where they attend workshops to learn about the legislative process. Students also travel to Capitol Hill to meet their congressional representatives and share their experiences as public HBCU students and with TMCF.

Talent Sourcing Program – TMCF Talent Sourcing Program seeks to match talented students with organizations that wish to hire both interns and full-time employees. Students selected for the Talent Pool Database receive updates on career opportunities and may be interviewed for specific positions with corporate and government partners.

The Teacher Quality and Retention Program (TQRP) - was designed to help teachers enhance the learning experience of students. Now, more than ever, our students need qualified teachers who can help them overcome challenging school environments and achieve academic and personal success. Historically Black Colleges and Universities (HBCUs) graduate more minority teachers than any other source.

TQRP provides one-week summer institutes designed to give education majors experience in the application of educational theories and practices. This training will equip future teachers with the skills they need to successfully enter high-need schools in urban and rural
communities. Selected STEM majors will take part in a two-week fellowship designed to expose those considering a career in education to the latest theories and practices associated with exemplary science and mathematics instruction. Program fellows will attend one of four Institutes being held around the country.

If you are interested in any of the aforementioned programs, please see the Thurgood Marshall Campus Coordinator housed in the University College in the Alexander-Dunn Building (919) 530-5235.


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**Eagle Star Mentoring Program**

Ardell Sanders  
107 Alexander-Dunn Building  
Telephone: 919-530-7041  
E-mail: asande37@nccu.edu

The purpose of the Eagle STAR Mentoring Program is to support the University College’s mission of ensuring a successful transition for first and second year undergraduate students to the point that they become successful during their college matriculation at North Carolina Central University.

The Eagle STAR Mentoring Program has been designed to assist in the social, personal, and academic acclimation to NCCU by pairing incoming first-year students with outstanding incoming sophomore, junior, senior and graduate students who act as peer mentors throughout the academic year. Each mentee will also receive a professional mentor to help with personal, professional, and career development.
National Student Exchange (NSE) Program

VACANT, Director
Telephone: (919) 530-6687
Fax: (919) 530-6655
E-mail: nse@nccu.edu

The National Student Exchange (NSE) is a program for undergraduate exchange within the United States and Canada. Instead of crossing oceans, NSE students cross state, regional, provincial, and cultural borders. Through the National Student Exchange, one can study for up to one calendar year at another location. With nearly 200 colleges and universities from which to choose, one should be able to find a university with just the right combination of courses, facilities, and environment to meet his/her academic and personal needs and interests.

Students participate in NSE in order to:

- experience personal growth.
- live in a different geographic area.
- become more independent and resourceful.
- broaden personal and educational perspectives.
- explore and appreciate new cultures.
- widen university boundaries.
- take courses not offered on their home campus.
- learn from different professors.
- widen university boundaries.
- explore new areas of study.
- investigate graduate or professional schools.
- look for future employment opportunities.
- break out of their comfort zones acquire life skills.

NSE participation is a privilege, not a right. Listed below are the minimal requirements for NSE participation. All of these requirements are applicable at the time of application and at the completion of the term prior to the student’s exchange.

- full time enrollment at NCCU.
- minimum cumulative GPA of 2.5 (4.0 scale).
- good academic standing no incomplete grades from previous terms.
- no current or pending probationary status due to academic dishonesty or misconduct.
- no outstanding financial obligations.
- no current or pending probationary or disciplinary action for violation of codes of student conduct.
- must not be on probation, parole, or have any pending legal judgments.

The NCCU coordinator will make the final determination regarding a student’s eligibility as well as select those applicants who will participate. Therefore, a student must also meet any requirements or qualifications which may be imposed by NCCU. Also, consult the campus narratives in the NSE Directory for campus-specific exchange limitations and restrictions which apply to incoming exchange students at the universities they are considering for exchange.

NSE is a tuition-reciprocal exchange program which utilizes two different plans for payment of tuition/fees. NCCU utilizes both payment Plan A and payment Plan B. A student’s choice of where they pay tuition is dependent upon the payment plan(s) of NCCU as well as the host university.

- Under Plan A, students will pay to your host campus the resident (instate/provincial) tuition/fees directly to that campus.
- Under Plan B, student will continue to pay normal tuition/fees to NCCU.
- The student’s choice of where to pay tuition is dependent upon the payment plan(s) of NCCU as well as host universities.

To learn more about the NSE program, go to www.nse.org or visit the NSE office at 106 Lee Biology Building.
Extended Studies

Kimberly Phifer-McGhee, Director
Telephone: (919) 530-7593
Fax: (919) 530-7925
E-mail: kpmcghee@nccu.edu

General Description

The Division of Extended Studies is composed of 4 units: (1) Distance Education/e-Learning, (2) Continuing Education, (3) Summer School, and (4) Special Students. Administrative offices are located in the H.M. Michaux, Jr. School of Education Building, Room 2051, which is geographically off Cecil and Lincoln streets at 712 Cecil Street and across from the NCCU School of Law. Course development and technology support services for distance education/e-Learning faculty and students is located in the Faculty Development Den in Room 128 of the Farrison-Newton Communications Building.

Distance education/e-learning instruction uses a variety of pedagogical strategies to meet the educational needs of students separated from faculty and/or resources by time, place, or other circumstances. These strategies include instruction off-campus in the traditional mode face-to-face or through distance learning technologies such as Blackboard, teleconferencing, Podcasting, and other computer-mediated instruction.

Continuing Education sponsors activities that are designed for life enrichment and/or for student certification and renewal. It offers courses that may be taken for CEU credit or as non-credit experiences. Institutions, agencies, and individuals are encouraged to contact Extended Studies to arrange a planning session for the development of continuing education activities.

North Carolina Central University Summer School is designed to give variety and flexibility to the instructional programs of the University, while providing a quality education. It seeks to give students the opportunity to accelerate progress toward degrees or certificates, to provide opportunities for continued guided research at the graduate level and to allow visiting students the opportunity to take classes while at home during the summer. The Summer Sessions also assist teachers who need credit toward renewal of teaching certificates or advanced degrees and persons in professional fields who wish to keep abreast of new developments and trends. Visiting students who wish to continue at NCCU must be admitted through the regular undergraduate or graduate admission process.

Admission to the Summer School does not automatically grant admission as a degree-seeking student. Each non-NCCU student planning to attend NCCU during the summer must notify the Summer School of his or her desire to do so by completing and returning a Summer School application form.

Admissions

North Carolina Central University Distance Education/e-learning instruction is open to all students, especially those restricted by place and time. Students who are not enrolled in an NCCU degree program must be formally admitted for Distance Education or e-learning instruction study. Students must apply to North Carolina Central University (please see “Admissions” section of this catalog). Students not currently enrolled at NCCU should contact Extended Studies for admissions, course offerings, and other applicable information.

Tuition and Fees

Distance Education/e-Learning instruction is funded through student credit hours. Tuition/fees are subject to increase each academic year by the fiscal officials of the University. Students should consult Student Accounting for the tuition/fees for the semester or summer session that they plan to attend. Refunds are issued according to University policies.

Financial Aid
The North Carolina Central University Scholarships and Student Aid Office makes every effort to assist students in the financing of their education through the student financial aid programs. The primary objective of the Scholarships and Student Aid Office is to meet the demonstrated financial need of as many students possible by using a combination of the available funds. To apply for financial aid, students must complete the Free Application for Federal Student Aid (FAFSA) or the Renewal FAFSA. The Renewal allows students to update student aid application data from the prior year.

Students are encouraged to apply for financial aid electronically for rapid processing at www.fafsa.ed.gov. Students should make sure the correct award year is selected, and the school code of 002950 is listed in section six. Students who comply with the published deadline for application completion will be awarded first; students who apply late will be awarded if funds are available.

**Student Health Services**

Prior to enrollment at the University, all new students should submit to Student Health and Counseling Services a report of their medical history and a copy of an official record of immunization. North Carolina Statue G.S. 130A-155.1 requires persons attending a college or university, whether public, private, or religious, to present a Certificate of Immunization or a record of immunization or high school located in North Carolina. For out-of state students, a Certificate of Immunization or high school immunization record indicated that the person has received immunization is required to attend a college or university in North Carolina.

The statue applies to all students except the following:

- Students registered only in off-campus courses.
- Students attending night or weekend classes only.
- Students taking a course load of four (4) credit hours or less and residing off campus.

If at any time the above student status changes to on-campus courses load of more than four(4) credit hours, on-campus residence, and/or enrolled in daytime courses, a Certificate of Immunization or record of immunization must be presented on or before the date the person first registers for a quarter or semester.

**Distance Education / E-Learning Instruction**

**Academic Regulations**

The academic regulations which govern students during the regular academic year are also applicable to distance education and summer school students. (See “Undergraduate Academic Regulations” section of this catalog for information on matriculation, academic progress, grading, class attendance, etc.)

**Cancellation of Courses**

The University reserves the right to discontinue any course, to limit registration in any course, to reschedule any course, and/or to make any other changes in Distance Education/e-Learning Instruction courses or instructors that are deemed necessary.

**University Faculty Development Den**

**Overview**

The Faculty Development Den, located in the Farrison-Newton Communications building, offers support services and training for the development and management of online and web-enhanced courses. The Faculty Den and Blackboard Office is responsible for training and managing the Blackboard™ Learning Management System. The Den is equipped with computers and a printer that faculty can use to enhance and develop course materials. Extended Studies has provided a platform for faculty, staff, and students to access many forms of e-learning at NCCU.

**Online Courses**

Online courses are completely web-based and can be accessed via the Internet and make significant use of Internet technology to facilitate access to instructional materials and to support communication between faculty and students,
among students, and between students and resources.

**Web-Enhanced Courses**

Web-enhanced courses make use of Internet technology and services to support distribution of class materials such as course syllabi, staff information, bibliographies, course requirements, and resources on the web. Web-enhanced courses remove the dependency on large volumes of handouts. For more information on distance education and e-learning at NCCU, contact the Division of Extended Studies at 919-530-6324. For Blackboard Technical Support, please contact the Blackboard Office at 919-530-7667.

**Continuing Education**

Continuing Education offers continuing education units or non-degree credit for activities that include workshops, conferences, seminars, short programs, courses, or other structured educational experiences in which students register by name but receive no college degree credit. These activities are designed for life enrichment.

**Summer School**

**Admission to Summer School**

The North Carolina Central University Summer School is open to all student. Students who are not enrolled in an NCCU degree program must be formally admitted for summer-only study through the Summer School Office. High school graduates and selected high school students, undergraduate and graduate students enrolled at other institutions, and individuals interested in courses for personal enrichment or professional advancement may register for summer courses. Students not currently enrolled at NCCU should contact the Summer School Office of the University for an admission application.

**Summer School Tuition, Fees, and Refunds**

Tuition and fees are adjusted annually. Students should consult the Summer School website for the exact tuition and fees for the summer session they plan to attend. Refunds are made only to students who officially withdraw by the deadline date listed in the Summer School calendar. Refunds will not be made to students who unofficially withdraw by not attending classes or who are dismissed for disciplinary reasons. The types of financial aid available during the summer are limited to funds remaining in the Pell Grant, Stafford, and PLUS Loans. Students must plan ahead for Summer School by reserving funds to cover these expenses. If students borrow the maximum loan amounts for their classification during the academic year, the students will not have funds available to cover summer school expenses. To qualify for a student or parent loan, students must be enrolled at least on a half-time basis, undergraduates six (6) hours and graduates four and one-half (4.5) hours. If there is a change in class schedule that results in enrollment of less than half-time, the Stafford and/or PLUS loans will be cancelled.

**Summer School Meals**

The W.G. Pearson Cafeteria offers meal plans, which are valid only during the periods for which they are issued, to students living on or off campus. There will be no refunds for meals missed during the periods indicated nor are refunds made for meals missed because of conflicts with classes. Meal service in other food areas on campus is available on a cash basis to all students.

**Summer School Parking**

A campus-parking permit is required for all persons who park a motorized vehicle on campus. New students, visiting faculty, and staff who do not pay a parking fee during the regular academic year must purchase a parking permit for their vehicles.

**Summer School Student Health Services**

The Student Health Service is an outpatient service available to all regularly enrolled students. In emergency cases, students may contact the University Police after these hours. Services include medical consultations, laboratory services, minor surgical procedures, enrolled, and must provide supporting documentation as appropriate. Transcripts from all colleges and universities attended are required if the applicant plans to enter degree-seeking status at a later date.
Summer School Housing

On-campus housing is available in residence halls during both summer sessions. Students should consult the Summer School Bulletin, Residential Life, or the Office of Student Billing/Accounts Receivable for the exact charges in effect for the session they will be attending.

Summer School Financial Aid

New Applicants

New applicants may complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov. Applicants should record the school code of 002950 for North Carolina Central University in section six of the FAFSA. Applicants must verify that North Carolina Central University is listed on the Student Aid Report (SAR). Students receiving financial assistance for the first time during the summer session should closely monitor the deadline date to ensure that the FAFSA is processed before classes begin.

Continuing Applicants

Continuing students who received financial assistance for the preceding fall or spring semester are not required to submit a new SAR; however, a summer school application is required as noted in the section for “All Applicants.”

All Applicants

All students are required to submit a Summer School Financial Aid Application for NCCU to receive financial assistance for summer school. Applications will be issued to students and physical therapy.

- To apply for this category of admissions, the applicant must submit an application for admission with the $40 application fee as well as the Statement of Confidential Information Form to the LAST institution.

Visiting students must submit a transient course study form from the home institution that has

Summer School Academic Regulations

The maximum number of academic credits for which a student may enroll during each summer session is six (6) semester hours. Students who desire to take more than six hours must receive written approval for an overload from the dean of the school or college in which they are enrolled.

The academic regulations which govern students during the regular academic year are also applicable to summer school students. (See “Academic Regulations” section of this catalog for information on matriculation, academic progress, grading, class attendance, etc.) The University reserves the right to discontinue any course, to limit registration in any course, to reschedule any course, or make any other changes in Summer School courses or instructors that are deemed necessary.

Special Students

Special students are those who are not candidates for degree at the present time. This category includes 1) visiting students and 2) persons who have not enrolled for one academic year and are ineligible for admissions as a transfer student.

The University welcomes into this admission status persons who are pursuing degrees elsewhere or who desire to earn prerequisites for graduate work. Such students may register upon the presentation of a signed statement from the appropriate official of his/her institution or certifying agency specifically listing and approving the courses to be taken. Such enrollment does not constitute regular admission to the University.

been approved by the department chairperson, academic dean, and the University Registrar.

- All others must provide evidence of readiness to pursue the courses desired and a statement of objective and purpose related to the request for special student admission.
Special students may register for no more than twelve semester hours. After completing one semester of full-time study, or its equivalent, the unclassified student may petition the Office of Admissions to be admitted to the University as a regular degree seeking student on the basis of their academic accomplishments.

SPECIAL NOTE: Designation as unclassified may affect eligibility for veterans’ benefits. Students expecting to apply for veterans’ benefits should contact the Registrar’s Office. Unclassified and special students are ineligible for financial aid. ADMISSION IN THIS CATEGORY DOES NOT AUTOMATICALLY GUARANTEE ADMISSION AS A DEGREE-SEEKING NCCU STUDENT.
General Education Curriculum

Dr. Carlton Wilson, Director
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North Carolina Central University’s General Education Curriculum prepares students academically and professionally for leadership in a culturally-diverse world. Emphasis is placed upon oral and written communications, scientific inquiry, technology proficiency, ethics, and critical thinking. The General Education Curriculum offers students instruction in interdisciplinary as well as subject specific courses, is designed to meet the needs of the University’s diverse student population, and is an integral part of each student’s academic experience. In the appropriate areas, students may be enrolled in courses depending upon their demonstrated skill level. In addition, students may challenge courses and receive advanced placement.

The General Education Curriculum permits students to select courses depending upon their majors or interests. In some instances, courses may satisfy both the general education and the degree major requirements. The General Education Curriculum complies with all Community College Transfer Agreements and credit for individual courses will readily transfer to any four-year institution.

The General Education Curriculum has six academic components: (1) Communications in English and Foreign Languages, (2) Mathematics and the Sciences, (3) Social Sciences, (4) Arts and Humanities, (5) Health and Wellness, and (6) Social and Career Enhancement and Development. Technology and computer proficiency and ethics are integrated throughout the Curriculum. The Curriculum is characterized by four unifying themes: (1) Communications, (2) Global Awareness, (3) Critical and Analytical Thinking, and (4) Professional Development.

The number of credit hours in the General Education Curriculum (38-43) makes it possible for students to double major, minor in one or more disciplines, or take a variety of electives that will enhance their professional aspirations. The General Education Curriculum is integral to each student’s learning experience. Along with the degree major program, the Curriculum affords each student the opportunity to design the best career options that a university can offer. North Carolina Central University’s faculty and staff will work together to ensure that all students are placed into the proper General Education Curriculum courses or are given credit for the appropriate courses.

General Education Curriculum Goals

To provide opportunities for students to further develop skills necessary to succeed in academic, professional, and social environments while facilitating lifelong learning and teamwork.

To develop students’ ability to master fundamental methods of scientific inquiry.

To develop sufficient knowledge relating to diverse cultures and the human experience within this global society.

To provide an opportunity for students to become culturally aware of their heritage and traditions.

To develop students’ critical thinking and analytical skills for the globally competitive, technologies-based socio-economy of the twenty-first century.

To accommodate a seamless transition for students from Community Colleges and adherence with the University of North Carolina North Carolina Community Colleges System (UNC-NCCCS).

General Education Curriculum Requirements

I. Communications in English and Foreign Languages  (9 Credit Hours)

Students will continue to develop skills and competencies in written expression in English. In addition, students should be able to communicate in and understand a second
1. English: Two courses are required. (6 credit hours)

   ENG 1110  English Composition I (3)
   ENG 1210  English Composition II (3)

Based upon earned AP credit, students may be exempt from ENG 1110. Academic advisors may suggest that these students complete literature courses. Based upon placement scores, students may be required to take EDU 1000—Reading Laboratory.

2. Foreign Language: One Level III course of a foreign language is required. (3 Credit Hours)

   FREN 1142  French III (3)
   GERM 1162  German III (3)
   SPAN 1152  Spanish III (3)
   MFL   1182  Critical Languages (3)

   (Collaboration with NCSU, UNC, and Duke) (3)

First-year students are required to take a placement examination in the desired foreign language. Students who place into Level III must take the Level III course to meet the language requirement. Students who place into Level I must complete the Level I course, a Level II course and finally the Level III course. Students who place into Level II must complete Level II and Level III courses. A student who places beyond Level III will have met the language requirement for the University and no further course work is required.

II. Mathematics and Science (12-16 Credit Hours). Students will continue to develop skills in the application of qualitative and quantitative methods of mathematics and the natural sciences.

A. Mathematics: Two of these courses (or a higher level of mathematics) are required (6-8 credit hours). Based upon placement scores, students may be required to complete MATH 1000 (Intermediate College Algebra) with a grade of >C= or better before continuing in the General Education Mathematics and Science requirements. Students who place into MATH 1000 may receive elective credit for completing the course.

   Mathematics: Two of these courses: (6-8 Credit Hours)

   MATH 1080  Mathematics: Liberal Arts and Social Sciences
   MATH 1100  College Algebra and Trigonometry I (3)
   MATH 1110  Elementary Statistics (3)
   MATH 1200  College Algebra and Trigonometry II (3)
   MATH 1210  Finite Mathematics (3)
   MATH 1410  Pre-Calculus Mathematics (5)

   * Higher level of Mathematics or Statistics offered by the Mathematics Department and approved by advisor

B. Sciences: Two of these courses are required. (6-8 Credit Hours)

   BIOL 1000  Heredity and Society (3)
   BIOL 1100  General Biology (3)
   BIOL 1300  Molecules and Cell Function (4)
   BIOL 2105  Computational Science and Informatics (3)
   CHEM 1000  Physical Science and Related Chemistry (3)
   CHEM 1100  General Chemistry I (4)
   CHEM 1200  General Chemistry II (4)
   CHEM 1500  Chemistry and Human Life (3)
   CHEM 2105  Computational Science and Informatics (3)
   GEOG 2010  Online Weather (3)
   GEOG 2100  Physical Geography (3)
   GEOG 2120  Geology (3)
   GEOG 2350  Earth Science (3)
   PHYS 1000  Physics with Application to Environmental topics (3)
   PHYS 1210  The Language of Science (3)
   PHYS 1050  Astronomy (3)
   SCI 1220  Science Odyssey (4)

III. Social Sciences (6 Credit Hours)

Students will demonstrate an understanding of the major historical and social developments that define world cultures and the interrelationships of anthropological and geographical influences.
A. Social Sciences: Required (3 Credit Hours)

HIST 1320 World Societies (3)

B. Social Sciences: One of these courses is required. (3 Credit Hours)

ECON 2200 Principles of Macroeconomics (3)
ECON 2300 Principles of Microeconomics (3)
GEOG 1000 Introduction to Geography (3)
GEOG 1100 World Regional Geography (3)
GLST 1000 The Global Experience (3)
HIST 1530 The Black Experience to 1865 (3)
HIST 1540 The Black Experience Since 1865 (3)
POLS 2100 Introduction to American Government (3)
PSY 2100 General Psychology (3)
SOCI 2000 Society and Human Behavior (3)
SOCI 2100 Principles of Sociology (3)
SOCI 2300 Social Problems (3)

IV. Arts and Humanities (5-6 Credit Hours)

Students will demonstrate an understanding of the aesthetical, historical, cultural and social foundations of literature, performing and visual arts, philosophy, and/or religion. Emphasis will be placed on the links among the arts and humanities.

A. Arts and Humanities: One of these courses is required. (3 Credit Hours)

HUM 2410 Arts and Humanities I (3)
HUM 2420 Arts and Humanities II (3)

B. Arts and Humanities: One of these courses is required. (2-3 Credit Hours)

ART 1000 Introduction to the Study of Art (2)
ART 1200 African-American Art History (3)
ART 1500 Survey of the History of Art (3)
DRAM 1000 Appreciation of Drama (2)
DRAM 2110 History of Theatre I (3)

DRAM 2120 History of Theatre II (3)
ENG 1300 Introduction to World Literature I (3)
ENG 1400 Introduction to World Literature II (3)
ENG 1500 Critical Reading of Literature (3)
ENG 1700 Religion and Literature (3)
ENG 2340 Introduction to African-American Literature (3)
FREN 2300 Introduction to Francophone Literature (3)
GERM 2104 Introduction to German Civilization (3)
GERM 2105 Introduction to German Literature (3)
HUM 2410 Arts and Humanities I (3)
HUM 2420 Arts and Humanities II (3)
MUSL 1000 Survey of Music (3)
MUSL 1300 Twentieth-Century Music (2)
PHIL 1000 Introduction to Philosophy (3)
PHIL 2210 Ethics (3)
SPAN 2300 Introduction to Hispanic Literature (3)
SPAN 3300 Introduction to African-Hispanic Literature (3)

V. Health and Wellness (4 Credit Hours)

Students will demonstrate an understanding of personal, mental, and physical health issues that reflect contemporary trends locally, nationally, and internationally.

A. Health: Required (2 Credit Hours)
HEDU 1531 Health (2)

B. Wellness: Required (2 Credit Hours)
PEDU 1541 Fitness (2)

VI. Social and Career Enhancement / Development (2 Credit Hours)

Students will enhance factors related to positive personal, social, and career development. Emphasis will be placed on basic technology and computer literacy, ethics and values, leadership roles, and social issues and responsibilities.

HUSC 1521 Dimensions of Learning (2)

VII. Technology—Computer Proficiency
Entering students are expected to have basic computer skills related to using the Internet, word processing, and email. By the end of the first year, students should be able to use the appropriate technology to research, analyze, and present information. These skills will be especially developed in the English Composition, Mathematics and Science, Social Science, and Dimensions of Learning courses. Students will continue to develop and use more advanced computer and technology skills in their departments and majors.

VIII. Ethics

Through Dimensions of Learning, Social Science, Philosophy, and Arts and Humanities courses, students will encounter and examine important topics that will require analysis of ethical issues and behavior. In the major or minor programs, students will continue to study the ethics related to a specific discipline.

Intensive Courses

In addition to completing the above requirements, students must complete a designated “writing-intensive” course and a “speaking-intensive” course. In the writing-intensive course, students will demonstrate their knowledge of the course’s subject matter through constructive critical writing and the production of effective written assignments relative to the field. These courses engage students in writing as a form of critical inquiry and scholarly research in disciplines across the curriculum. Writing-intensive courses require regular practice in and evaluation of writing through brief response papers, mid-length papers, and longer research projects. Assignments may include review essays, argumentative essays, critical essays, lab reports, research articles, policy memos, documented papers, personal responses to readings, business correspondence, and other types of writing required by the discipline.

It is strongly recommended that students complete MSCM 1250 (Elements of Speech) or MSCM 2200 (Public Speaking) to satisfy the speaking requirement. Students may complete a course in another subject where they will receive instruction in oral communication and will have opportunities to further develop and practice oral communications skills. In most speaking-intensive courses, speaking is a part of the course methodology, not the subject matter of the course. Speaking-intensive courses may employ some combination of debates, oral exams, structured class discussions, oral presentations, panel discussions, or other methods that use speaking elements in the teaching and learning processes. Writing-intensive and speaking-intensive courses may be listed in the General Education Curriculum, in the major, or as an elective. These courses are identified in the semester schedule of courses by the marker “WI” and “SI.”

General Education Curriculum requirements may also meet the requirements for the major, a minor, or a concentration. Courses that satisfy the General Education Curriculum and major requirements may meet the writing-intensive and speaking-intensive requirements if the courses are designated “WI” or “SI” in the semester course schedule. Therefore, the writing-intensive and speaking-intensive requirements may be completed within the General Education Curriculum or in the major.

Students who transfer to NCCU with the Associate Degree from North Carolina Community Colleges are not required to complete the writing-intensive and speaking-intensive courses unless the courses are part of the major, a minor, or concentration.

Academic Policies Related to the General Education Curriculum (GEC)

Policy One:
The four-year curriculum plan for each degree program as published in the NCCU course catalog will conform to the following standards:

1. The curriculum plan for the first year of study will include a minimum of 25 credit hours that directly fulfill unique individual requirements of the General Education Curriculum (GEC) as published in the University Bulletin or catalog.

2. In curriculum plans in which students take several major courses during the first year, the published curriculum plan will include the following statement as a footnote on the curriculum plan page:
Many courses listed in the first year of this plan are specific to this degree program and may not fulfill degree requirements for other programs at the University. Students are advised that changing their program of study from this major to another major, after the first year, can extend the time until graduation by a semester or more.

Policy Two:
All persons - academic advisors, faculty, department chairs, and deans - responsible for advising freshmen undeclared majors will utilize the one-year curriculum plan for freshmen undeclared majors beginning with Fall 2008 freshmen registration. See program for undeclared majors under University College section.
Major Departments And Programs

*College of Behavioral & Social Sciences*
Criminal Justice
Human Sciences
Nursing
Physical Education and Recreation
Political Science
Psychology
Public Health Education
Public Administration
Social Work
Sociology

*College of Arts and Sciences*
Aerospace & Military Science
Art
Biology
Chemistry
History
Language and Literature
Mass Communication
Mathematics and Physics
Music
Pharmaceutical Sciences
Theatre and Dance

*School of Business*

*School of Education*
Academic Departments and Programs

College of Behavioral & Social Sciences

Debra O. Parker, Dean
Robert Wortham, Interim Associate Dean
Phone: 919-530-7642
Fax: 919-530-7640
Main Office: 2221 Miller Morgan Health Science Building
Email: dparker@nccu.edu

History

The College of Behavioral and Social Sciences (CBSS) was created in the summer of 2006. Dr. Elwood L. Robinson, Professor of Psychology, was appointed Interim Dean. The next year he was appointed the Dean of the College. The creation of the College of Behavioral and Social Sciences represents a transformation in how we think about education and training at NCCU. This college was created to be responsive to rapid changing world of science, technology, societal needs, and our ever changing political and economic structures that provide the very foundation of our existence. The CBSS positions NCCU to become major players in this ever-changing and dynamic landscape. Increasingly, the most pressing and emergent population health challenges necessitate collaboration between the biomedical and social and behavioral sciences. The solution to our biggest health challenges may depend on whether scientist from the biomedical and behavioral and social sciences are able to learn each other’s language, listen across through gulfs that separate their sciences, and forge a new conceptual synthesis across their disciplinary boundaries. Behavioral and social science stands at a crossroads, bridging biology and the environment, linking basic and applied science, and informing national policy,” said OBSSR Director David Abrams, Ph.D. “Critical challenges face our national health agenda, including aging baby boomers, chronic diseases, and health disparities. About 70 percent of our health outcomes involve behavior at individual, group, and societal levels. Investments in socio-behavioral research have already paid off and can yield enormous future benefits, not only in economic terms but also in preventing death and suffering.” Dr. Debra O. Parker was appointed interim Dean in June of 2012 and Dean of the College in June of 2013.

Departments

The departments in the CBSS represent a broad spectrum of behavioral and social science disciplines. The Departments are:

- Criminal Justice
- Human Sciences
- Nursing
- Physical Education and Recreation
- Political Science
- Psychology
- Public Health Education
- Social Work

College Priorities

The CBSS priorities are consistent with the University’s current agenda. The priorities of the University are to increase and improve retention, graduation, and placement rates; accreditation; quality customer service; internationalization of the curriculum and University; and appropriate and adequate use of technology and other innovative pedagogy. Therefore, the College has the following goals:

1. Establish a student support structure that ensures student persistence: graduation, retention, and mastery of learning outcomes.
2. Advance a culture of research that supports and rewards excellence in scholarship.
3. Prepare culturally competent students for competitive careers in diverse cultural contexts.
4. Utilize resources to impact issues of the human condition in the community.
5. Enhance resources through innovation, creativity and entrepreneurship.
6. Offer high quality, challenging academic programs that influence and respond to a changing society.

Academic Programs

One of the major strengths of CBSS academic programs is the number of major accreditations or reaffirmations and first time accreditations. The College now has the following accredited programs: Athletic Training, Department of Physical Education and Recreation (Commission on Accreditation of Athletic Training Education); Criminal Justice (North Carolina Criminal Justice Education and Training Standards Commission); Dietetics, Department of Human Sciences (Commission on Accreditation for Dietetics Education); Health Education (Society of Public Health Education; American Association for Health Education; Parks and Recreation, Physical Education and Recreation Department (National Recreation and Park Association/American Association for Physical Activity and Recreation); Social Work (Council on Social Work Education); Physical Education – K-12 (North Carolina State of Public Instruction/NCATE).
Criminal Justice

Dr. Harvey L. McMurray, Chair
Telephone: (919) 530-5204
Fax: (919) 530-5195
Main Office: Albert N. Whiting Criminal Justice Building, Room 301
E-mail: hmcmurray@nccu.edu

Mission
The mission of the Department of Criminal Justice is to prepare students to become leaders, outstanding practitioners, scholars, and advocates for social justice in a diverse and global society.

The goals of the department are:

1. To provide students with the core knowledge and skills necessary to enter the criminal justice profession and/or pursue graduate/professional studies.

2. To provide students with the critical and analytical problem solving skills needed to achieve academic and employment-related success.

3. To offer online undergraduate and graduate degree programs in Criminal Justice to better serve nontraditional students and promote workforce development.

4. To provide students with experiential learning opportunities to ensure their competencies in a global and diverse society.

5. To promote research service learning and interdisciplinary collaboration to advocate for social justice and community building.

6. To conduct regular assessments to promote continuous improvement in program offerings to ensure the quality of student learning and student success (retention, graduation and placement).

7. To further develop the department’s institutes/center capacities in the areas of research, collaboration throughout the university and beyond, student learning, and community engagement.

The Department of Criminal Justice offers courses leading to both Bachelor of Science and Master of Science degrees in Criminal Justice. Curriculum and practice experiences are designed to help develop students and practitioners with critical and analytical skills to promote the administration of justice and crime prevention and control in a diverse and global society.

The undergraduate curriculum is designed to provide students with an understanding of the criminal justice and juvenile justice systems, their agencies, personnel, and historical foundations. The Department seeks to educate traditional students as well as promote workforce development by targeting persons currently working in the criminal justice field. Students who major in criminal justice have many opportunities to further their personal and professional development.

Course Requirements for the Bachelor of Science in Criminal Justice

Any student who plans to major in Criminal Justice must meet the following requirements before being admitted to the Department:

1. Complete at least 18 credit hours of course work with a grade of “C” or higher as follow:
   ENG 1110, ENG 1210, MATH 1080, SOCI 2100, PSY 2100, CRJU 2250.

2. Have an overall Grade Point Average of 2.0 or higher.

Major Course requirements
Students are required to complete all courses specified in the General Education Curriculum.
To graduate, students are required to complete a minimum of 124 semester hours with an overall cumulative grade point average of 2.0. In addition, students are required to receive a grade of “C” or higher in the Criminal Justice Core Curriculum and courses in one of the Criminal Justice Concentrations. The last 30 semester hours must be completed at NCCU.

1. **Criminal Justice Core Curriculum** (35 semester hours):
   - CRJU 2250, 2350, 2450, 2650, 3000, 3060, 4060, 4061, 4110, 4111, 4510, and 4600.
   - CRJU 4000 (practicum course) is required of all criminal justice majors who do not have a minimum of one [1] year of criminal justice or related experience.

2. **Criminal Justice Concentrations** (12 semester hours). There are currently four concentrations for undergraduates majoring in criminal justice to choose from. Complete one of the following:

   **Law Enforcement**: CRJU 2500, 4150, 4250, 4630. Emphasizes theoretical and practical issues related to law enforcement. Coursework focuses on the history of law enforcement, investigative techniques, management, constitutional rights, public policy, comparative law enforcement and contemporary issues. Possible careers include police officer, deputy sheriff, state and federal law enforcement, private security, law school.

   **Corrections**: CRJU 2470, 2510, 4160, 4620. Emphasizes theoretical and practical issues related to corrections. Coursework focuses on the history of corrections, administration, community corrections, counseling and management in prisons and jails, comparative corrections and contemporary issues. Possible careers include corrections officer, case management, probation and parole officers.

   **Homeland Security**: HLS 3000, 3200, 3500, 4640. Emphasizes theoretical and practical issues related to homeland security. Coursework focuses on the development of homeland security, domestic and international terrorism, legal and public policy concerns connected to homeland security, emergency management and contemporary issues. Possible careers include federal law enforcement, emergency management, state and local law enforcement.

   **Juvenile Justice**: SOCW 3500, SOCW 3600, CRJU 3650, CRJU 4650. Emphasizes theoretical and practical issues related to juvenile justice. Coursework focuses on the development of the juvenile justice system and practices, constitutional rights of youthful offenders, patterns of delinquency, public policy, juvenile victims of crime, comparative juvenile justice and contemporary issues. Possible careers include juvenile court counselors, juvenile detention staff, law school.

   **Note**: Students must see their designated advisor at least once each semester prior to class registration and are responsible for knowing their requirements for graduation. Students should consider a second major consistent with their career interest.
## Four-Year Curriculum Plan: Criminal Justice

### Freshman Year

<table>
<thead>
<tr>
<th>Course Prefix/Number</th>
<th>Course Title</th>
<th>Credit</th>
<th>Course Prefix/Number</th>
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<tbody>
<tr>
<td>*ENG 1110</td>
<td>English Comp. I</td>
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<td>*ENG 1210</td>
<td>English Comp. II</td>
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</tr>
<tr>
<td>*HIST 1320</td>
<td>World Societies</td>
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<td>**</td>
<td>Foreign Language II</td>
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<td>*HUSC 1521</td>
<td>Dimensions of Learning</td>
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<td>*MATH 1080</td>
<td>Math: Lib Arts &amp; Soc Sci</td>
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<tr>
<td>*PEDU 1541</td>
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<td>*HEDU 1531</td>
<td>Health</td>
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<td>Foreign Language I</td>
<td>3</td>
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<td>&amp; Elective</td>
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<td>3</td>
<td>*SOCI 2100</td>
<td>Introduction to Sociology</td>
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### Sophomore Year

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<tbody>
<tr>
<td>*MSCM 1250</td>
<td>Elements of Speech (SI)</td>
<td>3</td>
<td>+CRJU 2350</td>
<td>Intro to Law Enforcement</td>
<td>3</td>
</tr>
<tr>
<td>*BIOL 1000</td>
<td>Heredity &amp; Society</td>
<td>3</td>
<td>+CRJU 2450</td>
<td>Intro to Corrections</td>
<td>3</td>
</tr>
<tr>
<td>+CRJU 2250</td>
<td>Intro to Criminal Justice (WI)</td>
<td>3</td>
<td>*PSY 2100</td>
<td>Introduction to Psychology</td>
<td>3</td>
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<tr>
<td>*MATH 1110</td>
<td>Elementary Statistics</td>
<td>3</td>
<td>= Concentration Course</td>
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<td>*</td>
<td>Foreign Language III</td>
<td>3</td>
<td>+CRJU 2650</td>
<td>Juvenile Justice</td>
<td>3</td>
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### Junior Year

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<tr>
<td>+CRJU 3000</td>
<td>Criminal Justice Theory</td>
<td>3</td>
<td>*HUM 2410 or 2420</td>
<td>Arts &amp; Humanities</td>
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<td>Concentration Course</td>
<td>3</td>
<td>+CRJU 3060</td>
<td>Ethics and Diversity in CJ</td>
<td>3</td>
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<tr>
<td>+CRJU 4060</td>
<td>Statistical Methods in CJ</td>
<td>3</td>
<td>+CRJU 4000</td>
<td>Criminal Justice Practicum</td>
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<tr>
<td>+CRJU 4061</td>
<td>Statistical Methods Lab in CJ</td>
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<td>+CRJU 4110</td>
<td>Research Methods in CJ</td>
<td>3</td>
</tr>
<tr>
<td>+CRJU 4510</td>
<td>Crim Law, Proced &amp; Ct Process</td>
<td>3</td>
<td>+CRJU 4111</td>
<td>Research Methods Lab in CJ</td>
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<tr>
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<td>Science</td>
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<td>&amp; Elective</td>
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### Senior Year

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<td>+CRJU 4600</td>
<td>Senior Seminar</td>
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<tr>
<td>*</td>
<td>Humanities</td>
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<td>&amp; Elective</td>
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<td>&amp; Elective</td>
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<td>&amp; Elective</td>
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<tr>
<td>Total</td>
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**TOTAL MINIMUM CREDIT HOURS: 124**

**If this course is not required, credit hours are necessary.**

### Distribution of Hours

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<tbody>
<tr>
<td>*</td>
<td>General Education Curriculum (GEC) Requirements (37)</td>
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<td>Non-GEC Requirements (6)</td>
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<td>=</td>
<td>Criminal Justice Concentration (12)</td>
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<tr>
<td>&amp; Electives</td>
<td>(34)</td>
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</table>

**Note:**

1) No more than 10 percent of the criminal justice major credits are completed through knowledge-based examinations (e.g., CLEP)
2) The department cannot accept credit for life experience, military, police academy or other professional training as a substitute for any criminal justice course.
Criminal Justice Undergraduate Course Descriptions

CRJU 2250. Introduction to Criminal Justice (WI) (3)
Prerequisite for all Criminal Justice courses. An introduction to the philosophical and historical background, agencies, processes and functions of the criminal justice system. In addition, the course will cover major systems of social control, victimology, and comparative criminal justice.

CRJU 2350. Introduction to Law Enforcement (3)
An examination of the principles of organization, administration and functions of police departments. An evaluation of personnel policies, decisions, operations, command policies and the department as a whole. Contemporary law enforcement and comparative law enforcement issues will be discussed.

CRJU 2450. Introduction to Corrections (3)
A survey of philosophy and history of corrections; a study of correctional institutions; probation, parole and processes; and other components of the correctional system. Contemporary corrections and comparative corrections issues will be discussed.

CRJU 2470. Jail Policy and Practice (3)
An analysis of jail policy and practices from both historical and contemporary perspectives. Specific attention will be devoted to jail administrative and staff demands as well as legislative and policy issues, fiscal constraints, special populations and best practices for the management of jail facilities.

CRJU 2500. Criminal Investigation and Forensic Science Application (3)
Prerequisite: CRJU 2350. An examination of criminal investigation fundamentals including crime scene search, collection and preservation of evidence, interviews, interrogation, case preparation, and the familiarization with specific instrumentation in crime detection and evidence selection for evidentiary value.

CRJU 2510. Corrections in the Community (3)
This course examines the historical development of probation, parole and community-based alternatives. Emphasis will be placed on community based programs that can be a viable alternative to prison and the re-entry of ex-offenders in their communities.

CRJU 2520. Juvenile Justice (3)
An in-depth study of the juvenile justice system. Topics covered are the development of delinquent behavior, victimology, initial handling and proper referrals, preventive police techniques, special police problems with juveniles, juvenile law, and related juvenile justice agencies.

CRJU 2650. Juvenile Justice (3)
An in-depth study of the juvenile justice system. Topics covered are the development of delinquent behavior, victimology, initial handling and proper referrals, preventive police techniques, special police problems with juveniles, juvenile law, and related juvenile justice agencies.

CRJU 3000. Criminal Justice Theory (3)
An analysis of major criminological theories, theory construction, testing, and application. Theoretical perspectives for both perpetrators and victims of crime will be discussed. A critical analysis of their policy implications will be discussed.

CRJU 3020. Introduction to Private Security (3)
An examination of the role of the security industry in criminal justice; administrative, personnel and physical aspects of the security field; loss prevention management.

CRJU 3050. Police Community Relations (3)
Examination of police community relations from historical and contemporary perspectives. Also explore citizen involvement and community outreach in efforts to promote public safety.

CRJU 3060. Ethics and Diversity in Criminal Justice (3)
The study of ethics and diversity in criminal justice, critical thinking and moral reasoning with selective readings emphasizing a variety of perspectives. Specific cultural and ethical issues and problems associated with law enforcement, corrections, and the courts will be emphasized as well as legal and societal constraints and codes of conduct.

CRJU 3070. Correctional Theory and Practice (3)
Prerequisite: CRJU 2450. This course will study theoretical applications and how they relate to practice in various institutional and community correctional settings. The course will also explore the role of theory in the organizational management of corrections.
CRJU 3500. Legal and Ethical Aspects of Forensic Science (3)
Prerequisites: CRJU 2350 and 2500. An examination of evidence, court procedures, legal and ethical issues and the role of forensic science in the field of criminal justice.

CRJU 3600. Advanced Forensic Science Applications with Lab (3)
Prerequisites: CRJU 2350, 2500 and 3500. An overview of forensic science from a biological, chemical and criminalistic perspective, and its application from the crime scene to the court process. Permission of instructor and two years of biology or chemistry.

CRJU 3650. Counseling in Juvenile Justice (3)
Prerequisite: CRJU 2650. This course focuses on research-based prevention and intervention strategies. Emphasis will be placed on strategies that improve psychosocial functioning via risks and needs assessments, treatment planning, behavioral management techniques, and therapeutic relationships.

CRJU 4000. Criminal Justice Practicum (3)
Prerequisite: Minimum of seventy-five earned credit hours. Submission of application is required in semester prior to enrollment. This course will provide students with an 80 hour field experience to integrate theoretical criminal justice perspectives with the “real world” of employment. In addition, classroom instruction will further develop soft and hard employment skills in preparation for their career development.

CRJU 4010. Correctional Management Theory (3)
Prerequisite: CRJU 2450. This course is designed to give students an in-depth understanding of management theories and current management systems, supervision, and supervisory principles as applied to corrections and total care institutions; administration, programs and staff roles.

CRJU 4025. Drugs, Addictions, Vice and Crime (3)
This course involves an in-depth examination of the causes, prevention and control of the so-called “victimless crimes” such as drug use, addictions, gambling and prostitution. In addition, other criminal offenses associated with crimes of vice will be discussed.

CRJU 4060. Statistical Methods in Criminal Justice (3)
Prerequisite: MATH 1080. A statistics course that develops an understanding of statistical methods and procedures with an emphasis on criminal justice research and data analysis. A variety of statistical techniques will be discussed as well as their application in social science research.

CRJU 4061. Statistical Methods in Criminal Justice Laboratory (1)
Must take with corresponding CRJU 4060 section. Computer laboratory designed to enhance classroom instruction through interpreting, comprehending and use of data from an applied perspective.

CRJU 4110. Research Methods in Criminal Justice (3)
Prerequisites: CRJU 3000, 4060, 4061. The course develops the student’s research skills with an emphasis in analytical thought processes, research design and problem solving. The focus will be on integration of research methods, data processing and data analysis.

CRJU 4111. Research Methods in Criminal Justice Laboratory (1)
Must take with corresponding CRJU 4110 section. Laboratory experience in SPSS, research design, concepts, operationalization and measurement. Collecting, inputting, and interpreting data sets.

CRJU 4150. Police Management Theory (3)
Prerequisite: CRJU 2350. An advanced course focusing upon management theories, current management systems, supervision and supervisory principles as applied to police administration. This course examines leadership skills, planning and implementation, decision making and creative problem-solving for the police administrator.

CRJU 4160. Correctional Counseling (3)
Prerequisite: CRJU 2450: An overview and survey of counseling and rehabilitation approaches which are relevant to contemporary corrections. Techniques will be examined in the use of treatment, counseling, and rehabilitative practices.

CRJU 4200. International Corrections (3)
Prerequisites: CRJU 2250 and 2450. An in-depth study of the major correctional systems of the world. Emphasis will be on examining existing philosophy, trends and problems of these systems.

CRJU 4210, 4220. Contemporary Problems in Criminal Justice I and II (3, 3)
Permission of instructor required. These courses will allow the program to teach contemporary and special criminal justice issues that are not taught as a part of the regular curriculum.

CRJU 4250. Criminal Law for Criminal Justice Personnel (3)
Prerequisite: CRJU 2350
A course designed to provide a basic concept of criminal law and to provide legal groundwork for those who seek to enter the criminal justice system. The structure, definitions and interpretations of the most frequently used criminal statutes and the purpose of criminal sanctions will be analyzed.

CRJU 4260. Independent Study in Criminal Justice (3)
Permission of the instructor is required. This course allows the student to make an in-depth study of the literature in an area of special interest within the criminal justice system. The student will submit a prospectus to be approved by the faculty prior to enrollment in the course.

CRJU 4270. Communication Skills for Criminal Justice Personnel (3)
This course teaches the use and meaning of vocabulary peculiar to the profession and also emphasizes the skills necessary in communicating in the criminal justice area.

CRJU 4305. Law, Evidence and Testimony in Computer Forensics (3)
Prerequisites: COMP 2110 and 2115.
Provides the student with an understanding of factors related to the law, evidence and expert testimony in computer forensics. Students will demonstrate ability to understand their function with both civil and criminal cases, the burden of proof required in each, and prosecutorial and judicial duties and responsibilities.

CRJU 4350. Legal Aspects of Corrections (3)
Prerequisites: CRJU 2250 and 2450. This course will analyze the role of law in corrections including substantive rights of prisoners, prisoner remedies, procedural rights of prisoners, the legal authority and responsibility of correctional agencies and the restoration of offenders’ rights.

CRJU 4500. Criminal Justice Honors (3)
Prerequisite: 3.0 GPA and permission of the instructor.
This course will allow exceptional students to work on an individual basis with a faculty member in an area of interest.

CRJU 4510. Criminal Law, Procedure and Court Processes (3)
The course will provide the student with an understanding of criminal law, procedure, and the court processes. The elements of offenses as well as defenses, constitutional and others, and processes from detention, arrest, pre-trial, trial and post-trial will be analyzed.

CRJU 4600. Senior Seminar (3)
Criminal Justice seniors with permission of the instructor. This is the capstone course for criminal justice majors that require students to demonstrate, through reflection and critical analysis, their ability to integrate subject matter in the department’s core areas of study. This student-centered course will require students to integrate their knowledge and skills to analyze a contemporary issue in criminal justice and provide a corrective course of action, which incorporates a nexus between theory and practice and related policy.

CRJU 4620. Correctional Theory, Policy and Practice (3)
Prerequisites: CRJU 2450, 2470, 2510, 4160
This course will serve as a capstone course for the correction concentration. Students will demonstrate their knowledge of theory, policy and practice in corrections through their participation in a project that addresses a contemporary issue in corrections. Best practices in corrections will also be discussed.

CRJU 4630. Law Enforcement Theory, Policy and Practice (3)
Prerequisites: CRJU 2350, 2500, 4150, 4250
This course will serve as a capstone course for the law enforcement concentration. Students will demonstrate their knowledge of theory, policy and practice in law enforcement through their participation in a project that addresses a contemporary issue in law enforcement. Best practices in law enforcement will also be discussed.

CRJU 4650. Juvenile Justice Theory, Policy and Practice (3)
Prerequisites: CRJU 2650, CRJU 3650, SOCW 3500, SOCW 3600
This course will serve as a capstone course for the juvenile justice concentration. Students will demonstrate their knowledge of theory, policy and practice in juvenile justice through their participation in a project that addresses a contemporary issue in juvenile justice. Best practices in juvenile justice will also be discussed.

CRJU 4700. Criminal Justice CO-OP (1-12)
Prerequisites: Minimum of fifty earned credit hours and permission from the department chair.
This course is designed to provide students with an opportunity to have a work experience aligned with their career interest. The course varies between 10 and 40 hours per week at an approved agency. A prospectus is required prior to enrollment in the course.

HLS 3000. Introduction to Homeland Security (3)
This course is designed to introduce the student to the scope of issues facing the American public, the private sector and law enforcement on securing the country against threats posed by domestic and international terrorist groups. Threats to American interests abroad will also be analyzed.

HLS 3200. Emergency Management and Recovery (3)
This course exposes students to emergency management, mitigation, preparedness, response, and recovery. The course concentrates on the recovery phase, which involves bringing the affected area back to status quo ante and explores how mitigation for the next event ties in with recovery. Included is discussion of eminent domain in the disaster recovery context as well as the roles of federal, state, and local governments.

HLS 3500. Infrastructure Protection (3)
This course is designed to familiarize the student with the principles of Homeland Security infrastructure protection as outlined in presidential directives, executive orders and federal and state law, court opinions, regulations, policies, and procedures.

HLS 4000. Financial Investigations (3)
This course will cover the background priorities and laws of the United States in fighting money laundering. Title 18 Sections 1956 and 1957 will be discussed, as well as, the International Emergency Economic Powers Act (50 U.S.C. 170), the Patriot Act and other Federal and United Nations acts. Any additional acts, resolutions, court opinions, or amendments regarding money laundering will also be analyzed and explored.

HLS 4200. Transportation Security (3)
This course will allow the student the ability to recognize some of the challenges facing transportation security and to formulate possible solutions to address these challenges. Students will examine current security responses by federal, state and local governments, as well as, private industry in the area of aviation, marine, highway and rail safety.

HLS 4210. Corporate/Private Security (3)
This course teaches students with the methods of securing the infrastructure of the United States. The student will have an understanding of all aspects of security, including the ability to identify threat elements to civil aviation operations, transportation, trains, rivers, bridges, and roads. Further the student will be able to apply their knowledge in providing briefings regarding their independent research into the methods utilized in the infrastructure protection by private and corporate security.

HLS 4500. Homeland Security Law and Policy (3)
Prerequisites: HLS3000. This course is designed to give the student an overview of homeland security law and policy. Students will explore emergency response, emergency management, and terrorism after 9/11/2001.

HLS 4640. Homeland Security Theory, Policy and Practice (3)
Prerequisites: HLS 3000, 3200, 3500
This course will serve as a capstone course for the homeland security concentration. Students will demonstrate their knowledge of theory, policy and practice in homeland security through their participation in a project that addresses a contemporary issue in homeland security. Best practices in homeland security will also be discussed.
The Department of Human Sciences offers competitive programs of study leading to Bachelor of Science degrees in Family and Consumer Sciences, and Early Childhood Education (Birth Through Kindergarten Licensure). Experiential learning is utilized in each program to include diverse, multi-cultural, and interdisciplinary perspectives of family studies. The mission of the Department of Human Sciences is to enhance the quality of life for individuals and families by preparing a diverse student population for leadership roles in a changing global society through effective teaching, scholarship, and service.

The degree in Family and Consumer Sciences offers four areas of specialization: Child Development and Family Relations, Foods and Nutrition, Apparel Design, and Family and Consumer Sciences Education. The program of study in Child Development and Family Relations prepares students for working effectively with individuals and families in a variety of contexts. The students gain experience in the analysis and application of theories with implications for life span development. Preparation in this field leads to employment in the areas of preschool programs, youth programs, family resource centers, and child care resource and referral agencies, social services, research, government agencies, Cooperative Extension services, industry, and graduate studies in many related disciplines.

The concentration in Foods and Nutrition offers courses of study in dietetics—with supporting courses in biology, chemistry, and business. The Didactic Program in Dietetics is approved by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics. Students who successfully complete the program become eligible to apply for dietetic internships. Students completing four years in dietetics can work in health departments, WIC, food research, food production agencies, etc.

The concentration in Apparel Design includes course work in merchandising and apparel design with supporting courses in art, business, and dramatic art. Students successfully completing this program pursue careers in buying, apparel and visual merchandising, retail sales and management, designing, and product development.

The concentration in Family and Consumer Sciences Education prepares students for a teaching career in family and consumer sciences programs. Students will complete courses in child development and family relations, foods and nutrition, and apparel design.

The degree in Early Childhood Education (Birth Through Kindergarten Licensure) prepares students for teacher licensure and a teaching career with children from birth through five years in inclusive settings serving both typically and atypically developing young children and their families. In addition to the areas identified for Child Development and Family Relations, students successfully completing the program may seek employment in public school classrooms, private preschools and kindergartens, home-based early intervention programs, Head Start, developmental day programs, and a variety of child care centers and programs.

STUDENTS MUST PASS A DEPARTMENTAL COMPETENCY EXAMINATION PRIOR TO ENROLLING IN THE PRACTICUM COURSE. STUDENTS WHO MAINTAIN A 3.0 OR BETTER IN MAJOR COURSES MAY BE EXEMPTED FROM THE
COMPETENCY EXAM. A GRADE OF “C” OR BETTER MUST BE EARNED IN ALL MAJOR COURSES. EXCEPTIONS TO THIS POLICY MUST BE APPROVED BY THE DEPARTMENT CHAIRPERSON. Students are required to participate in professional organizations related to program areas, and attend area meetings.

Course Requirements for the Bachelor of Science Degree in Family and Consumer Sciences

Requirements for the Specialization in Child Development and Family Relations:

1. Complete a minimum of 125 semester hours with a cumulative grade point average of 2.0. A minimum of 30 hours must be completed at NCCU.
2. Freshman and sophomore years: complete the General Education Curriculum (GEC) Program.
3. Computer Elective: One course from FCSC 2150, CIS 1100, COMP 4500, EDU 2800, PADM 3130.
4. Departmental required courses for Child Development and Family Relations: CLTX 2420; FOOD 2200 or 2300; FCSC 1000, 2810, 2900, 3000, 3210, 3320, 3610, 4200, 4620, 4730, 4810, 4900, 4920.

Requirements for the Specialization in Foods and Nutrition

Concentration in Dietetics:

1. Complete a minimum of 125 semester hours with a cumulative grade point average of 2.0. A minimum of 30 hours must be completed at NCCU.
2. For Science requirements: complete CHEM 1100 and CHEM 1200.
   b. CHEM 3100.
4. ACCT 2400; BIOL 1610, 1620;
5. Computer Elective: One course from FCSC 2150, CIS 1100, COMP 4500, PADM 3130.
6. Departmental required courses: FCSC 1000, 4200, 4900.
7. Foods and Nutrition required courses: FOOD 2200, 2210, 2310, 2320, 2340, 3210, 3410, 3520, 4210, 4500, 4600, 4620, 4630, 4660, 4670, 4671, 3 credit hours of electives.

Requirements for the Specialization in Apparel Design:

1. Complete a minimum of 125 semester hours with a cumulative grade point average of 2.0. A minimum of 30 hours must be completed at NCCU.
2. Freshman and sophomore years: complete the General Education Curriculum (GEC) Program.
3. Computer elective: FCSC 2150 or ARTF 2150.
4. Departmental required courses: FOOD 2300; FCSC 1000, 4200, 2500 (ECON 2100 or 2200 can be taken in lieu of FCSC 2500), 4900.
5. Textiles & Apparel required courses: CLTX 2410, 2420, 2510, 2620, 3010, 3020, 3030, 3820, 4400, 4410, 4420, 4510, 4520, 4550.

Course Requirements for the Bachelor of Science Degree in Birth Through Kindergarten Teacher Education (B-K)

1. Complete a minimum of 127 semester hours with a cumulative grade point average of 2.5. A minimum of 30 hours must be completed at NCCU.
2. Freshman and sophomore years: complete the General Education Curriculum (GEC) Program.
3. Departmental required courses: FCSC 1000, 2810, 2900, 2910, 3600, 3620, 3621, 3630, 3631, 3640, 3650, 4200, 4900, 4930, 4940, 4941, 4990; FCSC 2800 (FOOD 2200 or 2300 may be used to substitute for FCSC 2800).

4. Education requirements: EDU 2600, 2800, 3000, 3030.

5. Students must pass the PRAXIS I exam before being admitted to the Teacher Education Program and enrolling in upper division courses: FCSC 3640, 3650, 4930, 4940, 4941, 4990.

Concentration in Family and Consumer Sciences Education (Secondary Licensure)

1. Maintain a minimum cumulative grade point average of 2.5.

2. Required Courses: EDU 2800, 3000, 3030, 3150, 3170, 4115, 4215; FCSC 2000, 2500, 4100, 4110
   Speciality Courses: FCSC 2900, 4920, or FOOD 2310, 2210 or CLTX 2410, 3110

3. Students must pass the PRAXIS I exam before being admitted to the Teacher Education Program and enrolling in upper division courses: FCSC 4100, 4110; EDU 3170, 4115, 4215.

Minor Course Requirements in Family and Consumer Sciences

Students desiring to declare a minor in a specialty area of Family and Consumer Sciences must satisfy a minimum of 21 semester hours from one of the areas of specialization listed below:

• Child Development and Family Relations:
  FCSC 2810, 2900, 3000, 3210, 3300, 3320, 3610 or 3630, 4200, 4620, 4730, 4810, 4920.

• Foods and Nutrition (Dietetics):
  FOOD 2200, 2210, 2310, 2320, 3410, 3510, 3520, 4210, 4600, 4630, 4660, 4670, 4671.
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**TOTAL MINIMUM CREDIT HOURS: 125**

**Distribution of Hours**

* General Education Curriculum (GEC) - 41
+ Family & Consumer Sciences Required Courses - 18
= Child Dev & Family Relations Required Courses - 30
# Minor Electives - 21
& Electives - 15

* Students must take and pass the departmental competency exam with a score of seventy (70) or better prior to enrolling in FCS 4620 (Practicum in Human Development).* Students who maintain a minimum 3.0 grade point average in their major courses will be exempt from the competency exam.

< * Prior to enrolling in FCSC 4620, students must have successfully completed FCSC 2810, FCSC 2900, FCSC 3210, and FCSC 3610, or their respective equivalents, with a grade of "C" or better. This requirement must be met regardless of a student’s grade point average. Students who have a minimum grade point average of 3.0 in their major courses but have not successfully completed the above indicated courses (FCSC 2810, FCSC 2900, FCSC 3210 and FCSC 3610) will not be allowed to enroll in FCSC 4620.

(SI) = Speaking Intensive; (WI) = Writing Intensive
# Four-Year Curriculum Plan in Family and Consumer Sciences

## Specialization in Foods and Nutrition with a Concentration in Dietetics

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<td><strong>Junior Year</strong></td>
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## TOTAL MINIMUM CREDIT HOURS: 125

**Distribution of Hours**

- General Education Curriculum (GEC) - 44
- Family & Consumer Sciences Required Courses - 12
- Foods & Nutrition Required Courses - 46
- Non-departmental Required Courses - 20
- Electives - 3

*SI = Speaking Intensive; (WI) = Writing Intensive

Students must be 80% proficient, on the Competency Exam, to obtain a Verification Statement. Also, all F & N students must pass nutrition, sciences & business courses with a minimum grade of “C”.

(O) = Odd years; (E) = Even Years

Suggested Electives:
- CHEM 3120 Organic Chemistry II; CHEM 3310 Organic Chemistry Laboratory I (2); MGT 3000 Organization & Management (3)
# Four-Year Curriculum Plan in Family and Consumer Sciences

## Specialization in Apparel Design

### Freshman Year

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### Senior Year

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**TOTAL MINIMUM CREDIT HOURS: 125**

### Distribution of Hours

### General Education Curriculum (GEC)
- 41

### Family & Consumer Sciences Required Courses
- 12

### Textiles and Apparel Required Courses
- 48

### Non-departmental Required Courses
- 3

### Minor Electives
- 21

(E) Even Years

< Suggested Electives:
- ARTF 2110, 2150
- CLTX 2430, 3020, 3030, 3110, 4550

< Students must pass a specialty area competency exam prior to enrolling in Professional Practice CLTX 4410 or have a minimum GPA of 3.0 in major courses.

(SI) = Speaking Intensive; (WI) = Writing Intensive
**Four-Year Curriculum Plan in Family and Consumer Sciences**  
Specialization in Family and Consumer Sciences Education (Secondary Licensure)

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**Sophomore Year**

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<td>%EDU 3030</td>
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<td>Food Selection/ Prep/Meal Mgt</td>
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<td>Textiles &amp; Designs for Interiors</td>
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<tr>
<td>*GEC Social Sci Requirement</td>
<td>3</td>
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<td>Pers on Disadvan/Spec Needs</td>
<td>3</td>
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<tr>
<td>%EDU 2800</td>
<td>Orientation to Teaching</td>
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<td>%EDU 3010</td>
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**Senior Year**

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**TOTAL MINIMUM CREDIT HOURS: 128**

**Distribution of Hours**

* General Education Curriculum (GEC) - 42
+ Family & Consumer Sciences Required Courses - 18
= Fam & Consumer Sciences Educ Required Courses - 36
% Non-departmental Required Courses - 26
& Electives - 6

Students must pass the PRAXIS I exam before being admitted to the Teacher Education Program.

Students may be exempted from the competency exam by successfully passing PRAXIS II or maintaining a minimum GPA of 3.0 in major courses through the 1st semester of the senior year of courses.

(SI) = Speaking Intensive; (WI) = Writing Intensive
**Four-Year Curriculum Plan in Family and Consumer Sciences**  
Degree in Birth Through Kindergarten Teacher Education (B-K)

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<td>FCSC 3630 Program Dev for Preschool/Kinder</td>
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<td>U FCSC 4990 Directed Teaching</td>
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**Requirements for this major may change to satisfy certifying agencies**

**TOTAL MINIMUM CREDIT HOURS: 125**

**Distribution of Hours**

* General Education Curriculum (GEC) - 41  
+ Family & Consumer Sciences Required Courses - 11  
= Birth Through Kindergarten Required Courses - 45  
% Non-departmental Required Courses - 12  
& Electives - 15  
U Upper division courses/Required Courses  
< Students must pass PRAXIS I exam before enrolling in upper division courses.  
< Students may be exempted from the competency exam by successfully passing PRAXIS II or maintaining a minimum GPA of 3.0 in major courses through the 1st semester of the senior year of coursework.  
(SI) = Speaking Intensive; (WI) = Writing Intensive
**Human Sciences Course Descriptions**

**HUSC 1020. Learning Strategies (3)**
This course is designed to provide the student with the skills needed to become a successful college learner. In this course, students will learn strategies that will help them effectively handle college level work such as test taking, memorization, listening, note taking, and organizational skills. The course will also provide students with tools to help them manage time in and out of the classroom and to effectively handle the pressures that often accompany living and learning in college.

**HUSC 1521. Dimensions of Learning: College and Beyond (2)**
An introductory course designed to prepare students to achieve personal, social, and academic success in college and beyond. The dimensions of learning emphasize civic, social, and professional responsibilities; history and heritage of North Carolina Central University; effective communication; career development; critical thinking and problem-solving; information technology; and basic tools of research. Laboratory required.

**CLTX 1000. Basic Apparel Construction (3)**
An introductory course in basic apparel construction. These basic concepts and principles are prerequisite to apparel construction, design, and tailoring courses. Hand stitching, basic construction techniques, and sewing projects will be included. Laboratory required.

**CLTX 2410. Apparel Construction and Management (3)**
The study of garment components, assembly, and construction. Emphasis will be placed on hands-on garment construction, evaluation, and assembly methods to provide functionality, quality, and fit. Laboratory required.

**CLTX 2420. Clothing and People (3)**
An interdisciplinary approach to the study of why and how people dress. The course provides information on the use of clothing and the personal appearance stimuli necessary for the understanding of self and others as well as giving meaning to the role of clothing to particular cultures, technologies and periods of time.

**CLTX 2430. Apparel Alterations (3)**
This course examines the methods and procedures for customizing the fit of ready-to-wear apparel. Common garment fitting problems and solutions for solving those problems will be identified and explored.

**CLTX 2510. Consumer Textiles (3)**
A study of the identification, characteristics, properties, components of textiles fibers, yarns, fabric construction finishes, government standards, laws, and regulations as related to consumer use. Laboratory required.

**CLTX 2520. Intermediate Textiles (3)**
Prerequisite: CLTX 2510. An in-depth study of textile fibers. Chemical and physical testing techniques studied as they relate to end use and care. Laboratory required.

**CLTX 2530. History of Costume (3)**
The study of costumes worn throughout history with emphasis on social, economic, political, technological and religious events that have influenced present day dress.

**CLTX 3010. Fashion Illustration (3)**
An introduction to sketching body form fashion figure and garments on the figures. Emphasis on the interaction of the garment draped on the human form, costume rendering, and layout. Computer graphics applications are also applied.

**CLTX 3020. Apparel Design I (3)**
Prerequisites: CLTX 2410, 2510. A study of apparel design that emphasizes basic standards, elements, and principles of design. Experimentation with the flat pattern method and computer aided design to draft patterns according to function, form, and commercial design is emphasized. Laboratory required.

**CLTX 3030. Apparel CAD (3)**
Prerequisite: CLTX 2410. Utilizing computers to facilitate the apparel and textile design process.
CLTX 3110. Textiles and Designs for Interiors (3)
An introduction to the fundamentals of interior design including drawing skills, symbols, space requirements, and rendering two- and three-dimensional interiors. Laboratory required.

CLTX 3820. Fashion Buying (3)
The fundamental principles underlying merchandising practices and procedures involving profit performance, inventory, pricing, and repricing, terms of sale and dollar planning and control. The student applies these concepts in solving merchandising problems and global issues.

CLTX 4400. Internship in Professional Practice (6)
Prerequisites: CLTX 2410, 2420, 2510, 3020, 3030, 3820. A supervised cooperative field study in educational institutions, social agencies, businesses, and industries that support the textile and apparel industry. Weekly seminar, correlated readings, and portfolio required.

CLTX 4410. Apparel Design II (3)
Prerequisite: CLTX 2410 and 2510. An advance course in flat pattern development, draping, drafting, and computer design drawings and techniques. Experimentation with a sloper, draping, use of computer drawings, and drafting from body measurements will produce original apparel designs. Laboratory required.

CLTX 4420. Tailoring (3)
Prerequisite: CLTX 2410, or consent of instructor. The principles of tailoring including new methods of applications and various materials for construction. Laboratory required.

CLTX 4510. Fashion Merchandising I (3)
The study of the basic principles that govern fashion movement and changes as well as concepts and practices in fashion merchandising at varying levels in the fashion business.

CLTX 4520. Fashion Merchandising II (3)
An advanced study of buying and merchandising practices and of the duties and responsibilities of individuals involved in visual merchandising, fashion communication, and fashion buying.

CLTX 4550. Trends in Textiles and Apparel (3)
A multidisciplinary examination of consumer issues in their social, economic, global and political context with a focus on consumer rights, ethics, public policy developments in production, performance, distribution, and marketing of textiles and apparel.

CLTX 4910. Housing, Furnishings and Equipment (3)
A study of the historical, philosophical, and management perspectives of housing, furnishings, and equipment and the development of consumer awareness on environmental relationships involved.

FCSC 1000. Introduction to Family and Consumer Sciences (3)
An introduction to the field of family and consumer sciences and its philosophy from a historical, contemporary, and futuristic perspective.

FCSC 2000. Career and Technical Education (3)
A study of the history, philosophy, organization, and administration of Career and Technical Education in Family and Consumer Sciences Programs. Emphasis will be given to North Carolina’s programs. Observation and participation required to provide early field experiences for prospective teachers.

FCSC 2150. Computer Applications in Consumer and Family Oriented Careers (3)
The application of computer technology to consumer and family oriented careers and individual and family situations.

FCSC 2170. Interpersonal Relationships and Group Dynamics (3)
A study of group behavior, conflict management, group dynamics, and problem solving techniques in interpersonal relationships.

FCSC 2500. Consumer and Family Finances (3)
Consideration of basic economic principles which influence consumer decisions involving individual and family finances with emphasis on purchasing practices of the consumer.
FCSC 2800. Health, Nutrition, and Safety in Early Childhood (3)
An overview of the health, medical, and physical needs of young children including safety procedures, infection control, common health problems, and licensing standards. Competencies for working with typical children and those with complex medical needs and physical disabilities are emphasized.

FCSC 2810. Introduction to the Education of the Young Child (3)
An orientation to the philosophy, history, foundations, and basic principles of child development, early childhood education, and early childhood special education. Emphasis is on recommended practices including family-centered, interdisciplinary, inclusive, individualized, individually appropriate, and culturally sensitive care.

FCSC 2900. Prenatal, Infant, and Toddler Development (3)
An interdisciplinary, multicultural study of theories and research related to the physical, sensor motor, social, emotional, cognitive, communicative, aesthetic, and adaptive development of infants and toddlers. Observation experiences required.

FCSC 2910. Typical and Atypical Preschool Development (3)
Co-requisite: FCSC 2900. An interdisciplinary, multicultural study of theories and research related to the physical, social, emotional, cognitive, communicative, aesthetic, and adaptive development of typical and atypical children ages 3 to 5. Observation experiences required.

FCSC 3000. Middle Childhood and Adolescence (3)
A study of growth and development in middle childhood and adolescence (ages 6-18) with emphasis on theories and research in social, emotional, cognitive, and physical domains.

FCSC 3210. Creative Activities for Young Children (3)
Designed to identify creativity and implement strategies which encourage creativity in children. Emphasis will be on the development of nontraditional teaching through innovative curricula and technological experiences. Laboratory required.

FCSC 3300. Adulthood and Gerontology (3)
An analysis of the major characteristics and problems common to adulthood and the aging process.

FCSC 3320. Family Policy (3)
An examination of policies, issues, and concerns which affect the social, economic, and political functions of contemporary families.

FCSC 3600. Guiding Behavior in Young Children (3)
Prerequisite: FCSC 2900 or FCSC 2910. An in-depth study of developmentally appropriate guidance theories and strategies including establishing effective classroom routines and procedures, promoting prosocial behavior, minimizing disruptive behavior, and utilizing effective behavior management techniques.

FCSC 3610. Curriculum and Instruction for Young Children (3)
Co/Prerequisites: FCSC 2900 or 2910. A focus on knowledge and skills in utilizing developmentally and functionally appropriate curricula models for children from birth through kindergarten.

FCSC 3620. Program Development for Infants and Toddlers (3)
Prerequisite: FCSC 2900. An introduction to the theoretical bases, goals, philosophies, and characteristics of quality programs for infants and toddlers. Creating appropriate learning environments, building trusting and respectful relationships with children and their families, and developing an individualized curriculum will be the foundation for the course.

FCSC 3621. Practicum with Infants and Toddlers (1)
Co/Prerequisite: FCSC 2900. A weekly seminar designed to link theory and practice FCSC 3620 knowledge and skills through experiences in various settings with children from birth through age two. Opportunities are provided to reflect on individual’s experiences.
FCSC 3630. Program Development for Preschool and Kindergarten (3)
Prerequisite: FCSC 2910. An introduction to the theoretical bases, goals, philosophies, and characteristics of quality preschools and kindergartens including developmentally appropriate, family-centered, play-based, and inclusive care. The appropriate use of technology in the preschool and kindergarten classroom is presented.

FCSC 3631. Practicum in Preschool and Kindergarten (1)
Prerequisite: FCSC 2910. An opportunity to link knowledge and skills through experiences in a classroom setting with children between 3 years and kindergarten. A weekly seminar will connect theory and concepts from FCSC 3630 to real life settings and provide opportunities to reflect on individual’s experiences.

FCSC 3640. Assessment and Evaluation in Early Childhood (3)
Prerequisite: FCSC 2900, 2910 and must have passed Praxis I. Designed to develop a broad set of child and family observation skills and the ability to apply and interpret a variety of formal and informal assessment tools. Methods of evaluating the effectiveness of teaching staff, curricula, and aspects of educational programs are presented.

FCSC 3650. Language and Literacy in Early Childhood (3)
Prerequisite: FCSC 2900, 2910 and must have passed Praxis I. Examines early language development and the language arts of listening, speaking, reading, and writing. Content includes the knowledge and skills needed to implement an integrated language arts curriculum and adapt it to meet the learning needs of individual children.

FCSC 3900. Management Theories and Principles (2-4)
An application of theories and principles of human resource management which influence the selection and use of resources. Students may choose to register for 4 hours which requires laboratory experiences.

FCSC 4100. Business and Community Partnerships (3)
Prerequisite: FCSC 2000. A study of academic integration and workplace applications to prepare students to successfully manage individual, family, work, and community roles essential for effective community partnerships. Classroom instruction will emphasize cooperative planning with local agencies, businesses, and industries for training related to occupational family and consumer sciences areas. Portfolio required.

FCSC 4110. Curriculum and Program Planning (3)
An application of principles of curriculum development in instructional planning. Needs of individual learners are met through the use of a variety of methods, strategies, and techniques, including simulated teaching which enables students to master teacher competencies.

FCSC 4120. History and Philosophy of Career and Technical Education (3)
An in-depth study of the history, foundation, organization, and philosophy of the work force development process at the middle grade level.

FCSC 4130. Organization, Techniques and Materials for Middle Grade Programs (3)
A study of curricula methodologies, resources and facilities for teaching middle grades.

FCSC 4200. Family and Social Systems (3)
Family and social systems theories, research, and application to marriage and family settings. An ecological, bi-directional view of individuals, families, and communities is presented.

FCSC 4620. Practicum in Human Development (3)
Prerequisite: FCSC 2810, 2900, 3210, 3610. The practical application of theory related to working with children, individuals, and groups in diverse cultural contexts.

FCSC 4730. Administration and Supervision of Human Development Programs (3)
Management and leadership principles as they apply to the administration of human development programs. Supervisory techniques, job descriptions, data analyses, record keeping,
budget management, and program evaluation are emphasized.

FCSC 4750. Special Problems (3)
An in-depth study of critical issues and problems in Human Sciences. This course may be taken up to three times for credit each time.

FCSC 4810. Perspectives on Teaching Exceptionalities and Diverse Learners (3)
Prerequisites: FCSC 2900, and 3000. A study of selected differences which affect learning within individuals, families, and multi-cultural groups. Strategies for working with disadvantaged, special needs individuals, and diverse learners are primary focus.

FCSC 4900. Senior Seminar in Human Sciences (2)
Prerequisite: Senior status in the program of study. A capstone course for family and consumer sciences majors.

FCSC 4920. Parent Education (3)
Emphasis will be placed upon promoting cooperative relationships among children, educators, and community personnel to enhance child's growth and development.

FCSC 4930. Reading and Research in Early Childhood (3)
Prerequisites: FCSC 2810, 2900, 2910, 3620 and 3630. An introduction to educational research including quantitative and qualitative approaches. Requirements include reading and critiquing research studies which utilize various methodologies.

FCSC 4940. Families, Professionals, and Communities: Teaming and Collaboration (3)
Examines the functions of teams in early childhood as well as the roles of a variety of professionals in assessment, intervention, and agency coordination. This course explores the models of the team process, the coordination of responsive services for families, and various models of consultation.

FCSC 4941. Practicum with Families (1)
Co-requisite: FCSC 4940. An opportunity to link knowledge and skills through experience working with families or the agencies serving families. A weekly seminar connecting theory and concepts from FCSC 4940 to real life settings, competency based assignments, and reflection on individual's experiences.

FCSC 4990. Directed Teaching in Birth Through Kindergarten (12)
Prerequisites: all courses in the major. A full semester, 300 hour, supervised placement working with children between the ages of birth and kindergarten. Provides students with an opportunity to practice newly acquired skills in settings in which they can be observed and coached by selected licensed teachers.

FOOD 2200. Introduction to Human Nutrition (3)
An introduction to the nutrients essential to human life and well-being. A study of the nature of dietary nutrients, their functions in the body, and food sources.

FOOD 2210 Sanitation and Safety (2)
An application of “The Sanitation Risk Management Program” (SRM) and the “Hazard Analysis Critical Control Points” (HACCP) concepts to ensure hygienic and safety practices in food processing, preparations, packaging, storage, and other hospitality-operations.

FOOD 2300. Nutrition and Health Promotion (3)
A consumer course in nutrition designed to help students understand the impact of nutrition on complete well-being and optimal health.

FOOD 2310. Food Selection, Preparation, and Meal Management (3)
Prerequisite: FOOD 2200 or 2300, FOOD 2210. The scientific principles of food preparation with emphasis on standards of selection, purchasing, preparation, storage, and preservation; includes management principles essential to menu planning, food preparation, and meal service, and evaluation. Laboratory required.

FOOD 2320. Intermediate Nutrition (3)
Prerequisites: FOOD 2200; Co-requisite: CHEM 1100. An in-depth study of the nutrients in terms of their classification, functions, food sources, physiological and biochemical basis for nutrient
requirements, dietary standards, and nutrient quality interrelationships.

FOOD 2340. Intermediate Meal Management (4) Corequisite: FOOD 2210. The principles essential to menu planning, production, and management. Laboratory required.

FOOD 3210 Clinical Assessment and Counseling (2) Prerequisites: FOOD 2320. This course is designed to integrate the biochemical and physiological processes in the assessment of the nutritional status of individuals and groups. This course combines classroom and field experiences to develop nutrition assessment knowledge and skills.

FOOD 3410. Food Science and Experimental Foods (3) Prerequisites: FOOD 2200; CHEM 1100. A study of the physical and chemical structure of food and the effects of processing and preparation on properties. Basic skills in scientific report writing and research methods with food products are studied.

FOOD 3510. Institutional and Quantity Food Purchasing (3) An introduction to food purchasing for institutional and business enterprises. Quality control, marketing, bidding practices used in industry, and governmental regulations will be emphasized.

FOOD 3520. Institutional Management and Organization (3) The principles of organization and management of food service operations, including analysis of selected administrative problems. Organizational structure, behavior and group dynamics are explored. Field trips to local food service establishments and a portfolio are required.

FOOD 4210. Applied Nutrition (3) Prerequisites: FOOD 2320; BIOL 1620. An overview of the application of nutritional principles including: malnutrition, life cycle, nutrient megadoses, fiber, exercise, weight control, and food fads. Written reports and project required.

FOOD 4500 Nutritional Biochemistry (4) Prerequisites: FOOD 2320, 4210; Co-requisite: BIOL 1610; CHEM 3100. A study of the principles of Biochemistry as it relates to human nutrition. Students will explore the role of nutrients in carbohydrate, lipid, and protein digestion and metabolism. Particular emphasis will be placed on the function of nutrients as defined by their chemistry and interrelationships between nutrient functions and diseases.

FOOD 4600. Clinical Nutrition I (3) Prerequisites: FOOD 2320, 3210, CHEM 3100; Co-requisite: FOOD 4210. An introduction to patients and clients. Medical foods and supplements, disease classification and symptoms, and development of suitable dietary plans for the nutritional support of individuals with certain pathological conditions are studied.

FOOD 4620 Applied Competencies in Nutrition (2) Co-requisite: FOOD 4600. This course will address basic mathematical skills and computation techniques in foods and nutrition as well as prepare students for competency examination and proficiency in presentation skills. Students will be required to research and present current topics in foods and nutrition including topics in alternative medical nutrition therapy.

FOOD 4630. Clinical Nutrition II (3) Pre-requisite: FOOD 4600. This course covers the classification, symptoms, and nutritional management of patients with major disease conditions including diseases of the urinary tract, diabetes, cardiovascular system, and eating disorders.

FOOD 4640. Nutrition and Later Maturity (3) An examination of nutrition and aging. Course is primarily concerned with the biological aspects of aging, food habits, nutritional requirements, meal planning, and community resources available to the elderly.

FOOD 4660. Clinical Nutrition Practicum (2) Co-requisite: FOOD 4630. The field experience is meant to strengthen learning activities in clinical nutrition for students in dietetics. Time will be spent in observation, information interpretation,
developing and evaluating diet, preparing reports, nutritional assessment, and learning about the dietetic profession.

FOOD 4670. Nutrition Education (3)
Prerequisites: FOOD 2200 or 2300, or with consent of the instructor.
Discussion of the philosophy, principles, and methods that govern nutrition education are taught. Professional ethics, standards of practice, and standard of professional practice are also covered. Students are required to develop and conduct a mini research project and submit to a professional organization. Portfolio required.

FOOD 4671. Community Nutrition (3)
Prerequisite: FOOD 2200 or 2300, A presentation on the elements that affect nutritional health and well-being of people as they relate to or as they are affected by the community. Topics include food and society, nutritional assessment of the community, and nutrition programs sponsored by governments, industry, and the community.

FOOD 4700. Quantity Food Production and Service (3)
Prerequisites FOOD 2310, 3520. An application of principles of quantity food service. Production, scheduling, equipment operation, labor cost control, and service procedures for quality foods prepared in quantity are included. Field experience required.

FOOD 4710. Food Service Management Practicum (3-6)
Prerequisites: FOOD 3510, 3520; Co-requisite: 4700. A supervised practicum required of all food service management students at senior level. Field experience required. (Two lecture and two laboratory hours per week.)

FOOD 4800. Food Service Planning: Layout and Equipment (3)
Prerequisite: Consent of the instructor. The scientific principles of layout and design of food service facilities. System components of electrical, refrigeration, equipment, and space allocations are explained as they relate to systematic design and layout principles.
Department of Nursing

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The Department of Nursing offers a Bachelor of Science in Nursing (BSN) Program. Graduates of the Traditional and Accelerated BSN program tracks may apply to write the National Council Licensure Examination (NCLEX-RN) for registered nurses. The nursing program is fully accredited by the National League for Nursing Accrediting Commission and approved by the North Carolina Board of Nursing.

The program curriculum has a lower and an upper division, each is two years in length. The lower division courses provide knowledge in the natural sciences, mathematics, social sciences, humanities and the pre-nursing bridge courses. The upper division consists of the nursing major. This baccalaureate program establishes the basis for entry into professional practice as well as graduate study in nursing.

The purpose of the nursing program is to provide the knowledge and skills needed to function as a professional nurse in a variety of health care settings. Throughout the curriculum the student will address and integrate competencies for professional nursing practice including critical thinking, decision making, communication, leadership, and technology proficiency to respond to changing needs and evolving environments of today's health care settings. There are three tracks in the BSN program.

The Accelerated BSN program is open to students who have completed an undergraduate degree in another discipline. Students in the Traditional Track are first-time or transfer college students. The RN-BSN track admits registered nurses who are graduates of associate degree or diploma programs. Successful completion of pre-requisites and nursing coursework in each of the three tracks qualifies students for the BSN degree.

COURSE REQUIREMENTS FOR THE BACHELOR OF SCIENCE IN NURSING

1. Completion of a minimum of 125.5 semester hours with a minimum cumulative grade point average (GPA) of 2.0 or higher. All nursing courses must be completed at NCCU.

2. Completion of the General Education Curriculum.

   *An entry level statistics course is substituted for the 2nd Math General Education course requirement.

3. The prerequisite courses for the nursing major are:

   MATH 1100: College Algebra/Trig
   CHEM 1000: Physical Science Related to Chemistry
   CHEM 1500: Chemistry of Human Life
   BIOL 1300: Molecules and Cell Functions
   BIOL 1610: Human Anatomy & Physiology I
   BIOL 1620: Human Anatomy & Physiology II
   BIOL 3200: Microbiology

The nursing support courses are:

   FOOD 2200: Food and Nutrition
   PSYCH 2100: General Psychology
   SOCI 2000: Society of Human Behavior Statistics

The nursing bridge courses are:

   NURS 2010: Concepts of Professional Practice
   NURS 2020: Health Assessment
   NURS 2201: Pathophysiology
   NURS 2030: Medical Terminology (ABSN)

Completion of the following major requirements: NURS 3001, NURS 3120, NURS 3301, NURS 3460, NURS 3461, NURS 3462, NURS 3470, NURS 3471, NURS 4000, NURS 4001, NURS 4002, NURS 4003 NURS 4102, NURS 4201, NURS 4410, NURS 4470, NURS 4471.

ADMISSION TO THE TRADITIONAL BSN PROGRAM

1. Admission to the University does not guarantee admission to the nursing major. Students must apply for admission to the upper division of the nursing program during the second semester of the sophomore year.
Students will be notified, in writing, of admission status. The availability of clinical and instructional resources influence class size, therefore, it is impossible to guarantee admission to every student who meets the requirements.

2. Requirements for Admission into the Nursing Program

a. Applicants to the Nursing program must complete a pre-admission assessment examination.

b. A cumulative GPA of 2.7 and also a GPA of 2.7 in the required Mathematics and Natural Sciences: Biology 1300, 1610, 1620; Chemistry 1000 and 1500; and Mathematics 1100. Math and Natural Science courses must have been taken no more than 5 years before admission to NCCU.

c. Completion of all nursing prerequisite courses listed under Course Requirements for the Bachelor of Science in Nursing; NURS 2201, 2010, and 2020.

d. Completion of a minimum of 64 semester hours to achieve Junior status.

e. Completion of the application process for admission to the upper division.

3. When students accept admission to the Nursing Program they must provide:

a. Current immunizations, Hepatitis B vaccination or waiver, and Influenza vaccination.

b. Documented criminal background check and drug screen.

c. American Heart Association Basic Life Support Cardio-Pulmonary Resuscitation certification.

d. Current documentation of sound physical and mental health.

e. Documentation of Liability Insurance.

ADMISSION TO THE ACCELERATED BSN PROGRAM

Admission to the University does not guarantee admission to the nursing major. A student must apply for admission to the upper division of the nursing program during the fall semester in which the student takes the pre-Nursing “bridge courses” – NURS 2010, NURS 2020, NURS 2201, NURS 2030.

Students will be notified, in writing of admission status. The availability of clinical and instructional resources influence class size, therefore, it is impossible to guarantee admission to every student who meets the requirements.

Requirements for Admission to the Nursing ABSN Program

a. Applicants to the Nursing program must complete a pre-admission assessment examination.

b. A cumulative GPA of 2.7 and also a GPA of 2.7 in the required Mathematics and Natural Sciences: Biology 1300, 1610, 1620; Chemistry 1000 and 1500; and Mathematics 1100. Math and Natural Science courses must have been taken no more than 5 years before admission to NCCU.

c. Completion of all nursing prerequisite courses listed under Course Requirements for the Bachelor of Science in Nursing; NURS 2201, 2010, 2020, and 2030.

d. Proof of completion of Bachelor’s degree-124 transfer hours.

e. Completion of the application process for admission to the upper division.
3. When students accept admission to the Nursing Program they must provide:
   
a. Current immunizations, Hepatitis B vaccination or waiver and Influenza vaccination.
   
b. Documented criminal background check and drug screen.
   
c. American Heart Association Basic Life Support Cardio-Pulmonary Resuscitation certification.
   
d. Current documentation of sound physical and mental health.
   
e. Documentation of Liability Insurance.

THE RN-BSN COMPLETION PROGRAM

The Department of Nursing supports the concept of educational mobility for returning registered nurses (RNs) and is committed to extending opportunities for RNs to achieve the Bachelor of Science Degree in Nursing.

- Graduation from an approved basic nursing program.
- Current and unrestricted license to practice as a registered nurse in State of Employment.
- Admission to North Carolina Central University.

1. Course Requirements for the Bachelor of Science in Nursing for Registered Nurses:

   a. Completion of a minimum of 125.5 semester hours with a cumulative grade point average of 2.0 or higher. The last 30 hours of course credit must be completed at NCCU.
   
   b. Completion of the General Education Curriculum and prerequisites for the nursing major.
   
   c. Upon satisfactory completion of all admission requirements and NURS 4520, students will receive 63.5 semester hours of advanced placement credits.
   
   d. Satisfactory completion of NURS 4530, NURS 4540, NURS 4550, NURS 4560, NURS 4570 and NURS 4580.

TRANSFER OF CREDITS

Transfer credit(s) may be granted for courses completed at an acceptable accredited institution on a course by course basis. (See the current North Carolina Central University Catalog or applicable articulation agreement).

Students are required to submit an official transcript with a grade of "C" or better and may also need a course description from the school catalog to determine transferability.

For students enrolled in the Traditional and Accelerated nursing programs, the required mathematics and natural science courses must have been taken no more than 5 years before admission to NCCU.

Nursing courses from other institutions are not transferable.

Grades earned from transferred work will not be recorded on the NCCU academic transcript and will not count towards the student’s grade point average (GPA).

Students may transfer up to 64 semester hours from a two-year institution including extension courses, advanced placement, CLEP credit and military service.

POLICIES FOR READMISSION FOLLOWING WITHDRAWAL

1. Any student in good academic standing who withdraws from the nursing program for personal, financial or any other reasons must follow University policy for readmission and may request readmission to the Nursing program.

2. Students who leave the program are not given
a refund on nursing fees or the unused portion of the liability insurance, and therefore, must pay for additional coverage upon reinstatement.

3. Readmission is competitive and depends on the availability of resources. A letter of readmission status will be sent to the student.

4. Before registering for classes, the student must consult an advisor in the Department of Nursing to plan a program of study.

5. Before a clinical rotation assignment is granted, the student must demonstrate proficiency in appropriate clinical skills.

PROGRESSION IN THE LOWER DIVISION OF NURSING

1. Pre-nursing Traditional or Accelerated Bridge courses: NURS 2010, NURS 2020, and NURS 2201; NURS 2030 Accelerated only; or the RN to BSN bridge course -NURS 4520 can only be repeated once.

2. Students must achieve a minimum of C (77%) in pre-nursing courses. If a student receives a second failing grade (D or F) in NURS 2010, NURS 2020, NURS 2201, NURS 2030 or NURS 4520 (RN-BSN), the student will not be eligible for admission to the upper division of nursing.

PROGRESSION IN THE UPPER DIVISION OF NURSING

1. Nursing majors must achieve a minimum of C (77%) in each nursing course in order to continue in the program sequence. Nursing majors must also achieve a Satisfactory for clinical performance in order to pass a clinical course. If a student receives less than Satisfactory for clinical assessment or less than 77% in theory, a grade of D or F is assigned to the course.

2. When a student receives I, D or F in a nursing course, the student cannot progress to the next sequence of courses without removing the I, D or F in the nursing course.

3. The overall cumulative grade point average at the end of each semester must be at least 2.0 in order to progress to the next semester. Students falling below this average are not eligible to progress in the nursing program.

4. Only one repetition of any nursing course (NURS course) is permitted. The student must apply for readmission to repeat the failed course.

5. If a student receives a second failing grade (D or F), in a NURS course, the student will be permanently dismissed from the nursing program.

6. Decisions regarding readmission or individualized study plan development will be based on the following:

   a. Student’s past academic performance.
   b. Evidence of potential for successful performance.
   c. Extent to which extenuating circumstances affected student’s performance and whether or not these circumstances have changed or were removed.
   d. Available space and resources.

7. Students who are given an individualized study plan must complete the performance improvement plan as outlined. Failure to do so satisfactorily may result in dismissal from the program.

8. A student may be dismissed from the nursing program for unprofessional or unsafe conduct as identified in the Rules and Regulations of the North Carolina Board of Nursing, ANA Code of Ethics for Nurses, and/or Department of Nursing policies.

Many courses listed in the first year of this plan are specific to this degree program, and may not fulfill degree requirements for other programs at the University. Students are advised that changing their program of study from this major to another major, after the first year, can extend the time until graduation by a semester or more.
### Four-Year Curriculum Plan in: Traditional Track Nursing Program

#### Freshman Year

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**TOTAL MINIMUM CREDIT HOURS: 126.5 credit hours**

**Distribution of Hours**

- General Education courses: 60 credit hours
- Lower Division Pre-Nursing: 10 credit hours
- Upper Division Nursing Courses: 56.5 credit hours
- Electives ad lib
### Four-Year Curriculum Plan in: Accelerated Track Nursing Program

#### Lower Division

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<td>HUM 2410</td>
<td>Arts/Humanities I</td>
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<td>NURS 2201 ACL</td>
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<td>FOOD 2200</td>
<td>Introduction to Human Nutrition</td>
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#### Senior Year

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**TOTAL MINIMUM CREDIT HOURS:** 124 credit hours

**Distribution of Hours**

- General Education courses: 55 credit hours
- Lower Division Pre-Nursing courses: 13 credit hours
- Upper Division Nursing Courses: 56 credit hours
- Electives-ad lib
Four-Year Curriculum Plan in: RN-BSN Track Nursing Program

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<th>Course Prefix/Number</th>
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**Freshman Year**

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**Sophomore Year**

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<td>*BIOL 3200</td>
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<td>*BIOL 1620</td>
<td>Human A&amp;P Development II</td>
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<td>*FOOD 2200</td>
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**Senior Year**

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**TOTAL MINIMUM CREDIT HOURS:**

- General Education/nursing courses: 63.5 credit hours
- Lower Division Pre-Nursing courses: 4 credit hours
- Upper Division Nursing Courses: 58 credit hours
- Electives-ad lib

*The last 30 hours of course credit must be completed at NCCU.*
NURSING COURSE DESCRIPTIONS FOR THE TRADITIONAL BACCALAUREATE OF SCIENCE IN NURSING

NURS 2010. Concepts of Professional Practice (5)
Prerequisites: Sophomore status, BIOL 1610, BIOL 1620, SOCI 2000, Food 2200, and a minimum GPA of 2.7 and also a GPA of 2.7 in the required mathematics and Natural Sciences. Co-requisite: None. A theory and simulated laboratory course which begins to develop the foundation for professional nursing practice. Students learn beginning psychomotor skills necessary for the care of clients.

NURS 2020. Health Assessment (3)
Prerequisites: Sophomore status, BIOL 1610, BIOL 1620, SOCI 2000, Food 2200, a minimum GPA of 2.7, and also a GPA of 2.7 in the required mathematics and Natural Sciences, NURS 2010 (or concurrent) or permission of the Chair. Co-requisite: None. A theory and simulated laboratory course that focuses on comprehensive health assessment knowledge and skills for the provision of nursing care across the life-span.

NURS 2030. Medical Terminology * (3)
Prerequisites: None. Co-requisites: None. This course provides a basic introduction to medical terminology, with a focus on body systems. It provides the student with guided practice and assessment of prefixes, suffixes, word roots, and combining forms. It includes vocabulary, definitions, spelling, and pronunciation. A problem-solving approach to learning is the key strategy and focus of this course.

NURS 2201. Pathophysiology (2)
Prerequisite: BIOL 1610, BIOL 1620. Co-requisites: None. Through the epidemiological approach, this course focuses on disease processes related to physiological alterations. The relationship between nursing diagnosis and pathophysiological conditions is emphasized.

NURS 3001. Applied Nursing Principles I (0.5)
Prerequisite: Admission to the Upper Division of the nursing major. Co-requisites: NURS 3301, NURS 3460, NURS 3470. Student develops psychomotor skills necessary to care for adult clients with acute and or chronic physiological alterations.

NURS 3120. Applied Nursing Principles II (0.5)
Prerequisites: NURS 3001, NURS 3301, NURS 3460 and NURS 3470, Co-requisites: NURS 3461, NURS 3462, and NURS 3471. The student develops psychomotor skills necessary to care for adult clients with acute and/or chronic physiological alterations.

NURS 3301. Pharmacology in Nursing (3)
Prerequisite: Admission to the Upper Division of the nursing major. Co-requisites: NURS 3001, NURS 3460, and NURS 3470. Focuses on pharmacological therapy and the role of the nurse in the use of pharmacologic agents in the treatment, management and prevention of health problems across the life-span.

NURS 3460. Nursing Care of the Adult I (7)
Prerequisite: Admission to the Upper Division of the nursing major. Co-requisites: NURS 3001, NURS 3301, and NURS 3470. Introduction to the care of adults across the life-span. The focus is on the care of clients with acute and chronic physiological alterations in primary and secondary health care settings.

NURS 3461. Nursing Care of the Adult II (7)
Prerequisites: NURS 3001, NURS 3301, NURS 3460, and NURS 3470. Co-requisites: NURS 3120, NURS 3462 and NURS 3471. Continues the concepts presented in Adult I. Students will apply the nursing process in the care of adult clients with acute and/or chronic physiological alterations.

NURS 3462. Psychiatric-Mental Health Nursing (5)
Prerequisites: NURS 3001, NURS 3301, NURS 3460 and NURS 3470, and PSYCH 2100. Co-requisite: NURS 3120, NURS 3461 and NURS 3471. This theory/practicum course explores the application of nursing theories relevant to the nursing care of clients exhibiting maladaptive behavior. The related clinical experiences are directed primarily toward clients requiring inpatient psychiatric care.
NURS 3470. Junior Seminar I (1)  
Prerequisite: Admission to the nursing major.  Co-requisites: NURS 3001, NURS 3301 and NURS 3460. Introduces professional and personal skills that include communication, critical thinking and inquiry skills.

NURS 3471. Junior Seminar II (1)  
Prerequisites: NURS 3001, NURS 3301, NURS 3460, and NURS 3470. Co-requisites: NURS 3120, NURS 3461, and NURS 3462. Focuses on additional professional and personal skills that include problem-solving, teaching and learning and critical thinking.

NURS 4000. Professional Role Development (3)  
Prerequisites: Completion of Junior year nursing courses. Co-requisites: NURS 4201, NURS 4410 and NURS 4471. An analysis of sociopolitical and ethical issues and concepts that are directly related to professional nursing practice in an evolving health care system. The role of the nurse as a leader and manager is emphasized.

NURS 4001. Applied Nursing Principles III (0.5)  
Prerequisites: Completion of Junior year nursing courses. Co-requisites: NURS 4002, NURS 4003, NURS 4102, and NURS 4470. The student develops psychomotor skills necessary to care for childbearing and child-rearing families.

NURS 4002. Nursing Care of the Child (4)  
Prerequisites: Completion of Junior year nursing courses. Co-requisites: NURS 4001, NURS 4003, NURS 4102 and NURS 4470. Uses the nursing process to focus on normal and altered functions of the pediatric population. Developmental concepts are emphasized as the basis of the pediatric population with acute, chronic and preventive health care needs.

NURS 4003. Maternity Nursing (3)  
Prerequisites: Completion of Junior year nursing courses. Co-requisites: NURS 4001, NURS 4002, NURS 4102 and NURS 4470. Uses the nursing process to focus on normal and altered functions of the woman and family in the childbearing cycle. Developmental concepts are emphasized as the basis of care of women and the childbearing family with acute, chronic and preventive health care needs.

NURS 4102. Community Health Nursing (5)  
Prerequisites: Completion of Junior year nursing courses. Co-requisites: NURS 4001, NURS 4002, NURS 4003 and NURS 4470. Explores the nature and scope of community health nursing practice. The focus is on providing care to individuals, families and aggregates using the levels of prevention as a framework.

NURS 4150. Special Topics in Nursing Practice (3)*Prerequisite: None. Co-requisites: None. An examination of selected influential social, ethical, cultural, political and economic forces in the internal and external environments of complex client care systems.

NURS 4201. Nursing Care of the Adult with Complex Health Problems (7)  
Prerequisites: NURS 4001, NURS 4002, NURS 4003, NURS 4102, and NURS 4470. Co-requisites: NURS 4000, NURS 4410 and NURS 4471. Focuses on the nursing care of clients with complex health problems. Learning experiences include an internship that is designed to foster transition to the role of professional nurse at a beginning level.

NURS 4410. Nursing Research (3)  
Prerequisites: Introductory Statistics, NURS 4001, NURS 4002, NURS 4003, NURS 4102, and NURS 4470. Co-requisite: None. Focuses on the research process. Students learn the steps of the research process and how to critique research findings.

NURS 4470. Senior Seminar I (1)  
Prerequisites: Completion of Junior year nursing courses. Co-requisites: NURS 4001, NURS 4002, NURS 4003 and NURS 4102. Emphasis is on role transition and synthesis of knowledge and competencies. Topics such as career pathways and self-appraisal of professional competencies are explored.

NURS 4471. Senior Seminar II (1)  
Prerequisites: NURS 4001, NURS 4002, NURS 4003, NURS 4102 and NURS 4470. Co-requisites: NURS 4000, NURS 4201 and NURS 4410. A continuation of Senior Seminar I. Emphasis is on role transition and synthesis of knowledge and competencies. Topics such as networking and values clarification are explored.
Nursing Electives

NURSING COURSE DESCRIPTIONS FOR THE ACCELERATED BACCALAUREATE OF SCIENCE IN NURSING

NURS 2010 ACL. Concepts of Professional Practice (5) Prerequisites: Sophomore status, BIOL 1610, BIOL 1620, SOCI 2000, Food 2200, and a minimum GPA of 2.7 and also a GPA of 2.7 in the required mathematics and Natural Sciences. Co-requisite: None. A theory and simulated laboratory course which begins to develop the foundation for professional nursing practice. Students learn beginning psychomotor skills necessary for the care of clients.

NURS 2020 ACL. Health Assessment (3) Prerequisites: Sophomore status, BIOL 1610, BIOL 1620, SOCI 2000, Food 2200, a minimum GPA of 2.7, and also a GPA of 2.7 in the required mathematics and Natural Sciences, NURS 2010 (or concurrent) or permission of the Chair. Co-requisite: None. A theory and simulated laboratory course that focuses on comprehensive health assessment knowledge and skills for the provision of nursing care across the life-span.

NURS 2030 ACL. Medical Terminology (3) Prerequisites: None. Co-requisites: None. This course provides a basic introduction to medical terminology, with a focus on body systems. It provides the student with guided practice and assessment of prefixes, suffixes, word roots, and combining forms. It includes vocabulary, definitions, spelling, and pronunciation. A problem-solving approach to learning is the key strategy and focus of this course.

NURS 2201 ACL. Pathophysiology (2) Prerequisite: BIOL 1610, BIOL 1620. Co-requisites: None. Through the epidemiological approach, this course focuses on disease processes related to physiological alterations. The relationship between nursing diagnosis and pathophysiological conditions is emphasized.

NURS 3301 ACL. Pharmacology in Nursing (3) Prerequisite: Admission to the Upper Division of the nursing major. Co-requisites: NURS 3460 ACL, NURS 3463ACL, and NURS 3470ACL. Focuses on pharmacological therapy and the role of the nurse in the use of pharmacologic agents in the treatment, management and prevention of health problems across the life-span.

NURS 3460 ACL. Nursing Care of the Adult I (7) Prerequisite: Admission to the Upper Division of the nursing major. Co-requisites: NURS 3001ACL, NURS 33463ACL, and NURS 3470ACL. Introduction to the care of adults across the life-span. The focus is on the care of clients with acute and chronic physiological alterations in primary and secondary health care settings.

NURS 3461 ACL. Nursing Care of the Adult II (7) Prerequisites: NURS 3301ACL, NURS 3460ACL, NURS 3463ACL and NURS 3470ACL. Co-requisites: NURS 3464ACL, and NURS 3471ACL, NURS 4002ACL and NURS 4003ACL. Continues the concepts presented in Adult I. Students will apply the nursing process in the care of adult clients with acute and/or chronic physiological alterations.

NURS 3462 ACL. Psychiatric-Mental Health Nursing (5) Prerequisites: Completion of Junior year nursing courses. Co-requisite: NURS 4000ACL and NURS 4410ACL and NURS 4470ACL. This theory/practicum course explores the application of nursing theories relevant to the nursing care of clients exhibiting maladaptive behavior. The related clinical experiences are directed primarily toward clients requiring in-patient psychiatric care.

NURS 3463 ACL. Nursing Skills I for Evidence-based Practice (1)* Prerequisite: Admission to the Upper Division of the nursing major. NURS 2201ACL, NURS 2010ACL, NURS 2020ACL, NURS2030ACL. Co-requisites: NURS 3301ACL, NURS3460ACL and NURS 3470ACL. This is a theory and simulated laboratory course which begins to develop the foundation for professional nursing practice. Students learn psychomotor skills necessary for the care of clients in the medical surgical setting.

NURS 3464 ACL. Nursing Skills II for Evidence-based Practice (1)* Prerequisite: Admission to the Upper Division of the nursing major. NURS 2201ACL, NURS 2010ACL, NURS 2020ACL,
NURS2030ACL, N3301ACL, N3460ACL, N3463ACL, N3470ACL. Co-requisites: NURS3461ACL, NURS3471ACL, NURS4002ACL and NURS4003ACL. This is a theory and simulated laboratory course which begins to develop the foundation for professional nursing practice. Students learn psychomotor skills necessary for the care of clients in the family setting.

NURS 3470 ACL. Junior Seminar I (1)
Prerequisite: Admission to the nursing major. Co-requisites: NURS3301ACL, NURS3460ACL and NURS3463ACL. Introduces professional and personal skills that include communication, critical thinking and inquiry skills.

NURS 3471ACL. Junior Seminar II (1)
Prerequisites: NURS3301ACL, NURS3460ACL and NURS3463ACL. Focuses on additional professional and personal skills that include problem-solving, teaching and learning and critical thinking.

NURS 4000ACL. Professional Role Development (3)
Prerequisites: Completion of Junior year nursing courses. Co-requisites: NURS3462ACL, NURS4000ACL, and NURS4470ACL. An analysis of sociopolitical and ethical issues and concepts that are directly related to professional nursing practice in an evolving health care system. The role of the nurse as a leader and manager is emphasized.

NURS 4002ACL. Nursing Care of the Child (4)
Prerequisites: Completion of Junior year nursing courses. Co-requisites: NURS3461ACL, NURS3464ACL, NURS3471ACL and NURS4003ACL. Uses the nursing process to focus on normal and altered functions of the pediatric population. Developmental concepts are emphasized as the basis of care women and the childbearing family with acute, chronic and preventive health care needs.

NURS 4102ACL. Community Health Nursing (5)
Prerequisites: Completion of Junior year nursing courses, NURS3462ACL, NURS4000ACL, and NURS4470ACL. Focuses on providing care to individuals, families and aggregates using the levels of prevention as a framework.

NURS 4150ACL. Special Topics in Nursing Practice (3)*Prerequisite: None. Co-requisites: None. An examination of selected influential social, ethical, cultural, political and economic forces in the internal and external environments of complex client care systems.

NURS 4201ACL. Nursing Care of the Adult with Complex Health Problems (7)
Prerequisites: Completion of Junior year nursing courses, NURS3462ACL, NURS4000ACL, NURS4410ACL and NURS4470ACL. Focuses on the nursing care of clients with complex health problems. Learning experiences include an internship that is designed to foster transition to the role of professional nurse at a beginning level.

NURS 4410ACL. Nursing Research (3)
Prerequisites: Introductory Statistics, and completion of Junior year nursing courses. Co-requisite: NURS3462ACL, NURS4000ACL, and NURS4470ACL. Focuses on the research process. Students learn the steps of the research process and how to critique research findings.

NURS 4470ACL. Senior Seminar I (1)
Prerequisites: Completion of Junior year nursing courses. Co-requisites: NURS3462ACL, NURS4000ACL, and NURS4410ACL. Emphasis is on role transition and synthesis of knowledge and competencies. Topics such as career pathways and self-appraisal of professional competencies are explored.
NURS 4471ACL. Senior Seminar II (1)
Prerequisites: Completion of Junior year nursing courses, NURS3462ACL, NURS4000ACL, NURS4410ACL and NURS 4470ACL. Co-requisites: NURS 4102ACL and NURS 4201ACL. A continuation of Senior Seminar I. Emphasis is on role transition and synthesis of knowledge and competencies. Topics such as networking and values clarification are explored.

*Nursing Electives

NURSING COURSE DESCRIPTIONS FOR THE REGISTERED NURSE

NURS 4520. Introduction to Professional Nursing for RNs (4)
Prerequisite: Unrestricted RN licensure, PSY 2100, and SOCI 2000. Co -requisites: None. Course introduces the registered nurse to professional nursing practice through nursing history, concepts of nursing theory, nursing process, and care planning.

NURS 4530. Health Assessment for RNs (3)
Prerequisites: Admissions to Upper Division and Unrestricted RN licensure. Co-requisites: None. Course develops health assessment skills for obtaining health histories and performing physical examinations. Selected abnormal findings will be included to assist the student with detecting deviations from normal functioning and behavior.

NURS 4540. Special Health Care Problems for RNs (6)
Prerequisites: Admission to Upper Division and Unrestricted RN licensure. Co-requisite: None. Course combines nursing process and nursing theories to enable the student to function as a collaborative member of the health care team. Problem-solving and critical thinking are used as a framework for professional nursing practice.

NURS 4550. Nursing Research for RNs (3)
Prerequisites: Admission to Upper Division. Unrestricted RN licensure and Introductory Statistics. Co-requisites: None. Course focuses on the research process. Students learn how to apply the steps of the research process and how to critique research findings.

NURS 4560. Professional Role Development for RNs (3) Prerequisites: Unrestricted RN licensure, NURS 4530, NURS 4540, and NURS 4550. Co-requirements: None. Course provides an analysis of sociopolitical and ethical issues and concepts that are directly related to professional nursing practice in an evolving health care system. The role of the nurse as a leader and manager is emphasized.

NURS 4570. Senior Seminar for RNs (1)
Prerequisites: Unlimited RN licensure, NURS 4530, NURS 4540, NURS 4550. Co-requirements: None. Emphasis is on role transition and synthesis of knowledge and competencies. Presentation of selected topics for continued personal and professional development of the registered nurse.

NURS 4580. Community Health for RNs (6)
Prerequisites: Unrestricted RN licensure, NURS 4530, NURS 4540, NURS 4550. Co-requisites: None. This course explores the nature and scope of community health nursing practice. The focus is on providing care to individuals, families, and aggregates using the levels of prevention as a framework.

*Nursing Electives

NURSING ELECTIVES

NURS 2050. Black Men’s Health (3)Prerequisites: Sophomore standing or permission of instructor. Co-requisites: None. This course provides students with up-to-date knowledge of the health status of Black men in North Carolina and beyond. It traces the economic and geographical factors that impact the health of Black men and how these factors contribute to health disparities. Students are challenged to develop concepts, initiatives and program/policies that improve this situation.

NURS 4230. Transcultural Health Care (3)
Prerequisites: Senior Standing. Co-requisites: None. Using the conceptual framework of transcultural health care, the culture of major ethnic and racial groups is explored. Students are encouraged to develop an awareness of each person as a unique system influenced by cultural life-ways.
NURS 4330. Health Adaptation and Aging (3)
Prerequisites: None. Co-requisites: None. An overview of current theories of aging and related topics is presented with emphasis on healthy aging and adaptation. Select high-risk stressors are addressed with a focus on improved adaptation and lifestyle modification. Current national and global issues of aging are explored.

NURS 4150. The Metabolic Syndrome (3)
Prerequisites: Sophomore standing or permission of Instructor. Co-requisites: None. High risk conditions such as diabetes, obesity, hypertension and high triglycerides that comprise the Metabolic Syndrome, are explored. Approaches to reduce risk, and prevent complications are examined.
Physical Education and Recreation

Virginia Politano, Chair
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Fax: (919) 530-6156
Main Office: C211 Leroy T. Walker Complex
E-mail: politano@nccu.edu

The Department of Physical Education and Recreation offers courses leading to both bachelor and master’s degrees in physical education and recreation and the bachelor degree in Athletic Training. The Department of Physical Education and Recreation offers nationally accredited academic programs designed to prepare professionals for careers in teaching, athletic training, exercise sport science, sport management, fitness and wellness, recreation administration and recreation therapy.

Mission:

The mission of the department is to prepare quality professionals in the areas of athletic training, physical education, and recreation, facilitate practical and action-based research and scholarly inquiry. We embrace and promote lifelong opportunities for learning and participation that contribute to healthy lifestyles.

Our constituency consists of undergraduate and graduate students, the University Community, the local community, allied groups, organizations and practitioners. The four interrelated units of Athletic Training; General Physical Education; Physical Education Teacher Education; and Recreation Administration serve our constituents through teaching, research endeavors, and service designed to prepare professionals that will impact the well-being of society as a whole.

Core Values:
Provide students with tools to succeed
Development of leadership qualities
Social and academic engagement

Goals:

1. Strengthen Student Success, Recruitment and Retention
2. Excellence in teaching, scholarly activity and public service
3. Encourage social and academic engagement
4. Stimulate a learning environment through encouragement of faculty, staff and student participation in professional development activities and the development of leadership opportunities.

Recreation Administration

The Recreation Administration Program is designed to prepare students for direct and supervisory leadership positions in recreation and leisure service organizations and graduate study in recreation administration/management work experiences, including practicum and internships, work with public, semi-public and private organizations at the local, state, district, national, or international levels. Settings can include community/governmental, voluntary/nonprofit, commercial, private membership, armed forces, employee, and campus and therapeutic recreation. Accredited by the Council on Accreditation of Parks, Recreation, Tourism, and Related Professions (COAPRT) in association with the National Recreation and Park Association (NRPA), the parks, recreation, and leisure studies program includes study in programming, administration and management, finance, human resources, marketing, risk management, and technology. The course of study provides students with the prerequisite knowledge necessary to pass the National Recreation and Parks Association Certified Parks and Recreational Professional Examination and the National Council on Therapeutic Recreation Certified Therapeutic Recreation Specialist Examination. Students who want to major in PARK must have a grade point average of 2.5 to be admitted into the program.

The physical fitness course, PEDU 1541, is offered in the Physical Education and Recreation Department and is required of all NCCU students as part of the GEC curriculum core.
Recreation Administration

A student majoring in Recreation Administration must complete one of the concentrations within the PARK program. The program concentrations are:

- Parks and Recreation Management
- Recreational Sport Management
- Recreational Therapy

These concentrations share a core of required courses in Recreation. Founded in 1949, the Recreation program is currently the only COAPRT-NRPA accredited HBCU with a graduate program.

PhysicEducation

The program in physical education allows students to put theory into practice through Practical Field experiences.

The Physical Education concentrations are:

- Dance
- Physical Education Teaching K-12
- Fitness and Wellness
- Exercise and Sport Science

These concentrations share a core of required courses in physical education.

General Physical Education and Recreation Requirements

All physical education and recreation students must pass a proficiency exam in beginning swimming and intermediate swimming (or take courses). Students majoring in teacher education must earn a 2.5 grade point average (GPA) in order to be admitted to the Teacher Education Program. Students within general physical education must attain a 3.0 or better grade point average in order to be admitted into professional or graduate school. Students who want to major in Athletic Training must have a grade point average of 2.5 to be admitted into the program. A grade point average of 2.5 is required for Recreation Administration.

All students must have a 2.0 or higher to graduate from the University.

Athletic Training

The NCCU Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). It is the first HBCU with CAATE accreditation.

Students who wish to major in Athletic Training first declare their major as Physical Education. Students then apply for selection to the Athletic Training Program in the fall of their sophomore year. Upon acceptance into the Athletic Training Program, students change their major to Athletic Training. (The athletic training program has a selective admissions process; a student may meet all of the requirements and not be selected into the program based on the program capacity.) Upon completion of the program, students are eligible to take the Board of Certification (BOC) examination to become an Athletic Trainer.

Course Requirements of the Bachelor of Science in Physical Education

Physical Education: Teacher Education Licensure Program

The Physical Education Teacher Education (PETE) in its revised form requires that all undergraduate majors meet the Teacher Education Council’s criteria.

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

1. Complete a minimum of 124 semester hours with a cumulative grade point average of 3.3 or higher. The last 30 hours must be completed at NCCU.

2. Freshmen and sophomore years: complete the General Education Curriculum as detailed on the four-year course of study with a
minimum grade of "C" in the ENG 1110, 1210, and MSCM 1250; BIOL 1610, Math 1100 & 1110. Placement test scores may require enrollment in lower level courses in English, Math, Reading, and Foreign Language. The lower level courses must be passed prior to enrollment in the General Education Curriculum courses listed on the four-year course of study.

3. Complete the following Physical Education Program requirements with a C or better:

Non-departmental requirements:
BIOL 1300, 1610; HEDU 3300, 3420, 3200, HEDU 4113, FOOD 2300

Departmental requirements:
PEDU 1541, 2000, 2085, 2100, 2460, 3000, 3500, 4030, 4110, 4120, 4500, DANC 2080, PETE 4450, 2460, 2095, 3100, 3740, 3750, 2760, 4400, 4600

Professional Education requirements:
EDU 2600, 2800, 3000, 3030, 3150, 4121, 4221

4. Meet the Teacher Education Council (TEC) requirements for admission to the Teacher Education Program:
   • Pass the Praxis I Pre-Professional Skills Test
   • Achieve a minimum grade point average of 2.5
   • Complete the General Education Curriculum with a minimum grade of "C" in ENG 1110, 1210, and MSCM 1250

5. Teacher Education candidates may not enroll in restricted courses prior to admission to the Teacher Education Program in accordance with NCDPI policy. Those courses include the following:
   EDU 3150, PEDU 4400, PEDU 4500, and 4600.

6. The courses listed above meet the requirements in all aspects of the new PRAXIS II in Physical Education and Health. The new requirement for the North Carolina Department of Public Instruction for PRAXIS II is #0856, Physical Education and Health.

7. Complete the concentration in Physical Education Licensure.

8. Repeat “D” or “F” grade in all major and minor courses.


Physical Education Program: Fitness and Wellness Concentration

1. Complete a maximum of 124 semester hours with a cumulative grade point average of 2.5 or higher. The last 30 hours must be completed at NCCU.

2. Freshman and sophomore years: complete the General Education Curriculum required by the university as detailed on the four-year course of study. Complete ENG 1110, 1210, MSCM 1250; Math 1100, 1110; BIOL 1610, 1620 with a “C” or better.

3. Complete the Physical Education Program Requirements with a “C” or better:
   • Departmental requirements (must have a “C” or better in all courses): PEDU 1080, 1130, 2000, 2010, 2070, 2080, 2200, 3000, 3500, 3550, 4030, 4050, 4110, 4130, 4410, 4500, 4640, PEDU elective; RECR 3900, 4100, 4270, 4610, 4900
   • Non-departmental requirements (must have a “C” or better in all courses): BIOL 1300, 1610, 1620; PSY 2100; FOOD 2300

4. Repeat “D” or “F” grade in all major and minor courses.
5. Demonstrate proficiency in intermediate swimming.

Physical Education Program: Exercise Sport Science Concentration

This concentration prepares students for professional schools in physical therapy, exercise physiology, and other related fields. A 3.3 or higher GPA must be attained for admission to professional school.

1. Complete a maximum of 124 semester hours with a cumulative grade point average of 3.0 or higher. The last 30 hours must be completed at NCCU.

2. Freshman and sophomore years: complete General Education Curriculum required by the university as detailed on the four-year course of study.

3. Complete the Physical Education Program Requirements with a “C” or better:
   - Non-department requirements (must have a “C” or better): ENG 1110, 1210, MSCM 1250; MATH 1100, 1200, BIOL 1300, 1610, 1620, CHEM 1100, 1200; NURS 2030; PHYS 2110, 2120; FOOD 2200 or 2300; PSY 2100, 3100, 3310
   - Departmental requirements: PEDU 2000, 2010, 2200, 2250, 3000, 3500, 3550, 4110, 4120, 4130, 4050, 4500, 4410, 4640,

4. Repeat “D” or “F” grade in all major and minor courses.

5. Demonstrate proficiency in intermediate swimming.

Students must complete and pass BIOL 1300, 1610, 1620, PEDU 2000 before enrolling in 3000 and 4000 level courses

Physical Education: Dance

1. Complete a minimum of 124 semester hours with a cumulative grade point average of 2.5 or higher. The last 30 hours must be completed at NCCU.

2. Freshmen and sophomore years: Complete the core courses in the General Education Curriculum as detailed on the 4 year course of study with a minimum grade of “C” in ENG 1110, 1210, and MSCM 1250. Placement test scores may require Enrollment in lower level courses in English, Math, Reading, and Foreign Language. The lower level courses must be passed prior to enrollment in the core curriculum courses listed on the 4-year course of study.

3. Complete the following Dance Concentration requirements:
   - Non-departmental requirements: General Education Curriculum
     One Speaking Intensive (SI) Course (MSCM 1250)
     One Writing Intensive (WI) Course (DANC 2000)
   - Departmental requirements:
     Dance Education: DANC 2000, 2010, 2020, 2200, 2250, 3000, 3500, 3550, 4110, 4120, 4130, 4050, 4500, 4410, 4640,
     Modern, Ballet, Jazz Dance Techniques (4 credit hours each, Including level III in Modern);
     Physical Education: PEDU 3000, 3500, 4410, 4120, 4450, 4500
   - Professional Education requirements: EDU 2600, 2800 or 4300, 3000, 3150, 4103, 4203
   - Minor requirements: HEDU 3300, 3200, 4113 or 3420

4. Meet the Teacher Education Council (TEC) requirements for admission to the Teacher Education Program:
• Passing score on Praxis I or SAT/ACT
• Achieve a minimum grade point average of 2.5
• Complete the General Education Curriculum with a minimum grade of “C” in ENG 1110, 1210, and MSCM 1250

5. Teacher Education candidates may not enroll in restricted courses prior to admission to the Teacher Education Program. Those courses include the following: DANC 4400, DANC 4700, EDU 3150, 4103, 4203.

6. Repeat “D” or “F” grade in major courses.

ATHLETIC TRAINING PROGRAM

The mission of the NCCU Athletic Training Program is to prepare students to be professional, proficient, and effective individuals in the field of athletic training. This will be accomplished through classroom instruction and clinical experiences in a diverse educational and cultural environment, which will prepare students for taking the BOC exam. The Athletic Training Program is committed to promoting intellectual curiosity, ethical practice, critical thinking, and professional responsibility. Successful completion of this program and passing the BOC exam will qualify students to be employed in a variety of collegiate, professional, industrial, clinical allied health, and community settings.

Program Goals and Objectives

1. To provide each student with an opportunity to develop skills as specified in the Competencies in Athletic Training for the following areas: Evidence Based Practice, Prevention and Health Promotion, Clinical Examination and Diagnosis, Acute Care of Injuries and Illnesses, Therapeutic Interventions, Psychosocial Strategies and Referrals, Healthcare Administration, and professional development and responsibility and integration of these competencies in the clinical setting.

2. To continue to seek the highest quality in instructional techniques and clinical experiences and to provide all students with the opportunity to develop skills with equipment intensive patients individual and team sports, patients of different genders, non-sport patient populations and patients in primary care and medicine. or non-orthopedic settings.

3. To offer clinical experience opportunities where students can apply the theory of the classroom to clinical practice.

4. To promote ethical conduct by adhering to the NATA Code of Ethics- and Foundational Behaviors of professional Practice.

5. To expose athletic training students to other professionals in the field of sports medicine.

6. To continue to evaluate the athletic training course work and clinical experiences.

7. To prepare students for the BOC exam.

Course Requirements of the Bachelor of Science in Athletic Training

Students must complete a minimum of 125 semester hours and maintain a cumulative grade point average of 2.5 or higher to graduate. (GPA requirement subject to change.) The last 30 hours must be completed at NCCU.

In addition to the courses below, students must complete the General Education Curriculum and earn a minimum grade of “C” in ENG 1110, 1210, or MSCM 1250 and Math 1100, 1200 or 1210.

• Departmental requirements:(C or higher): PEDU 1100, 1130, 2000, 2010, 2070, 2250, 2300, 3301, 3302, 4303, 4304, 3000, 3201, 3202, 3220, 3230, 3240, 4110, 4120, 4130, 4220, 4410, and 4500. (in addition to PEDU1541).

• Non-departmental requirements: BIOL 1300, 1610, 1620 (C or higher for all BIOL classes); FOOD 2200; HEDU 1531, 2100,
ATP Admission Procedures

Athletic training students must apply for selection into the ATP during the fall semester of the sophomore year. The athletic training education program has a selective admissions process; a student may meet all of the requirements and not be selected into the program based on the program capacity. Students must maintain a 2.5 GPA and make regular progress toward graduation to remain in the ATP. See the Athletic Training Program website for the most current Admission Criteria and Procedures and Progress Evaluation and Retention Requirements.

The 4 year curriculum plan is listed below. Details of the most current plan are on the NCCU ATP website.

Transfer Students

Transfer students are eligible to apply for admittance into the ATP and are required to meet the aforementioned admission policies. Transfer students will be dealt with on an individual basis.

In order to be considered for admission to the ATP, the following criteria must be met:

1. Applicants must be at least a sophomore. Have completed or be enrolled in BIOL 1610, PEDU 2010, HEDU 4110, and PEDU 2250.

2. Submit a complete application which includes:
   a. NCCU ATP Application for Admission
   b. College transcript indicating the required GPA of 2.5 or higher
   c. Resume including work experiences
   d. 3 letters of recommendation
   e. Athletic Training room observation sheet (minimum 20 hours)
   f. Signed copy of the ATP technical standards packet:
      i. Technical Standards form
      ii. Completed physical (within 6 months on the required form)
      iii. Immunization Records (HBV, TB, Varicella)
      g. Complete an interview
      h. Signed confidentiality statement
      i. Copy of current CPR/AED for Professional Rescuer
      j. Provide a writing sample with professional goals
      k. Provide a transcript showing proof of prerequisite courses or courses in progress

Once accepted the student must:

a. Maintain a minimum 2.5 GPA
b. Complete at least 150 clinical hours per semester
c. Purchase annual liability insurance
d. Provide a $30 one-time (minimally) fee for uniforms
e. Maintain Professional Rescuer CPR /AED and First Aid licensure 15/year, subject to change
f. Recognize that additional costs associated with transportation may be incurred when participating in clinical educational experiences that are located off campus.

The ATP does not discriminate based upon race, color, creed, national origin, religion, sex, age, political affiliation, sexual orientation, or disabling condition. The ATP adheres to the North Carolina Central University equal opportunity/affirmative action/nondiscrimination policy.

MINOR IN PHYSICAL EDUCATION

Students may choose to minor in physical education by completing a minimum of 21 semester hours in physical education in addition to their major requirements. Students choosing this minor must complete the following: PEDU 2000, 2010, 3000, 3750 and 3760, 4110, 4450, 4120.
# Four-Year Curriculum Plan in Physical Education: Concentration in Dance with K-12 Licensure

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TOTAL MINIMUM CREDIT HOURS: 128

Distribution of Hours
*GEC Required Courses – 44, +Dance Education Required Courses – 29, =Physical Education Core Courses – 17, ^Education Required Courses – 27
Non-Departmental Required Courses – 8, Students must take and pass PRAXIS I during the Sophomore year to be admitted to the Teacher Education Program. Students who maintain a minimum 3.0 GPA will be exempt. Students must maintain a 2.5 GPA to stay in the program and for admission to the Teacher Education Program. Teacher Education Candidates cannot enroll in restricted courses prior to admission – DANC 4400, DANC 4700, EDU 3150, EDU 4103, EDU 4203. Students must receive a “C” or better in all English, major and non-departmental courses. (WI) Writing Intensive (SI) Speech Intensive
Many courses listed in the first year of this plan are this degree program, and may not fulfill degree for other programs at the University. Students are changing their program of study from this major after the first year can extend the time until graduation by a semester or more.
### Freshman Year

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<td>*ENG 1210</td>
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<td>*EDU 3000</td>
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<tr>
<td>*HUSC 2410</td>
<td>Humanities</td>
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<td>*HUM 2800</td>
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<tr>
<td>*BIOL 1300</td>
<td>Molecule &amp; Cell Function</td>
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<tr>
<td>*PEDU 1610</td>
<td>Anatomy/Physiology</td>
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<td>*PEDU 3000</td>
<td>Orientation to Teach</td>
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#### Distribution of Hours

- *GEC Required Courses – 44
- Physical Education Teacher Education Required Courses – 21
- Education Required Courses – 27
- Health Education Requirements – 11
- Students must take and pass PRAXIS I during the sophomore year to be admitted to the Teacher Education Program. Students who maintain a minimum 3.0 GPA will be exempt. Students must maintain a 2.5 GPA to stay in the program and for admission to Teacher Education Program. Teacher Education Candidates cannot enroll in restricted courses prior to admission – PETE 4450, EDU 3150, PETE 4400 4400 PETE 4600
- *Students must receive a “C” or better in all English, Math and all major and Non-departmental requirements (WI) Writing Intensive (SI) Speech Intensive. Many courses listed in the first year of this plan are specific to this degree program and may not fulfill degree requirements for other programs at the University. Students are advised that changing their program of study from this major to another major, after the first year, can extend the time until graduation by a semester or more.

### Sophomore Year

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<tr>
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<tr>
<td>*MSCM 1250</td>
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<td>*HUM 2410</td>
<td>Humanities</td>
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<tr>
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<td>Anatomy/Physiology</td>
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<td>^EDU 2600</td>
<td>Orientation to Teach</td>
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#### Distribution of Hours

- *GEC Required Courses – 44
- Physical Education Teacher Education Required Courses – 21
- Education Required Courses – 27
- Health Education Requirements – 11
- Students must take and pass PRAXIS I during the sophomore year to be admitted to the Teacher Education Program. Students who maintain a minimum 3.0 GPA will be exempt. Students must maintain a 2.5 GPA to stay in the program and for admission to Teacher Education Program. Teacher Education Candidates cannot enroll in restricted courses prior to admission – PETE 4450, EDU 3150, PETE 4400 4400 PETE 4600
- *Students must receive a “C” or better in all English, Math and all major and Non-departmental requirements (WI) Writing Intensive (SI) Speech Intensive. Many courses listed in the first year of this plan are specific to this degree program and may not fulfill degree requirements for other programs at the University. Students are advised that changing their program of study from this major to another major, after the first year, can extend the time until graduation by a semester or more.

### Junior Year

<table>
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<th>Course Prefix/Number</th>
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<tr>
<td>=PETU 3750</td>
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<td>=PETE 4400</td>
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<td>+PETU 3000</td>
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<td>=PETE 4450</td>
<td>Motor Development</td>
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<tr>
<td>#HEDU 3200</td>
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<td>Diversity Pedagogy</td>
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<tr>
<td>-PETU 4410</td>
<td>Measurement &amp; Eval</td>
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<td>+PETU 4110</td>
<td>Kinesiology</td>
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<tr>
<td>FOOD 2300</td>
<td>Nutrition</td>
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<td>#HEDU 3420</td>
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#### Distribution of Hours

- *GEC Required Courses – 44
- Physical Education Teacher Education Required Courses – 21
- Education Required Courses – 27
- Health Education Requirements – 11
- Students must take and pass PRAXIS I during the sophomore year to be admitted to the Teacher Education Program. Students who maintain a minimum 3.0 GPA will be exempt. Students must maintain a 2.5 GPA to stay in the program and for admission to Teacher Education Program. Teacher Education Candidates cannot enroll in restricted courses prior to admission – PETE 4450, EDU 3150, PETE 4400 4400 PETE 4600
- *Students must receive a “C” or better in all English, Math and all major and Non-departmental requirements (WI) Writing Intensive (SI) Speech Intensive. Many courses listed in the first year of this plan are specific to this degree program and may not fulfill degree requirements for other programs at the University. Students are advised that changing their program of study from this major to another major, after the first year, can extend the time until graduation by a semester or more.

### Senior Year

<table>
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<td>Psycho/Social Aspects</td>
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<td>^EDU 3150</td>
<td>Instructional Planning</td>
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<td>=PETE 2085</td>
<td>Group Exercise Leadership II</td>
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**TOTAL MINIMUM CREDIT HOURS: 124**
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<td>*MATH 1100</td>
<td>College Algebra/Trig I</td>
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<td>*</td>
<td>Foreign language III</td>
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<td>*HUSC 1521</td>
<td>Dimensions of Learning</td>
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<tr>
<td>*</td>
<td>Social Science GEC Requirement</td>
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<td>*PEDU 1541</td>
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<td><strong>Credit</strong></td>
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<tr>
<td>*HUM</td>
<td>2410 or 2420</td>
<td>Humanities</td>
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<tr>
<td>=PEDU 2010</td>
<td>Musculoskeletal Anatomy</td>
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<tr>
<td>#BIOL 1610</td>
<td>Anatomy/Physiology I</td>
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<td>=PEDU 2250</td>
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<th>Junior Year</th>
<th>Fall</th>
<th>Spring</th>
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<td><strong>Course Prefix/Number</strong></td>
<td><strong>Course Title</strong></td>
<td><strong>Credit</strong></td>
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<td>Exercise Physiology</td>
<td>3</td>
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<tr>
<td>+PEDU 3000</td>
<td>Motor Learning</td>
<td>3</td>
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<td>+PEDU 3500</td>
<td>Emergency Care</td>
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<td>#PHYS 2110</td>
<td>General Physics I</td>
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<td>#CHEM 1200</td>
<td>General Chemistry II</td>
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<td>#PSY 3100</td>
<td>Abnormal Psychology</td>
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<td><strong>Course Prefix/Number</strong></td>
<td><strong>Course Title</strong></td>
<td><strong>Credit</strong></td>
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<tr>
<td>+PEDU 4500</td>
<td>Adapted Phys. Ed.</td>
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<td>Nutrition</td>
<td>3</td>
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<tr>
<td>+PEDU 4410</td>
<td>Measurement/Evaluation</td>
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<td>#MATH 2500</td>
<td>PSY 2400 or EDUC 3700</td>
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<td>=PEDU 3550</td>
<td>Physical Activity for Aging</td>
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**TOTAL MINIMUM CREDIT HOURS:** 127

Distribution of Hours:
- * Core Curriculum Courses – 44
- +Physical Education Required Courses – 20
- =Exercise Sport Sciences Required Courses – 26
- # Non-Departmental Required courses - 37
- Prior to enrolling in PEDU 4640, students must have successfully completed all coursework with a GPA of 2.5 or better in all of major and minor courses as well as English and Math courses.

> Students must complete PEDU 2000 before enrolling in PEDU 3000 and PEDU 4500; Complete BIOL 1300 and 1610 with a “C” or better before enrolling in PEDU 2010, 2250, 4110, 4120 and 4130. Must complete PEDU 4110 and 4120 before enrolling in PEDU 4130 (SI) Writing Intensive (WI) Speaking Intensive. Many courses listed in the first year of this plan are specific to this degree program, and may not fulfill degree requirements for other programs at the University. Students are advised that changing their program of study from this major to another major, after the first year, can extend the time until graduation by a semester or more.
### Four-Year Curriculum Plan in: Physical Education: Concentration in Fitness and Wellness

**Freshman Year**

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<td>*ENG 1110</td>
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<td>*MATH 1110</td>
<td>Elementary Statistics</td>
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<tr>
<td>*</td>
<td>Foreign language III</td>
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<tr>
<td>*HUSC 1521</td>
<td>Dimensions of Learning</td>
<td>2</td>
</tr>
<tr>
<td>*</td>
<td>Social Sci GEC Requirement</td>
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<tr>
<td>*PEDU 1541</td>
<td>Fitness</td>
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<td>*ENG 1210</td>
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<td>College Algebra/Trig I</td>
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<td>MATH 1100/1120</td>
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<td>HIST 1320</td>
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<tr>
<td>BIOL 1300</td>
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<tr>
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**Total** 16

**Sophomore Year**

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</tr>
<tr>
<td>*BIO 1610</td>
<td>Anatomy/Physiology I</td>
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<tr>
<td>PEDU 1080</td>
<td>Aerobic Training</td>
<td>2</td>
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<td>PEDU 1130</td>
<td>Beginning Weight Training</td>
<td>2</td>
</tr>
<tr>
<td>PEDU 2010</td>
<td>Musculoskeletal Anatomy</td>
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<tr>
<td>*HUM 1620</td>
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<td>#PEDU 2070</td>
<td>Advanced Weight Training</td>
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<td>#PEDU 2080</td>
<td>Group Exercise Leadership I</td>
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<td>Nutrition</td>
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**Total** 17

**Junior Year**

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<td>+PEDU 3000</td>
<td>Motor Learning</td>
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<td>+PEDU 3500</td>
<td>Emergency Care</td>
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<tr>
<td>#PEDU 2200</td>
<td>Practicum in Exercise Science</td>
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<td>#PEDU 4050</td>
<td>Fitness Management</td>
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</tr>
<tr>
<td>#PEDU 4130</td>
<td>Fitness Assessment</td>
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<tr>
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**Total** 14

**Senior Year**

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<th>Course Prefix/Number</th>
<th>Course Title</th>
<th>Credit</th>
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<tr>
<td>+PEDU 4030</td>
<td>Psycho/Social Aspects</td>
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<td>Adapted Phys. Ed</td>
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<td>+PEDU 4410</td>
<td>Measurement/Evaluation</td>
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<td>#PEDU 3500</td>
<td>Supervision/Management</td>
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<tr>
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<td>Internship</td>
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**Total** 15

**TOTAL MINIMUM CREDIT HOURS: 124**

Distribution of Hours

- *Core Curriculum Courses - 44
- *Physical Education Required Courses - 23
- #Fitness and Wellness Management Required Courses – 33
- =Recreation Required Courses – 15
- ^Non-Departmental Required Courses – 9

*Students must maintain a GPA of 2.5 in their major prior to enrolling in PEDU 4640 and must have completed all coursework with a “C” or better. Students will not be allowed to enroll in the course if they have not finished all courses. *Students must complete PEDU 2000 before enrolling in PEDU 3000, 2010, 4110, 4120 and must complete PEDU 4110 and 4120 before enrolling in PEDU 4130. (SI) Speaking Intensive (WI) Writing Intensive

Many courses listed in the first year of this plan are specific to this degree program, and may not fulfill degree requirements for other programs at the University. Students are advised that changing their program of study from this major to another major, after the first year, can extend the time until graduation by a semester or more.
### Four-Year Curriculum Plan in: ATHLETIC TRAINING

#### Freshman Year

<table>
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<td>*HUSC 1521</td>
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<td>*BIOI 1300</td>
<td>Molecule and Cell Function</td>
<td>4</td>
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<tr>
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<td>*MATH 1200 (or 110)</td>
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#### Junior Year

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<td>Admin. Aspects of AT</td>
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<td>#PEDU 3230</td>
<td>Therapeutic Modalities</td>
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<td>=PSY 2100</td>
<td>General Psychology</td>
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<td>+PEDU 4110</td>
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<td>#PEDU 2070</td>
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#### Senior Year

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<td>Exercise Physiology</td>
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<td>Measurement/Evaluation</td>
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**TOTAL MINIMUM CREDIT HOURS: 124**

**Distribution of Hours**

- Core Curriculum courses – 44
- Physical Education Required Courses – 23
- Athletic Training Required Courses – 37
- Non-Departmental Required Courses - 21

Students must be admitted to the Athletic Training Education during the 1st semester of the sophomore year. Students must have completed 30 hours with a 2.5 GPA to be admitted. Students must have completed or be enrolled in BIOL 1610, PEDU 2010, PEDU 2250 and HEDU 4110 in order to be considered for admission to the program. *(SI) Speaking Intensive  (WI) Writing Intensive*

Many courses listed in the first year of this plan are specific to this degree program and may not fulfill degree requirements for other programs at the University. Students are advised that changing their program of study from this major to another major, after the first year, can extend the time until graduation by a semester or more.
### Four-Year Curriculum Plan in: Recreation Administration Concentration Recreation Management

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<tr>
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<tbody>
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<td>English Comp II</td>
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<td>*</td>
<td>Foreign language III</td>
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<td>*MATH 1110</td>
<td>Elementary Statistics</td>
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<tr>
<td>*MATH 1100</td>
<td>College Algebra &amp; Trig I</td>
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<td>*HUSC 1521</td>
<td>Dimensions of Learning</td>
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<td>Leadership in Recreation (SI)</td>
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**Sophomore Year**

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<td>*HUM</td>
<td>Arts &amp; Humanities I or II</td>
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<td>General Psychology</td>
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<td>Camping and Outdoor Recreation</td>
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**Junior Year**

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<th>Course Title</th>
<th>Credit</th>
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<td>=RECR 3100</td>
<td>Org &amp; Admin of Sport</td>
<td>3</td>
<td>+RECR 3900</td>
<td>Management of Recreation Facilities</td>
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<tr>
<td>+RECR 3500</td>
<td>Supervision and Mgt in Recreation</td>
<td>3</td>
<td>+RECR 3245</td>
<td>Practicum in Recreation</td>
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<tr>
<td>+RECR 3600</td>
<td>Org &amp; Admin in Recreation (WI)</td>
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<td>+RECR 4270</td>
<td>Advanced Concepts in Recreation</td>
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**Senior Year**

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<th>Course Prefix/Number</th>
<th>Course Title</th>
<th>Credit</th>
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<tbody>
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<td>Technology App. In Recreation</td>
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**TOTAL MINIMUM CREDIT HOURS: 126**

### Distribution of Hours

- General Education Curriculum Courses – (44)
- Recreation Administration Professional Courses - 52
- Recreation Management Concentration Required Courses - 18
- Non REC Required Course – 12
- Students must apply for admission into the Recreation Administration Program after the completion of RECR 1000, RECR 2120, RECR 2230, and RECR 2250. Application requires a minimum 2.0 overall GPA with a minimum 2.25 GPA in Recreation Administration Professional Courses and Two letters of Recommendation.
- All Recreation Management Concentration electives must be approved by your advisor.
- Students are required to be senior status, have permission of their advisor, and have completed RECR 4625 prior to enrolling in the RECR 4630. Students are not to take other courses when completing the internship course.
- (SI) = Speaking Intensive; (WI) = Writing Intensive
**Four-Year Curriculum Plan in Recreation Administration: Concentration in Sport Management with Business Minor**

<table>
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<td>+ECON 2200</td>
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**TOTAL MINIMUM CREDIT HOURS: 124-125**

Distribution of Hours:
* General Education Curriculum Courses – (43)
Recreation Administration Professional Courses – (49)
= Recreational Sport Management Concentration Required Courses – (17-20)
# Business Minor – (15) *6 hrs use for GEC & Business
< Students must apply for admission into the Recreation Administration Program after the completion of RECR 1000, RECR 2120, RECR 2230, RECR 2250, and RECR 2900. Application requires a minimum 2.0 overall GPA with a minimum 2.25 GPA in Parks, Recreation, and Leisure Studies Professional Courses and Two letters of Recommendation.
< The Recreational Sport Management Concentration requires a Business Minor. The Business Minor course work is determined by the School of Business. Nine credit hours of GEC also serve as the Business Minor Requirement. These nine hours are completed as additional Recreational Sport Management Concentration Required Courses.
> Students are required to be senior status, have permission of their advisor, and have completed RECR 4625 prior to enrolling in the RECR 4630. Students are not to take other courses when completing the internship course.
(SI) = Speaking Intensive; (WI) = Writing Intensive

Many courses listed in the first year of this plan are specific to this degree program and may not fulfill degree requirements for other programs at the University. Students are advised that changing their program of study from this major to another major, after the first year, can extend the time until graduation by a semester or more.
Four-Year Curriculum Plan in: Recreation Administration: Concentration in Recreational Therapy

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<th>Course Title</th>
<th>Credit</th>
<th>Course Prefix/Number</th>
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<td>*ENG 1210</td>
<td>English Comp II</td>
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<td>Foreign language III</td>
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<td>Elementary Statistics</td>
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<td>College Algebra &amp; Trig I</td>
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<td>Molecule &amp; Cell Function</td>
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TOTAL MINIMUM CREDIT HOURS: 124

Distribution of Hours:
* General Education Curriculum Courses – (41)
+ Recreation Administration Professional Courses -49
= Recreation Therapy (RT) Concentration Required Courses – (34-35)
< Students must apply for admission into the Parks, Recreation, and Leisure Studies Program after the completion of RECR 1000, RECR 2120, RECR 2230, and RECR 2250. Application requires a minimum 2.0 overall GPA with a minimum 2.25 GPA in Recreation Administration Professional Courses and Two letters of Recommendation.
< Licensure in Recreation Therapy requires the successful completion of Anatomy & Physiology, Abnormal Psychology, and Human Growth and Development.
> Students are required to be senior status, have permission of their advisor, and have completed RECR 4625 prior to enrolling in the RECR 4635. Students are not to take other courses when completing the internship course.
(SI) = Speaking Intensive; (WI) = Writing Intensive

Many courses listed in the first year of this plan are specific to this degree program and may not fulfill degree requirements for other programs at the University. Students are advised that changing their program of study from this major to another major, after the first year, can extend the time until graduation by a semester or more.
DANCE COURSE DESCRIPTIONS FOR UNDERGRADUATES

DANC 1010. Elementary Modern Dance (2)
A study of modern dance techniques with attention to the development of modern dance, correct posture and body alignment, dance exercises, warm-up techniques, elements of dance, traditional dance steps, and ideas for creating dances.

DANC 1200. Social Dancing (1)
An overview of the basic fundamentals of social dance with attention to popular dances during each historical period by decades and their appearance in present day dance movements. Included are the waltz, foxtrot, two-step, cha-cha, mumbo, discotheque, etc.

DANC 2520. Intermediate Modern Dance (2)
Prerequisite: DANC 1010. A continuation of Dance 1010. A review of beginning dance techniques and an introduction to intermediate technique, beginning composition, dance experimentation, and pantomime.

DANC 3010. Advanced Modern Dance (2)
Prerequisite: DANC 2520. A continuation of Dance 2520. A review of intermediate technique, an introduction of advanced technique, composition, beginning choreography, and jazz technique.

DANC 4500. Methods and Materials in Folk and Square Dancing in the Secondary Schools (1)
An overview of fundamental skills of folk and square dance with attention to techniques of teaching. Required of all majors.

DANC 4600. Tap and Clog Dance (1)
An overview of basic steps in tap and clog dancing with attention to methods and materials for the beginner.

COURSE DESCRIPTIONS FOR DANCE CONCENTRATION

DANC 2000. DANCE APPRECIATION (3)
This course is designed to provide an introduction to the study of dance. The course examines dance as an art form, dance in relation to the cultural context of differing periods, and the role of dance in education. This is a writing intensive course (WI).

DANC 2010. MODERN DANCE I (2)
This course provides an introduction to modern dance theory and develops beginner level skills in modern dance technique and performance. Emphasis is on kinesiology and techniques of modern dance. The course includes individual and group choreography. Performance is required in class demonstrations and in dance concerts.

DANC 2020. BALLET DANCE I (2)
This course provides an introduction to ballet dance theory and develops beginner level skills in ballet dance technique and performance. Emphasis is on kinesiology and techniques of ballet dance. The course includes individual and group choreography. Performance is required in class demonstrations and in dance concerts.

DANC 2030. JAZZ DANCE I (2)
This course provides an introduction to jazz dance theory and develops beginner level skills in jazz dance technique and performance. Emphasis is on kinesiology and techniques of jazz dance. The course includes individual and group choreography. Performance is required in class demonstrations and in dance concerts.

DANC 2040. INTERNATIONAL DANCE I (2)
This course is designed to facilitate the study of dance cultures from a global perspective. The course offers a framework for studying dance cultures from diverse geographic areas and historical time periods. Focus is on the conceptual components of dance while exploring various dance styles including folk and ethnic dances of Africa, Near and Far East, Europe, and the Americas. The course includes work with individual and group choreography. Performance is required in class demonstrations and in dance concerts.

DANC 2060. DANCE PRODUCTION I (2)
This course is designed to provide a broad base of experience for working behind the scenes of a
dance production. The course will address various aspects of dance production including costume design, lighting and set design, make-up, marketing, and ticket sales.

DANC 3010. MODERN DANCE II (2)
This course is designed to further the study of modern dance theory and to develop intermediate level skills in modern dance technique and performance. Emphasis is on technique and performance. The course includes individual and group choreography. Performance is required in class demonstrations and in dance concerts.

DANC 3020. BALLET DANCE II (2)
This course is designed to further the study of ballet dance theory and to develop intermediate level skills in ballet dance technique and performance. Emphasis is on technique and performance. The course includes individual and group choreography. Performance is required in class demonstrations and in dance concerts.

DANC 3030. JAZZ DANCE II (2)
This course is designed to further the study of jazz dance theory and to develop intermediate level skills in jazz dance technique and performance. Emphasis is on technique and performance. The course includes individual and group choreography. Performance is required in class demonstrations and in dance concerts.

DANC 3050. MODERN DANCE III (2)
This course is designed to develop advanced level skills in modern dance technique and performance. Emphasis is on performance and choreography. The course includes work with individual and group choreography. Performance is required in class demonstrations and in dance concerts. Prerequisite: DANC 3010 or permission of the instructor

DANC 3080. JAZZ DANCE III (2)
This course is designed to develop advanced level skills in jazz dance technique and performance. Emphasis is on performance and choreography. The course includes work with individual and group choreography. Performance is required in class demonstrations and in dance concerts. Prerequisite: DANC 3010 or permission of the instructor

DANC 4010. DANCE COMPOSITION I (2)
This course is to designed as an introduction to the fundamentals of the choreographic process. Emphasis is on understanding and valuing dance through the study of composition and performance. Performance is required in class demonstrations and in dance concerts. Prerequisites: DANC 2010, 2020, 2030 or permission of instructor

DANC 4030. BALLET DANCE IV (2)
This course is designed to develop upper advanced level skills in ballet dance technique and performance. Emphasis is on performance and choreography. The course includes work with individual and group choreography. Performance is required in class demonstrations and in dance concerts. Prerequisite: DANC 3010 or permission of the instructor

DANC 4040. JAZZ DANCE IV (2)
This course is designed to develop upper advanced level skills in jazz dance technique and performance. Emphasis is on performance and choreography. The course includes work with individual and group choreography. Performance is required in class demonstrations and in dance concerts. Prerequisite: DANC 3010 or permission of the instructor

DANC 4050. MODERN DANCE IV (2)
This course is designed to develop upper advanced level skills in modern dance technique and performance. Emphasis is on performance and choreography. The course includes work with individual and group choreography. Performance is required in class demonstrations and in dance concerts.
concerts. Prerequisite: DANC 3010 or permission of the instructor

DANC 4070. SENIOR DANCE PROJECT (2)
This course is designed to provide senior Dance Education majors an opportunity to analyze, synthesize, and apply knowledge and skills gained throughout the dance program. Students will develop a collaborative senior project that includes both written and oral presentation in a public forum. Pre-requisites: Senior status in the dance concentration or permission of instructor.

DANC 4080. INTERNATIONAL DANCE STUDY TOUR (2)
This is an academic course designed to facilitate the exploration and deepened understanding of diverse cultures through immersion into authentic, interactive learning experiences. Study will focus on dance, arts, history, and culture and include classroom seminars and visits to historical and other significant sites in the selected host country.

DANC 4400. ELEMENTARY SCHOOL DANCE PEDAGOGY (3)
This course is designed to introduce pre-service and in-service elementary school teachers to dance teaching methodology, curriculum development including planning management, assessment and evaluation of the teaching-learning process, basic concepts of healthful living and understanding diverse learners as a culturally responsive educator for elementary grades. 10 hours of field experience is required.

DANC 4700. SECONDARY SCHOOL DANCE PEDAGOGY (3)
This course is designed to introduce pre-service and in-service secondary school teachers to dance teaching methodology, curriculum development including planning management, assessment and evaluation of the teaching-learning process, basic concepts of healthful living and understanding diverse learners as a culturally responsive educator for secondary grades. 10 hours of field experience is required.

EDU 4103. METHODS AND MATERIALS IN DANCE EDUCATION (6)
This course is designed as a seminar to provide the Dance Education candidate with a forum for critical self-reflection and collaborative discussion of the application of theory to practice. The course is concurrent with the 15 week professional internship experience. Prerequisite: Admission to Teacher Education Program

EDU 4203. DIRECTED TEACHING IN DANCE EDUCATION (6)
This course is designed to provide the professional Dance Education candidate with a 15 week period of professional experience under the supervision of a licensed dance teacher in the public school system. The internship provides the teacher candidate an opportunity to apply theory to practice, to implement and evaluate decision-making skills, and to appraise his/her potential as a dance teacher. Both an elementary level and secondary level internship placement are required. Prerequisite: Admission to Teacher Education

PHYSICAL EDUCATION COURSE DESCRIPTIONS FOR UNDERGRADUATES

PEDU 1010-1190. A study of the basic principles of lifetime fitness and the fundamentals of a lifetime sports.

PEDU 1010. Archery (2)
PEDU 1020. Bowling (2)
PEDU 1030. Jogging (2)
PEDU 1040. Karate (2)
PEDU 1050. Elementary Golf (2)
PEDU 1060. Basketball (2)
PEDU 1070. Softball (2)
PEDU 1080. Rhythmic Aerobics/Aerobic Training (2)
PEDU 1090. Stunts, Tumbling and Trampoline (2)
PEDU 1100. Elementary Swimming (2)
PEDU 1110. Tennis (2)
PEDU 1120. Volleyball/Badminton (2)
PEDU 1130. Weight Training (2)
*PEDU 1140. Fitness for Individuals with disabilities (2)
PEDU 1150. Tai Chi (2)
Prerequisite: None. This is a Tai Chi course designed for the beginners. Tai Chi history will be introduced. Students will learn a short form of Tai Chi.

PEDU 1541. Fitness (2)
An introductory course in fitness that offers the latest fitness knowledge based on up-to-date findings in exercise physiology and fitness along with the tools for self-assessment and guidelines for developing a personalized fitness program. CPR licensure is a requirement of the course.

PEDU 2000. Introduction to Physical Education (2)
This course is designed as an introduction to the field of Physical Education and related areas of sport and recreation. The historical development, foundations and trends, scope, careers, relative to physical education, sport, and recreation are addressed. This is a writing intensive course.

PEDU 2010. Structure and Function of the Musculoskeletal System (3)
This course provides students with practical applications and functional anatomical strategies of theory associated with human movement/sport rehabilitation.

PEDU 2020. Advanced Bowling (2)
Prerequisite: PEDU 1020, 125 average. An advanced study of the bowling technique and an introduction to the concepts of team bowling, handicap bowling, and league bowling (Lab fee is required).

PEDU 2050. Advanced Golf (2)
Prerequisite: PEDU 1050, handicap of 12 or less. An advanced study of the skill of golf and consideration of concepts related to tournament play.

PEDU 2060. Advanced Motor Skills (2)
An examination of soccer and speed ball technique with emphasis upon methods of teaching skills and strategies.

PEDU 2070. Advanced Weight Training (2)
Prerequisite: PEDU 1130. An advanced study of the principles of weight training regimen including diet, proper supplementation, and flexibility. Designed to give an overview of the principles of training and the proper position techniques.

PEDU 2080 Group Exercise Leadership I (2)
Prerequisites: PEDU 1541, PEDU 1080. The course is designed to teach skills that are required to plan and instruct a group exercise class. Topics covered include class formats, use of music, choreography, cue, monitoring techniques, and successful instruction techniques. Students will learn skills by practice teaching sessions, observations/participation, and instructor evaluations. Students will be expected to take and pass the Group Exercise Instructor Certification exam.

PEDU 2085. Group Exercise Leadership II (1)
Prerequisites: PEDU 1541, PEDU 1080. A teacher methods course designed to teach skills that are required to plan and instruct a group exercise class in a public school setting. Topics covered include class formats, use of music, choreography, cue, monitoring techniques, and successful instruction techniques. Students will learn skills by practice teaching sessions, observations/participation, and instructor evaluations. Students will be expected to take and pass the Group Exercise Instructor Certification exam. (Physical Education Licensure students only).

PETE 2095. Methods of Stunts & Tumbling (1)
Prerequisite: PEDU major. This course is designed to teach the basic skills of stunts and tumbling. Open to physical education majors only.

PEDU 2100. Intermediate Swimming (1)
Prerequisite: PEDU 1100 or equivalent skill. A study of swimming techniques at Levels 5-7 of the American Red Cross Learn-to-Swim program.

PEDU 2200. Practicum in Exercise Science (1-2) Prerequisite: PEDU 2000, 2070, 2080, Majors Only. An early field experience in exercise leadership, fitness assessment, and nutritional analysis.

PEDU 2250 Introduction to Athletic Training (4) Prerequisite: BIOL 1610 or enrolled in BIOL 1610. An introduction to Athletic Training that includes instruction in: basic injury evaluation, emergency and rehabilitative care, wrapping and taping techniques, determination of environmental risk factors, and other topics related to athletic training. A 1-hour lab is required.

PEDU 2300 Practicum I in Athletic Training (1) Prerequisite: Admission to the Athletic Training Education Program. A one-semester athletic training clinical experience with a weekly lecture/lab format that reviews the clinical and didactic competencies learned during the previous semester.

PETE 2460. Professional Development in Physical Education (1) Prerequisites: None. The course will provide the opportunity for students to consult professional literature, colleagues, and other resources; conduct research and projects; and participate in other professional activities to develop student professionalism.

PEDU 3000. Motor Learning (3) Prerequisites: PEDU 2000 or RECR 1000. An analysis of skill acquisition. Primary consideration given to the cognitive and motor processes underlying the learning of motor skills and factors that influence motor skill learning. Lab required

PETE 3100. Individual Motor Skills in Games (1) An examination of tennis, archery, badminton, handball, paddle tennis, and table tennis with emphasis on techniques of teaching. (Majors Only)

PEDU 3201. Orthopedic & Physical Assessment I (3) Admission to the Athletic Training Education Program. This course provides an advanced study of orthopedic and physical assessment pertaining to injuries and conditions of the lower extremity along with general medical conditions.

PEDU 3202 Orthopedic & Physical Assessment II (3) Admission to the Athletic Training Education Program and PEDU 3201. This course provides an advanced study of orthopedic and physical assessment pertaining to injuries and conditions of the upper extremity along with general medical conditions.

PEDU 3220. Administrative Aspects in Athletic Training (3) Prerequisite: Admission to the Athletic Training Education Program. An introductory course in athletic training administrative practices. Topics and activities include facility design, budget planning, program management, policies, procedures, information systems, and risk management.

PEDU 3230 Therapeutic Modalities (4) Prerequisite: Admission to the Athletic Training Education Program, PEDU 2250. An introduction to the principles and procedures involved in administration of therapeutic modalities including heat, cold, ultrasound, electricity, mechanical, and manual therapies, etc.

PEDU 3240 Therapeutic Exercise (4) Prerequisite: Admission to the Athletic Training Education Program and PEDU 3230. An introduction to the principles and procedures of therapeutic exercise and rehabilitation as it relates to the profession of athletic training.

PEDU 3301 Practicum II in Athletic Training (1) Prerequisite: Admission to the Athletic Training Education Program and PEDU 2300. A one-semester clinical experience with a weekly lecture/lab format that reviews the clinical and didactic competencies learned throughout the ATEP with an emphasis on coursework from the previous semester.
PEDU 3302 Practicum III in Athletic Training (1)
Prerequisite: Admission to the Athletic Training Education Program and PEDU 3301, PEDU 3230. A one-semester clinical experience with a weekly lecture/lab format that reviews the clinical and didactic competencies learned throughout the ATEP with an emphasis on coursework from the previous semester.

PEDU 3500. Emergency Care & Safety Techniques (2)
An introduction to the American Red Cross approved skills necessary to respond in an emergency situation requiring first aid and/or CPR.

PEDU 3550. Physical Activity for the Aging (3)
This course is designed to develop the students' knowledge and understanding of concepts relative to physical activity and aging. The course requires the planning, implementation, and assessment of an exercise program for the aging. The demographics of aging, theories on the aging process, health promotion for the aging, basic philosophy on exercise and aging, and physical exercise in a variety of areas including dance and aquatics are addressed. Arthritis Foundation (AF) Exercise Program certification is a component of the course.

PEDU 3620. Lifeguarding (3)
Prerequisite: PEDU 2100 or permission of instructor. An introduction to lifeguarding techniques and water safety skills with emphasis on acquiring lifeguarding and water safety techniques required for the American Red Cross Lifeguarding Licensure.

PEDU 3630. Water Safety Instruction (3)
Prerequisite: PEDU 2100 and permission of instructor. An introduction to technique of teaching aquatic skills. Licensure by the American Red Cross as a Water Safety Instructor is available upon completion of the course.

PEDU 3640. Administration and Management of Aquatic Program and Facilities (3)
A study of the operation and maintenance of aquatic facilities for school, municipalities, and other organizations with additional consideration to the organization and administration of aquatic programs.

PEDU 3650. Methods in Adapted Aquatics (3)
An examination of instructional techniques used to teach swimming to individuals with disabilities.

PEDU 3710. Officiating and Judging Individual and Dual Sports (1)
Prerequisite: PEDU 3100. An overview of techniques in officiating aquatics, tennis, gymnastics, wrestling, and golf.

PEDU 3730. Officiating and Judging Team Sports (1) Prerequisite: PEDU 2060. An overview of techniques in officiating football, basketball, track and field, soccer, and volleyball.

PETE 3740. Youth Sport/Coaching Certification (1)
Prerequisites: Physical Education students in teaching track. The course is designed to acquaint student candidates in physical education and sports with the qualities and attributes of a good leader in coaching, to positively influence coaching behaviors, and to prepare students for the national coaching certification.

PETE 3750. Team Sports I (1)
Prerequisites: PEDU 2000, 3100, or permission of instructor. An advanced study of skills and techniques of teaching football, basketball, and soccer. Instructional unit planning for each sport will be required.

PETE 3760. Team Sports II (1)
Prerequisites: PEDU 2000, 3100, or permission of instructor. An advanced study of skills and techniques of teaching track and field, volleyball, and baseball/softball. Instructional unit planning for each sport will be required.

PEDU 4030. Psycho-Socio Aspects of Physical Activity and Leisure (3)
Prerequisites: PEDU 2000, RECR 1000 or consent of instructor. A study of psychological and sociological factors that affect participation and behavior in physical activity and leisure.
PEDU 4050. Fitness Management (3)
A study of the various theories, concepts, principles, and practices of management which may be applied in organizations whose primary objective is to provide athletic and/or fitness related activities, products, or services.

PEDU 4110. Kinesiology (3)
Prerequisites: BIOL 1300, 1610. An investigative analysis of human motion and application of anatomical, physiological, and mechanical principles to prescription for improving performance of motor skills.

PEDU 4120. Physiology of Exercise (3)
Prerequisites: BIOL 1300, 1610. An examination of the basic metabolic processes as they occur at rest and during exercise with emphasis on the dynamics of muscular contraction and circulation, the relationship of nutrition to physical performance, and the effect of hot, cold, altitude and water environments upon performance.

PEDU 4130. Fitness Assessment & Exercise Prescription (3)
Prerequisites: PEDU 4110, 4120, BIOL 1610 & 1620. A study of methods and procedures in physiological assessment of human fitness, exercise prescription, and exercise leadership. Topics related to exercise for the aging will also be discussed.

PEDU 4220. Seminars in Sports Medicine (3)
Prerequisite: Admission to the Athletic Training Education Program, PEDU 3302, PEDU 3240. A one semester clinical experience with a weekly lecture/lab format that reviews the clinical and didactic competencies learned during the previous semester.

PEDU 4304 Field Experience II (2)
Prerequisite: Admission to the Athletic Training Education Program, PEDU 4303. A capstone course with a weekly lecture/lab format reviews clinical and didactic competencies learned throughout the ATEP.

PETE 4400. Methods and Materials for Teaching Elementary Physical Education (2)
Prerequisites: PEDU 3750, 3760, 4020, Admission to TEP. An interdisciplinary course examining methods/materials of teaching elementary school physical education. Movement education concepts and game approach, observation and analysis, and journal writing during early clinical experience.

PEDU 4410. Evaluation and Measurement (3)
Prerequisites: PEDU 2000, RECR 1000, & 3100. An introduction to cognitive, affective, and motor measurement; evaluation principles and practices with emphasis on general motor ability, physical fitness, sports skills, and elementary statistics.

PETE 4450. Motor Development (3)
Prerequisites: PEDU 2000, 3000 or consent of instructor. The study of the changes in motor behavior over the lifespan, the processes that underlie these changes, and the factors that affect them.

PEDU 4500. Adapted Physical Education (3)
Prerequisites: BIOL 1610, 1620; and PEDU 3000. A study of comprehensive and up-to-date information regarding physical activities for individuals with disabilities with emphasis on current legislation and IEP development and assessment, physical education for infants and toddlers, and programming. A laboratory experience is required for this course.

PEDU 4510. American Sign Language for Beginners (3)
An introductory course in American Sign Language and other manual communication skills.

**PETE 4600. Methods and Material in Secondary Physical Education (3)**
Prerequisites: PEDU 3750, 3760, 4020, Admission to TEP. Lecture/laboratory experiences designed for teacher licensure majors to demonstrate both knowledge and skill in their teaching and learning theory. The study of various methods will include planning, management, feedback and analysis, and assessment and evaluation of the teaching-learning process.

**PEDU 4640. Internship in Exercise Science (12)**
Prerequisite: Completion of all course work in physical education. It is an entry level practical experience with contractual agreement between the University supervisor, the site supervisor, and the student internist. Requires 400 hours or a minimum of 12 weeks of practical experience in a clinical setting of an allied prevention health care facility.

**PEDU 4710. Coaching Theory (1)**
Prerequisites: PEDU 2060 & 3100. An examination of the critical concerns influencing athletic organizations, their administration and theoretical parameters which impact the behavior and performance of coaches with emphasis on applying educationally sound techniques of coaching in laboratory experiences.

**PEDU 4800. Independent Study in Physical Education (3)**
Prerequisite: Consent of instructor. Independent reading and research for upper level undergraduate student physical education and recreation majors under faculty supervision. This is an opportunity for advanced study in a special area in physical education and/or recreation.

**Recreation Administration PROGRAM**

**Recreation Administration (PARK)**

**Mission Statement**

The mission of the Recreation Administration Program is to prepare students academically and professionally to become leaders dedicated to the advancement of the park, recreation, and leisure profession, enhancing the quality of life for all people.

The Recreation Administration Program is nationally accredited by the Council on Accreditation of Parks, Recreation, Tourism, and Related Professions (COAPRT) in association with the National Recreation and Park Association (NRPA). The program is focused on three professional areas of study: Recreation Management, Recreation Therapy, and Recreational Sports Management. The PARK Program is dedicated to sustaining and improving the social, environmental, economic, and cultural well-being of our local and global communities through education, research, and service. The curriculum is designed to prepare students for supervision and management in recreation and parks, therapeutic recreation, sports management, and graduate study in recreation. Students receive professional preparation enabling them to work in a variety of recreational settings including community/governmental, voluntary/nonprofit, commercial, private-membership, armed forces, employee, campus and therapeutic recreation, high school, collegiate, and professional sports as well as pursue graduate studies.

**COURSE REQUIREMENTS FOR THE BACHELOR OF SCIENCE Recreation Administration PROGRAM**

**Recreation Administration Program: Management Concentration**

1. Complete a minimum of 124 semester hours with a cumulative grade point average of 2.3. The last 30 hours must be completed at NCCU.
2. Freshman and sophomore years: Complete the General Education Curriculum required by the university.
   - Complete fifteen (15) credit hours of approved electives (approved by advisor)
3. A grade of “C” is required for all major courses. Repeat all “D” or “F” grades in major courses.
Recreation Administration Program:
Recreation Therapy Concentration

1. Complete a minimum of 124 semester hours with a cumulative grade point average of 2.3 or higher. The last 30 hours must be completed at NCCU.

2. Freshman and sophomore years: Complete the General Education Curriculum required by the University.

3. Complete the following Recreation Administration Program requirements:
   - Major requirements: RECR 1000, 2120(SI), 2230, 3100, 3120, 3245, 3500, 3600(WI), 3800, 3900, 4140, 4142, 4150, 4270, 4610, 4625, 4635, 4900
   - Department requirements: PEDU 1100, 3500, 4500;
   - Non-department requirements: BIO 1300, BIO 1610, PSY 2100, PSY 3100, PSY 3310

4. A grade of “C” is required for all major courses. Repeat all “D” or “F” grades in major courses.

Recreation Administration Program:
Recreational Sports Management Concentration

1. Complete a minimum of 124 semester hours with a cumulative grade point average of 2.3 or higher. The last 30 hours must be completed at NCCU.

2. Freshman and sophomore years: Complete the General Education Curriculum courses required by the university.

3. Complete the following Recreation Administration Program requirements:
   - Major requirements: RECR 1000, 2120(SI), 2230, 3100, 3120, 3245, 3500, 3600(WI), 3800, 3900, 4150, 4270, 4610, 4625, 4635, 4900
   - Department requirements: PEDU 1100, 3500, 4500;
   - Non-department requirements: BIO 1300, BIO 1610, PSY 2100, PSY 3100, PSY 3310

4. Students in the Recreational Sport Management Concentration are required to obtain a Business Minor.

5. A grade of “C” is required for all major courses. Repeat all “D” or “F” grades in major courses.

Minor in Recreation Administration Program

Students may choose to minor in recreation by completing a minimum of 21 semester hours in recreation in addition to their major requirements. Complete the following Recreation Administration courses: RECR 1000, 2120(SI), 3245, 2250, 3500, 3600(WI), and 4150.

RECREATION Administration COURSE DESCRIPTION FOR UNDERGRADUATES

RECR 1000* - Introduction to Parks, Recreation/Sports, and Leisure Studies (3)
An introduction to the parks and recreation/sports field, with emphasis upon understanding the conceptual foundations of play, recreation, and leisure for all populations and settings. An overview of career opportunities in the profession and professional organizations and agencies providing leisure services.

RECR 2000 - Recreation and Leisure in Modern Society (3)
An introduction to the parks and recreation field with emphasis upon understanding the conceptual foundations of play, recreation, and leisure for all populations and settings. An overview of agencies providing leisure services.

RECR 2120 (WI)- Leadership in Recreation/Sports, and Leisure Service Agencies (3)
Prerequisite: RECR 1000. Development of the ability to use various leadership techniques to enhance individual, group, and community
experiences and the process of activity leadership in conjunction with development of skills and knowledge in activity areas. Understanding of the significance of play, recreation, and leisure throughout the life span and of group dynamics and processes.

RECR 2190 - Introduction to Sport Management (3)
An introduction to concepts and practices of effective sport management at the professional, athletic and recreational levels. Topics include: overview of sport and sport management, social and behavioral dimensions of sport, business aspects of sport, issues and trends, professionalism, and an overview of career fields in the sport industry.

RECR 2230 - Camping and Outdoor Recreation (3)
An examination of the leadership and supervision of counselors in camping and in outdoor recreation settings with emphasis on camp administration and operation. A study of the interrelationship between leisure behavior and the natural environment and of environmental ethics and its relationship to leisure behavior. (formerly RECR3230)

RECR 2250 - Non-Clinical Application of Recreation Therapy (3)
A review of conceptual cornerstone and current practices in recreation service delivery systems to consumers with disabilities. Examines the nature and etiology of varied physically disabling conditions, programming standards, and strategies for inclusion. (formerly RECR3250)

RECR 2500 - Special Topics in Recreation, Physical Education, and Sport (1-3)
Examines current issues in recreation, physical education, and sport agencies, facilities, and settings. Topics may vary with the instructor. This course may be repeated for credit if topic differs.

RECR 3100 - Organization and Administration of Sports (3)
Prerequisites: PEDU 2000 or RECR 1000, RECR 2120 or RECR 2190, plus three additional semester hours in the park and recreation curriculum. An introduction to the organization and administration of fitness, instructional, informal, intramural, extramural, club sports competitions with emphasis upon tournament design, league maintenance, and planning.

RECR 3120 - Introduction to Recreational Therapy (4)
Prerequisite: RECR 1000, RECR 2250. Analysis of key concepts and operational definitions, theoretical constructs, recreational therapy processes and models and medical and psychiatric terminology. This course is three lecture hours with two laboratory hours per week.

RECR 3245 - Practicum in Recreation/Sports, and Leisure Studies (3)
Prerequisites: RECR 1000, 2120, plus three additional semester hours in the park and recreation curriculum. A study of professional practice. Designed to provide directed practicum experiences in a park and recreation agency under the supervision of a faculty advisor and an approved agency supervisor. A formal field experience(s) of at least 100 total documented clock hours in appropriate professional recreation organizations/agencies.

RECR 3500 - Supervision & Management Recreation/Sports & Leisure Service Agencies (3)
Prerequisites: RECR 1000, 2120, plus three additional semester hours in the park and recreation Demonstration of knowledge and skills required in human resources management in park, recreation, sport, and leisure services management. An analysis of organizational needs, job designs, recruitment, diversity, professional competence, performance appraisal, and disciplinary and grievance procedures. (formerly RECR4100)

RECR 3600(WI) - Organization and Administration of Recreation/Sports and Leisure Service Agencies (3)
Prerequisites: RECR 1000, 2120, plus three additional semester hours in the park and recreation curriculum. The course will expose students to management theory, principles, and administrative processes and functions with emphasis upon ethical practices and management procedures. The course includes the examination
of the roles, interrelationships, and uses of diverse leisure delivery systems to promote community development. *(formerly RECR4600)*

RECR 3800 - Research Methods in Recreation/Sports, and Leisure Studies (3)
Prerequisite: RECR 3245. This course applies basic principles of research and data analysis related to recreation, park resources, sports, and leisure services.

RECR 3900 - Management of Exercise, Recreation, and Sports Facilities (3)
Prerequisites: RECR 1000, 2120, plus three additional semester hours in the park and recreation A study of the principles and practices of operating sport and recreation service delivery areas. Emphasis placed on the examination of facility planning, design, operation, and maintenance including consideration of the inclusive practices approach to facility design and program operation. The course also investigates regulatory agents and methods of compliance as well as trends and issues impacting recreation managers.

RECR 4140 - Program Design and Evaluation in Recreational Therapy (3)
Prerequisite: RECR 3120 and RECR3245. Focus upon skills for systematic design and evaluation of programs using selected systems techniques, including activity and task analysis procedures, and summative and formative evaluation processes.

RECR 4142 - Methods and Practices in Recreational Therapy (3)
Prerequisites: RECR 3120 and RECR3245. This course will review the theoretical and practical examination of contemporary interventions in recreational therapy. Specifically, students will have a chance to master some non-traditional intervention techniques, and to expend their knowledge and practices in recreational therapy.

RECR 4145 - Facilitation Techniques in Recreational Therapy (3)
Prerequisite: RECR 3120 and RECR3245. Analysis of recreation therapy facilitation techniques currently utilized by practicing Recreation Therapy professionals in myriad settings with emphasis on evidence-based practices.

RECR 4150 - Programming in Recreation/Sports, and Leisure Service Agencies (3)
Prerequisites: RECR 3245, RECR 3500, RECR 3600. An analysis of concepts and principles of recreation and leisure services program development. Developing methods of assessing needs, goal and objective writing, and the process of program planning, promoting, implementing, and evaluation. Course includes a one hour lab.

RECR 4270 - Advanced Concepts in Recreation/Sports, and Leisure Studies (3)
Prerequisite: RECR 1000. A study and critical analysis of selected theories and concepts which influence the development of leisure behavior and the delivery of recreation services. Analysis of pertinent research, including understanding the research process.

RECR 4610 - Finance in Recreation/Sports, and Leisure Service Agencies (3)
Prerequisites: RECR 3245, RECR 3500, RECR 3600. Development of the principles and procedures of budgeting and financial management. Developing and presenting financial plans, operating and capital budgets, acquiring revenues, building financial relationships, auditing, and grant writing are core components of the class.

RECR 4625 - Pre-internship in Recreation/Sports, and Leisure Service Agencies (1)
Prerequisite: RECR 3245, RECR 3500, RECR 3600. Procedures, preparation of materials, and selection of an agency for internship.

RECR 4630 - Internship in Recreation/Sports, and Leisure Service Agencies (9)
Prerequisite: RECR 4625 pre-internship and permission by faculty advisor or recreation faculty. An examination of professional practice. Designed to individually assign the student to a ten to twelve week program in an approved recreation/sport or leisure services agency. Internship consists of a full-time placement for a minimum of 400 clock hours. (Senior status
required; 18 semester hours in the park and recreation curriculum.

RECR 4635- Internship in Recreational Therapy (9)
Prerequisite: RECR 4625 pre-internship and permission by faculty advisor or recreation faculty. Students will apply classroom learning to the practice of Recreational Therapy. Interns will be exposed to components of the National Council for Therapeutic Recreation Certification Job Analysis Task Areas. Interns must complete 12 or more consecutive weeks of full-time engagement with a minimum of 480 logged.

RECR 4800 - Independent Study in Recreation/Sports, and Leisure Studies (3)
Prerequisite: Consent of instructor. Independent reading and research for upper level undergraduate student physical education and recreation majors under faculty supervision. This is an opportunity for advanced study in a special area in physical education and/or recreation.

RECR 4900 - Technology Applications in Recreation, Physical Education & Sport (3)
Prerequisites: RECR 1000 or PEDU 2000. Exploration and examination of technology applications relevant to recreation, physical education, and sport. Emphasis will be placed on a “hands-on” approach exploring how various technologies, including computing, can be used in recreation, physical education, and sport settings.
Political Science

Emmanuel O. Oritsejafor, Chair
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Fax: (919) 530-6246
Main Office: 101 Edmonds Classroom Building
E-mail: eoritsejafor@nccu.edu

Mission Statement

The mission of the Department of Political Science is to prepare students for success in graduate and professional schools and the professional world by providing them with a solid knowledge base in political science and the necessary writing, research, analytical, and critical thinking skills.

The Department of Political Science prepares students for:

- the legal profession
- government service
- media/journalism
- the private sector/business
- non-profit employment
- graduate school
- foreign service
- teaching
- civic engagement

The curriculum includes courses in American government, international affairs, political theory, public policy, research methods, and pre-law.

The Pre-Law program is designed to prepare students for law school. In addition to the course work, students receive counseling and other necessary assistance in making their choice of a law school. They will be able to interview with various law schools that conduct interviews on our campus. In addition, the department offers an online Law School Admission Test (LSAT) prep course as well as its own writing lab and computer lab.

Departmental Requirements

To earn the undergraduate degree in Political Science, students must complete the core curriculum and pass a minimum of 30 credit hours in political science as outlined below. Students who wish to minor in Political Science must complete a minimum of 21 semester hours (See courses listed below under “Minor Course Requirements”) as well as the required courses for a major in their respective departments.

Major Course Requirements

1. Core Courses. Students must make a C or better in the following major courses:
POLS 2100, 2110, 2115, 2120, 3000, 3310, 4110 or 4120, and 4400.

2. Electives. Students may choose any two of the following: POLS 2800, 3020, 3030, 3040, 3120, 3130, 3210, 3320, 3410, 3500, 3510, 3550, 3560, 3600, 3700, 3710, 3800, 3810, 3990, 3995, 4000, 4100, 4200, 4310, 4330, 4340, 4500, 4520, 4600, 4880, 4990, 4995.

3. Non-department requirements. Students must make a C or better in either ECON 2100 or ECON 2200.

Minor Course Requirements

1. Required courses: POLS 2100, 2110, 2120, 3310, 4110.

2. Electives: 2 courses at the 3000 level or above.
### Four-Year Curriculum Plan in Political Science

<table>
<thead>
<tr>
<th>Course Year</th>
<th>Fall</th>
<th>Credit</th>
<th>Spring</th>
<th>Credit</th>
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<td></td>
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<td><strong>Course Prefix/Number</strong></td>
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<td>*ENG 1210</td>
<td>English Comp. II</td>
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<td>Science Odyssey</td>
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<td>*MATH 1200</td>
<td>College Algebra &amp; Trig II</td>
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<td>Elective</td>
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<tr>
<td>+ POLS 2100</td>
<td>American Government</td>
<td>3</td>
<td>*HUM 2410 or 2420</td>
<td>Arts/Hum. I or II</td>
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| **Sophomore Year** | Fall                      | Credit | Spring                      | Credit |
|                   | **Course Prefix/Number**  | **Course Title** | **Course Prefix/Number** | **Course Title** | **Credit** |
| *MFL* 1100       | Foreign Language III      | 3      | #POLS 2200 or 2100          | Macronomics or Microeconomics | 3        |
| *ART* 1000 or 1200 or 1500 | State Government | 3      | +POLS 2110                  | Comparative Govt (WI) | 3        |
| +POLS 2120       |                           | 3      |                             |            |
| *PEDU* 1541     | Fitness                   | 2      | +POLS 4110 or 4120          | Political Theory I | 3        |
|                | Science Requirement II    | 3      |                             |            |
| +POLS 3000      | Scope/Method              | 3      |                             |            |
| Total           | 17                        |        |                             | 15       |

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<th>Spring</th>
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<td><strong>Course Title</strong></td>
<td><strong>Course Prefix/Number</strong></td>
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<td>History, Philosophy, or Public Administration Elective</td>
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</table>

Total Minimum Credit Hours Required for Graduation = 124

Distribution of Hours

*Consult General Education Curriculum – 40
+Required Major Courses – 24
#Political Science Electives – 6
=Non-Departmental Required Course – 3
&Electives – 51
Many courses listed in the first year of this plan are specific to this degree program and may not fulfill degree requirements for other programs at the University. Students are advised that changing their program of study from this major to another major, after the first year, can extend the time until graduation by a semester or more.

**POLS 2100. Introduction to American Government (3)**
A study of the legislative, judicial, and executive branches of the national government with emphasis on the changing interpretation of the Constitution.

**POLS 2110. Introduction to Comparative Politics (3)**
Prerequisite: POLS 2100. A survey course that examines and compares institutions, cultures, and philosophies in Africa, Asia, Latin America, and other countries.

**POLS 2115. Introduction to International Politics (3)**
Prerequisite: POLS 2100. A survey course that examines the interactions among states (countries), nations, and international institutions in the global arena with regard to military, political, economic, and environmental issues.

**POLS 2120. State Government (3)**
Prerequisite: POLS 2100. A study of the relationship of state government to national and local governments and the problems and operations of state government, particularly state government in North Carolina.

**POLS 2800. Applied Comparative Civic Engagement (3)**
Prerequisite: POLS 2100. A review of contemporary social, economic, and public policy alternatives and an examination of the micro and macro level social, economic, and public policy making process from a local, state, national, and international perspective, employing international service-learning as a tool for addressing social, economic, and public policy issues.

**POLS 3000. Scope, Method and Writing (3)**
Prerequisite: POLS 2100. A study of practical application techniques and methods used in the collection, analysis, and written presentation of political data.

**POLS 3030. Foreign Policy of Major Afro-Asian Nations (3)**
Prerequisite: POLS 2100. An analytical review of the trends and goals of the foreign policies of Ghana, Nigeria, Tanzania, India, Indonesia, Japan, and other African and Asian nations.

**POLS 3040. Major Powers and Africa (3)**
Prerequisite: POLS 2100. A survey of the inter-relationship of the global interests of the major powers (U.S., Russia, Peoples’ Republic of China) and the regional interests of African nations.

**POLS 3120. Governments of the Far East (3)**
Prerequisite: POLS 2100. A study of present-day Chinese, Japanese, and Indian governments with emphasis on the relationship of governmental structure to the historical and philosophical development of these nations.

**POLS 3130. Nuclear War (3)**
Prerequisite: POLS 2100. A study of the relationship between domestic and foreign policy making in terms of nuclear war and weapons as well as peace theory.

**POLS 3210. Public Opinion and Propaganda (3)**
Prerequisite: POLS 2100. A study of the nature, formation, and content of public opinion and the uses and characteristics of propaganda in the modern state.

**POLS 3310. The American Constitutional System (3)**
Prerequisite: POLS 2100. A study of judicial interpretation of the Constitution, the separation of governmental powers, federal-state relations, the control of interstate commerce, and the role of the federal courts in the development of the concepts of due process and equal protection.
POLS 3320. American Political Parties and pressure Groups (3)
Prerequisite: POLS 2100. A study of the purposes, history, and organization of major parties and pressure groups.

POLS 3410. Municipal Government (3)
Prerequisite: POLS 2100 and 2120. A study of the history and types of city and town governments, problems of metropolitan area governments, and federal-local relations.

POLS 3500. Practicum in Political Science (3)
Prerequisite: POLS 2100. An introduction to the theory and practice of the community political process. Students entering the course will spend a minimum of three hours per week in a particular field under the guidance of an instructor.

POLS 3510. Black Politics in America (3)
Prerequisite: POLS 2100. A study of the history and impact of African-Americans' participation in government and politics in the U. S.

POLS 3550. Oil Politics (3)
Prerequisite: POLS 2100. An examination of the politics of oil producing areas of the world.

POLS 3560. Media Politics (3)
Prerequisite: POLS 2100. An examination of the relationship of the media and the electoral process.

POLS 3600. American Foreign Policy (3)
Prerequisite: POLS 2100. An examination of U. S. foreign policy in the modern era with emphasis on the process and mechanics of policy formulation and execution and on economic and military implications in conducting American foreign policy.

POLS 3700. The U. S. Congress: People, Power, and Politics (3)
Prerequisite: POLS 2100. A study of the U. S. Congress, focusing on both its internal functions and policy processes, with special emphasis on the issues of representation and responsiveness.

POLS 3710. The American Presidency: Office and Occupants (3)
Prerequisite: POLS 2100. An examination of presidential leadership and decision making as well as the sources of and obstacles to presidential influence. Particular attention is paid to the problems and prospects of the modern presidency.

POLS 3800. Junior Thesis (3)
Prerequisite: POLS 2100. Independent study and research course under the guidance of the instructor.

POLS 3810. Independent Study in Political Science (3)
Prerequisite: POLS 2100 and permission of the instructor. A course that allows students to do independent study and research in a specialized area of political science. (Students may take course two times for credit.)

POLS 3990. Behavioral Research Methods in Political Science (3)
Prerequisite: POLS 2100 and POLS 3000. A course that introduces students to advanced political analysis.

POLS 3995. Environmental Politics (3)
Prerequisite: POLS 2100. A review of the history, principles, and issues in American environmental politics with a focus on both governmental institutions and organizations.

POLS 4000. Political Economy (3)
Prerequisite: POLS 2100 and ECON 2100 or ECON 2200. A course designed to be an advanced level introduction to a range of theoretical and applied concerns regarding political economy. It is an exploration of the fundamental questions about government, policies, and the relationship between global market systems.

POLS 4100. Internship in Political Science (3-12)
Prerequisites: POLS 2100, 3000, 3310. Advanced junior classification or permission of the chair. (This course can be taken multiple semesters for a maximum of 12 credit hours). The course is designed to give students the opportunity to gain practical experience in political science with a law
firm, a government agency, an interest group, or a political organization.

POLS 4110. Political Theory I (3)
Prerequisite: POLS 2100. An examination of the development of political philosophy from Plato to the early eighteenth century to the advent of the modern state system.

POLS 4120. Political Theory II (3)
Prerequisite: POLS 2100. A continuation of POLS 4110. An examination of political thought from the post-feudal period to modern times.

POLS 4200. Contemporary Black Political Thought (3)
Prerequisites: POLS 2100, 3510, and 4110 or 4120. A course to study alternative philosophical and political strategies based on the analysis of various black political movements.

POLS 4310. International Organization (3)
Prerequisite: POLS 2100 or permission of the instructor. A study of the United Nations, European ventures into international cooperative organization, and the Organization of American States.

POLS 4330. Politics of Developing Nations (3)
Prerequisite: POLS 2100, 2110 or 2115. A study of complex processes and forces involved with political integration and economic modernization in selected African countries.

POLS 4340. Civil Rights: Problems in Administration and Compliance (3)
Prerequisite: POLS 2100 and POLS 3310 or permission of the instructor. An advanced study of public administration and constitutional problems in the context of civil rights laws.

POLS 4400. Problems of Contemporary Governments (3)
Prerequisites: POLS 2100. Advanced standing and a minor or major in the social sciences. A careful study of selected governmental problems facing our nation today. These problems all include both domestic and international areas.

POLS 4500. Revolution and Ideology in the Third World (3)
Prerequisite: POLS 2100, 2110 or 2115. A study designed to offer students a representative cross-section of political movements, ideas, and “currents“ in the new nations in ferment.

POLS 4520. Middle Eastern Politics (3)
Prerequisite: POLS 2100. An analysis of formal power structures of Middle Eastern countries and an examination of political forces impinging upon and undergirding the foreign policy of these nations.

POLS 4600. Workshop in International Affairs (3)
Prerequisite: POLS 2100 and permission of the instructor. An examination of major problems in international affairs with emphasis upon the factors which generate tensions among nations, focusing on interlocking and interdependent relationships of both larger and smaller nations in world politics.

POLS 4880. Special Topics in Political Science (3)
Prerequisite: 2100 and permission of the instructor. An examination of special topics in political science.

POLS 4990. Senior Honors I (3)
Prerequisites: POLS 2100, advanced standing, and permission of the instructor or department chairman. Honors course offered for senior political science majors with a 3.0 grade point average. This course focuses on important political works and requires independent research.

POLS 4995. Senior Honors II (3)
Prerequisites: POLS 2100, advanced standing and permission of the instructor or department chairman. Honors course offered for senior political science majors with a 3.0 grade point average. This course offers additional readings beyond Senior Honors I and independent research.
The mission of the Department of Psychology's undergraduate program is to offer comprehensive exposure to the prominent theories and concepts of modern psychology. The curriculum is designed to cultivate critical thinking, analyses, and application of psychological theories and paradigms through effective teaching and research. The program emphasizes self-development and the appreciation of human diversity, service and responsibility for individual, collective, and global change. The department promotes the highest standards of teaching, scholarship, and research, thereby creating new paradigms for psychosocial health and well-being in an ever-changing world. Our diverse and highly trained faculty creates a broad spectrum of research and teaching experiences for students in theoretical and applied psychology. The program seeks to provide each student a background in psychology that is both diverse and unifying. Students graduating with the Bachelor of Arts degree in Psychology will be able to assume positions in the human services field and/or pursue graduate training in psychology and other behavioral sciences.

The general goals of the undergraduate program are to provide students with competencies sufficient to work in a range of human services agencies and/or to succeed in graduate level studies in psychology or in the behavioral sciences. The departmental courses, based upon empirically determined theory, are designed to be dynamic and functional, to give students integrated knowledge concerning learning, development, maturation, and related adaptation processes.

The undergraduate program, which is traditional in purpose and focus, leads to a Bachelor of Arts degree in Psychology. Thirty-six credit hours in the major are required to complete the program. It is tailored for serious students who want an in-depth concentration in prominent scientifically based theories and procedures in psychology. Students who plan to major in Psychology must meet the following requirements before admittance to the department:

1. Completion of the GEC requirements in English and Math with a grade of “C” or higher.
2. Have an overall grade point average of 2.0 or higher.

Requirements for the Bachelor of Arts in Psychology:

1. Complete a minimum of 124 semester hours with a cumulative grade point average of 2.0 or higher. The last 30 hours must be completed at NCCU.
2. Complete the General Education Curriculum.
3. Complete the following departmental required courses: PSY 2120, 2400, 2410, 3100, 3300, 3400, 4100, 4920 with a grade of “C” or higher.
4. Complete at least four (4) Psychology elective courses with a grade of “C” or higher.
5. Students must earn grades of “C” or higher in prerequisite courses before admittance to courses for which the prerequisites are required.
### Four-Year Curriculum Plan in: Psychology

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**TOTAL MINIMUM CREDIT HOURS: 124**

**Distribution of Hours**

* GEC Curriculum Courses - 43
+ Psychology Required Courses – 24
#Psychology Electives (required) – 12

**Foreign Language III** - Placement based on test scores; students may be placed in Levels I, II or III. One Level III course is required

**Students who are required to complete MATH 1000 must earn a grade of "C" or better to take Math 1100**

**%Non Departmental Recommended courses -12**

<General Electives - 27

SI = Speaking Intensive Course   WI= Writing Intensive Course
Psychology Course Descriptions

PSY 2100. General Psychology (3)  
(This course is not required for psychology majors.) An introduction to psychological terms, facts, and principles designed to aid the student in understanding individual behavior. Behavior is analyzed and interpreted through activities and discussions of such topics as motivation, emotion, perception, learning, and intelligence.

PSY 2120. Advanced General Psychology (3)  
(For psychology majors only.) An intensive treatment of topics in general psychology developed specifically for majors. The function of the course is to develop critical understanding and prepare the student to evaluate his or her later reading in the field of psychology. Practical applications of psychology are introduced and a laboratory component is provided. Writing intensive course

PSY 2400. Introductory Statistics for Students of Psychology (3)  
Prerequisites: PSY 2100 or 2120, and completion of Math GEC courses. A first course in statistics for students of psychology and other behavioral and social sciences. Assignments, class activities, and lectures are designed to develop a conceptual and analytical understanding of statistics and prepare students for the required quantitative courses. Descriptive statistics, correlation, the concepts of variance, and elementary inferential statistics are analyzed.

PSY 2410. Intermediate Statistics for Students of Psychology (3)  
Prerequisite: PSY 2400. This class is a continuation of PSY 2400 that focuses on the introductory statistical techniques used in behavioral and social science research. A study of statistical concepts, principles, and procedures in the areas of basic descriptive statistics and inferential statistics including measures of central tendency, variability, probability, and mathematical distributions, hypothesis testing, chi-square, analysis of variance and multiple correlation.

PSY 3100. Abnormal Psychology (3)  
Prerequisite: PSY 2100 or 2120. An orientation to the concepts of abnormal behavior with emphasis on the functional disorders of modern civilizations and the significance of social and emotional problems on normal conduct.

PSY 3200. Psychological Adjustment (3)  
Prerequisite: PSY 2100 or 2120. A study of psychological theories and processes with emphasis on the application of psychology in one’s life.

PSY 3300. Experimental Psychology (4)  
Prerequisites: PSY 2400 and 2410. A systematic overview of experimental design and procedures covering the fields of learning, memory, problem solving, development, psychometrics, environmental, and social processes. A lab component is offered.

PSY 3310. The Psychology of Human Development and Maturation (3)  
Prerequisite: PSY 2100 or 2120. An introduction to the study of human growth and development from conception through adulthood and death.

PSY 3330. The Psychology of Human Development and Maturation (3)  
Prerequisite: PSY 2100 or 2120. An introduction to the study of human growth and development from conception through adulthood and death.

PSY 3400. Psychological Measurement (4)  
Prerequisites: Psy 2100 or PSY 2120 and Psy2400. An introduction to the study of psychological tests, methods, and results in the measurement of intelligence, achievement, and personality. (Three lecture and two laboratory hours per week.) Included are such topics as social perception conformity, attitude change, cognitive consistency, leadership and authority, techniques of data collection, and experimental design.

PSY 3410. Introduction to Health Psychology (3)  
Prerequisites: PSY 2100 or 2120. This course is designed to provide an overview of the field of Health Psychology from a biopsychosocial perspective – that is, that health and illness are determined by the interaction of biological, psychological, and social factors of an individual’s life.
PSY 3500. Intro to Black Psychology (3)
Prerequisites: PSY 2100 or 2120. This course will provide students with an introduction to the field of African American psychology. Emphasis will be given to such issues as the African/African American and European/Euro-American worldviews and the manner in which cross cultural systems of social reality impact the African experience in America. The course will cover theories of African/Black personality, psychological health and mental disorder, identity, and family and social relationships. Moreover, the course will discuss issues that impact Africans in America and throughout the Diaspora.

PSY 3600. Social Psychology (3)
Prerequisites: PSY 2120 and 3300. An examination of how people influence the beliefs and behaviors of others, viewed from the perspectives of the influencer and the object of the influence. Included are such topics as social perception, conformity, attitude change, cognitive consistency, leadership and authority, techniques of data collection, and experimental design.

**Psychology Course Descriptions for Advanced Undergraduates**

PSY 4100. Psychology of Learning (3)
Prerequisites: PSY 3300. An examination and evaluation of current theories of learning with special attention given to concepts of classical conditioning and instrumental learning.

PSY 4112. Human Motivation (3)
Prerequisite: PSY 3300. This course will provide advanced students of psychology with the basic concepts, principles, and theories of the psychology of motivation. The etiology of and methods of instigating and manipulating motivation will be systematically explored.

PSY 4120. Psychology of Personality (3)
Prerequisite: PSY 3100 or 3200. A focus on the structure and development of the normal personality. Influences of childhood experiences upon personality; and significance of emotional development, integration, and measurement of traits and personality types will be systematically examined.

PSY 4121. Adolescent Psychology (3)
Prerequisite: PSY 2100 or 2120. An examination of psychological theories and research methods and findings regarding the intellectual, emotional, perceptual, and social development of the adolescent. Special coping or adjustment difficulties of the adolescent will be an integral part of the course.

PSY 4200. Cognition (3)
Prerequisites: PSY 2120 and 3300. This course introduces students to concepts, theories, methods, and applications of cognition, or higher mental processes. Cognition deals with how people acquire, represent, and use information. We review the history of cognition, basic research, theory, and its applications in several areas of society. Understanding the nature of cognition also helps us understand people’s adaptive and mal-adaptive behaviors. The course involves laboratory experiences using online activities present in CogLab. Topics include perception, attention, memory, imagery, thinking, language acquisition, and problem solving.

PSY 4310. Applied Industrial and Organizational Psychology (3)
Prerequisite: PSY 2120. The study of efficient and effective ways to improve industrial and organizational performance via personnel selection, classification, isolating motivational factors, engineering, and man machine interface.

PSY 4400. Sensation and Perception (3)
Prerequisites: Psychology 2120 or 2100, Psychology 2400, or its equivalent in another academic discipline. The psychology of perception is an introduction to the mental processes humans use to sense and gain awareness of the physical, internal, and personal environments. Basic philosophical questions in perception such as the transduction of physical energy to psychology energy are undertaken in the major sensory modalities with emphasis on the experimental and neurological methods of perception. Diverse theoretical approaches incorporating the physiological, psychophysical, ecological, cultural,
social, and motivational aspects of perception further frame the discussions.

PSY 4500. Physiological Psychology (3)
Prerequisite: PSY 2120. A study of physiological mechanisms which underlie behavior adjustments. Special attention is paid to the receptors, neural and effector mechanisms, involved in perception, learning, and emotional behavior.

PSY 4900. Undergraduate Thesis (1-6)
Prerequisites: PSY 2410 and permission of the department. Opportunities will be provided for the students to develop and write a supervised major research paper in any area of psychology that is agreed upon by the student and the advisor. The major objectives of the course are to assure that students are able to do adequate research, use qualitative tools and instruments in the field, and develop and defend a final paper in a format stipulated by the instructor.

PSY 4910. Undergraduate Honors Seminar (1)
Prerequisites: Junior or senior status and at least a 3.0 GPA. This course is designed for honors or high achieving majors to discuss, test, and explore their research interests.

PSY 4920. Senior Seminar (1)
Prerequisite: senior status. Students will focus on relevant issues and problems in psychology. Preparation for graduate and professional schools and the requirements for careers in psychology and related disciplines will be explored.
Public Administration

Robert A. Wortham, Interim Chair
Telephone: (919) 530-5202
Fax: (919) 530-7977
Main Office: 240 Miller-Morgan Building
e-mail: rwortham@nccu.edu

This program will be discontinued effective December 2014.

The undergraduate Public Administration program is an interdisciplinary program designed to provide broad study in preparation for a career in the public and non-profit sectors or to pursue graduate study. The program seeks to provide students with a sound understanding of budgeting, personnel administration, intergovernmental relations, public policy analysis, and organizational management.

The primary focus of our program at the undergraduate level is to produce highly qualified and competent people for employment in public service. Graduates of this program have successfully pursued careers in various public sector employment fields, including federal, state, and local government service, human service administration as well as opportunities in various non-profit service organizations. NCCU students can be found throughout the world addressing policy issues and leading efforts to improve communities.

With the ability to select from a vast array of elective or double majors, Public Administration students are encouraged to tailor their course of study to meet their individual interests while completing the specific requirements for the program. The undergraduate program is also designed to integrate theory and practice, which is vital to the student’s overall preparation. To achieve this, an internship component has been developed to give students an early practical experience in a government or non-profit agency before graduation. This feature of the program is based on a philosophy that education in public administration must involve more than just classroom training.

Any student who plans to major in Public Administration must have an overall grade point average of 2.0 or higher before being admitted to the Department.

Non-major requirements:
1. Complete a minimum of 124 hours with a cumulative grade point average of 2.0 or higher.
2. Freshman and sophomore years: complete the General Education Curriculum (GEC) with a grade point average of 2.0 or higher.
3. Complete the following courses outside of the Department of Public Administration with a grade point average of 2.0 or higher
   a. ECON 2200,
   b. ECON 2300,
   c. ENGLISH (a Technical Writing Course),
   d. POLS 2100, and
   e. POLS 4110 or POLS 4120.

Departmental major requirements:
1. Complete a minimum of 30 semester hours of major courses with a GPA of 2.0 or higher. The required major courses to complete are:
   a. PADM 2400,  f. PADM 3490,
   b. PADM 3130,  g. PADM 4130,
   c. PADM 3400,  h. PADM 4230,
   d. PADM 3460,  i. PADM 4240,
   e. PADM 3470, and
   j. POLS 2100.

2. In addition, students may select four other public administration courses from the list below as electives: PADM 3420, PADM 4300, PADM 4310, PADM 3520, PADM 3540, PADM 4620, PADM 4630.

Second major requirements: See catalogue for other related second majors in Criminal Justice, Geography, Political Science, Psychology, Sociology, and Social Work.
### Four-Year Curriculum Plan in: Public Administration

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<td>+PADM 4130</td>
<td>Computer Apps in PA II</td>
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<td>+PADM 3400</td>
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<td>+PADM 3470</td>
<td>Pub Adm &amp; Public Policy</td>
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<td>+PADM 3460</td>
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**TOTAL MINIMUM CREDIT HOURS: 124**

Distribution of Hours:
- * Core Curriculum Courses - 41
- + Public Administration Required Courses - 30
- % Non-departmental Required Courses - 12
- & Electives - 41
- < Students must have a GPA of 2.0 or higher in Public Administration courses in order to graduate.
- < Suggested Electives: GEOG 3435 Geographic Information Systems (3); GEOG 4010 Applied Geographic Information Systems (3); PADM 3520 Urban Planning (3); PADM 3420 Urban Administration (3)
- (SI) = Speaking Intensive; (WI) = Writing Intensive
Public Administration Courses

PADM 2400. Introduction to Public Administration (3)
Prerequisite: POLS 2100. This course involves the study of the principles and problems of public administration at the state and national levels.

PADM 3130. Computer Applications to Public Administration Problems I (3)
This is an introductory course in computer application to such public administration areas as personnel and financial system file maintenance and retrieval, survey and aggregate data analysis, and data transformation systems.

PADM 3400. Public Financial Administration (3)
This course is designed to familiarize the students with the role of financial administration and budgeting in the determination of governmental policy, administrative planning, control of governmental operations, and intergovernmental relations.

PADM 3420. Urban Administration (3)
This course examines the administrative aspects of urban problems. It examines the causes, effects, and possible solutions to these problems making use of such techniques as gaming simulation, field research, and interaction with public administrators. The scope of problems considered varies as the urban scene changes. Presently, it includes planning, financing, housing, racism, welfare, poverty, education, crime, transportation, and health care. These problems will be examined in light of such concepts as citizen participation, ethnic politics, and the politics of decision making.

PADM 3460. Public Personnel Administration (3)
This course examines the role of human resources in public and nonprofit organizations from a strategic perspective. The student will learn human resource functions from recruitment and selection to career development.

PADM 3470. Public Administration and Public Policy (3)
This course will define the public policy-making process in the United States. The major focus will be on defining specific areas of public policy such as housing, welfare, health education, planning, etc., analyzing those policies and proposing alternative delivery systems. The student will be exposed to the processes of public policy formulation, implementation and evaluation. A working knowledge of aggregate data analysis will be helpful to the student.

PADM 3490. Intergovernmental Administration (3)
This course examines the administrative aspects of policies that cross governmental jurisdiction lines, i.e., local, state, and federal. It focuses upon the cooperation, conflicts, and competition among the various levels of government and how they affect the administration of public programs. The course will include intergovernmental legislative and personnel problems.

PADM 3520. Urban Planning and Public Administration (3)
This course focuses on planning theory and practice as they relate to urban areas. It will examine the planning process; it will relate planning to various urban problems, housing, education, health, transportation, etc.; it will relate planning to the administrative process; and will give an overview of the role of planning in national development, i.e. regional planning and other forms of sub-national planning. It will closely examine the relationship between the planner and the administrator in urban areas.

PADM 4020. Introduction to Honors Research I (3)
Prerequisites: minimum 3.2 GPA and permission of the instructor. Students are introduced to public administration research and must plan and begin the senior thesis. One chapter of the senior thesis must be written and approved in this course.

PADM 4030. Introduction to Honors Research II (3)
Prerequisite: PADM 4020. In this course students complete the senior thesis begun in PADM 4020.

PADM 4240. Seminar in Public Administration (3)
Prerequisites: PADM 3400, 3460, 3470, 3490, 4230, and senior status. This course is designed to provide students with an opportunity to
synthesize the various aspects of the public administration program. Students will be expected to draw on all of their experiences, lecture courses, internship and directed readings, and to address the issues and problems in the field of public administration.

PADM 4130. Computer Applications to Public Administration Problems II (3)
Prerequisite: PADM 3130. This is an advanced course in computer application, which deals with the study of advanced computer techniques including multivariate analysis, index, and scale applications to public administration systems and research using several computer routines.

PADM 4230. Administration and Organizational Theory (3)
Prerequisite: PADM 2400. This is an advanced course in public administration designed to strengthen the student’s understanding of the theory and practice of administrative organizations.

PADM 4300. Public Administration Internship I (3)
Prerequisites: PADM 2400, 3130, 3400, 3460, 3470, and senior status. This internship is a highly structured course designed to help the student integrate theoretical, textbook knowledge with the real world of public administration. The nature of this internship is experiential, and the student is under close supervision by the internship director and trained agency personnel, while working on clearly defined projects.

PADM 4310. Public Administration Internship II (3)
Prerequisite: PADM 4300. This course is a continuation of PADM 4300, in which the student will complete additional hours in a public or nonprofit agency. A final paper describing the internship experience is required.

PADM 4620. Special Topics in Public Administration (3)
This course involves an investigation of in-depth, research based analyses of on temporary topical areas in public administration not covered in other courses. It is designed to address the emerging issues related to the discipline.

PADM 4630. Independent Study (3)
Prerequisite: Junior or senior status. This course includes independent readings and research under the supervision of an instructor. The course may be repeated twice as different topics or readings are selected for examination.
PUBLIC HEALTH EDUCATION

David H. Jolly, Chair
Telephone: (919) 530-6422
Fax: (919) 530-7985
Main Office: 147 Miller-Morgan Building
E-mail: djolly@nccu.edu

The Department of Public Health Public Education offers a professional preparation program leading to the Bachelor of Science in Public Health Education. Students take a common core of courses and do further study in the behavioral, social, and biological sciences, education, communication, and public health.

The mission of the Department of Public Health Education is to prepare students, academically and professionally, to assume leadership positions in public health. The Department provides students with opportunities to develop proficiency in the application of theory, content, and skills to promote, support, and enable healthy communities. The public health education program is designed to prepare students as entry-level health educators for practice in a variety of settings such as public health departments, voluntary health agencies, healthcare organizations, corporate work-sites, and community-based organizations.

A secondary mission is to promote the health and well-being of communities through a combination of departmental course offerings, faculty research, and academic service learning. Students gain knowledge and skills to promote self-directed behaviors and lifestyles conducive to health. They assist communities in identifying and defining health issues, designing and implementing effective strategies to address those issues, and securing resources to successfully implement those strategies. They also advocate for policies supportive of health and a more equitable distribution of the resources necessary for health.

The Department of Public Health Education curriculum will provide students with:

1. Basic preparation for entry-level practice of health education;
2. Sound preparation for graduate study in public health education and related disciplines; and
3. Approved course work and experiences leading to eligibility to take a national exam to become a Certified Health Education Specialist.

Advisors in the Department will counsel the student in planning his/her program of study.

COURSE REQUIREMENTS FOR THE BACHELOR OF SCIENCE IN PUBLIC HEALTH EDUCATION

1. Complete a minimum of 124 semester hours. The last 30 hours must be completed at NCCU.
2. Complete four lower division Public Health Education courses (HEDU 2000, 2100, 2200, and 2400) with a minimum grade point average of 2.44.
3. Upon completion of the lower division courses, submit an application for admission to the upper division with documentation of a cumulative grade point average of 2.44 or higher in HEDU 2000, 2100, 2200, and 2400 and an overall GPA of at least 2.25.
4. Complete the cognate course requirements for public health education:
   a. BIOL 1100 or another GEC science.
   b. BIOL 1300, 1610, and 1620. (These courses must be completed with a minimum grade of C.)
   c. PSY 2100 or PSY 3100.
   d. FOOD 2200.
   e. SOCI 3210, 3220, or 4210.
   f. EDUC 3000 and 3010.
5. Complete the departmental major requirements:
   a. HEDU 2000, 2100, 2200, 2400, 3100, 3200, 3210, 3220, 3400, 3420, 3600, 3700, 4000, 4120, 4220, 4300, 4660, and two (2)
public health education or other approved electives.

b. Students must have completed all required health education major courses with a cumulative GPA of 2.5 to enroll in HEDU 4420 (Internship in Public Health Education.) Students enrolled in HEDU 4420 may not be employed or take any other courses during the internship period.

c. Students must earn a minimum grade of C in HEDU 4420 in order to graduate.

MINOR IN PUBLIC HEALTH EDUCATION

The minor in Public Health Education requires a minimum of 21 semester hours in departmental courses. Courses recommended for the minor are HEDU 2000, 2100, 2200, 3210, 3220, 3400, 3420, 3600, and 4660.

PUBLIC HEALTH EDUCATION ELECTIVES

Elective courses in Public Health Education include HEDU 3300, 4110, 4113, 4200, 4310, 4500, and 4700 and NURS 2050 (Black Men’s Health). A maximum of six hours of HEDU 4500 (Independent Study: Special Topics in Health Education) will be counted for credit toward the major.
## Four-Year Curriculum Plan in: Public Health Education

### Freshman Year

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<tr>
<th>Course Prefix/Number</th>
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<tr>
<td>*ENG 1110</td>
<td>English Composition</td>
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<td>*ENG 1210</td>
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<td>*BIOl 1100</td>
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<td>*MATH 1100</td>
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<td>+HEDU 2000</td>
<td>Intro to Health Education</td>
<td>2</td>
<td>%BIOl 1300</td>
<td>Molecules &amp; Cell Function</td>
<td>4</td>
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<tr>
<td>*Pedu 1541</td>
<td>Fitness</td>
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<td>*Hum 2410</td>
<td>Arts &amp; Humanities I</td>
<td>3</td>
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<tr>
<td>*Husc 1521</td>
<td>Dimensions of Learning</td>
<td>2</td>
<td>*MSCM 1250</td>
<td>Elements of Speech (SI)</td>
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<tr>
<td>*MATH 1110</td>
<td>Elementary Statistics</td>
<td>3</td>
<td>*Pols 2100</td>
<td>Or SOCI 2000 or 2100</td>
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<tr>
<td>%BIOl 1610</td>
<td>Anatomy and Physiology I</td>
<td>4</td>
<td>%BIOl 1620</td>
<td>Anatomy/Physiology II</td>
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<tr>
<td>+HEDU 2100</td>
<td>Community Health</td>
<td>2</td>
<td>%FOOD 2200</td>
<td>Intro to Human Nutrition</td>
<td>3</td>
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<tr>
<td>+HEDU 2200</td>
<td>Health Behavior/ Eff. Living</td>
<td>3</td>
<td>+HEDU 2400</td>
<td>Methods/Group Leadership</td>
<td>2</td>
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<tr>
<td>*Hist 1320</td>
<td>World Societies</td>
<td>3</td>
<td>*Edu 3000</td>
<td>Intro to Educational Psych</td>
<td>3</td>
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<td>*HUM</td>
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<tbody>
<tr>
<td>+HEDU 3200</td>
<td>Comm. &amp; Chronic Disease</td>
<td>3</td>
<td>+HEDU 3100</td>
<td>Environmental Health</td>
<td>3</td>
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<tr>
<td>+HEDU 3210</td>
<td>Found. Of Public Health</td>
<td>3</td>
<td>+HEDU 3220</td>
<td>Intro to Epidemiology</td>
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<td>+HEDU 3400</td>
<td>Theory/Prac. Of Health Ed</td>
<td>3</td>
<td>+HEDU 3420</td>
<td>Principles of Sch. Health</td>
<td>3</td>
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<tr>
<td>+HEDU 3700</td>
<td>Statistics for Public Health</td>
<td>3</td>
<td>+HEDU 3600</td>
<td>Planning for Health Ed (WI)</td>
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<tr>
<td>%Edu 3010</td>
<td>Human Growth and Dev.</td>
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### Senior Year

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<tr>
<td>+HEDU 4000</td>
<td>Communicating Health Info</td>
<td>3</td>
<td>+HEDU 4120</td>
<td>Org/Adm of School/ Community Health (B)</td>
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<tr>
<td>+HEDU 4300</td>
<td>Res. Methods &amp; Evaluation.</td>
<td>3</td>
<td>+HEDU 4220</td>
<td>Senior Sem. in Health Ed (B)</td>
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<td>+HEDU 4660</td>
<td>Public Health Policy ▲</td>
<td>3</td>
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<td>SECOND 8 WEEKS – Fulltime Internship</td>
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<tr>
<td>%Soci 3210</td>
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<td>+HEDU 4420</td>
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<td>Internship Planning in Com. Health Education</td>
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<td>&amp; Elective</td>
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**Total Minimum Credit Hours: 124**

**Distribution of Hours:**

- Core Curriculum Courses – 38
- HEDU Required Courses – 54
- Non-Departmental Required Courses – 26 & Electives – 6
- Block courses open only to majors who have taken and passed all required courses: core curriculum (*), HEDU (+), and non-departmental (%)
- (WI) Writing Intensive Course (SI) Speaking Intensive Course

<table>
<thead>
<tr>
<th>HEDU 4420 Internship and Seminar in Health Education</th>
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Requires 2.5 GPA in Public Health Education Course to enroll. Requires an 8-week, (320 hours), full-time commitment to the agency and may include night and/or weekend agency responsibilities. Student may not be employed during the 8-week internship period. Student may not take other courses during the 8-week internship period.
Public Health Education Course Descriptions for Undergraduates

HEDU 1531. Health (2)
An introductory study of personal health promotion and disease prevention with an emphasis on changing behaviors from those that threaten our health to those that will promote lifelong wellness.

HEDU 2000. Introduction to Health Education (2)
The basic philosophy, principles, and content of health education are discussed as background for suggested solutions to health problems. In addition, students are expected to learn the seven major roles and responsibilities of a health educator and gain an understanding of the practice of health education in a variety of work settings. (One lecture and two laboratory hours per week.)

HEDU 2100. Community Health (2)
This course focuses on concepts of community health, factors influencing community health, and community resources for prevention and elimination of community health problems. Special emphasis is placed on citizens’ responsibilities and participation at the local, state, national, and international levels.

HEDU 2200. Health Behavior for Effective Living (3)
A survey of essential knowledge and practices for personal and community health. Emphasis is placed on emotional well-being, positive health behavior, health risk factors, certain environmental health concerns, and certain organizational resources for public health. Expressed interests and needs of students will also be of vital concern.

HEDU 2400. Methods and Applications of Group Leadership for Health Personnel (2)
This course focuses on the health professional’s role in working with community groups. Emphasis will be placed on developing skills such as interpersonal communication, diagnosing group difficulties, and intervening to increase the effectiveness of working groups. (One lecture and two laboratory hours per week.)

HEDU 3100. Environmental Health (3)
Prerequisites: BIOL 1300, BIO 1610, 1620, HEDU 2100 or permission of the instructor. This course is designed to provide a general knowledge of principles of environmental health science and their application in the management of certain risks in the environment. Attention is given to the role of community resources, including health education, in the promotion of environmental health.

HEDU 3200. Communicable and Chronic Diseases (3)
Prerequisites: BIOL 1300, BIO 1610, 1620 or permission of the instructor. This course is designed to provide a concise overview of selected human diseases. The course focuses on the concept of health and illness, knowledge of risk factors, etiology and pathogenesis of selected diseases, public health approaches, and prevention strategies.

HEDU 3210. Foundations of Public Health (3)
Prerequisites: HEDU 2000, 2100, 2200, 2400, HEDU 3400 co-requisite or permission of the instructor. A study of the philosophy, principles, and practices of public health. Topics include the history of public health, the organization of public health at local, state, and federal levels, the determinants of health and illness with a special focus on racial/ethnic disparities in health and efforts to reform the U.S. health care system.

HEDU 3220. Introduction to Epidemiology (3)
Prerequisites: HEDU 2000, 2100, 2200, 2400, 3210, 3400, and 3700 or with permission of the instructor. This course focuses on epidemiological principles and methods such as describing the patterns of illness in populations and research designs for investigating disease. Quantitative measures to determine risk and association are introduced. Within this context, concepts, basic principles, and tools of epidemiology and biostatistics are studied with an emphasis on application to health education programs. (Two lecture and two laboratory hours per week).
HEDU 3300. Human Sexuality (2)
This course provides a broad overview of biological, social, and emotional dimensions of sexuality. It will examine sex roles of men and women in the United States with special emphasis on fostering understanding and tolerance of changing patterns, life styles, and attitudes.

HEDU 3400. Theory and Practice of Health Education (3)
Prerequisites: HEDU 2000, 2100, 2200, 2400, and co-requisite 3210 or permission of the instructor. The course is a study of theories often used in assessing the need for community health education programs and in planning, implementing, and evaluating those programs. Special attention will be given to the study of theories at the organizational and community levels.

HEDU 3420. Principles of School Health (3)
Prerequisite: EDU 3000 and 3010 or permission of the instructor. This course provides an overview of the principles of a coordinated school health program, current health issues in the classroom, the National Health Education Standards, classroom diversity, and assessments (including performance-based assessment). Effective classroom activities used in teaching health will be included.

HEDU 3600. Planning for Health Promotion and Health Education (3) (WI)

HEDU 3700. Statistics for Public Health (3)
Prerequisites: MATH 1100 or 1110, or permission of the instructor. This course provides an introduction to fundamental statistical methods and their application to health, behavioral, and social sciences. Lectures and assignments focus on statistical concepts such as measures of central tendency and dispersion, correlation, and sampling. Students will develop an understanding of selecting, computing, and interpreting descriptive and inferential statistical tests.

HEDU 4000. Communicating Health Information: Procedures, Media, and Techniques (3)
Prerequisites: HEDU 2000, 2100, 2200, 2400, 3210, 3220, 3400 and 3600 or permission of the instructor. This course focuses on a variety of approaches for communicating health information utilizing multiple channels of communication. Students will design, produce, and utilize educational media and materials to inform and influence individual and community decisions that enhance health. (Two lecture and two laboratory hours per week).

HEDU 4110. First Aid and Safety (3) This course is designed to develop an understanding of measures essential for the prevention of injury including the role of school safety education. Students are expected to develop skills in applying first aid procedures for victims of injury or sudden illness.

HEDU 4113. Methods and Materials in Health Education (3)
Prerequisite: HEDU 3420. This course provides opportunities for students to become proficient in their knowledge of content, instructional strategies, media and procedures for teaching health (K-12).

HEDU 4120. Organization and Administration of School and Community Health Programs (3)
Prerequisites: HEDU 2000, 2100, 2200 2400, 3100, 3210, 3220, 3400 3420, 3600, 4000, 4300. Principles of organization and administration of health programs in the school and the community at large are covered. Of particular concern in the course are administrative and coordinating functions that can be expected of a health educator in the school or in a community health agency.

HEDU 4200. Aging and the Aged: Health Perspectives (2)
The course describes characteristics of aging and the aging process. Its major focus is on health
problems common to the elderly and measures which may be applied by the individual, families, and society for preventing, coping with, and solving these problems. Current practices in the provision of health care for the elderly are reviewed.

HEDU 4213. Directed Teaching of Health Education (6)
This course is a component of the Senior Semester in Teacher Education. Prerequisite: HEDU 4113 and a grade point average of 2.5 or above in the field in which licensure is sought. The Directed Teaching component of the Senior Semester is intended to provide opportunities for the student to do teaching under supervision.

HEDU 4220. The Senior Seminar: Trends and Directions in Health Education (3)
Prerequisites: HEDU 2000, 2100, 2200, 2400, 3100, 3200, 3210, 3220, 3400, 3420, 3600, 4000, 4300. The senior seminar will consider emerging issues in public health, providing students with opportunities to review, apply, integrate, and synthesize the roles and responsibilities of an entry-level health educator. Students will also practice strategies and skills needed to obtain and maintain employment in public health education.

HEDU 4300. Research Methods and Evaluation in Health Education (3)
Prerequisites: HEDU 2000, 2100, 2200, 2400, 3210, 3220, 3400, 3600, or permission of the instructor. This is an introduction to basic research methods and methods of evaluating health education and health promotion programs. Students will examine, compare, and contrast qualitative and quantitative approaches to field research and data collection strategies. The course will also prepare students for developing and delivering oral and poster presentations of research and evaluation findings.

HEDU 4310. Women’s Health (3)
This course will address topics across four dimensions of women’s health: Foundations in Women’s Health, Sexual and Reproductive Dimensions of Women’s Health, Physical and Lifespan Dimensions of Women’s Health, and Interpersonal and Social Dimensions of Women’s Health. The course places special emphasis on integrating knowledge beyond the classroom to the larger community, nation, and world.

HEDU 4410. Internship Planning in Community Health Education (2)
Prerequisites: HEDU 2000, 2100, 2200, 2400, 3100, 3200, 3210, 3220, 3400, 3420, 3600, and 3700 or permission of the instructor. Professional preparation, planning and placement practicum for the 320-hour supervised internship experience (HEDU 4420). Students required to complete a 15-hour practicum with a public health agency. Course should be taken the immediate semester before enrolling in HEDU 4420.

HEDU 4420. Internship in Community Health Education (6)
Prerequisites: Completion of all courses required for the major, general education, and cognate courses with a GPA of 2.5 in health education courses. The student is required to spend a minimum of 320 hours in a community health agency where opportunities are provided for observing and performing a variety of community health education roles and responsibilities under the supervision of a professionally prepared public health educator. A student in the internship may not be employed during this eight week period or take any other courses.

HEDU 4500. Independent Study: Special Topics in Health Education (1-6)
Prerequisites: HEDU 2000, 2100, or permission of the instructor. This course permits the student to pursue an area of interest in collaboration with a faculty member. The student must demonstrate the capacity to work independently and with limited direction. A final project which meets predetermined learning objectives is required.

HEDU 4660. Public Health Policy: Assessment and Advocacy (3)
Prerequisites: HEDU 2000, 2100, 2200, 2400, 3100, 3200, 3210, 3220, 3400, 3420, 3600, and 3700 or permission of the instructor. This course will address a major health issue in the U.S. (e.g., tobacco, obesity, HIV/AIDS) from a
public health and public policy perspective. Students will consider policy assessment, policy analysis, and policy advocacy as tools for examining and addressing the issue. Students will engage in experiential learning activities such as assessing or analyzing health policies, planning or conducting a policy advocacy campaign, or implementing or evaluating a recently adopted health policy.

HEDU 4700. Current Issues in Public Health (2) Each semester, this course will address a current public health problem of national and/or international significance (e.g., HIV/AIDS, health disparities, pandemic flu, obesity) from a multidisciplinary perspective. The goals of the course are to foster an understanding of the complexity of emerging public health phenomena and to explore those phenomena as paradigms for the relationship among health problems, society, and public responses to those problems. Faculty in the Department of Public Health Education will assume the major responsibilities for teaching the course. However, practitioners from other disciplines in both the public and nonprofit sectors will be invited as guest speakers.
Department Of Social Work

Blenda Crayton, Chair
Telephone: (919) 530-7329
Fax: (919) 530-7924
Main Office: 202B Miller-Morgan Building
Email: bcrayton@nccu.edu

Accrediting Organization: The Council on Social Work Education
Accreditation Status: Active

The primary objective of the Social Work curriculum is to prepare students for general professional social work practice. Students selecting social work are required to complete a strong liberal arts curriculum and a core of basic social and behavior science courses including theory, research methods, and statistics.

The professional Social Work curriculum consists of a sequence of fourteen (14) courses or forty-six (46) semester hours. The courses within the sequence are designed to provide a comprehensive study of social welfare systems, social work as a profession, social policy analysis, human behavior and the social environment, direct and macro practice methods, evaluation of practice, and field placement practicum. The major social work values essential for professional practice are important parts of the curriculum. Students are expected to finish the program having basic skills essential for entry level professional social work practice.

MISSION AND GOALS OBJECTIVES OF THE DEPARTMENT OF SOCIAL WORK

The mission of the BSW Program in the Department of Social Work is to prepare students to become generalist social work practitioners who are adept at working with diverse populations, particularly with minority populations and individual and families living in poverty by implementing micro, mezzo, and macro level practice interventions. We are committed to providing an academic experience that enables students to integrate and apply knowledge, values, and skills of the social work profession that are essential for promoting social and economic justice to individuals and families living in poverty, minority populations, to local and regional communities, for graduate education, and for impacting communities through evidence informed practice/scholarly research and a commitment to community service.

The Program’s goals are committed to preparing students:

1. To work with individuals and families living in poverty and minority populations
2. To address social and economic justice issues at the micro, mezzo, and macro levels of social work practice
3. To demonstrate knowledge, understanding, and respect for human diversity
4. To impact upon the local and regional communities outside the university through scholarly research and/or active participation in problem solving efforts
5. For graduate level education in social work

PROGRAM STATEMENT OF GENERALIST SOCIAL WORK

The Department of Social Work at North Carolina Central University prepares students for generalist practice. The complexity of life in America at the ending of the 20th century requires a broadly educated practitioner possessing a versatile repertoire of knowledge and skills essential for intervening in a number of human systems. Our generalist model fosters in students the view that individuals and society are synergistically linked to each other for mutual well-being and survival. That is, individual’s needs are met through participating in the contributions of individuals occupying productive social roles.

The essential focus of the Department of Social Work at NCCU is “the person and the social environment.” Individual and societal needs
reflect a breakdown in the mutual exchange between the individual and society. Thus, the point of baccalaureate social work intervention is where the individual and society reach out for each other through mutual need for self-actualization. On the other hand, the stability, health, and goal attainment of society is assured through individuals learning and occupying useful roles within small groups such as families and informal support networks and also large formal groups such as political, economic, educational, and religious organizations.

Given the above stated focus, the purpose of the program may be viewed as producing beginning social work practitioners who are adept at intervening at the micro, mezzo, and macro level of the human experience. We provide an educational experience through which the student acquires the knowledge, skills, and values essential for matching the needs and resources of the individual with the need and resources of society in order to promote the development of both.

Given the generalist focus, students at NCCU develop specific skills in delivering direct services. As direct service professionals, they function as “frontline” professionals having face-to-face contact with clients at all levels of intervention. As generalist/direct-service professionals, students are expected to develop the necessary knowledge, skills, and values associated with several key social work roles. The most important of these roles include: counselor, advocate, case manager, and broker. Initial exposure to the professional Social Work curriculum occurs during the sophomore year. Students take the courses Social Work as a Profession and Social Welfare Institution as prerequisites for formal admission to the social work program. An average of 2.5 or C+ in those courses is required for admission.

Students are formally admitted to the BSW Program at the end of the sophomore year. Students return to NCCU for their junior year as proud and fully accepted social work majors. Students complete the Social and Behavior Sciences Foundation component during this time through courses focusing on cultural diversity, at risk populations, technical writing, and statistical methods. The Professional Social Work component exposes students to the Human Behavior and the Social Environment courses, social policy, research methods, and social work methods. The social work methods component serves to focus the junior year as students begin to acquire the practice skills essential for generalist social work practice.

The senior year is described at NCCU as “crunch time.” That is, students are expected to “show what they know.” The major learning activities center around the field practicum experience, Research, and the Senior Seminar in Social Work.

Students end their learning experience at NCCU by demonstrating that they can apply the knowledge, skills, and value base of generalist social work practice to assessing the outcomes of social work interventions.

**Course Requirements for the Bachelor of Social Work Program**

Any student who plans to major in Social Work must meet the following requirements before being officially admitted to the Bachelor of Social Work Program.

1. Complete at least 39 credit hours of course work as follows:
   - ENG 1110, 1210, SPAN 1152, MATH 1110, MATH 1100, PHYS 1210 or GEOG 2350, HEDU 1531, HIST 1320, HEDU 1541, SOCW 2500, SOCW 3410
   - HUSC 1521, BIOL 1100, SOCW 2500, SOCW 3410

2. Have a cumulative grade point average of 2.5 or higher in SOCW 2500 and SOCW 3410

3. Have a cumulative grade point average of 2.5 or higher.

**Major Course Requirements**

Complete all courses in the social work core curriculum and required non-social work courses.
1. **Social Work Core Curriculum** (46 semester hours): SOCW 2500, SOCW 3410, SOCW 3700, SOCW 4310, SOCW 3500, SOCW 3600, SOCW 3610, SOCW 4300, SOCW 3620, SOCW 4400, SOCW 4410, SOCW 4110 (field practicum), and SOCW 4120 (field practicum).

2. **Required non-Social Work Courses** (18 semester hours): SOCI 4210, ENG 2340, GEOG 2020, and nine credit hours of electives.

**ADMISSION POLICY**

Students desiring to enter the BSW Program may select Social Work as their major at the time of admission to the University, or, in the case of currently enrolled students, a declaration of major form indicating social work as their major of choice should be submitted to the Office of the Registrar before the end of the second semester of their sophomore year. However, to be formally admitted to the BSW Program, students must meet the established minimum admission criteria, as follows:

1. Satisfactory completion of two prerequisite courses – SOCW 2500 (Social Work as a Profession) and SOCW 3410 (Social Welfare as an Institution).

2. A GPA of 2.5 (C+) in the above listed prerequisite courses.

3. A cumulative GPA of 2.5

**Two Letters of References**

 Typed on letterhead identifying the writer of the reference = 10 points

**Quality of narrative statement**

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**Membership in Professional Organizations**

Student Chapter of the National Association of Social Workers (NASW) and = 20 points
### Four-Year Curriculum Plan in: Social Work

#### Freshman Year

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<tr>
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<td>*SPAN 1152</td>
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<td>*MATH 1100</td>
<td>College Algebra &amp; Trig I</td>
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<td>*ENG 1210</td>
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<td>*PHYS or GEOG 1210 or 2350</td>
<td>The Language of Science Or Earth Science</td>
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<td>*PHYS 1320</td>
<td>World Societies</td>
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<td>*SOCI 2100</td>
<td>Principles of Sociology</td>
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<td>*HUM 2410</td>
<td>Arts &amp; Humanities</td>
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<td>+ECON 2200</td>
<td>Principles of Macroeconomics</td>
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<td>Introduction to African American Literature</td>
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#### Senior Year

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<td>=SOCW 4400</td>
<td>Evaluative Methods in Social Work Practice</td>
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<td>=SOCW 4110</td>
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**Total Minimum Credit Hours: 124**

### Distribution of Hours

- *Core Curriculum Courses: .................................................. 42
- Required Social Work Major Courses: ................................. 46
- Non-Major Social and Behavior Courses: ......................... 27
- Electives: ........................................................................ 9
- Total Credit Hours: ......................................................... 124
SOCIAL WORK PROFESSIONAL COURSE DESCRIPTIONS

SOCW 2500. Social Work as a Profession (3)
This course is one of the two prerequisites to all subsequent social work courses and is designed to provide an introduction to the development, fields and knowledge and value base of the social work profession, and the general principles underlying the process of giving and receiving help.

SOCW 3410. Social Welfare as an Institution (3)
This course is a prerequisite to all subsequent social work courses. The course is designed to provide the student with a comprehensive introduction to the broad framework of social welfare activities and to social work as a profession. Students are introduced to the philosophy, values, and methods of the social welfare system.

SOCW 3420. Social Policy and Community Resources (3) Prerequisites: SOCW 2500, SOCW 3410. This course examines the processes and issues associated with decision-making within the social welfare sector. The essential focus of the course is on various conceptual approaches to the solution of human problems within a market economy resulting from the unequal distribution of resources.

SOCW 3500. Human Behavior and the Social Environment (3) Prerequisites: SOCW 2500, SOCW 3410: An examination of bio-psycho-social determinants of behavior at each stage of the life course. This course focuses on the varying life course stages and levels of environmental influence on behavior.

SOCW 3600. Human Behavior and the Social Environment II (3) Prerequisites: SOCW 2500, SOCW 3410, SOCW 3500. This course employs systems theory and social entities such as culture, communities, and formal organizations. Groups and families are conceptualized as macro, mezzo, and micro systems by which they are surrounded.

SOCW 3610. Interventive Methods in the Helping Professions (3) Prerequisites: SOCW 2500, SOCW 3410, SOCW 3420, SOCW 3500, SOCW 3600. Students must be fully admitted into the BSW program to enroll in this course. An introduction to the practice methods component of the social work concentration. The knowledge, skills, and value orientations acquired serve as a basis for the field placement practicum. The course focuses upon the nature of social work as a field of study and its methods of intervention. The student is expected to develop a beginning conceptualization of the generic knowledge, values, and skills essential to the practice of social work.

SOCW 3620. Interventive Methods in the Helping Professions II (3) Prerequisites: SOCW 2500, SOCW 3410, SOCW 3420, SOCW 3500, SOCW 3600, SOCW 3610. Students must be fully admitted into the BSW program to enroll in this course. A continuation of SOCW 3610. This course, which is taken simultaneously with SOCW 4110, serves as a technical laboratory for the integration and application of theory and practice for planned change.

SOCW 3700. Human Diversity and Social Work Practice (3)
This course aims to provide students with knowledge and skills for social work practice with disadvantaged and oppressed people. Such people in the United States typically include people of color, women, people with disabilities, gay and lesbian people, and poor people. Students should leave this course with a better understanding not only of themselves but also diverse groups and human behavior in the social environment (HBSE).

SOCW 4000. Child Welfare (3) Elective (for students who have been officially placed in a child welfare division of a department of social services to fulfill field education hours)
Prerequisites: SOCW 2500, SOCW 3410: This course is designed to introduce students to the field and practice of child welfare. The primary
focus is upon the history, conceptual base, and practice skills essential to the field. Child welfare services are viewed as helping to support and stabilize families and where this is not possible provide healthy placements for children through foster care and adoption. The course is approved by the State Division of Social Services the North Carolina Child Welfare Education Collaborative.

SOCW 4110 and 4120. Field Experience and Practice I, II (5, 5). Prerequisites: SOCW 2500, SOCW 3410, SOCW 3420, SOCW 3500, SOCW3600, SOCW 3610, SOCW 3620, SOCW 3700: The two segments of this course provide a structured milieu through which the social work practice theory acquired in the classroom is applied to real people and problems. The student, via this practice experience, is expected to begin to take on the role of the professional social worker. The process of socialization into this role is expected to cause the student to experience considerable growth as a person and as a professional social worker. The student is engaged in the process of assessing and integrating knowledge, values, and ethics germane to the practice of social work.

SOCW 4300. Applied Research in Social Work. (3) Prerequisites: SOCW 2500, SOCW 3410, SOCW 3420. This course provides students an opportunity to build upon and sharpen the knowledge and skills acquired in lower level courses. As an upper-level course, it is structured as a classroom-based, supervised practicum in the design and implementation of research focused on issues relevant to social work practice. Classroom activities involve the analysis of topics germane to the implementation of social research, ethical guidelines, developing research questions, and formulating hypotheses related to relevant social problems. Students will be expected to write a research proposal that will meet the ethical standards of social work and an institutional review board.

SOCW 4310. Introductory Statistics for Social Work. The purpose of this course is to provide students with a firm foundation in descriptive statistics and inferential statistics. The course focuses upon the application of basic statistical concepts to issues related to social work theory and practice. Students will be introduced to the computer software SPSS and will learn how to code, enter, and analyze data.

SOCW 4400. Evaluative Methods in Social Work Practice. Prerequisites: SOCW 2500, SOCW 3410, SOCW 3420,SOCW 3500,SOOW 3600, SOCW 3610, SOCW 3620, SOCW 3700, SOCW 4300, SOCW 4310. This course provides “hands-on” experiences with evaluating the outcomes of social work practice. Students apply basic research and statistical methods to the analysis of practice outcomes and to the evaluation of their own experience.

SOCW 4410. Senior Seminar in Social Work Prerequisites: SOCI 4600, SOCW 2500, 3410, 3420, 3500, 3600, 3610, SOCW 3620, SOCW 3700, SOCW 4300, SOCW 4310, SOCW 4400. This course has a focus on macro systems while demonstrating the synergy between all levels of systems (micro, mezzo, and macro). The essential focus is upon the impact of social services programs, community, and organizations and activities related to minorities and at risk populations. Students will engage in a community project that will have an impact on organizations that serve individuals, families, or communities.
College of Arts and Sciences

Carlton Wilson, Dean
Veronica Nwosu, Associate Dean
Telephone: (919) 530-6794
Fax: (919) 530-6790
Main Office: 115 Farrison-Newton
Communications Building
Email: cwilson@nccu.edu

Mission

The College of Arts & Sciences (CAS) promotes North Carolina Central University’s commitment to excellence in scholarship and teaching, research, service, academic integrity, entrepreneurship, and principle-centered leadership. As a reflection of the cultural and intellectual diversity of the campus and the global community, the CAS engages students in multi-cultural learning and interdisciplinary collaboration. The college provides opportunities to cultivate rich theoretical knowledge and develop relevant practical skills for students to excel intellectually, artistically and professionally.

Vision

The College of Arts and Sciences will be recognized as a body of outstanding educators, who generate an engaging environment of teaching, research, and service for educating and graduating diverse and well trained students who are equipped with impressive communication and critical thinking skills, subject knowledge, social consciousness, leadership skills and professional values that will allow them to make meaningful contributions to the global community through the discovery, dissemination, and advancement of knowledge in the liberal arts and sciences.

Departments and Programs

The College of Arts and Sciences consists of the following departments and programs:

- Army ROTC (Military Science)
- Aerospace Studies
- Art
- Biology
- Chemistry
- CREST/NASA Centers
- Environmental Earth & Geospatial Sciences
- General Education Curriculum
- Global Studies Program
- History
- Language and Literature
- Mass Communication
- Mathematics and Physics
- Music
- NC Health Careers
- Pharmaceutical Sciences
- Theatre and Dance
The Air Force Reserve Officer Training Corps (AFROTC) functions as the Office of Aerospace Studies. It selects, trains, and commissions college men and women as officers in the US Air Force. AFROTC is a four-year curriculum leading to a commission as a second lieutenant but can be accomplished in as little as two or three years under certain circumstances.

The four-year program consists of both the General Military Course (GMC), a course sequence taken during the freshman and sophomore years, and the Professional Officer Course (POC), taken during the junior and senior years. Entry into the POC is competitive and requires successful completion of a field-training encampment during the summer between the sophomore and junior years.

The GMC is open to freshmen and sophomores. Students who complete both the freshman and sophomore years of the program and successfully compete for entry into the POC will attend a four-week training encampment. All other successful POC applicants that entered the program after their freshman year will attend an extended encampment. Between the junior and senior years, POC cadets are given the opportunity to volunteer for advanced training in a variety of different areas.

The freshman class is taught at NCCU and Duke University. All other AFROTC courses are taught at Duke University. Students will register for the freshman course at NCCU just as they do for any other course. Leadership Laboratory is mandatory for all Air Force ROTC cadets and must be taken in conjunction with each course.

Cadets may compete for two- and three-year scholarships. The scholarships pay up to full tuition, a $900 book allowance, and include a monthly tax-free stipend of up to $500. Even if not on scholarship, members of the POC receive a nontaxable stipend. Upon graduation, all cadets are assigned to active duty with the US Air Force for a period of at least four years. Below is the four year course progression:

**General Military Courses**

**First Year**
**Fall:** AERO 1110. Foundations of the United States Air Force. A survey course designed to introduce students to the United States Air Force and Air Force Reserve Officer Training Corps. Topics include: mission and organization of the Air Force, officer professionalism, military customs and courtesies, Air Force officer opportunities, and an introduction to communication skills. Leadership Laboratory mandatory for AFROTC cadets (AERO 1110L).

**Spring:** AERO 1120. Foundations of the United States Air Force. Continuation of Aero 1110. Leadership Laboratory mandatory for AFROTC cadets (AERO 1120L).

**Second Year**
**Fall:** AERO 2110. The Evolution of US Air and Space Power. A survey course designed to examine the general elements and employment of air and space power from an institutional doctrinal and historical perspective. From the first balloons and dirigibles to the space-age global positioning systems of the Persian Gulf War. Historical examples to demonstrate the evolution of what has become today's USAF air and space power. Air Force Core Values and communications skills. Leadership Laboratory mandatory for AFROTC cadets (AERO 2110L).
Spring: AERO 2120. The Evolution of US Air and Space Power. STS Continuation of AERO 2110. Leadership Laboratory mandatory for AFROTC cadets (AERO 2120L). Instructor: Staff. 1.5 credits.

Professional Officer Courses

Third Year
Fall: AERO 3140. Air Force Leadership and Management. EI Leadership and management fundamentals, professional knowledge, Air Force doctrine, leadership ethics, and communication skills required of an Air Force junior officer. Training philosophy, counseling/feedback, leadership vs. management, leadership principles and perspectives, effective delegation, and written and verbal communication skills. Laboratory required for AFROTC cadets (AERO 3140L).

Spring: AERO 3150. Air Force Leadership and Management. EI Continuation of Aerospace Studies 105S. Principle centered/situational leadership, case studies of different leadership styles, ethical behavior, effective management tools to evaluate and improve processes, and building and refining written and verbal communication skills from AAERO 3140. Laboratory required for AFROTC cadets (AERO 3150L).

Fourth Year
Fall: AERO 4140. Defense Studies. EI The national security process, regional studies, advanced leadership ethics, and Air Force doctrine. The military as a profession and current issues affecting military professionalism. American tradition in foreign policy, cold war challenges, the relationship with the president and Congress, the chain of command, national security issues, and advanced level briefings and papers. Leadership Laboratory mandatory for AFROTC cadets (AERO 4140L).


Every Semester

Leadership Laboratory. Instruction in drill and ceremonies, wearing the uniform, giving commands, and other leadership activities. Mandatory for all Air Force ROTC cadets. Must be repeated each semester. Pass/Fail grading only.

Military Science—Army ROTC (MILITSCI)

The Department of Military Science offers students from all disciplines within the University an opportunity to study the following subjects: leadership theory and practice; management of time, personnel, and materiel; ethics; the role and responsibility of the military in a contemporary society; and the philosophy and practice of military strategy and tactics. Freshman and sophomore level courses are open to all NCCU students and do not require full participation in the Army ROTC program.

The leadership laboratory provides students a unique and dynamic hands-on leadership experience in addition to an opportunity to put military skills and tactics into practice. The laboratory is offered as an optional course for non-program students enrolled in the freshman courses; it is mandatory each semester for contracted cadets (both scholarship and non-scholarship) and for students who intend to contract or apply for a scholarship.

The Army ROTC program is made up of a two-year basic course of study (freshman and sophomore level) and a two-year advanced course of study (junior and senior level) which includes a five-week leadership camp, usually completed during the summer prior to the senior year. To be eligible for participation in the advanced course, students must successfully complete the basic course (unless direct entry is approved), be physically qualified, be of good moral character, be a U. S. citizen, have a minimum of two years remaining as a student (undergraduate or graduate level), and sign a contract to accept a commission in the United States Army, the Army
National Guard, or the Army Reserve as directed by the Secretary of the Army. Direct entry into the advanced course is sometimes permitted if an applicant has previous military training or experience or when a five-week leader’s training course is completed.

Students who are interested in full program enrollment and scholarship opportunities should consult the Department of Military Science by telephone 919-530-7195 or 919-660-3091 or 1-800-222-9184 toll free for more detailed information.

**MSC 0001. Leadership Laboratory. (1)**  
(Fall semester only.) Introduces students to basic Army operations; includes team building, map reading, first aid, confidence training, rifle marksmanship, drill and ceremonies, Army doctrine and small unit tactics. Must be repeated with each fall semester course. Instructor: Staff.

**MSC 0002. Leadership Laboratory. (1)**  
(Spring semester only) Introduces students to basic Army operations; includes team building, map reading, first aid, confidence training, rifle marksmanship, drill and ceremonies, Army doctrine and small unit tactics. Must be repeated with each spring semester course. Instructor: Staff.

**MSC 0011. Fundamentals of Leadership and Personal Development. (2)**  
This course is designed to inspire an interest in the principles and practices of leadership and to explore how these high-impact principles and practices might be applied at NCCU, in the military, and to the civilian world of work. The course will explore topics such as values-based behavior [courage, trust, and ethics], leadership and management, power and authority, individual motivation, cohesion, team and group effectiveness, and crisis leadership. Laboratory required for ROTC cadets. Instructor: Staff. Half course.

Develop your ability to be an effective leader and manager through exposure to leadership and developmental theories, principles, and practices by building on concepts learned in MSC0011. Students will practice leadership fundamentals such as problem-solving and presentation skills and develop an appreciation of the historical and cultural complexity of the environment in which military officers apply leadership techniques. Laboratory required for ROTC cadets. Instructor: Staff. Half course.

**MSC 0051. Innovative Team Leadership. (2)**  
Explore the theory and practical application of group dynamics, team building, and innovative leadership in both civilian and military contexts. Students will participate in practical application of personal motivation and team building through planning, executing, and assessing team exercises. Builds on concepts taught in MSC 0011 and MSC 0012. Laboratory required for ROTC cadets. Instructor: Staff.

**MSC 0052. Foundations of Tactical Leadership. (2)**  
Apply adaptive leadership concepts and team building theory to the practical challenges of leading tactical teams in a complex contemporary environment. This course is designed to prepare students for more detailed study of small unit tactics, specific skill development includes terrain analysis, patrolling and operations orders. Builds on concepts taught in MSC 0051. Laboratory required for ROTC cadets. Instructor: Staff.

**MSC 0113. Small Unit Military Leadership. (3)**  
Study, practice, and evaluate adaptive leadership skills in the context of squad tactical operations. This course will focus on developing cadets’ tactical leadership abilities in preparation for ROTC's summer Leadership Development and Assessment Course (LDAC). Laboratory required. Consent of instructor required. Prerequisite: Completion of first two years of ROTC or prior military experience. Instructor: Staff.

**MSC 0114. Tactics, Techniques, and Procedures for Military Leaders. (3)**  
Use of increasingly intense situational leadership challenges to build cadet awareness and skills in leading tactical operations up to platoon level. Aspects of combat, stability, and support
operations. Conduct military briefings and develop proficiency in garrison operations orders. Focus on developing skills in decision-making, persuading, and motivating team members. Cadets will be evaluated as leaders in preparation for ROTC summer Leader Development Assessment Course (LDAC). Laboratory required. Consent of instructor required. Prerequisite: MSC 0113. Instructor: Staff.

MSC 0151. Adaptive Military Leadership. (3)
Development of cadet proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing performance feedback to subordinates. Emphasis will be placed on assessing risk, making ethical decisions, leading fellow ROTC cadets, identifying responsibilities of key staff, coordinating staff roles, and using situational opportunities to teach, train, and develop subordinates. Study of military justice and personnel processes in preparation for transition to the Army. Laboratory required.

MSC 0152. Military Leadership in a Complex World. (3)
The dynamics of leading in the complex situations of current military operations. Differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. Topics of special emphasis include aspects of interacting with non-government organizations, civilians on the battlefield and host nation support. Laboratory required. Consent of instructor required. Prerequisite: MSC 0151. Instructor: Staff.

MSC 0191. Independent Study. (3)
Individual study under the supervision of a faculty member. Written consent of instructor and director of undergraduate studies required. Instructor: Staff.
Art

Connie M. Floyd, Chair
Telephone: (919) 530-6639
Fax: (919) 530-7632
Main Office: 123 Fine Arts Building
E-mail: cfloyd@nccu.edu

The goals of the Department of Art are (1) to ensure the cultivation of intellectual curiosity and critical thinking; (2) to encourage the acquisition of the prerequisite knowledge, attitudes, and skills for one’s vocation; (3) to ensure that students meet the requirements of accrediting agencies and professional groups; and (4) to offer programs that provide high returns on college investments.

The Department of Art General Program embraces three areas of concentration: Visual Communications, Studio, and Art Studies.

The Visual Communications Concentration prepares the student for fields of specialization in graphic design, advertising, and other associated areas of commercial communication. Students investigate the use of art as a means of communication in these specialized areas.

The Studio Concentration is designed for the student who wishes to concentrate in one of the following disciplines: painting and drawing, printmaking, sculpture, or ceramics. Students in this program are encouraged to continue to study at the graduate level.

Art Studies Concentration is focused on the practice and theory of art, which provides the foundation for students’ independent exploration and artistic development.

Course Requirements for the Bachelor of Arts in Art

Visual Communications Concentration:

1. A minimum of 124 semester hours with a cumulative grade point average of 2.0 or higher. The last 30 semester hours must be completed at NCCU.
2. Freshmen and sophomore years: Completion of the General Education Curriculum (GEC).
3. Core requirements: ART 1500, 2110, 2120, 2310, 2320, 3200.
4. Visual communications concentration requirements: ARTV 2150, 2830, 3150, 3800, 3830, 3810, 3820, 3850, 3860, 4150, 4820, 4840, 4880, MSCM 3580, AND a 3-credit hour course in English & Mass Communications as an elective; ART 3010, 3020; ARTF 3210, 3410, or 3510, 4310, and 4320.

Studio Concentration:

1. A minimum of 124 semester hours with a cumulative grade point average of 2.0 or higher. The last 30 semester hours must be completed at NCCU.
2. Freshman and sophomore years; Completion of the General Education Curriculum (GEC).
3. Basic art core requirements: ART 1500, 2110, 2120, 2310, 2320, and 3200.
4. Studio concentration requirements: ARTF 3100, 3140, 3210, 3220, 3410, 3420, 3510, 3520, 4310, 4320, and 4900. The following art history courses are required: ART 2010, 2020, 3010, and 3020.

Art Studies Concentration:

1. A minimum of 124 semester hours with a cumulative grade point average of 2.0 or higher. The last 30 semester hours must be completed at NCCU.
2. Freshman and sophomore years: Completion of the General Education Curriculum (GEC).
4. Fifteen hours of general art electives for a total of 60 art hours. Note: Non-art majors may be admitted to art courses with the consent of the instructor.
Four-Year Curriculum Plan for Art Studies Concentration

### Freshman Year

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**TOTAL MINIMUM CREDIT HOURS: 124**

**Distribution of Hours**

*Core Curriculum Courses - 42
# Four-Year Curriculum Plan for Studio Art Concentration

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**TOTAL MINIMUM CREDIT HOURS: 124**
### Four-Year Curriculum Plan for Visual Communications Concentration

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**TOTAL MINIMUM CREDIT HOURS: 124**
Art Course Descriptions

ART 1000. Introduction to the Study of Art (2)
An introduction to art appreciation and the various genres of art. An overview of major artists, styles, content and medium.

ART 1200. African-American Art History (3)
An illustrated lecture/discussion survey of African-American visual arts from anonymous artisans of colonial days to the present.

ART 2010. Ancient Art (3)
Prerequisite: ART 1500 or Hum 2410 and 2420. The study of art from prehistoric, ancient Egyptian, and Near Eastern to Greek and Roman epochs, including selected works from the interiors of the African and Asian continents.

ART 2020. Medieval Art (3)
Prerequisite: ART 1500 or Hum 2410 and 2420. The study of art from the Middle Ages including early Christian times through the Byzantine in the Eastern Mediterranean and through Romanesque and Gothic periods in Western Europe, including selected works from East Asia, the Indian subcontinent, and Africa.

ARTF 2110. Drawing I (3)
An introduction to the process, materials, and ideas of drawing with emphasis on composition. Students will work from observation. Six studio hours per week. (Fall Only)

ARTF 2120. Drawing II (3)
Prerequisite: ARTF 2110. A continuation of Drawing I. A further exploration of drawing techniques employing a wider range of media and materials. Students will use dry, liquid, and mixed media within the compositional framework. There is a greater emphasis on creativity within the compositional framework. Six studio hours per week. (Spring Only)

ARTV 2150. Computer Graphic Studio I (3)
An introductory study to computer graphics, in relation to traditional visual arts, and digital arts as a distinctive form of art. This lecture/lab course will introduce hardware and software used for image manipulation in relation to photography and other artistic investigation. Art majors or by consent of the instructor

ART 2300. Basic Design (2)
A beginning studio course for the non-art major. Introduction to the elements and principles of design as applied to two and three dimensions. Four studio hours per week.

ARTF 2310. Color and Design
An introduction to the rules and practice of two dimensional design. Composition is emphasized in studio exercises which expose the student to the visual elements and principles of design. Six studio hours per week. Fall only.

ARTF 2320. 3D Design (3)
Prerequisite: ARTF 2310. An introduction to design principles as applied to three dimensions. Six studio hours per week. Spring only.

ARTE 2610. Art Education I (3)
Art majors only or by permission of instructor. This course explores the recommended practices in qualitative curriculum planning in art education for kindergarten through sixth grade levels. Laboratory experiences will assist students in identifying the unique problems of the elementary school child.

ARTV 2830. Typography (3)
Prerequisite: ARTF 2310. A review of typographic history and contemporary trends with emphasis on letterform design, terminology, computer text, and compositional principles in working with text and display type. Six studio hours per week. Fall only.

ART 3010. Renaissance Art (3)
Prerequisite: ART 1500, or Hum 2410 and 2420. The study of painting, sculpture and architecture in Europe, from its origins in the 14th century through the Baroque period, including the influences of other cultures. Fall only.

ART 3020. Modern Art (3)
Prerequisite: ART 1500, or HUM 2410 and 2420. The study of modern art from the early 18th century in Europe to the nineteenth and twentieth centuries in Europe and America including current global influences. Spring only.

ARTF 3100. Figure Drawing III (3) Prerequisite: ARTF 2120. A study of the human figure from the model. Six studio hours per week. Fall/Spring.

ARTF 3140. Drawing IV (3) Prerequisite: ARTF 3100. Art Majors only and/or with special consent of instructor. Students will undertake a focused study of the human figure using both abrasive and intermissive media using male and female models in action. Fall/Spring.

ARTV 3150 Computer Graphics II (3) Prerequisite: ARTE 2150. Using multiple software applications this course will address the development of a total graphic design. The course emphasizes advanced image-editing techniques using Adobe Photoshop. Adobe In Design and Macromedia Freehand will be used for file preparation and digital prepress. Spring Only.

ARTF 3210. Painting I (3) Prerequisite: ARTF 2120, 2310. An introduction to the skills and conceptual abilities required to successfully control the formal elements of painting: color, form, and space. Six studio hours per week. Fall/Spring.

ARTF 3220. Painting II (3) Prerequisite: ARTF 3210. A complex study of the process, materials, and techniques of painting with emphasis on color analysis. The course is an in depth exploration of the painting process, materials, and ideas inherent in painting with emphasis on gaining knowledge of the fundamentals of color mixing. Six studio hours. Fall/Spring.

ARTF 3410. Ceramics I (3) An introduction to vessel making with emphasis on coiling and slab building techniques. Basic procedures and concepts for glazing and firing will be discussed. Six studio hours per week. Non-art majors may enroll. Fall/Spring.

ARTF 3420. Ceramics II (3) A studio experience which explores wheel forming techniques and concepts that involve skill development, glaze application, and basic high-fire procedures. May be repeated for credit. Six studio hours per week. Non-art majors may enroll. Fall/Spring.

ARTF 3510. Sculpture I (3) Prerequisite: ARTF 2320. An investigation of materials, styles, and methods in sculpture. Six studio hours per week. Spring only.

ARTF 3520. Sculpture II (3) Prerequisite: ARTF 3510. A continuation of ARTF 3510. Six studio hours per week. Spring only.

ARTE 3610. Art Education II (3) Prerequisites: ARTF 2110, 2120. This course explores the recommended practices in qualitative curriculum planning in art for sixth through twelfth grade levels with laboratory experiences.

ARTE 3710. Crafts I (3) Prerequisites: ARTE 3710. A continuation of ARTE 3710. Students will increase their skills and competencies. Students are expected to work independently and to propose their own projects.

ARTE 3720. Crafts II (3) Prerequisites: ARTE 3710. A continuation of ARTE 3710. Students will increase their skills and competencies. Students are expected to work independently and to propose their own projects.

ARTV 3800. Graphic Design (3) Prerequisites: ARTV 2830. Art Majors Only. An introduction to the tools used in the creative process for visual communications. The focus is on investigating the relationship between word and image. Six studio hours per week. Spring only.
ARTV 3810. Advertising Design (3)
Prerequisite: ARTY 3800. The course examines the history of traditional advertisements. Studio problems include comprehensive rendering, layout, and design of advertisements. Electronic media is used for reproduction. Six studio hours per week. Fall only.

ARTV 3820 Advanced Design (3)
Prerequisite: ARTV 3810. A continuation of ARTV 3810. Spring only.

ARTV 3830 Type Design II (3)
Prerequisite: ARTV 2830. This is an advanced course to broaden the understanding of typography. Instruction finds a balance between stylistic applications and legibility. Students will explore how type enhances visual communications in a digital environment.

ARTV 3850. Illustration I (3)
Prerequisite: ARTF 2120, 3100, and 3210. An exploration of basic techniques, media, and concepts in producing an illustration. Fall only.

ARTV 3860. Illustration II (3)
Prerequisite: ARTV 3850. A continuation of ARTV 3850 with emphasis on problem solving and conceptual thinking. A major objective is the development of students’ illustrative skills and the ability to investigate problems confronting the graphic designer. Spring only.

ARTF 3980. Independent Study in Art (1-3)
Prerequisite: Junior or senior standing in art and by consent of instructor. This course provides an opportunity for individual in-depth study of any aspect of studio art, art education, or visual communications.

ARTF 4010. Introduction to Museum Studies (3)
Prerequisite: Junior or senior standing in art and by consent of the instructor. A study of the basic theories and techniques of museum work through lectures and involvement in museum experiences at the University’s museum, including field trips to area museums.

ARTF 4100. Art Study Tours (3)
The study of the arts, cultures, literature, and language nuances of other countries. Includes organized orientation towards understanding the customs and historic nature of host countries made available via slide and video lectures in preparation for a study abroad program.

ARTF 4101. (EDU 4101) Materials and Methods in Art (3) This course is designed to provide students with a general knowledge of various aspects of instruction and learning in preparation for teaching art in the public schools, i.e., teaching and learning theory; effective methodology; the selection, preparation, organization, and scheduling of course content; classroom management; motivation, discipline, evaluation, and working with others.

ARTV4150. Web Design (4)
Prerequisite: ARTV 3150 This introductory course will investigate the organization and construction of web page building. Using HTML/XHTML as a basic tool, students will learn concepts and formats. Students will create/design their own website.

ARTF 4200. Painting III (3)
Prerequisite: ARTF 3220. A continuation of ARTF 3220. Students will make independent decisions regarding subject matter, palette, and media. (Six studio hours per week.) Fall/Spring

ARTF 4201. (EDU 4201) Directed Teaching – Art (6)
Directed teaching in the senior year provides the opportunity for student teaching under supervision. A grade point average of 2.6 or above in the field in which certification is sought and with approval of the School of Education.

ARTV 4310. Printmaking I (3)
Prerequisite: ARTF 2110, 2310. An orientation to serigraphy and relief printing. Six studio hours per week. Fall Only.

ARTF 4320. Printmaking II (3)
Prerequisite: ARTF 4310. A continuation of ARTF 4310 with an introduction to etching and
lithography. Six studio hours per week. Spring Only.

ARTF 4500. Sculpture III (3)
Prerequisite: ARTF 3520. Continuation of ARTF 3520 with further exploration of materials and methods.

ARTV 4820. Problems in Visual Communications (3) Prerequisite: ARTV 3820. In-depth problem-solving projects as they relate to professional issues. Emphasis on concept and design.

ARTV 4840. Visual Communications Seminar (3) Prerequisite: ARTV 4820. Continuation of ARTV 4820. Lectures, design projects, and assignments are at the senior level requiring utilization of graphic skills and images to overcome obstacles to motivate effective communications.

ARTF 4900. Advanced Studio (3-6)
An open studio for advanced study in one of the specialized areas of art: drawing, painting, printmaking, sculpture, ceramics, and visual communications. By consent of the instructor.

ARTE 4610. Art Education III (3) A study of the historical development and philosophies in art education in the United States and the art education curriculum in the public school for levels K-12.

ARTY 4880. Internship in Art (3) Prerequisite: ARTY 3820. Senior art majors or by consent of the advisor. This course is designed to provide the student with experience in graphic art professions. The student will be under close supervision of the internship director and trained agency personnel and will receive clearly defined work projects.
Biology

Gregory J. Cole, Chair
Telephone: (919) 530-6034
Fax: (919) 530-7773
Main Office: 2242 Mary M. Townes Science Building
E-mail: gcole@nccu.edu

Mission statement

The department is committed to providing intensive instruction and training in the life sciences, by offering relevant and up-to-date courses and experiences to adequately prepare students for a variety of careers in education, government, private industry and the health professions. Through activity and experience within the classroom, laboratory and community service, students will acquire and learn to apply their problem solving skills, technology-based training and scientific concepts, to appreciate and improve the quality of life. The students will be trained to assume leadership roles in local, state, national and globally diverse communities.

The undergraduate courses in the Department of Biology are designed to provide a basic program for the training and development of prospective biologists, including students interested in careers in fundamental research, biotechnology, and teaching as well as those planning to enter such applied fields as medicine, dentistry, veterinary medicine, laboratory technology, conservation, industry, and environmentally related fields. The general biology program provides as a part of the liberal arts program the opportunity for students to acquire a broad knowledge of biology and an appreciation of the biological sciences.

Course Requirements for the Bachelor of Science in Biology

General Biology Program:

1. Minimum of 124 semester hours with a grade point average of 2.0 or higher in the major and cumulative. The last 30 semester hours must be completed at NCCU.

2. Freshman and sophomore years: completion of the General Education Curriculum (GEC). Science and mathematics courses required for the major satisfy GEC science and mathematics requirements.

3. Non-departmental requirements: completion of all of the following groups:
   a. MATH 1100 and MATH 1200 (or MATH 1410) and MATH 2010
   b. CHEM 1100 and CHEM 1200
   c. CHEM 3100 and CHEM 3330
   d. CHEM 3120 and CHEM 3340
   e. PHYS 2110 and PHYS 2120

4. Departmental required courses: BIOL 1201, 1202, 2200, 3100, 3200, and 4040. The first three courses must be completed in the sequence given, with a grade of ‘C’ or better, before any other Biology courses, required or elective, may be taken.

5. Elective courses: complete 19 hours, including three courses taken from three categories of required electives as listed below:
   a. Complete at least one of the following courses emphasizing biodiversity or environmental biology: BIOL 2100, 2400, 2600, 2700, 3400, or 3430.
   b. Complete at least one of the following courses emphasizing cell biology, molecular biology, or physiology: BIOL 2020, 4000, 4100, 4300, 4310, 4550, 4610, CHEM 4500, or 4520.
   c. Complete at least one of the following specialized upper-level courses: BIOL 4110, 4350, 4400, 4500, 4510, 4610,
Minor In Biology

The minor in biology consists of 21 semester hours in biology, including the following required courses:

BIOL 1201, 1202, 2200, 3100, and 3200.

Biology, Concentration in Pre-Medicine and Pre-Dentistry (Biomedical Sciences)

1. Minimum of 124 semester hours. The last 30 semester hours must be completed at NCCU.

2. Achieve a minimum grade point average of 3.0 overall with no grade lower than “C” in any biology, chemistry, physics, or mathematics course by the end of the sophomore year. Achieve a minimum grade point average of 3.0 overall with no grade lower than “C” in any course by the end of the junior year. Thereafter, maintain a minimum grade point average of 3.0 overall with no grade lower than “C” in any course to graduate.

3. Freshman and sophomore years: complete the General Education Curriculum (GEC). Science and mathematics courses required for the major satisfy GEC science and mathematics requirements.

4. Non-departmental requirements: complete all of the following groups:
   a. MATH 1100 and 1200 (or MATH 1410) and MATH 2010
   b. CHEM 1100 and 1200
   c. CHEM 3100 and 3330
   d. CHEM 3120 and 3340
   e. PHYS 2110 and 2120

5. Departmental required courses: BIOL 1201, 1202, 2200, 3100, 3200, 4040, 4310, and CHEM 4500.

6. Elective courses: complete 12 hours, including three courses taken from three categories of required electives as listed below:

   a. Complete at least one of the following courses emphasizing biodiversity and environmental biology: BIOL 2100, 2400, 2600, 2700, 3400, or 3430.

   b. Complete at least one of the following courses emphasizing cell biology, molecular biology, or physiology: BIOL 2020, 2105, 4000, 4100, 4300, 4550, or 4610.

   c. Complete at least one of the following courses emphasizing biomedical science: BIOL 4110, 4350, 4620, 4750, 4930, CHEM 4150, or 4550.

Requirements for a Second Baccalaureate Degree:

The Biology Department offers a “2nd degree in Biology” program of study to those students possessing a prior baccalaureate degree. A minimum of 30 semester hours must be earned in the second degree program. Since cases may be different, prospective candidates for the second degree should contact the departmental chairperson at (919) 530-6034 for information about the program requirements.
Biology, Secondary Education- Comprehensive Science Licensure

1. Minimum of 128 semester hours with a cumulative grade point average of 2.5 or higher. The last 30 semester hours must be completed at NCCU.

2. Freshman and sophomore years - completion of the General Education Curriculum (GEC). Science and mathematics courses required for the major satisfy GEC science and mathematics requirements.

3. Non-departmental requirements - complete all of the following groups:
   a. MATH 1100 and 1200 (or MATH 1410)
   b. CHEM 1100 and 1200
   c. CHEM 3100 and 3310
   d. PHYS 2110 and 2120
   e. GEOG 2100 and 2350

4. Departmental required courses:
   a. BIOL 1201, 1202, 2200, 3100, and 4040.
   b. Complete either BIOL 2600 or 3400
   c. Complete either BIOL 4000 or 4310

5. Elective courses – complete 6 semester hours from the following: BIOL 2030, 2600, 2700, 3200, 3300, 3400, 3430, 4000, 4040, 4100, 4200, 4300, 4310, 4400, 4500, 4510, 4520, 4610, 4650, 4700, 4750, 4800, 4850, 4900, 4910, 4920, 4930; CHEM 4500, or 4520.

6. Complete required Education courses: EDU 2600, 2800, 3000, 3010, 3030, 3120, 3170, 3840, 4102, and 4202.
## Four-Year Curriculum Plan in: Biology
### Bachelor of Science in Biology (General)

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**Total** 16 **Total** 17

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**Total** 16 **Total** 14

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**Total** 16 **Total** 14

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**Total** 15 **Total** 14

### Distribution of Hours

- **Total MINIMUM CREDIT HOURS: 124**
- * Core Curriculum Courses - 30 (not including the science courses that are in the required course list)
- + Core Biology Courses - 21
- ++ Required electives in the major –19
- = Required courses in Chemistry (16), Physics (8), and Mathematics (11) –35
- & General Electives
- < Students must pass the curriculum with a minimum GPA = 2.0 in Major and 2.0 Overall
- < Students must complete Writing Intensive (WI) and a Speaking Intensive (SI) courses
Four-Year Curriculum Plan in: Biology
Bachelor of Science in Biology (Concentration in Pre-Medicine and Pre-Dentistry)

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Total 16          Total 17

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& General Elective 3

Total 16          Total 14

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Total 15          Total 14

Distribution of Hours
Total MINIMUM CREDIT HOURS: 124

* Core Curriculum Courses - 30 (not including the science courses that are in the required course list)
+ Core Biology Courses - 28
++ Required electives in the major –12
= Required courses in Chemistry (16), Physics (8), and Mathematics (11) –35
& General Electives
< Students must pass complete the curriculum with a minimum GPA =3.0 in Major with no grades lower than “C” in major
< Students must complete Writing Intensive (WI) and a Speaking Intensive (SI) courses
Four-Year Curriculum Plan in: Biology  
Bachelor of Science in Biology with Comp Science Licensure

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**Sophomore Year**

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**Junior Year**

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**Senior Year**

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**Distribution of Hours**

Total MINIMUM CREDIT HOURS: 128  
* Core Curriculum Courses  
+ Core Biology Courses  
++ Required electives in the major  
= Required courses in Chemistry, Physics, and Mathematics  

▲Requires formal admission to the Teacher Education Program (TEP). Admission requirements: 2.5 GPA, passing scores on PRAXIS I (Reading, Writing, and Mathematics), completion of GEC courses, and C's or better in ENG 1110, 1210, and MSCM 1250. Candidates must be admitted to the TEP by August to student teach in spring semester and January to student teach in the fall semester.
Biology Course Descriptions

BIOL 1000. Heredity and Society (3).
For students, who are not biology majors and who will not be required to take upper-level courses in biology. This course is designed to introduce the student to the role of science, especially genetics, in seeking solutions to societal problems. Interdisciplinary in approach and does not require or assume any background in biology. (Three lecture hours per week)

BIOL 1100. General Biology (3).
For students, who are not biology majors and who will not be required to take upper-level courses in biology. The course covers an introduction to cellular biochemistry, a survey of the Plant, Monera, Protista and Animal Kingdoms, and a study of the systems of the human body. The laboratory consists of selected exercises which complement the lecture material. (Two lecture hours and two laboratory hours per week)

This course is one of two introductory courses for biology majors and persons who will be taking upper-level courses in biology. A survey of the kingdoms of living organisms, an introduction to the anatomy and physiology of the systems of the vertebrate body, an introduction to evolutionary theory and the evidence of evolution, and an introduction to the fundamental principles of ecology. (Three lecture hours and two laboratory hours per week)

This course is one of two introductory courses for biology majors and persons who will be taking upper-level courses in biology. An introduction to the scientific method, a brief survey of the history of biology, an introduction to the physical and chemical properties of biological molecules, a survey of cellular structure and function, and an introduction to the basic principles of genetics. (Three lecture hours and two laboratory hours per week)

Previously BIOL 1101

BIOL 1300. Molecules and Cell Function (4).
An introduction to modern fundamental principles necessary for major training in the biological sciences. Basic physical and chemical properties of the major classes of biological molecules and their interactions and interrelationships with the organization and function of living cells are covered. This course cannot be used as an elective to satisfy requirements for a degree in biology. (Three lecture hours and two laboratory hours per week)

BIOL 1610. Human Anatomy and Physiology I (4). Prerequisite: BIOL 1300. An integrated, in-depth study of the anatomy and physiology of the human body, including cells, tissues, integument, skeletal, muscular, and nervous systems, and sense organs. This course cannot be used as an elective to satisfy requirements for a degree in biology. (Three lecture hours and two laboratory hours per week)

BIOL 1620. Human Anatomy and Physiology II (3). Prerequisite: BIOL 1610. A continuation of BIOL 1610 with special emphasis on cardiovascular, lymphatic, respiratory, digestive, endocrine, excretory, and reproductive systems and human development. This course cannot be used as an elective to satisfy requirements for a degree in biology. (Two lecture hours and two laboratory hours per week)

BIOL 2020. Basic Neurobiology (3). Prerequisites BIOL 1300 or BIOL 2200. A study of the fundamental principles of the neuron and a general description of the nervous system. Students will learn the basics of brain structure and function (neuroanatomy, neurophysiology, and neuropharmacology) and how we move and perceive the world (motor and sensory systems). This foundation will be used to explore what is known about higher cognitive
processing such as learning, memory, and language; the neural mechanisms of sleep, dreaming, emotion, and addiction; and what happens in the brain when things go wrong. (Three lecture hours per week)

BIOL 2030. Special Studies in Biology (1-3). Prerequisites and credit will depend on the topic covered. Specialized offerings that will provide majors, especially those in the first two years of study, and interested non-majors with opportunities for an introductory study of a single topic in biology. Topics may include selection and preparation for career opportunities in selected areas, exploration of a developing area of biology, or consideration of the political or social implications of an area of biology. (Different course sections can be taken for a maximum of three credits)

BIOL 2100. General Zoology (4). Prerequisites: BIOL 2200. An introduction to the general principles of zoology based on the study of selected representatives of the major animal phyla; including an elucidation of how the basic functions of life, e.g., digestion, respiration, circulation, excretion, information processing, and reproduction, are accomplished in each phylum. (Three lecture hours and two laboratory hours per week)

BIOL 2105. Biology/Chemistry. Introduction to Computational Science and Informatics (3). An introduction to informatics, including data mining via the Internet, data warehousing, and skills required to present and publish data in an effective manner. The emerging area of bioinformatics and use of biological databases containing protein or nucleic acid sequences will be emphasized along with relevant software. The course also will familiarize students with construction and use of computational models to study problems of scientific interest. The necessary mathematical background as well as data acquisition, evaluation, management, and visualization/presentation methods will be covered. Students will design and complete their own computational projects using these skills. (Three lecture hours per week)

BIOL 2200. Molecular Biology of Cells (4). Prerequisites: Grade of ‘C’ or better in BIOL 1201 and BIOL 1202. The third course for biology majors and persons who will be taking upper-level courses in biology. An in-depth study of the structure of cells, the physiology of cells, and molecular biology designed to convey basic knowledge about cells that will be needed as background for upper-level biology courses. (Three lecture hours and two laboratory hours per week)

BIOL 2400. General Botany (4). Prerequisites: BIOL 2200. An introduction to the distinguishing characteristics, morphogenesis, life processes, ecology, and economic value of selected representatives of the major plant groups. (Three lecture hours and two laboratory hours per week)

BIOL 2600. Environmental Biology (3). Prerequisites: BIOL 2200. A consideration of the interplay between the whole living organism and the environment. Emphasis will be placed on those topics that concern humans. Their modification of the environment and the effects of that environment on humans with development of the concept of human beings as biological organisms and a part of the living world. (Three lecture hours)

BIOL 2700. Environmental Problems (4). Prerequisites: BIOL 2200. An introduction to current problems in the environmental health sciences. Five blocks are presented which deal with: (1) community health problems, (2) water quality, (3) air quality, (4) occupational health and safety, and (5) environmental microbiology. A sixth special problem block will deal with current research in environmental problems. (Three lecture hours and two laboratory hours per week)
BIOL 3100. Genetics (4).
Prerequisites: Grade of ‘C’ or better in BIOL 2200. A study of the broad areas of Mendelian inheritance, linkage, sex-connected inheritance, multiple alleles, multiple genes, molecular genetics, mutation, population genetics, chromosomal aberrations, and application of genetics in agriculture, animal husbandry, and genetic counseling. The laboratory consists of research-oriented experiments, including breeding exercises with Drosophila, analysis of plant growth data, cytogenetics, induction of mutations, and investigation of a construction of human karyotypes and pedigrees genetic engineering. (Three lecture hours and two laboratory hours per week)

BIOL 3200. General Microbiology (4).
Prerequisites: BIOL 1300 or 2200. A study of the morphological and physiological characteristics of bacteria, 256 protozoa, and fungi. General principles of infection, microbial control, and immunity are also discussed. (Three lecture hours and two laboratory hours per week)

Prerequisites: BIOL 2200, CHEM 1100, and CHEM 1200 or consent of instructor. A thorough study of the eukaryotic cell, emphasizing molecular approaches to understanding cellular structure, organization, and function. Key topics in cell biology of contemporary and biomedical relevance will be covered, including the cell cycle, cytoskeleton, membrane trafficking, signal transduction, and cellular movement. Instruction will be inquiry-based with extensive use of informational and instructional technology. (Four lecture hours per week)

BIOL 3400. Ecology (3).
Advanced Standing. An introduction to the study of organisms in natural habitats with emphasis on growth of populations, the chemical role of organisms, energy flow through food chains, and the development of ecological systems through geologic time. (Two lecture hours and two laboratory hours per week)

BIOL 3430. Marine Biology (3).
Prerequisite: Advanced standing. A study of the physical environments of the oceans and the communities of animals, plants, and microorganisms living in salt water. Interactions between organisms, physiological adaptations of organisms, the impact of humans on oceans and their life, and the value of oceans to human life are emphasized. (3 lecture hours per week)

BIOL 4000. Cell Physiology (3).
Prerequisites: BIOL 2200. A study of advanced concepts of cell ultrastructure and form-function together with examination of the strategies that have evolved in cells for carrying out the processes and functions of life, emphasizing the molecular basis of cellular activities and control mechanisms. (Three lecture hours per week)

BIOL 4040. Senior Seminar (1).
Prerequisite: senior standing. A course designed to teach students how to search the scientific literature and prepare an oral presentation on some current topic of research in biology. Students are required to attend all student presentations during the semester and may be required to attend departmental seminars. (One discussion-presentation hour per week)

BIOL 4100. Inquiries in Developmental Biology (3). Prerequisite: Junior classification and consent of instructor. An exploration of contemporary research papers about the biology of development as well as observations and experimentation of living organisms. (Three discussion-laboratory hours per week)

BIOL 4110. Vertebrate Histology (3).
Prerequisite: Advanced standing. A study of the basic mammalian tissues and their microscopic anatomy. Emphasis is placed on structural relationships between tissues and on the
interstitial environment. (Two lecture hours and two laboratory hours per week)

BIOL 4200. Introduction to Biostatistics (3). Prerequisites: BIOL 2200, and MATH 1200, or consent of instructor. A practical study of the role of statistics in research; Principles and methods of statistical analysis and interpretation of data as applied to biological problems are covered. (Two lecture and two laboratory hours per week)

BIOL 4300. Vertebrate Physiology (3). Prerequisite: Advanced standing. A study of the physiology of mammalian organ systems and their interrelationships. Emphasis is placed on membrane transport, body fluid chemistry, and hormonal control as related to organ metabolism and function. (Two lecture hours and two laboratory hours per week)

BIOL 4310. Advanced Human Anatomy and Physiology (4). Prerequisites: BIOL 3100 or BIOL 3200, CHEM 1100, CHEM 1200. A study of the anatomy and physiology of human body systems with emphasis on the interrelationship between form and function at the gross and microscopic levels of organization. (Three lecture hours and two laboratory hours per week)

BIOL 4350. Cancer Biology (3). Prerequisites: BIOL 2200 and BIOL 3100 or consent of instructor. A course focusing on the role of cells and genes in the development of cancer in humans. Course coverage will include examination of the role of specific genes such as tumor suppressor genes and oncogenes in the development of cancer, treatments employed against cancer in the context of their specific cellular and molecular targets, and current topics in cancer such as the genetic diagnosis of cancer susceptibility through family and population studies. (Three lecture hours per week)

BIOL 4400. Introduction to Research (1-3). Prerequisite: consent of department and staff member under whom the work is to be done. A course designed to give the student an opportunity to undertake the selection and investigation of a limited, well-defined biological research project under the supervision of a member of the regular faculty. Course can be taken over more than one semester for a total of three credits.

BIOL 4500. Parasitology (3). Prerequisite: Advanced standing or consent of instructor. This course will explore parasites with emphasis on their biochemical and physiologic characteristics, geographic distribution, life cycles, pathogenesis, and immunity. Host-parasite interactions and parasitic diseases of public health importance will be covered. (Three lecture hours per week.)

BIOL 4510. Field Work in Environmental Studies (3). Students may 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), (5) national or regional laboratories, or (6) museums. The student may conduct research in the field or gain on-the-job training for his/her professional development.

BIOL 4520. Field Work in Environmental Studies (3) A continuation of BIOL 4510.

BIOL 4550. Techniques in Biochemistry and Molecular Biology (3). Prerequisites: BIOL 2200. An interdisciplinary course designed for upper level undergraduate students who have an interest in understanding theory and application of techniques in biochemistry, advanced microscopy, and molecular biology. This course is a hands-on, research level course, which is taught solely in the laboratory. Students will learn how to develop hypothesis driven protocols, conduct
experiments, collect data, analyze data, and predict follow-up steps for a given project. (Two lecture hours and three laboratory hours per week).

BIOL 4610. Selected Topics in Biology (1-3 per section). Prerequisite: Advanced standing. Other prerequisites and credit will depend upon the topic. Selected topics that will provide majors opportunities for in-depth exploration of recent and actively developing areas of biology. Current primary literature sources related to the particular topic will form the content base for each offering. Student participation will include written and oral presentations and laboratory when appropriate for the topic. (Course may be repeated for credit depending upon sections)

BIOL 4620. Bioethics (3). A cross-disciplinary field of science directed toward a deeper understanding of morality, truth, necessity, benefit, and harm with respect to human responsibilities in medicine, healthcare, life sciences, and scientific research. The field is broad-based in the sciences with strong ties to ethical, social, spiritual, legal, and political values. (Three lecture hours per week)

BIOL 4630. Seminar in Biotechnology (1). Prerequisites: BIOL 3100 and 3200. A course designed for students to explore many of the new discoveries in biotechnology through reading of journals, on-line discoveries, and through shared expertise of scientists from industrialized settings. Students will be required to attend seminars, summarize them, and present a Power Point seminar. (One discussion-presentation hour per week)

BIOL 4650. Eukaryotic Microbiology (2). Prerequisite: BIOL 2100, 2400 or consent of instructor. A discussion of the eukaryotic microbes of industry and disease in a seminar symposium format. Emphasis is given to the characteristics and ecology of the organisms and to their effect on human welfare as these are described in the current literature. (One two-hour lecture-discussion session per week)

BIOL 4750. Biomedical Botany (3). Prerequisite: BIOL 2400, CHEM 1300; or consent of instructor. A course designed primarily to acquaint the student with the fundamentals of plant diversity and the relation of plants to human affairs. Students will learn of the many direct and indirect ways that plants affect our lives medically. (Two lecture hours and two laboratory hours per week)

BIOL 4850. Comparative Animal Physiology (4). Prerequisite: BIOL 2100, CHEM 3010 or 3100. An in-depth study of functional similarities and differences of genetically dissimilar organisms ranging from animal-like protists to chordates. (Three lecture hours and two laboratory hours per week)

BIOL 4900. Local Flora (3). Prerequisite: BIOL 2400 or consent of instructor. An advanced course in the identification of vascular plants, native and introduced, that occur in this locality. Extensive experience in the use of taxonomic keys is included. (Two lecture hours and two laboratory hours per week)

BIOL 4910. Undergraduate Honors Seminar (1). A course designed for honors majors to discuss their research activities and topics of current biomedical interest with faculty and outside biomedical scientists. (One hour per week)

BIOL 4920. Senior Honors Seminar (2). A course designed for honors seniors to discuss their research activities, to discuss topics of current biomedical interest, and to interact with faculty and outside biomedical scientists. (Two hours per week)
BIOL 4930. Scientific Writing (3).
A course designed to improve student communication, both written and oral. A variety of topics are covered involving the student in writing and speaking. Among these topics are writing laboratory reports, writing essays and term papers, writing summaries and critiques, writing research proposals, writing letters of application, preparing a paper presentation, and revision. Students are taught the principles of good scientific writing and presentation and are then required to produce laboratory reports, summaries, critiques, a term paper, and a letter of application. They are also tested on the principles of excellent scientific writing.
(Three discussion-workshop hours per week)
CHEMISTRY

Kizhanipuram Vinodgopal, Chair
Telephone: (919) 530-6456
Fax: (919) 530-5135
Main Office: Mary M. Townes Science Building
Email: kvinodg@nccu.edu

The mission of the Department of Chemistry is to provide students with a rigorous and stimulating educational environment so that they develop the knowledge and professional skills in chemistry and chemistry–related disciplines that will enable them to enter the workforce and or further their education in a graduate or professional school of choice.

The courses are arranged to address needs of students intending to enter such professions as chemistry, engineering, pharmacy, medicine, forensics, dentistry, biotechnology, nursing, and science teaching, as well as to prepare graduates to serve as chemists and chemical scientists.

Students preparing for entrance to pharmacy, medical, or dental programs must consult with an advisor to assure completion of minimum requirements for admission to the professional programs of their choice.

Proficiency in College Algebra must be demonstrated by either passage of the Mathematics Placement Exam given upon entrance to the university or by a grade of “C” or better in Mathematics 1100 and 1200, respectively, for enrollment in Chemistry 1100 and 1200. Proficiency in Mathematics 2020 must be demonstrated by a grade of “C” or better for enrollment in Chemistry 4010.

Course Requirements for the Bachelor of Science Degree in Chemistry, Concentration in Biochemistry:

1. A minimum of 125 semester hours with a cumulative grade point average of 2.0 or higher is required. The last 30 hours must be completed at NCCU.
2. Complete the General Education Curriculum (GEC) and MSCM 1250.
3. Non-departmental major requirements: BIOL 1101, 1201, 2200, 3200, 3100, 4000, 4200; MATH 2010, 2020; PHYS 2110 and 2120.
4. Departmental major requirements. Complete the following required courses with a grade of “C” or higher: CHEM 1200, 2020, 3100, 3120, 3200, 3330, 3340, 4010, 4020, 4400 (or 4250), 4500, 4520, 4700, 4800, 4900, and 4920.

Course Requirements for the Bachelor of Science Degree in Chemistry:

1. A minimum of 125 semester hours with a cumulative grade point average of 2.0 or higher is required. The last 30 hours must be completed at NCCU.
2. Complete the General Education Curriculum (GEC) and MSCM 1250.
3. Non-departmental major requirements: BIOL 1101, 2200, 3200, 3100 or 4200, and 4000, 4310. MATH 2010, 2020; PHYS 2110 and 2120; or PHYS 2305, 2310, 2410, and 2420.
4. Departmental major requirements. Complete the following required courses with a grade of “C” or higher: CHEM 4150, 4200, 4300, 4350, 4450, 4510, 4550, or 4600.
1200, 2020, 3100, 3120, 3200, 3330, 3340, 4010, 4020, 4400 (or 4250), 4500, 4520, 4800, 4900, and 4920.

5. Elective courses. Complete at least 12 semester hours of advanced courses in Chemistry and/or a science agreed upon with the academic advisor.

**Course Requirements for the Bachelor of Science Degree in Chemistry, Pre-Medicine, Pre-Dentistry, and Pre-Pharmacy:**

1. A minimum of 124 semester hours with a cumulative grade point average of 2.0 or higher is required. The last 30 hours must be completed at NCCU.
2. Complete the General Education Curriculum (GEC) and MSCM 1250.
4. Departmental major requirements. Complete the following required courses with a grade of “C” or higher: CHEM 1200, 2020, 3100, 3120, 3200, 3330, 3340, 4010, 4020, 4400 (or 4250), 4500, 4520, 4800, 4900, and 4920.
5. Elective courses. Complete at least 12 semester hours of advanced courses in Biology and/or Chemistry agreed upon with the academic advisor.

**Course Requirements for the Bachelor of Science Degree in Chemistry, Concentration in Forensic Science:**

1. A minimum of 126 semester hours with a cumulative grade point average of 2.0 or higher is required. The last 30 hours must be completed at NCCU.
2. Complete the General Education Curriculum (GEC) and MSCM 1250.
3. Non-departmental major requirements: BIOL 1101, 2200, 3200; MATH 2010, 2020, 2500; PHYS 2110 and 2120; CRJU 2350, 2500, 4305, 4510.
4. Departmental major requirements. Complete the following required courses with a grade of “C” or higher: CHEM 1200, 2020, 3100, 3120, 3200, 3330, 3340, 4030, 4250 or 4400, 4500, 4520, 4550, 4610, 4700 (or BIOL 4400), 4800, 4900.

**Bachelor of Science in Chemistry, Secondary Education Comprehensive Science Licensure:**

This program is being phased out.

**Course Requirements for the Bachelor of Science Degree in Chemistry, Concentration in Biopharmaceutical Science:**

1. A minimum of 124 semester hours with a cumulative grade point average of 2.0 or higher is required. The last 30 hours must be completed at NCCU.
2. Complete the General Education Curriculum (GEC) and BRIT speaking component.
4. Departmental major requirements. Complete the following required courses with a grade of “C” or higher: CHEM 1200, 2020, 3100, 3120, 3200, 3330, 3340, 4010, 4020, 4250 or 4400, 4500, 4520, 4550.

**Minor in Chemistry:**

The minor in chemistry consists of 26 semester hours, including the courses CHEM 1100, 1200, 2020, 3100, 3120, 3200, 3330, and 3340. Two chemistry courses at the 3000 or 4000 level may be substituted for CHEM 2020.

**Requirements for a Second Baccalaureate Degree:**

The Chemistry Department offers the “2nd degree in Chemistry” program of study to those students possessing a prior baccalaureate degree. A minimum of 30 semester hours must be earned in the second degree program. Since cases may be different, prospective candidates should contact the departmental chairperson at (919) 530-6462 for a detailed discussion and evaluation.
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<th>Credit</th>
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<tr>
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<td>+CHEM 4920</td>
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<tr>
<td>+CHEM 4500</td>
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<td>#</td>
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<td>Ethics (HUM GEC Req)</td>
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**TOTAL MINIMUM CREDIT HOURS: 124 semester hours**

Distribution of Hours:
- Core Curriculum Courses/GEC requirements – 48
- Required Chemistry Courses for ACS Certified B.S. Degree in Chemistry – 45-47
- Advanced Chemistry Course elective for ACS Certification – 9-10
- Chemistry/Biology and/or General Electives 12-14
- Required cognitive course for ACS Certified B.S. degree in Chemistry – 8

Many courses listed in the first year of this plan are specific to this degree program and may not fulfill degree requirements for other programs at the university. Students are advised that changing their program of study from this major to another major, after the first year, can extend the time until graduation by a semester or more.
Four-Year Curriculum Plan in: BACHELOR OF SCIENCE DEGREE IN CHEMISTRY FOUR-YEAR PLAN – Concentration in Biochemistry

<table>
<thead>
<tr>
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<th>Fall</th>
<th>SPRING</th>
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<td><strong>Course Title</strong></td>
<td><strong>Credit</strong></td>
</tr>
<tr>
<td>*CHEM 1100</td>
<td>Gen. Chem. I</td>
<td>4</td>
</tr>
<tr>
<td>*ENG 1110</td>
<td>English Composition I</td>
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<tr>
<td>*BIOL 1101</td>
<td>General Biology I</td>
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**Total** 16 16

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<td><strong>Credit</strong></td>
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**Total** 14 15

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**Total** 16 16

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<tr>
<td>*HUM 2410 or 2420</td>
<td>Arts &amp; Humanities I or II</td>
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**Total** 17 15

**TOTAL MINIMUM CREDIT HOURS: 125 semester hours**

**Distribution of Hours**

- *Core Curriculum Courses/GEC requirements – 48
- + Required Chemistry Courses for Biochemistry concentration – 48
- & Advanced Biology Courses for Biochemistry concentration – 23
- = Required cognitive course for Biochemistry concentration 8
Four-Year Curriculum Plan in: BACHELOR OF SCIENCE DEGREE IN CHEMISTRY, FOUR YEAR PLAN

### Freshman Year

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<th>Course Prefix/Number</th>
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<td>+CHEM 1200</td>
<td>Gen. Chem. II</td>
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<tr>
<td>*BIOL 1101</td>
<td>General Biology I</td>
<td>4</td>
<td>*=MATH 2020</td>
<td>Calc. &amp; Anal. Geom. II</td>
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<tr>
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<td>*PEDU 1541</td>
<td>Fitness</td>
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<td>*ENG 1210</td>
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### Sophomore Year

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<th>Credit</th>
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<td>General Physics I</td>
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<td>=PHYS 2120</td>
<td>General Physics II</td>
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<tr>
<td>&amp;BIOL 3200</td>
<td>Microbiology</td>
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<td>*MFL 1250</td>
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<td>Elements of Speech (SI)</td>
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<td>Dim of Learning</td>
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<th>Credit</th>
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<tbody>
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<td>+CHEM 3200</td>
<td>Inorganic Chemistry</td>
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<td>+CHEM 4400</td>
<td>Instrumental Analysis</td>
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<tr>
<td>+CHEM 2020</td>
<td>Quantitative Analysis</td>
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<td>+CHEM 4800</td>
<td>Chem. Res. Literature (WI)</td>
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<td>+CHEM 4500</td>
<td>Biochemistry I</td>
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<td>Adv. Anat. &amp; Phys.</td>
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### Senior Year

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<tbody>
<tr>
<td>+CHEM 4010</td>
<td>Phys. Chem. I</td>
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<td>+CHEM 4020</td>
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<td>&amp;BIOL 4000</td>
<td>Cell Physiology</td>
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<td>Ethics (HUM GEC Req)</td>
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<td>&amp;BIOL 3100 or 4200</td>
<td>Genetics Or Biostats.</td>
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<td>Applied Math.</td>
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<td>+CHEM 4920</td>
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<td></td>
<td>#CHEM (BIOL) Electives</td>
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<td><strong>Total</strong></td>
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**TOTAL MINIMUM CREDIT HOURS: 125-127**

**Distribution of Hours**

- Core Curriculum Courses/GEC requirements – 48
- Required Chemistry Courses for B.S. degree in Chemistry – 44-45
- Advanced Biology Courses or Advanced Chemistry Elective for B.S. degree in Chemistry – 22-23
- Required cognitive course for B.S. degree in Chemistry – 8
- Chemistry/Biology and/or General Electives 3-4
### Four-Year Curriculum Plan in: BACHELOR OF SCIENCE DEGREE IN CHEMISTRY FOUR-YEAR PLAN – Pre-Medicine, Pre-Dentistry, and Pre-Pharmacy

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<td>Gen. Chem. I</td>
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<td>*ENG 1110</td>
<td>English Composition I</td>
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</tr>
<tr>
<td>*BIOL 1101</td>
<td>General Biology I</td>
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<td>General Microbiology</td>
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<td>+CHEM 4500</td>
<td>Biochemistry I</td>
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<td>Biochemistry Lab.</td>
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<td>+CHEM 3200</td>
<td>Inorganic Chemistry</td>
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<tr>
<td>+CHEM 2020</td>
<td>Quantitative Analysis</td>
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<tr>
<td>Course Prefix/Number</td>
<td>Course Title</td>
<td>Credit</td>
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<td>Applied Math.</td>
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**TOTAL MINIMUM CREDIT HOURS: 124 semester hours**

**Distribution of Hours**
- *Core Curriculum Courses/GEC requirements – 48*
- + Required Chemistry Courses for B.S. degree in Chemistry (Pre-Med, Pre-Dent., Pre-Pharm) – 44-45
- & Advanced Biology Courses and Advanced Chemistry Electives for B.S. degree in Chemistry (Pre-Med, Pre-Dent, Pre-Pharm) – 20-21
- # Chemistry/Biology and/or General Electives 3-4
- = Required cognitive course for B.S. degree in Chemistry -8
Four-Year Curriculum Plan in: BACHELOR OF SCIENCE DEGREE IN CHEMISTRY, FOUR YEAR PLAN – Concentration in Forensic Science

**Freshman Year**

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<tr>
<td>*CHEM 1100</td>
<td>General Chemistry I</td>
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<tr>
<td>*BIOL 1101</td>
<td>General Biology I</td>
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**Sophomore Year**

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<td><strong>Course Prefix/Number</strong></td>
<td><strong>Course Title</strong></td>
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<td>+CHEM 3100</td>
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<td>+CHEM 3330</td>
<td>Organic Chemistry Lab</td>
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<tr>
<td>=CRJU 2350</td>
<td>Intro to Law Enforcement</td>
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<tr>
<td>=BIOL 3200</td>
<td>Microbiology</td>
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**Junior Year**

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<td>Biochemistry Lab I</td>
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**Senior Year**

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<th>Spring</th>
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**TOTAL MINIMUM CREDIT HOURS:** 126 semester hours

**Distribution of Hours**
- * Core Curriculum Courses/GEC requirements – 48
- + Required Chemistry Courses for B.S. degree in Chemistry (Forensic Science Concentration) – 49
- = Required cognitive courses for B.S. degree in Chemistry (Forensic Science Concentration) – 31
Four-Year Curriculum Plan in: BACHELOR OF SCIENCE DEGREE IN CHEMISTRY FOUR-YEAR PLAN – Concentration in Biopharmaceutical Science

<table>
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<th>Credit</th>
<th>Spring</th>
<th>Course Prefix/Number</th>
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<td>*MATH 1200</td>
<td>College Algebra/Trig II</td>
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<td>*Biol 1101</td>
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Summer I – BRIDGE TO BRITE  CGMP LABORATORY (Optional)

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<th>Spring</th>
<th>Course Prefix/Number</th>
<th>Course Title</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>=MATH 2020</td>
<td>Calc. &amp; Anal. Geom. II</td>
<td>5</td>
<td>*MFL</td>
<td>Mod Foreign Language III</td>
<td>3</td>
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</tr>
<tr>
<td>+CHEM 3100</td>
<td>Organic Chemistry I</td>
<td>3</td>
<td>+CHEM 3120</td>
<td>Organic Chemistry II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>+CHEM 3330</td>
<td>Organic Chem Lab I</td>
<td>1</td>
<td>+CHEM 3340</td>
<td>Organic Chem. Lab II</td>
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<tr>
<td>=Biol 2200</td>
<td>Molecular Biology of Cells</td>
<td>4</td>
<td>*PEDU HEDU</td>
<td>Fitness or Health</td>
<td>2</td>
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<tr>
<td>*HUSC 2410 or 2420</td>
<td>Arts &amp; Humanities I or II</td>
<td>3</td>
<td>+Biol 3200</td>
<td>Microbiology</td>
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<tr>
<td>*PHRM 2110</td>
<td>Quality Assurance</td>
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<td>*PHRM 2120</td>
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Summer II – BRIDGE TO BRITE IMMUNOLOGY/VIROLOGY (Optional)

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>Fall</th>
<th>Credit</th>
<th>Spring</th>
<th>Course Prefix/Number</th>
<th>Course Title</th>
<th>Credit</th>
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<tbody>
<tr>
<td>+CHEM 2020</td>
<td>Quantitative Analysis</td>
<td>4</td>
<td>+CHEM 4250</td>
<td>Instrumental Analysis</td>
<td>4</td>
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<tr>
<td>=PHYS 2110</td>
<td>General Physics I</td>
<td>4</td>
<td>=PHYS 2120</td>
<td>General Physics II</td>
<td>4</td>
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<tr>
<td>+CHEM 3200</td>
<td>Inorganic Chemistry</td>
<td>4</td>
<td>+CHEM 4520</td>
<td>Biochemistry Lab</td>
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<tr>
<td>+CHEM 4550</td>
<td>Techniques</td>
<td>4</td>
<td>+CHEM 4500</td>
<td>Biochemistry I</td>
<td>3</td>
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<tr>
<td>*PHRM 3110</td>
<td>Intellect. Prop. &amp; Patent Laws</td>
<td>1</td>
<td>+Biol 4930</td>
<td>Scientific Writing (WI)</td>
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Summer III – REQUIRED INTERNSHIP

<table>
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<tr>
<th>Senior Year</th>
<th>Fall</th>
<th>Credit</th>
<th>Spring</th>
<th>Course Prefix/Number</th>
<th>Course Title</th>
<th>Credit</th>
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<tbody>
<tr>
<td>*HEDU PEDU 1531 or 1541</td>
<td>Health or Fitness</td>
<td>2</td>
<td>*HIST 1320</td>
<td>World Societies</td>
<td>3</td>
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<tr>
<td>*Biol 4920</td>
<td>Bioethics</td>
<td>3</td>
<td>=BRITE II</td>
<td>(Lab Module)</td>
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<tr>
<td>=BRITE I</td>
<td>(Lab module)</td>
<td>4</td>
<td>*BRITE -</td>
<td>(Speaking Component, MSCM 1250)</td>
<td>3</td>
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<tr>
<td>+CHEM 4010</td>
<td>Physical Chemistry I</td>
<td>4</td>
<td>+CHEM 4020</td>
<td>Physical Chemistry II</td>
<td>4</td>
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TOTAL MINIMUM CREDIT HOURS: 124 semester hours

Distribution of Hours
*The 6 BRITE Experiences will satisfy 1 Social Science (GEC) requirement.
Bioethics BIOL 4920 will satisfy 1 Arts and Humanities (GEC)
BIOL 4930 Scientific Writing will satisfy the writing intensive (GEC) requirement.
Required cognitive courses for majors in Chemistry are MATH 2010, 2020; PHYS 2110, 2120
* Core Curriculum Courses =47
+ Required Chemistry Courses for B.S. degree in Chemistry (Pharmaceutical Sciences Concentration) – 42
= Required cognitive course for B.S. degree in Chemistry –37
### Four-Year Curriculum Plan for Chemistry, with Comp Science Licensure

#### Freshman Year

<table>
<thead>
<tr>
<th>Course Prefix/Number</th>
<th>Course Title</th>
<th>Credit</th>
<th>Course Prefix/Number</th>
<th>Course Title</th>
<th>Credit</th>
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<tbody>
<tr>
<td>*ENG 1110</td>
<td>English Composition I</td>
<td>3</td>
<td>*ENG 1210</td>
<td>English Composition II</td>
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<tr>
<td>=MATH 2010</td>
<td>Calc &amp; Analyt Geom I</td>
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<td>=MATH 2020</td>
<td>Calculus II</td>
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<td>*CHEM 1100</td>
<td>General Chemistry I</td>
<td>4</td>
<td>+CHEM 1200</td>
<td>General Chemistry II</td>
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<tr>
<td>*HIST 1320</td>
<td>World Societies</td>
<td>3</td>
<td>*HEDU/PEDU 1531/1541</td>
<td>Wellness/Fitness</td>
<td>2</td>
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<td>*HUSC 1521</td>
<td>Dimensions of Learning</td>
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<td>GEOG 2100</td>
<td>Physical Geography</td>
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#### Sophomore Year

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<tr>
<td>*MSCM 1250</td>
<td>Speech (SI)</td>
<td>3</td>
<td>EDU 2600</td>
<td>Orientation to teaching</td>
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<td>Organic Chemistry I</td>
<td>3</td>
<td>+CHEM 3120</td>
<td>Organic Chemistry II</td>
<td>3</td>
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<tr>
<td>+CHEM 3330</td>
<td>Organic Chemistry Lab</td>
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<td>+CHEM 3340</td>
<td>Organic Chemistry II Lab</td>
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<tr>
<td>*FL 2210</td>
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<td>PHIL 2210</td>
<td>(Hum GEC Req)</td>
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<tr>
<td>*BIOL 1101</td>
<td>General Biology I</td>
<td>4</td>
<td>+BIOL 1201</td>
<td>General Biology II</td>
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<tr>
<td>EDU 3000</td>
<td>Education Psychology</td>
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#### Junior Year

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<tr>
<td>+CHEM 2020</td>
<td>Quantitative Analysis</td>
<td>4</td>
<td>EDU 3010</td>
<td>Human Growth</td>
<td>3</td>
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<tr>
<td>=PHYS 2110</td>
<td>General Physics I</td>
<td>4</td>
<td>=PHYS 2120</td>
<td>General Physics II</td>
<td>4</td>
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<tr>
<td>EDU 3120</td>
<td>Inclusive Tchng/Sp Needs</td>
<td>3</td>
<td>*HUM 2410 or 2420</td>
<td>Arts &amp; Hum GEC Requirement</td>
<td>3</td>
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<tr>
<td>+CHEM 4500</td>
<td>Biochemistry I</td>
<td>3</td>
<td>*</td>
<td>Social Sci GEC requirement</td>
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<tr>
<td>EDU 3030</td>
<td>Cult./Pedag/Soc Change</td>
<td>3</td>
<td>EDU 3170</td>
<td>Assessment of Learning</td>
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<td><strong>Total</strong></td>
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#### Senior Year

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<th>Course Prefix/Number</th>
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<th>Course Prefix/Number</th>
<th>Course Title</th>
<th>Credit</th>
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<tbody>
<tr>
<td>+CHEM 4900</td>
<td>Applied Math for Chem</td>
<td>2</td>
<td>+CHEM 4800</td>
<td>Intro to Res. Lit</td>
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<tr>
<td>GEOG 2350</td>
<td>Earth Science</td>
<td>3</td>
<td>=EDU 4202</td>
<td>Dir. Tchng in Comp Sci</td>
<td>6</td>
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<tr>
<td>♦EDU 3840</td>
<td>Instruc Plan in Sci</td>
<td>3</td>
<td>♦EDU 4102</td>
<td>Meth. &amp; Mat. In Comp Sci</td>
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</tr>
<tr>
<td>CHEM 3200</td>
<td>Inorganic Chemistry</td>
<td>4</td>
<td>EDU 2800/4300</td>
<td>Computer Utilization</td>
<td>3</td>
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<tr>
<td>=COMP 1510</td>
<td>Programming</td>
<td>3</td>
<td>+CHEM 4030</td>
<td>Physical Chemistry for Life Sci.</td>
<td>4</td>
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<td><strong>Total</strong></td>
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<td><strong>Total</strong></td>
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Total Semester Hours = 130/Minimum GPA = 2.5 in Major and 2.5 Overall

♦ Requires formal admission to the Teacher Education Program (TEP). Admission requirements: 2.5 GPA, passing scores on PRAXIS I (Reading, Writing, and Mathematics), completion of GEC courses, and C’s or better in ENG 1110, 1210, and MSCM 1250. Candidates must be admitted to the TEP by August to student teach in spring semester and January to student teach in the fall semester.
Chemistry Course Descriptions for Undergraduates

CHEM 1000. Physical Science Related to Chemistry (3).
Designed to give the student who is not a major or a minor in science an intelligent acquaintance with broad principles of physical science. Emphasis is placed on the role chemistry plays in the everyday life of a citizen. *(Three lectures including demonstrations and interactive exercises per week)*

CHEM 1100. General Chemistry I (4).
Prerequisite: Demonstrated proficiency in College Algebra and Trigonometry I - MATH 1100 with a grade of C or higher. A first course in chemistry designed for science majors. Topics covered include: Atoms, Molecules, and Ions; Calculations with Chemical Formulas and Equations; An Introduction to Chemical Reactions; The Gaseous State; Thermochemistry; Quantum Theory of the Atom; Electron Configurations and Periodicity; Ionic and Covalent Bonding; Molecular Geometry; and Chemical Bonding Theories. *(Three lecture, one recitation, and three laboratory hours per week)*

CHEM 1200. General Chemistry II (4).
Prerequisite: Demonstrated proficiency in College Algebra and Trigonometry II - MATH 1200 and CHEM 1100, with grades C or better. A continuation of CHEM 1100. Topics covered include: Liquids and Solids; Solutions; Rates of Reactions; Chemical Equilibrium; Acids and Bases; Acid-Base Equilibria; Solubility and Complex-Ion Equilibria; Thermodynamics; and Electrochemistry. *(Three lecture, one recitation, and three laboratory hours per week)*

SCI 1220. Science Odyssey (4).
An integration of basic elements of energy, atomic and molecular structure, data acquisition and interpretation, and life as self-structured matter. Themes draw upon knowledge, from biology, chemistry, environmental science, geography, and physics. Critical thinking and analytical skills are developed through experiments and class activities. Reading assignments emphasize the connections between science, other disciplines, and society. *(This class meets five hours per week with time devoted to lecture and laboratory as needed)*

CHEM 1500. Chemistry and Human Life (3).
Prerequisite: CHEM 1000. A survey of basic facts and principles of organic and biochemistry with emphasis on the importance of these concepts to health care and normal life processes. *(Three lectures including demonstrations and interactive exercises per week)*

CHEM 1990. Cooperative Education Field Experience (3-12).
Selected students (majors and minors) will undertake a carefully organized and supervised program of "experiential learning" by alternating a semester of classroom study with a semester of paid, practical, on-the-job training in a major industrial or governmental laboratory.

Prerequisite: CHEM 1200. A survey of volumetric and gravimetric analytical chemistry techniques addressing various types of equilibria as well as an introduction to instrumental techniques is emphasized. *(Three lectures, one recitation hour, and three laboratory hours per week)*

CHEM 2105. Computational Science & Informatics (3).
This course is designed to familiarize the student with construction and use of computational models to study problems of scientific interest. The necessary mathematical background as well as data acquisition, evaluation, management, and visualization/presentation methods will be covered. The course will also provide an introduction to informatics, including data mining via the Internet, data warehousing, and how to effectively publish and prevent new
data. Students will design and complete their own computational project using these skills. (Three lecture hours per week).

CHEM 3100 & 3120. Organic Chemistry I, II (3, 3). Prerequisite: CHEM 1200 with a grade of C or higher. An in-depth study of the compounds of carbon. (Three lecture and one recitation hours per week for each course).

CHEM 3200. Inorganic Chemistry (4). Prerequisite: CHEM 1200. A systematic study of both the fundamental principles and the descriptive chemistry needed to understand the properties of the main group elements and their compounds. (Three lecture, one recitation, and three laboratory hours per week)

CHEM 3330. Organic Chemistry Laboratory I (1). Pre or co-requisite: CHEM 3100. An introduction to common organic laboratory techniques used in the study of the compounds of carbon. (Three laboratory hours per week)

CHEM 3340. Organic Chemistry Laboratory II (1). Prerequisite: CHEM 3330. Common laboratory techniques are used in the study of carbon compounds and for the preparations of organic compounds. (Three lecture and four laboratory hours per week)

CHEM 4910. Undergraduate Honors Seminar (1). Intended for honors chemistry majors to discuss their research activities, to discuss topics of current chemistry interest, and to interact with faculty and other professional chemists.

CHEM 4920. Chemistry Undergraduate Seminar (1). This is a required course of all ACS-certified and non-ACS certified chemistry majors. The student will make a formal oral presentation of laboratory research activities. The oral presentation will be supplemented by a written report.

Chemistry Course Descriptions for Advanced Undergraduates and Graduates

CHEM 4010, 4020. Physical Chemistry I, II (4, 4). Prerequisites: CHEM 2020, MATH 2020 and PHYS 2120 (or 2320), with grades of C or higher; Co-requisite: CHEM 4900. An introduction to fundamental principles of physical chemistry, covering such topics as gases, chemical thermodynamics, thermochemistry, physical and chemical equilibria, solutions, chemical kinetics, electrochemistry, and theory of quantum mechanics and its application to chemistry. (Three lecture, one recitation, and three laboratory hours per week for each course)

CHEM 4100. Characterization of Organic Compounds (5). Prerequisite: CHEM 3340 and 3120 with grades of C or higher. The classification and identification of organic compounds by the use of solubilities, class reactions, solid derivatives, and IR, UV, and NMR spectroscopic methods of analyses. (Three lecture and four laboratory hours per week)

CHEM 4030. Physical Chemistry for Life Sciences (4). Prerequisites: CHEM 2020, MATH 2020 and PHYS 2120 (or 2320), with grades of C or higher; Co-requisite: CHEM 4900. A one semester (four credit hours) Physical Chemistry course which introduces the principles and techniques of Physical Chemistry as applied to the life sciences. The order of the topics follows a traditional two-semester course in Physical Chemistry, but the coverage is less in depth, and the applications are more focused towards biologically relevant topics. (Three lecture, one recitation, and three laboratory hours per week)

CHEM 4150. Introduction to Medicinal Chemistry (3). Prerequisites: CHEM 3120 or consent of the instructor. A study of basic concepts, drug design, drug synthesis, drug delivery, drug
metabolism, drug toxicity, pharmacological assays, and clinical trials. *(Three lecture hours per week)*

**CHEM 4200. Advanced Organic Chemistry (3).** Prerequisite: CHEM 3120 with a grade of C or better. An advanced study of the reactions of organic compounds and the theories of organic chemistry. Spectroscopic methods (IR, UV-Vis, NMR), heterocyclic molecules, and bioorganic chemistry will be emphasized. *(Three lectures hours per week)*

**CHEM 4250. Scientific Instrumentation in Biology, Chemistry, and Physics (4 or 5).** Prerequisite: Junior level chemistry major and consent of department chairperson. An interdepartmental course taught by the Departments of Biology, Chemistry, and Physics and designed to give students a general knowledge of the theory and application of instrumental methods and practical experience both in instrument operation and in interpretation of data obtained with instruments. A common component is interdisciplinary covering instrumental methods commonly used in all three scientific areas. An optional component covers additional instrumental methods more specifically related to each discipline. *(Three lecture and four laboratory hours per week)*

**CHEM 4300. Advanced Inorganic Chemistry (3).** Prerequisite: CHEM 3200 or consent of the instructor. A study of bonding theories, structure, stereochemistry, energetics, and reactivity of inorganic and organometallic materials with an emphasis on transition metal compounds. *(Three lecture hours per week)*

**CHEM 4350. Computational Chemistry (3).** Prerequisite: CHEM 4010. Co-Requisite: CHEM 4020. This course introduces the background and theory required for the use and understanding of a number of software tools that can assist in solving problems of chemical significance. Systems, dynamics software as well as a computer algebra system will be used to solve the differential equations that arise from the study of chemical kinetics. Molecular modeling software will be used to compute a variety of molecular properties using molecular mechanics, semiempirical methods, Hartree-Fock methods, and density functional theory. *(Three lecture hours per week)*

**CHEM 4400. Instrumental Analysis (4).** Prerequisite: CHEM 2020. Co-requisite: CHEM 3120, CHEM 3340 or consent of the instructor. Analytical chemical instrumentation with an emphasis on spectroscopic, potentiometric, and chromatographic methods. *(Three lecture and four laboratory hours per week)*

**CHEM 4450. Environmental Chemistry (3).** Prerequisite: CHEM 3120, 2020; Co-requisite: CHEM 4010 or consent of instructor. The goal of the course is to provide an understanding of how molecular interactions and macroscopic transport phenomena determine the distribution of compounds released into the natural environment in space and time. *(Three lecture hours per week)*

**CHEM 4500. Biochemistry I (3).** Prerequisite: CHEM 3120. An introductory, comprehensive study of the physical and chemical properties of the four major classes of biomolecules: Carbohydrates, lipids, proteins, and nucleic acids. The course will include introduction to model analytical methods specific to each class of biomolecule. Also, special topics that are correlative to each of the biomolecule classes will be covered. *(Three lecture hours per week)*
CHEM 4510. Biochemistry II (3).
Prerequisite: CHEM 4500. This course is a continuation of CHEM 4500 and will provide an in-depth analysis of the metabolic pathways of the four major classes of biomolecules: carbohydrates, lipids, proteins, and nucleic acids. *(Three lecture hours per week)*

CHEM 4520. Biochemistry Laboratory (1).
Prerequisite: CHEM 3340. Pre- or Co-requisite: CHEM 4500 or consent of instructor. Qualitative study of carbohydrates, proteins, fats, and enzymes. *(Three laboratory hours per week)*

CHEM 4550. Techniques in Biochemistry and Molecular Biology (3). Prerequisites: CHEM 3120 and BIOL 2200. This interdisciplinary course is designed for upper level undergraduates and graduate students who have an interest in understanding theory and application of techniques in biochemistry, advanced microscopy, and molecular biology. This course is a hands-on, research level course, which is taught solely in the laboratory. Students will learn how to develop hypothesis driven protocols, conduct experiments, collect data, analyze data, and predict follow-up steps for a given project. *(Two lecture and three laboratory hours per week)*

CHEM 4610. Forensic Science (4).
Prerequisites: CHEM 4500 and CHEM 4550. This interdisciplinary course is designed for upper level undergraduates and graduate students who have an interest in understanding the theory and application of microscopic, spectroscopic, and molecular biological techniques utilized in the forensic sciences. Students will learn how to collect evidence at a crime scene and how to test it in the laboratory. The techniques, abilities, and limitations of the modern crime laboratory will be covered. Students will also learn how to write reports, interview witnesses, and prepare for trial. *(Three lecture and three laboratory hours per week)*

CHEM 4700. Introduction to Research (1-3).
Prerequisite: Consent of the Department Chair and faculty member under whom the research will be done. This course allows the student to participate in ongoing faculty research projects. Three research hours per week for each semester credit hour is expected. Students will be expected to produce a written paper on their research project each semester. (Students may register for the course for repeated credits in units of 1-3 credit hours with a maximum of nine (9) credit hours counted toward graduation requirements.)

CHEM 4710. Selected Topics in Chemistry (1-3).
Prerequisite: Advanced standing or consent of instructor. Other prerequisites and credit will depend on the topic. The selected topic for each offering will provide majors opportunities for detailed exploration of recent and actively developing areas of chemistry. *(Course may be repeated for credit)*

CHEM 4800 (WI). Chemistry Research Literature (3).
Prerequisite: Junior level chemistry major. A survey of the important sources of chemical research information including computer searching of chemical databases is presented. The use of these sources for planning and reporting research is stressed. Special consideration is given to scientific writing techniques.

CHEM 4900. Applied Mathematics for Chemists (2).
Prerequisite: MATH 2020 with grade of C or better. Co-requisite: CHEM 4010. The application of calculus and advanced mathematical techniques to physical chemistry. *(Two lecture hours per week)*
HISTORY

Jim C. Harper, II Chair
Telephone: (919) 530-6321
Fax: (919) 530-5392
Main Office: 206A Edmonds Classroom Building
E-mail: jcharper@nccu.edu

The mission of the Department of History at North Carolina Central University is to prepare its students to succeed in the field of history by offering them rich theoretical knowledge and relevant practical skills to help them excel intellectually, and professionally. As a reflection of the cultural and intellectual diversity of the global community, the department will promote multi-cultural learning, interdisciplinary collaboration, top-rated research, and state-of-the-art technology and hands-on experience.

The Department of History offers a major and minor in history at the baccalaureate level. The primary mission of the department is to educate both undergraduate and graduate students in the search for truth through excellence in teaching, scholarly research, and service, thus developing students with knowledge, technological competence, aesthetic and ethical values to be successful in a global society. The Department will provide history majors and minors with an educational environment and experience that will prepare them to teach at the secondary school level, to pursue graduate study, or to find employment in law, government service, industry, and other public and private sectors.

Students majoring in history must complete a minimum of 42 semester hours of courses beginning at the 2000 level, including History 1100, at least one seminar in history, and a concentration or double major. The history minor must complete a minimum of 21 semester hours of courses beginning at the 2000 level, including History 1100 and at least one seminar in history. A concentration in history requires 12 credit hours and at least 9 of those hours must be in the same area. A minor in history requires 21 credit hours in history. The department also offers certification in secondary social studies. Students seeking teaching certification also must complete a minimum of 42 semester hours and the required education courses.

COURSE REQUIREMENTS

THE BACHELOR OF ARTS IN HISTORY

History (Major):

1. Complete a minimum of 126 semester hours with a cumulative grade point average of 2.0 or higher. The last 30 credit hours must be completed at NCCU.

2. Freshman and sophomore years complete the General Education Requirements. See the “General Education” section in this catalog.

3. History major requirements-complete the following:
   a. HIST 1100.
   b. HIST 2000 (must be taken in sophomore year).
   c. HIST 2210, 2220.
   d. HIST 2890.
   e. Two courses from the following areas. No more than one course in one area: African History, European History, and Latin American History.
   f. One seminar course from HIST 4010, 4020, 4040, 4050, 4060, 4070 (must be taken senior year).
   g. At least 18 hours from any other 2000 level or higher undergraduate course.
   h. In courses A-F students must earn at least a grade of “C”. “D” or “F” grades must be repeated.
   i. A minimum GPA of 2.0 in the major is required for graduation.
4. Concentration (12 hours). At least 9 hours must be in the same area.
   a. African American Studies
   b. African Diaspora
   c. Global Studies
   d. Creative / Critical Writing
   e. Education
   f. Francophone Studies
   g. History of Ideas
   h. Historical Preservation
   i. Information Management
   j. International Relations
   k. Latin American Studies
   l. Media Communications
   m. Psycho History
   n. Public Speaking / Reporting
   o. South Asian Studies

5. Double Major (at least 24 hours)
   a. Criminal Justice
   b. English-Literature
   c. English-Journalism
   d. English Media-Communication
   e. Geography
   f. Public Health Education
   g. Human Sciences
   h. Modern Foreign Languages-French
   i. Modern Foreign Languages-Spanish
   j. Political Science
   k. Psychology
   l. Sociology

MINOR IN HISTORY

1. History minor requirements- complete the following:
   a. HIST 1100.
   b. HIST 2000 (must be taken in sophomore year).
   c. HIST 2210, 2220.
   d. HIST 2890.
   e. One seminar course from HIST 4010, 4020, 4040, 4050, 4060, 4070 (must be taken senior year).
   f. History elective.
   g. In courses A-E students must earn at least a grade of “C”. “D” of “F” grades must be repeated.

HISTORY, COMPREHENSIVE SOCIAL STUDIES

1. Complete a minimum of 126 semester hours with a cumulative grade point average of 2.0 or higher. The last 30 hours must be completed at NCCU.

2. Freshman and sophomore years complete the General Education Requirements. See the “General Education” section in this catalog.

3. Complete the following courses:
   a. POLS 2100 or 2120.
   b. SOCI 2000/2100
   c. GEOL 1000 or 1100 or 2100.
   d. ECON 2100 or 2200
   e. BIOL 1101 or 1201 or CHEM 1100. (Course cannot be used to satisfy GEC science requirement)

4. History major requirements- complete the following:
   a. HIST 1100.
   b. HIST 2000 (must be taken in sophomore year).
   c. HIST 2210, 2220.
   d. HIST 2890.
   e. HIST 4310.
   f. Two European History courses (6 hours).
   g. Two African and or African American history courses (6 hours).
   h. One seminar course from HIST 4010, 4020, 4040, 4050, 4060, 4070 (must be taken senior year).
   i. At least 3 hours from any other 2000 level or higher undergraduate history course.
   j. In courses A-E and H students must
earn at least a grade of “C”. “D” or “F” grades must be repeated

5. Education requirements:

a. GPA of 2.5 or higher for admission to teacher education.
b. EDU 2600, 2800, 3000, 3010, 3030, 3120, 3150, 3170, 4010, 4126, 4226.

c. A GPA of 2.0 is required for the major.
### Four-Year Curriculum Plan in History

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**TOTAL MINIMUM CREDIT HOURS: 126**

**Distribution of Hours**

*GEC General Education core Curriculum Courses
+History Required Courses/History Concentration Courses
& General Electives
SI= Speaking Intensive
WI= Writing Intensive
**Placement scores will determine if students are required to complete MFL I or II before MFL III and MATH 1000 before the GEC Math Mathematics Requirements
Four-Year Curriculum Plan in Comprehensive Social Studies:

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TOTAL MINIMUM CREDIT HOURS: 128

Distribution of Hours
+History Required Courses
*GEC General Education core Curriculum Courses
= Comprehensive Social Studies Required Courses
& General Electives
SI= Speaking Intensive
WI= Writing Intensive
**Placement scores will determine if students are required to complete MFL I or II and MATH 1000
HISTORY COURSE DESCRIPTION FOR UNDERGRADUATES

HIST 1100. World Societies to 1650 (3) An examination of the life and history of humans and world societies from the earliest times to A.D. 1650. Fall Semester & Summer Session I

HIST 1320. World Societies (3) A thematic and interdisciplinary study of global, historical, and cultural developments in Africa, Asia, the Americas, and Europe from 1450 to the present. Emphasis will be placed on the dynamics of the evolution of modern society by emphasizing religious, intellectual, economic, and political aspects of life and history.

HIST 1530. The Black Experience to 1865 (3) An examination of the roles played by people of African descent in the Americas to 1865. Special emphasis on centering people of African descent in the social, religious, economic, cultural, and intellectual developments in the Americas during this period.

HIST 1540. The Black Experience Since 1865 (3) An examination of the roles played by people of African descent in the United States since 1865. Special emphasis on centering people of African descent in the social, religious, economic, cultural, and intellectual developments in the United States from 1865 to the present.

HIST 2000. Historical Writing and Literature (3) An introduction to historical methods, theories, and bibliographies for undergraduate majors and minors in history and social science.

HIST 2081. Problems in the History of Women Since 1750 (3) An examination of selected problems in the history of women since 1750. Special attention will be given to changing historical interpretations of race, class, and gender in analyzing women’s experiences.

HIST 2110. Ancient History (3) An introduction to the history and the ancient civilizations of Africa, Babylonia, and Persia. It is a study of the government and society of Greece and the early Italian peoples.

HIST 2120. Medieval History (3) An introduction to the break-up of the Roman Empire. The course discusses the Germanic invasions; and the rise of the Papacy, feudalism, and the manorial system. It examines the rise of nation-states and the developing controversy between church and state.

HIST 2210. United States History to 1865 (3) A general survey of U.S. history from the period of discovery, exploration, and settlement to the end of the Civil War.

HIST 2220. United States History Since 1865 (3) A general survey of U.S. history from Reconstruction to the present, emphasizing the Industrial Revolution, social and agrarian movements, and aspects of 20th century American history.


HIST 2420. African History Since 1800 (3) A general survey of African developments since 1800, with a discussion of the dynamics of imperialism as they operated on Africa during the period of the partitioning and subsequent colonization, the rise of African nationalism, the process of decolonization, and the issues facing African states since independence.
HIST 2610. Latin American History: The Colonial Period, 1480-1820: The Colonial Period, (3) A survey of the discovery of the New World, the conquest of the indigenous societies, the processes of cultural transformation, and the independence revolutions of the Latin American colonies.

HIST 2620. Latin American History: The National Period (3) A survey of the problems experienced by the independent Latin American nations in their economic, political and social evolution from 1820 to the present. Special emphasis is given to the development of republicanism, capitalism, and nationalism.

HIST 2750. Native American Societies and Cultures (3) A study of the history of selected Native American societies and cultures in the Americas.

HIST 2890. Methods and Applications in History (3) An interdisciplinary study of methods and applications used by historians. The course will include classroom and community involvement, such as interviews, surveys, and public history projects.

HIST 2910. Histories and Societies of South Asia Prior to 1750 (3) This course addresses the development of society, culture and polity in South Asia (i.e., India, Pakistan, Bangladesh, Sri Lanka, and Nepal). It traces the interactions and tensions between society, culture and polity and covers ancient, and medieval and early modern South Asia.

HIST 2910. Problems in European History (3) Prerequisite: At least one European survey course and permission of the instructor. An intensive study of various problems in European history. This course, an elective, may be taken up to three times for credit each time.

HIST 3040. Topics in African History (3) Prerequisite: At least one African survey course and permission of the instructor. An intensive study of the various problems in African history. This course, an elective, may be taken up to three times for credit each time.

HIST 3070. Topics in the African Diaspora (3) An intensive study of various topics in the history of the African Diaspora.


HIST 3100. Independent Readings in European History (3) Prerequisite: At least one European survey course and permission of the instructor. An advanced examination through in-depth readings on some topic or country in European history. This course, an elective, may be taken up to three times for credit each time.

HIST 3115. Europe, 1500-1815 (3) An overview of the underlying causes and far-reaching results of the Renaissance and Reformation, the expansion of European powers, the Old Regime, the French Revolution, and Napoleonic Europe.

HIST 3118. Europe, 1815-1914 (3) An overview of the revolutionary movements of the 19th century, the growth of nationalism, and the rise of international rivalries.

HIST 3145. History of Russia to the Revolution (3) An overview of the development of the political, social, economic, and military ideas of Russia to the Bolshevik Revolution.
HIST 3150. History of England to 1688 (3) An overview of the social, intellectual, economic, and political history of England to 1688.

HIST 3160. History of England since 1688 (3) An overview of the social, intellectual, economic, and political history of England from the Glorious Revolution to the present.

HIST 3180. History of France since the Enlightenment. (3) An overview of the social, political, and economic developments in France from the Enlightenment to the present.

HIST 3210. American Military History (3) An examination of the history and evolution of the American military system from colonial times to the present, with a discussion of the early roots of the American military within the context of America's social, economic, and political development.

HIST 3220. Recent United States History (3) Prerequisite: At least one American survey course and permission of the instructor. An advanced survey of American history since 1900.

HIST 3230. American Urban History (3) Prerequisite: At least one American survey course and permission of the instructor. A survey of the growth of American urban history from the colonial period to the present, with a discussion of the relationship of urban society to the development of American political, economic, and social history.

HIST 3250. American Economic History (3) Prerequisite: At least one American Survey course and permission of the instructor. An advanced study of the American economic system from colonial times to the present, with a concentration on how this system is regulated and how it influences individuals, economic growth, politics, and international relations.

HIST 3260. American Labor History (3) This course traces the history of American workers and organized labor unions from the colonial era to the present. Emphasis will be placed on the interaction between workers and unions and political and economic developments.


HIST 3420. State Formation in Pre-Colonial Africa (3) An examination of state formation in Africa from the rise of ancient Ghana about 800 to the founding of Islamic states in West and Central Africa in the nineteenth century.

HIST 3430. Africa Under Colonial Rule (3) An examination of the policies of European colonial administrations in Africa from the partition in the late nineteenth century to the beginnings of the decolonization movement after World War II.

HIST 3440. Africa Since Independence (3) An overview of independent Africa. The course discusses the political, economic, and social challenges of independence.

HIST 3450. African Economic History (3) An advanced study of African economic systems from ancient times to the present with a concentration on how these systems have influenced individuals, states, politics, and international relations.

HIST 3500. Independent Readings in African American History (3) Prerequisite: At least one Afro-American survey course and permission of the instructor. An advanced examination through in-depth readings on some topic African American history. This course, an elective, may be taken up to three times for credit each time.

HIST 3510. African American History to 1865 (3) A survey of African American history from their earliest appearance in America to the end of the Civil War.
HIST 3520. African American History Since 1865 (3) A survey of African American history from Reconstruction to the present.

HIST 3522. The Black Female Body in American Culture (3) This course examines the constructions, representations, forms of appropriation and liberation of the Black female body in cross-cultural, historical and contemporary perspective. Particular attention will be given to examining ways that the intersecting hierarchies of gender, race, class, sexuality and culture shape the treatment of the Black female body.

HIST 3523. Black Feminist Thought and Feminist Thought (3) An examination of the history of Black feminist theory and scholarship. The course will explore topical areas in Black feminist and feminist scholarship. It pays particular attention to theoretical perspectives that examine local, national, and international topics that include: the social construction of gender and sexuality; definitions of womanhood; the female body and the politics of representation; comparative feminisms; women’s culture; political and economic expressions; and women’s activism and participation in social transformation will be included.

HIST 3524. Black Women and Activism (3) This course will highlight the multiple ways black women activists have shaped United States History. Through this course, students will explore and examine the struggles and accomplishments of Black women activists. The course also examines black women’s clubs, groups, and organizations in the hopes of creating a more accurate portrayal of the impact these individuals and groups have had on society. The second half of the course will enable students to see more clearly how black women served as critical agents in uplifting their communities, particularly during tremendous periods of interracial turmoil and heightened group tensions.

HIST 3525. Black Women and Slavery (3) This course is to investigate African American women’s history during the colonial era to 1865. The principal focus of the course is to apply analytical frameworks of race, gender and class to understand the life cycles and multiple roles of women of African descent as mothers, daughters, wives, workers and social change agents. Throughout the course, we will utilize a variety of monographs as well as primary source materials to document black women’s experiences in slavery.

HIST 3527. Black Women in the 20th Century (3) This course explores United States history by centering black women’s experiences within the study of African American and U.S. History. Using African American women’s history as its lens, the course also examines the intersection of race, class, and gender in American society. This course takes a chronological and thematic approach to the study of African American women from the dawn of the twentieth century to the present. Particular themes that will be explored include: the relationship between constructions of race, class and gender; productive and reproductive labor; women’s networks; migration; the gendered meaning of freedom, and issues facing black women in the twentieth century.

HIST 3600. Independent Readings in Latin American History (3) Prerequisite: At least one Latin American survey course and permission of the instructor. An advanced examination through in-depth readings on some topic or country in Latin American history. This course, an elective, may be taken up to three times for credit each time.

HIST 3630. History of Central America (3) An in-depth study of the political, economic, and social developments in Central American countries since 1800 with particular attention to the independent wars, the struggles to achieve nationhood, cultural integration, economic independence, and social democracy.

HIST 3900. Internship in Historical Studies (1-12) A practical hands-on work experience in the historical field. The course integrates academic studies with related and supervised experiences.

HIST 3910. South Asia Under British Imperial Rule, 1750-1885 (3) This course uses readings, lectures and films to focus on the British Empire in South Asia (i.e., India, Pakistan, Bangladesh, Sri Lanka, and Nepal). It examines imperialism as a cultural, economic and political form of domination and emphasizes historical factors leading to its rise in South Asia. The course utilizes British history in South Asia to contextualize past forms of European imperialism, as well as present forms of global domination.

HIST 3920. The Unmaking of the British Empire in India, 1885-1947 (3) This course addresses how India -- a seemingly permanent British imperial possession -- gained independence after the formation of the Indian National Congress 1885. It examines how decolonization results not only from nationalist pressure but a full range of social, political, and economic factors.

HIST 4010. Seminar in European History (3) Prerequisite: At least one European survey course and permission of the instructor. An advanced investigation of special topics in European history with emphasis on the writing of a research paper. Critical attention will be given to the development of each research paper via group critique. This course, an elective, may be taken up to three times for credit each time.

HIST 4020. Seminar in American History (3) Prerequisite: At least one American survey course and permission of the instructor. An advanced investigation of special topics in American history with emphasis on the writing of a research paper. Critical attention will be given to the development of each research paper via group critique. This course, an elective, may be taken up to three times for credit each time.

HIST 4040. Seminar in African History (3) Prerequisite: At least one African survey course and permission of the instructor. An advanced investigation of special topics in African history with emphasis on the writing of a research paper. Critical attention will be given to the development of each research paper via group critique. This course, an elective, may be taken up to three times for credit each time.

HIST 4050. Seminar in African American History (3) Prerequisite: At least one African-American survey course and permission of the instructor. An advanced investigation of special topics in African American history with emphasis on the writing of a research paper. Critical attention will be given to the development of each research paper via group critique. This course, an elective, may be taken up to three times for credit each time.

HIST 4060. Seminar in Latin American History (3) Prerequisite: At least one Latin American survey course and permission of the instructor. An advanced investigation of special topics in Latin American history with emphasis on the writing of a research paper. Critical attention will be given to the development of each research paper via group critique. This course, an elective, may be taken up to three times for credit each time.

HIST 4070. Seminar in the African Diaspora (3) Prerequisite: At least one survey course in African or Afro-American history or the African Diaspora and permission of the instructor. An advanced investigation of special topics in the African Diaspora with emphasis on the writing of a research paper. Critical attention will be
given to the development of each research paper via group critique. This course, an elective, may be taken up to three times for credit each time.

HIST 4110. Europe Since 1914 (3) Prerequisite: At least one survey course in European history and permission of the instructor. An advanced survey of the political, economic, social, and intellectual developments of 20th century Europe.

HIST 4120. European Diplomatic History, 1879 to the Present (3) Prerequisite: At least one survey course in European history and permission of the instructor. An advanced study of the forces and events which produced World War I and World War II, the role of the United States in European affairs, and the contemporary picture of Europe and the world.

HIST 4130. Renaissance, Reformation, and European Expansion (3) Prerequisite: At least one survey course in European history and permission of the instructor. An advanced survey of Renaissance thought and the structure of society at the time; Machiavelli; the European discovery of the New World; and the religious, political, and economic consequences of the Reformation.

HIST 4140. The Revolutionary Era and Napoleon (3) Prerequisite: At least one survey course in European history and permission of the instructor. An advanced study of the period from the Enlightenment through the age of Napoleon with special emphasis on the influence of revolutions on western societies.

HIST 4150. European Intellectual History (3) Prerequisite: At least one survey course in European history and permission of the instructor. An advanced study of the main philosophical, political, economic, and cultural themes of European history.

HIST 4160. The African Presence in Europe (3) Prerequisite: At least one European survey course. An advanced examination of the role of Africans from the continent and peoples of African descent from the United States and the Caribbean in European culture.

HIST 4170. The New Europeans: Race and Ethnic Minorities in Contemporary Europe (3) An examination of the status and experiences of racial and ethnic immigrants in contemporary Europe. The course analyzes the various patterns of movement and settlement of ethnic minorities in Europe during the twentieth century.

HIST 4200. Independent Readings in American History (3) Prerequisite: At least one American survey course and permission of the instructor. An advanced examination through in-depth readings on some topic or country in American history. This course, an elective, may be taken up to three times for credit each time.

HIST 4210. Foreign Relations of the United States (3) Prerequisite: At least one American survey course and permission of the instructor. An advanced survey of the foreign relations of the United States from colonial times to the present.

HIST 4230. Constitutional History of the United States (3) Prerequisite: At least one American survey course and permission of the instructor. An advanced survey of the leading decisions of the United States Supreme Court from the period of Chief Justice John Marshall to the present.

HIST 4310. History of North Carolina (3) Prerequisite: At least one American survey course and permission of the instructor. An advanced survey of the historical, political, economic, cultural, and social developments of North Carolina from its colonial beginnings to the present.

HIST 4400. Independent Readings in African History (3) Prerequisite: At least one African survey course and permission of the instructor.
An advanced examination through in-depth readings on some topic or country in African history. This course, an elective, may be taken up to three times for credit each time.

HIST 4450. History of the Making of Contemporary South Africa (3) This course will examine the origins and development of apartheid in South Africa. The focus is to understand the major historical events and people who have shaped the country. It will introduce students to race and ethnic relations, nationalism, racism, industrialization, urbanization, and the emergence of democracy.

HIST 4470. History of Pan-Africanism to 1963 (3) Prerequisite: At least one African or Afro-American survey course and permission of the instructor. An advanced introduction to the attempts by African peoples at conceptual and organizational unity. It traces historically those sentiments and organizations that produced a series of Pan-African movements.

HIST 4510. Modern African American History Since 1900 (3) Prerequisite: At least one Afro-American survey course and permission of the instructor. An advanced overview of 20th century Afro-American social, economic, and political movements and personalities.

HIST 4610. History of the Caribbean (3) Prerequisite: At least one Latin American survey course and permission of the instructor. An advanced examination of the history of the West Indies with special attention to the various colonial heritages, the commonality of the African heritage, slavery and its abolition, independence movements, economic and political problems, and efforts toward federation.

HIST 4620. Latin American Revolution (3) Prerequisite: At least one Latin American survey course and permission of the instructor. An advanced examination of revolution in Latin America from the perspective of continuity and change. Case studies will be used to explain both the internal and external dimensions of these movements in the context of each country's historical development.

HIST 4630. The African Presence in Latin America (3) Prerequisite: At least one Latin American survey course and permission of the instructor. An examination of the role of African peoples in Latin American history and culture from the period of exploration to the present, with special attention to the Portuguese-Spanish slave trade, conditions of slavery, resistance movements, abolition struggles, cultural influences, the integration process, and present racial relations.

HIST 4640. Latin American History Through Literature and Film (3) Prerequisite: At least one Latin American survey course and permission of the instructor. An advanced analysis of Latin American culture and society through various approaches aimed at enhancing the historical perspective. It seeks to foster an empathy with an understanding of Latin America's past and present role as a member of the global community.

HIST 4755 Topics in African Diaspora History (3) The course is designed to provide each student with an opportunity to research and write on selected topics in African Diaspora history. Students will present the results of their research in short essays and a major research paper.


HIST 4820. Oral History-Applied (3) Prerequisite: HIST 4810. An advanced study of the application of oral history theory through field work.
HIST 4910. Comparative Slavery (3)
Prerequisite: At least one survey course in African American or Latin American history. A Comparative study of various slave societies in the Americas.

HIST 4940. Fiction, Film and South Asia’s Past (cross-listed with English Department) (3)
This course addresses how contemporary film and fiction represent South Asia’s past. It combines writings and films to analyze questions about society, economy and power in South Asia. By highlighting such questions, the course explores people, events and historical processes in modern and early modern South Asia.
Language and Literature

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Communications Building
E-mail: mware@nccu.edu

Mission Statement

As a newly integrated department of languages, literatures, and cultures, the Department of Language and Literature offers five degree programs in English and world languages and literature that uniquely prepare students for the global workplace and for graduate and professional education. The Bachelor of Arts degree in English features linguistics and English, American, African-American, and world literatures, while the Bachelor of Arts in Spanish focuses on linguistics and multicultural understandings of language as well as Spanish and Latin American literatures. In addition to the Bachelor of Arts degrees in Spanish and Spanish with Licensure, our world language instruction includes French and German, with minors in German and Spanish. The English major offers concentrations in Literature, Writing, and English Education, and minors in Writing, Literature, and Philosophy.

A major in English or in Spanish prepares students for a variety of careers and for continued personal, civic, and professional development. All courses offered through the Department enhance skills in reading, writing, and critical thinking. The Department’s offerings and related activities in English and seek to enhance students’ understanding of vital cultural and aesthetic achievements of writers throughout the ages. The Department’s degree offerings in world language and culture prepare students who intend to pursue graduate work in foreign literatures and linguistics; who are interested in being certified as foreign language teachers; and who are planning any professional career in which knowledge of foreign languages and cultures is essential or desirable. The Department is also responsible for the Philosophy curriculum.

Students majoring in English or Spanish must complete one of the concentrations in the academic program. The academic concentrations for the English major include (1) Literature, (2) English Education, and (3) Writing. The two Spanish concentrations are (1) Spanish Language and Literature and (2) Spanish with Licensure.

Students may minor in Literature, Writing, Spanish, German, or Philosophy. The courses required for these minors are listed elsewhere in this document.

English composition courses offered in the General Education Curriculum are required of all NCCU students. Students majoring in English or Spanish must complete ENG 1110 English Composition I, ENG 1210 English Composition II, and MSCM 1250 Elements of Speech or MSCM 2200 Public Speaking; however, these communication skills courses do not count as part of the required credit hours for the major or the minor in English or in Spanish.

GEC Foreign Language Requirement

French 1142, German 1162, and Spanish 1152 satisfy the foreign language requirement of the General Education Curriculum (GEC). They develop communicative proficiency in culture, listening, speaking, reading, and writing. They cover fundamental structures, vocabulary, pronunciation, intonation, and cross-cultural awareness. In addition to the actual classroom experience, language laboratory work may be required from all students enrolled in a foreign language course. Note: A student may not have to begin a language at the first level depending upon his or her performance on placement tests. These tests, administered at the NCCU Testing Center at the beginning of each semester, are required for any student with two or more years of a high school language wishing to continue study in that language. Students with less than two years of preparation and those wishing to begin a new language should register for French 1140, German 1160, or Spanish 1150.
The Department of Language and Literature oversees the University’s course offerings in Philosophy. Although the University does not offer a major in Philosophy, a minor is available. Philosophy courses may serve as requirements in major programs as the humanities option in the General Education Curriculum and as general electives. See listings for Philosophy later in this document. Note also the course descriptions for Humanities courses offered in part in the Department of Language and Literature.

**Course Requirements of a Bachelor of Arts In English, Literature**

General English Major, Literature Concentration: Complete a minimum of 124 semester hours with a cumulative grade point average of 2.0 or higher. The last 30 hours must be completed at NCCU. Students must also complete requirements in English (ENG) courses with a minimum GPA of 2.0. Students must earn grades of C or better in the following courses: ENG 1110, 1210, 1300, 1400, 1500, MSCM 1250 or 2200, in order to register for upper-level English courses for which these courses are prerequisites.

1. Freshman and sophomore years: complete the General Education Curriculum in the Arts and Sciences Program as detailed elsewhere in this catalog. ENG 1110 and 1210 must be completed with a grade of C or better. English majors must take MSCM 1250 or MSCM 2200 to meet the “speaking intensive” requirement of the General Education Curriculum and PHIL 2210—Ethics—to meet the ethics requirement.

2. Complete the following core English program and literature concentration requirements:
   a. ENG 1300, 1400, and 1500 (Each must be completed with a grade of C or better.)
   b. ENG 2310 and 2320
   c. ENG 3110, 3120, 3300, 3310, 3320, 3410, 3420, 4000, and 4300

**Literature Concentration Electives:**
   a. ENG 3400
   b. ENG 4110 or 4120
   c. ENG 4320 or 4420
   d. Two electives to be selected from the following: English 3505, 3605, 3700 or 3800, 4200, 4700, a second course in the novel and a second course in drama.

**Course Requirements of a Bachelor of Arts in English, English Education**

General English major, English Education Concentration: Complete a minimum of 124 semester hours with a cumulative grade point average of 2.5 or higher. The last 30 hours must be completed at NCCU. Students must also complete requirements in English (ENG) courses with a minimum GPA of 2.5. Students must earn grades of C or better in the following courses: ENG 1110, 1210, 1300 or 1400, 2410, and 1500 in order to register for upper-level ENG courses for which these courses are prerequisites.

1. Freshman and sophomore years: complete the General Education Curriculum in the Arts and Sciences Program as detailed elsewhere in this catalog. ENG 1110, 1210, and MSCM 1250 must be completed with a grade of C or better. English Education majors must take MSCM 1250 or MSCM 2200 to meet the “speaking intensive” requirement of the General Education Curriculum and PHIL 2210—Ethics—to meet the ethics requirement.

2. Complete the following core English program requirements:
   a. ENG 1300 or 2410, 1400 or 2410, and 1500 (Each must be completed with a grade of C or better.)
   b. ENG 2310 and 2320
   c. ENG 3300
   d. ENG 3110, 3120, 3310, 3320, 3420, 3410, 3420, 4000, and 4300
   e. ENG 4320 or 4420
   f. ENG 4900

3. Complete the following professional knowledge requirements in Education:
a. EDU 2600, 2800, 3000, 3010, 3030, 3120, 3150, 3170, 4010, 4020, and 4950  
b. EDU 4109 and 4209  

4. Earn a passing rate on the Praxis I Examination.

Course Requirements of a Bachelor of Arts in English, Writing

General English Major, Writing Concentration: Complete a minimum of 124 semester hours with a cumulative grade point average of 2.0 or higher. The last 30 hours must be completed at NCCU. Students must also complete requirements in English (ENG) courses with a minimum GPA of 2.0. Students must earn grades of C or better in the following courses: ENG 1110, 1210, 1300, 1400, 1500, and MSCM 1250 or MSCM 2200 in order to register for upper-level ENG courses for which these courses are prerequisites.

1. Freshman and sophomore years: complete the General Education Curriculum in the Arts and Sciences Program as detailed elsewhere in this catalog. ENG 1110 and 1210 must be completed with a grade of C or better. English majors must take MSCM 1250 or MSCM 2200 to meet the “speaking intensive” requirement of the General Education Curriculum and PHIL 2210—Ethics—to meet the ethics requirement.

2. Complete the following core English program and writing concentration requirements:  
a. ENG 1500 (Must be completed with a grade of C or better)  
b. ENG 2310 or 2320  
c. ENG 3110, 3120  
d. ENG 3300 or ENG 4000  
e. ENG 3310 or 3320  
f. ENG 3410 or 3420  
g. ENG 2105, 2115  
h. One creative writing course to be selected from the following: ENG 3700, 3800, 3910, or DRAM 3040  
i. ENG 4910  

3. Complete 21 hours of Writing Concentration electives selected from the lists below:  
a. Civic/Professional Cluster: ENG 3105, 3130, 4130, 4140  
b. Creative Cluster: ENG 3700, 3800, 3910, DRAM 3040  
c. Linguistics Cluster: ENG 2130, 2510, 3030, 4000  
d. Additional Options: ENG 3300, 3400, 3525, MSCM 3510, MSCM 3520, MSCM 3540, MSCM 3560

Course Requirements of a Bachelor of Arts in Spanish (Without Licensure)

1. Complete a minimum of 124 semester hours with a cumulative grade point average of 2.0 or higher with no grade lower than C in the Major. The last 30 hours must be completed at NCCU.

2. During freshman and sophomore years, complete the General Education Curriculum (GEC).

3. Majors must complete 33 hours in the program and must take the senior seminar. They must also take 15 additional hours of advised electives. (These are waived for double majors such as Nursing and Spanish and for the Teacher Education Option.)

a. SPAN 2200, 2300, 3080, 3100, 4110, 4200, 4800.  
b. One course from SPAN 3110, 3120.  
c. One course from SPAN 3210, 3220, 3300.  
d. One course from SPAN 4210, 4220.  
e. One additional course from the above choices or from other SPAN courses above SPAN 2100.  
f. SPAN 4700, Study Abroad with variable credit may apply.

Spanish Teacher Education: Students who want to become Spanish teachers certified by the State of North Carolina must complete all the courses and requirements specified by the School of Education in addition to those of their foreign
language major.

The Goals of the Teacher Education Programs

- To prepare linguistically and pedagogically competent teachers of Spanish for any level at which they choose to teach.
- To provide for acquisition of competencies required by accreditation agencies.
- To acquire, develop, and maintain materials and technology necessary to support the programs.

Course Requirements of a Bachelor of Arts in Spanish, Secondary Education (With Licensure)

1. Complete a minimum of 124 semester hours with a cumulative grade point average of 2.5 or higher with no grade lower than C in the major. The last 30 hours must be completed at NCCU.

2. Freshman and sophomore years complete the General Education Curriculum (GEC).

3. Majors must complete 33 hours beyond the 1000 level, including a senior seminar. (The 15 additional hours of advised electives are waived for double majors such as Nursing and Spanish and for the Teacher Education Option.)
   a. SPAN 2200, 2300, 3080, 3100, 4110, 4200, 4800.
   b. One course from SPAN 3110, 3120.
   c. One course from SPAN 3210, 3220, 3300
   d. One course from SPAN 4210, 4220.
   e. One course from the following not used to meet one of the above requirements: SPAN 2010, 3110, 3120, 3210, 3220, 3300, 4210, 4220, 4230, 4300, 4320, 4400, 4510, 4520, 4600, 4900.
   f. SPAN 4700, Study Abroad with variable credit may apply.

4. Education requirements - Student must have an overall GPA of 2.5 or higher for admission to the Teacher Education Program. EDU 2600, 2800, 3000, 3010, 3020, 3120, 3130, 3150, 3170, 4110, 4950, 4210.

Minors in the Department of Language and Literature:

The Minor in Literature

The minor in Literature requires the completion of at least 21 semester hours in English beyond required General Education Curriculum courses. The grade of C or better must be obtained in ENG 1110, 1210, 1300, 1400, 1500, and MSCM 1250 or MSCM 2200 before students are eligible to register for upper-level ENG courses for which these courses are prerequisites.

The following courses are required for the minor in Literature:
   a. ENG 1300, 1400, and 1500
   b. One course from these two: ENG 2310 or 2320
   c. ENG 3310 or 3320
   d. ENG 3410 or 3420
   e. One course from these three: ENG 3300, 3505, or 3605

The Minor in Writing

The minor in Writing requires the completion of at least 21 semester hours in English beyond required General Education Curriculum courses. The grade of C or better must be obtained in ENG 1110, 1210, 1500, and MSCM 1250 or MSCM 2200 before students are eligible to register for upper-level English courses for which these courses are prerequisites.

The following courses are required for the minor in Writing:
   a. ENG 1500 and 3120
   b. ENG 2115 or 3110
   c. ENG 3700, 3800, or 3910
   d. Choose any three courses (that have not been chosen above) from the following courses: ENG 2105, 2115, 2510, 3030, 3105, 3110, 3130, 3700, 3800, 3910; MSCM 2440, 3520, 3525, 3540; DRAM 3040
The Minor in Philosophy

The minor in Philosophy requires the completion of at least 21 semester hours in Philosophy. The following courses are required for the minor in Philosophy:

a. PHIL 1000, 2210
b. PHIL 2000 or 2300
c. Four courses from the following: PHIL 2000 or 2300 if not chosen above; PHIL 2010, 2110, 2120, 3120, 3210, 3220, 4210.

The Minor in German and Spanish

The Minor in a Foreign Language is designed to enhance student career opportunities by providing a secondary field of expertise no matter what the major may be. It is especially useful for students majoring in a field where significant contributions to knowledge come from outside the English-speaking world or where actual career practice involves contact with significant numbers of non-English speakers. The Minor in German or Spanish consists of at least 21 semester hours in the target language. This includes the Elementary III General Education Curriculum (GEC) course plus six additional courses. In Spanish, the GEC course should be followed immediately by the 2100, 2200 and above courses. In German, the GEC courses may be followed by any 2000-level German course.

The Certificate in English Language Development Program

The certificate program consists of five courses of instruction: ENG 1010 (Listening and Speaking), ENG 1020 (Grammar and Writing), ENG 1030 (Reading and Vocabulary), ENG 1040 (Speaking in a Cultural Context) and ENG 1050 (Fundamentals of College Writing). The program develops English proficiency for non-native English-speaking students and students and members of the wider community who lack this proficiency. Completion of this certificate confers 15 units of elective credit and will be noted on the student’s transcript.
## Four-Year Curriculum Plan in: English, Literature Concentration

### Freshman Year

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<td>Fall</td>
<td>*ENG 1110</td>
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<td>*ENG 1210</td>
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<td>*MATH 1100</td>
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<td>*MATH 2300</td>
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<td>*HUM 2410</td>
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### Senior Year

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## TOTAL MINIMUM CREDIT HOURS: 124

### Distribution of Hours

- *GEC Requirements: 39 hours
- ^English Core Courses: 42 hours
- ^^Literature Concentration Requirements & Electives: 18 hours
- General Electives: 25-27
- **Based on Placement Results
- ***Only one of the two courses in the novel (ENG 4110 & ENG 4120) and one of the two courses in drama (ENG 4320 & ENG 4420) are required; the others may be used as Literature Concentration Electives.
- **** Literature Concentration Electives (2 required): ENG 2350; ENG 2410; ENG 2510; ENG 3430; ENG 3505; ENG 3605; ENG 3700; ENG 3800; ENG 4200; ENG 4210; ENG 4700; ENG 4320 or 4420; ENG 4110 or 4120.
## Four-Year Curriculum Plan in: English, English Education Concentration

### Freshman Year

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>*ENG 1110</td>
<td>English Composition I**</td>
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<td>*ENG 1210</td>
<td>English Composition II</td>
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<td>Modern Foreign Language III**</td>
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<td>*MATH 1100</td>
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<td>*HUM 2410</td>
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<tr>
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<td>Orientation to Teaching</td>
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<td>^ENG 3300</td>
<td>Applied Literary Criticism</td>
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<td>^PHIL 2210</td>
<td>Ethics</td>
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<td>^ENG 1400</td>
<td>World Literature II (or ENG 2410 Sacred Texts/Traditions of South Asia)</td>
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<td>^ENG 1300</td>
<td>World Literature I (or ENG 2410 Sacred Texts/Traditions of South Asia)</td>
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<td>^EDU 2800</td>
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<tr>
<td>^ENG 3120</td>
<td>Advanced Composition (or ENG 4910 Theories of Writing)</td>
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<td>^ENG 3420</td>
<td>African American Literature II</td>
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<td>^ENG 2320</td>
<td>English Literature II</td>
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<td>^ENG 3320</td>
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<td>Advanced Grammar</td>
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<td>^ENG 3310</td>
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<td>^EDU 4020</td>
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<td>Inclusive Teaching</td>
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<td>^ENG 4320</td>
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<td>^EDU 3030</td>
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<td>Reading in the Content Areas</td>
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<td>Methods &amp; Material in Teaching English</td>
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<td>^EDU 4209</td>
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<td>Integrating Reading &amp; Writing</td>
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**TOTAL MINIMUM CREDIT HOURS: 126**

Distribution of Hours

*GEC Requirements: 39 hours

^English Major Courses: 45 hours

^^English Methods & Education Courses: 42 hours

**Based on Placement Results
Four-Year Curriculum Plan in: English, Writing Concentration

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<tr>
<th>Freshman Year</th>
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<td>*ENG 1110</td>
<td>English Composition I**</td>
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<td>*MATH 1100</td>
<td>College Algebra/Trig. I**</td>
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<td>*HIST 1320</td>
<td>World Societies</td>
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<td>Advanced Composition</td>
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<td>^ENG 3300</td>
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TOTAL MINIMUM CREDIT HOURS: 124

Distribution of Hours
*GEC Requirements: 39 hours
^English Writing Core Courses: 24 hours
^^^Writing Concentration Requirements & Electives: 33 hours
General Electives: 28 hours
***Writing Concentration Electives: ENG 3300; ENG 4800; MSCM 3510; MSCM 3520; MSCM 3530; MSCM 3540; MSCM 3560; DRAM 3040.
English Course Descriptions

ENG 1010. Listening and Speaking (3)
A listening and speaking course to improve conversational English skills including: listening in academic contexts, practicing precise vocabulary, pronouncing clearly, and developing fluency. This course focuses on listening to native speakers, determining main ideas and supporting details of lectures, making inferences, and using cultural background information in order to understand a text. Students will improve speaking to prepare them to participate in classroom discussions and express their opinions confidently while practicing accurate and authentic language in a meaningful context.

ENG 1020. Grammar and Writing (3)
An introduction to English grammar and usage. This course teaches basic English grammar, including parts of speech and sentence structure. It teaches students how to use idiomatic expressions correctly, how to use a dictionary, and how to write clear, grammatically correct sentences. This course also teaches students how to respond in writing to a variety of texts.

ENG 1030. Reading and Vocabulary (3)
A reading and vocabulary course in which students improve their ability to comprehend newspapers, magazines, textbooks, and print and electronic research materials. This course focuses on understanding the logical relationships between ideas and determining the meaning of unknown vocabulary in context. Students will learn how to read material with greater fluency and speed, how to summarize more effectively, how to analyze claims and arguments, and how to organize a response paper. Prefixes, suffixes, Latin roots, synonyms, antonyms, cognates, and false cognates will be addressed.

ENG 1040. Speaking in a Cultural Context (3)
Prerequisites: ENG 1010, ENG 1020, ENG 1030 or permission of instructor. A course designed to compare world cultures to various aspects of American culture. Using magazine articles and newspaper reports, the course will include daily discussions related to political topics, sociological debates, and current events. Students will read aloud, listen to the news, practice telling stories and jokes, learn about life-cycle celebrations, and research American hobbies.

ENG 1050. Fundamentals of College Writing (3)
Prerequisite: Permission of instructor. This course reviews the range of grammatical concepts necessary for the competent writer. It teaches students how to plan, organize, and develop the essay. It also teaches students how to paraphrase, summarize, and cite material accurately. This course enhances students’ ability to interpret a variety of texts and introduces them to strategies for proofreading their essays effectively.

ENG 1110. English Composition I (3)
A study of the essentials of English composition and rhetoric with emphasis on expository essays. English majors and minors must earn a grade of C or better prior to enrolling in any ENG or MSCM course for which ENG 1110 is a prerequisite. (Fall, Spring)

ENG 1120. Freshman Honors Seminar: The Nature of Man (3)
Prerequisite: Admission into the University Honors Program. An inquiry into the basic human structures and characteristics. In a given semester, the emphasis will be on rational, religious, psychological, cultural, biological, historical, social, or economic issues. (Fall)

ENG 1130. Freshman Honors Seminar: Independent Reading, Writing and Research (3)
Prerequisite: Admission into the University Honors Program. A course that concentrates on reading, writing and research skills, offering the honors student the opportunity to pursue independent study in his or her field of interest. (Spring)

ENG 1210. English Composition II (3)
Prerequisite: ENG 1110. A continuation of the study of the essentials of English composition and rhetoric. Emphasis on the reading of texts from literature, the sciences, and the social sciences; expository writing, documentation, and research in response to texts from a variety of disciplines. English majors and minors must earn a grade of C or better prior to enrolling in any ENG or MSCM course for which ENG 1210 is a prerequisite.
ENG 1300. Introduction to World Literature I (3)  
Prerequisite: ENG 1210. An introduction to the history of world literature from ancient times through the sixteenth century. Designed to provide opportunities for critical reading and the writing of short analytical papers. English majors and minors must earn a C or better prior to enrolling in any ENG or MSCM course for which ENG 1300 is a prerequisite. (Fall, Spring)

ENG 1400. Introduction to World Literature II (3)  
Prerequisite: ENG 1210. An introduction to world literature from the seventeenth century to the present. Designed to provide opportunities for critical reading and the writing of short analytical papers. English majors and minors must earn a C or better prior to enrolling in any ENG or MSCM course for which ENG 1400 is a prerequisite. (Fall, Spring)

ENG 1500. Techniques in the Critical Reading of Literature (3)  
Prerequisite: ENG 1210. A study of the practical and technical skills involved in the reading of literary genres. Specific focus will be placed on critical thinking and analytical skills which enhance comprehension of various literary texts, especially poetry. English and Mass Communication majors and minors must earn a C or better prior to enrolling in any ENG or MSCM course for which ENG 1500 is a prerequisite.

ENG 1700. Religion and Literature (3)  
Prerequisite: ENG 1110. A course designed to explore religious issues in selected world masterpieces.

ENG 2105. Introduction to Technical Writing (3)  
Prerequisite: ENG 1210. A study of the tools and techniques of technical writing with individualized assignments pertaining to a student’s discipline. Emphasis on letters, instructions, memos, proposals, reports, and collaborative writing. (Fall, Spring)

ENG 2115. Introduction to Linguistics (3)  
Prerequisite: ENG 1210. An overview of patterns and use of language. Includes discussion of elements of language (including sound systems, word formation, and syntax), historical change, and social/psychological elements (including social influences and language acquisition). (Spring)

ENG 2130. Sociolinguistics (3)  
Prerequisite: ENG 1210. An examination of the social dimension of language use, focusing on principles and applications. Topics include styles, registers, social and regional dialects as well as such variables as age, social class, gender, and ethnic identity.

ENG 2220. Sophomore Honors Seminar: A Historical and Comparative Study of Human Institutions I (3)  
Prerequisite: Admission into the University Honors Program. An introduction to and comparison of various political, economic, social, and religious institutions throughout history. Emphasis is placed on the importance of human institutions for the historical and social development of humankind.

ENG 2230. Sophomore Honors Seminar: A Historical and Comparative Study of Human Institutions II (3)  
Prerequisite: Admission into the University Honors Program. A continuation of ENG 2220.

ENG 2310. Survey of English Literature I (3)  
Prerequisite: ENG 1500. A survey of English literature from its beginning to 1832. (Fall, Spring)

ENG 2320. Survey of English Literature II (3)  
Prerequisite: ENG 1500. A survey of English literature from 1832 to the present. (Fall, Spring)

ENG 2340. Contemporary African American Literature (3)  
Prerequisite: ENG 1110. An exploration of African American literature with an emphasis on selected twentieth-century authors. (Fall, Spring)

ENG 2350. Studies in English Literature (3)  
Prerequisite: ENG 1210. An exploration of selected works by authors writing in English. This course focuses on a particular period, movement, genre, or engagement with a cultural or philosophical debate. (Fall, Spring)

ENG 2410. Sacred Texts and Traditions of South Asia (3)  
This course employs philosophical and historical analysis to examine the sacred diversities of life in
South Asia. Through a textual and social understanding of these diversities, the course introduces an increasingly key world region. In addition to shedding light on past and present socio-cultural life in South Asia, the course holds up a mirror to comparatively reflect on western conceptions of the world, both sacred and secular.

ENG 2510. Language, Culture, and Communication (3)
The anthropological study of language analyzes communication in light of socio-cultural diversity. This course focuses on the anthropology of language to illustrate how communication practices (as well as linguistic meanings and messages) are comparatively grounded in socio-cultural formations. It examines how language is both an individual and collective form of communication and focuses on how people socio-culturally negotiate, contest, and reproduce it over time.

ENG 3010. The Basics of Legal Writing (3)
Prerequisites: ENG 1110, ENG 1210. This writing-intensive course introduces the rigors of legal writing to undergraduate students. The course gives students practice in the skills required to successfully apply to law school. The process involves integrating grammar, mechanics, and legal writing, so that students will have a realistic view of the writing used in the legal profession. To illustrate that legal writing requires clarity, coherence, and development, the course asks students to complete an LSAT writing sample, write a personal statement for a law school application, and complete typical first-year law school legal writing assignments. All assignments will emphasize the importance of EAA (Edited American English grammar and mechanics).

ENG 3020. Forensic Linguistics (3)
Prerequisite: ENG 1210. A study of forensic linguistics, including the main aspects of language crimes, language as evidence, forensic document examination, and forensic phonetics. In addition to theory, the course provides opportunities for practical application of forensic techniques.

ENG 3055. Professional and Technical Writing (3)
Prerequisites for undergraduates: ENG 2105. A study of professional communication with practice in writing documents such as proposals and formal reports. Formerly offered as ENG 4105. (Fall, Spring)

ENG 3109. Advanced English Grammar (3)
Prerequisites: ENG 1210 and junior classification. An historical and descriptive study of English grammar. (Fall, Spring)

ENG 3110. Advanced Composition (3)
Prerequisites: ENG 1210 and junior classification. A course that focuses on the writing of critical and informal essays and documented papers. (Fall, Spring)

ENG 3120. Writing for Social Change (3)
Prerequisites: ENG 1210. This class explores civic reasons for writing that differ from academic and professional situations yet depend on similar resources to do effectively: critical reading; analytical, creative, and persuasive writing; and both primary and secondary research. Students will explore historical intersections of social change movements and writing, identify their own compelling social change projects of local or national/international significance, and learn effective writing strategies for communicating their social and political perspectives.

ENG 3300. Applied Literary Criticism (3)
Prerequisite: ENG 1500. An introduction to several of the techniques and approaches of literary criticism with concentrated study of a few authors. (Fall, Spring)

ENG 3310. Survey of American Literature I (3)
Prerequisite: ENG 1500. A survey of American literature from its beginning to the Civil War. (Fall, Spring)

ENG 3320. Survey of American Literature II (3)
Prerequisite: ENG 1500. A survey of American literature from the Civil War to the present. (Fall, Spring)
ENG 3400. Junior-Senior Seminar (3)  
Prerequisite: ENG 1500. An investigation of special topics and problems in language and literature with emphasis on the writing of critical analyses. (Spring)

ENG 3410. African American Literature I (3)  
Prerequisite: ENG 1500. A survey of poetry, prose, and drama by major figures in African American literature from its inception through the Harlem Renaissance. (Fall, Spring)

ENG 3420. African American Literature II (3)  
Prerequisite: ENG 1500. A survey of poetry, prose, and drama by major figures in African American literature since the Harlem Renaissance. (Fall, Spring)

ENG 3440. Social Inequality in South Asia through Literature and Film (3)  
This course employs literature and film to focus on culture and society in South Asia (i.e., India, Pakistan, Bangladesh, Sri Lanka and Nepal). By reading the stories of individuals and groups in social context and across genres, this course explores cultural forms of discrimination in South Asia and people’s strategies for bettering their everyday lives through social justice.

ENG 3505. Women’s Literature (3)  
Prerequisite: ENG 1500 or permission of instructor. An examination of selected literature by women from the Middle Ages to the present with attention to the effects of race, class, and gender.

ENG 3605. Contemporary Literature (3)  
Prerequisite: ENG 1500 or permission of the instructor. A study of selected recent literature.

ENG 3700. Creative Writing: Prose (3)  
Prerequisite: ENG 1210. Opportunities for students to develop their potential in various forms of creative prose with an emphasis on the short story. (Fall)

ENG 3800. Creative Writing: Poetry (3)  
Prerequisite: ENG 1210. Opportunities for students to develop their potential in writing various forms of poetry with an emphasis on the lyric. (Spring)

ENG 3910. Creative Writing: Creative Nonfiction (3)  
Prerequisites: ENG 1210. Opportunities for students to continue to develop their writing skills in the nonfiction genre with an emphasis on the short-story, essay, and memoir forms. This course provides intensive instruction and practice in the art of reading and writing creative nonfiction.

ENG 4000. The History of the English Language (3)  
Prerequisites: ENG 1210 and ENG 3110. An introduction to the study of the philological and historical development of the English language from the Old English period to modern times. (Fall)

ENG 4110. The Nineteenth-Century Novel (3)  
Prerequisites: ENG 1500; 2310, 2320 or 2330; 3310 or 3320; or permission of instructor. A study of major novels by nineteenth-century writers with emphasis on British and American works. (Fall)

ENG 4120. The Twentieth-Century Novel (3)  
Prerequisites: ENG 1500; 2310 or 2320; or permission of the instructor. A study of twentieth-century novels by major writers from a variety of cultures with emphasis on British and American works. (Spring)

ENG 4130. Writing for Science and Technology (3)  
Prerequisite: ENG 1210. An introduction to writing for the sciences and technology. Students learn the basic requirements of analysis, argumentation, and documentation in scientific and technical fields. (Fall/Spring)

ENG 4140. Writing for Digital Media (3)  
Prerequisite: ENG 1210. A writing-intensive introduction to digital media. This course teaches the requirements of literacy and writing in a digital, interactive reading and writing world, introducing students to the basic tools and vocabularies of digital authorship. (Fall/Spring)

ENG 4150. Internship in Professional and Technical Writing (3)  
Prerequisite: ENG 1210 and permission of the instructor. This course provides an opportunity for practical workplace experience in profession and technical writing in a business, industry, or other
ENG 4200. Modern African Literature (3)
Prerequisite: ENG 1500. A study of African literature from 1930 to the present.

ENG 4210. Fiction, Film and South Asia’s Past (3)
This course addresses how contemporary film and fiction represent South Asia’s past. It combines writing and films to analyze questions about society, economy and power in South Asia. By highlighting such questions, the course explores people, events and historical processes in modern and early modern South Asia.

ENG 4300. Shakespeare (3)
Prerequisites: ENG 1500 and either 2310 or 2320. A study of selected comedies, histories, and tragedies. (Fall)

ENG 4320. English Drama (3)
Prerequisites: ENG 1500 and either 2310 or 2320. A study of English drama from the beginning to the end of the nineteenth century. (Fall)

ENG 4420. Contemporary British and American Drama (3)
Prerequisites: ENG 1500 and either 2310 or 2320. A study of representative British and American dramatists of the twentieth century. (Spring)

ENG 4700. Twentieth-Century British Literature (3)
Prerequisites: ENG 1500 and one of the following: ENG 2310 or 2320. An intensive study of twentieth-century British poets and prose writers with emphasis on major figures of the Modernist period.

ENG 4800. Independent Study (3)
Prerequisite: ENG 1210, 1500 and permission of the instructor. A specialized critical and detailed study of selected problems in English or American literature.

ENG 4900. Integrating Reading and Writing (3)
Prerequisite: Formal acceptance into the School of Education for English with Licensure. A study of methods designed to prepare middle and high school language arts teachers to plan English curricula. Course content focuses on unit and lesson planning. (Fall, Spring)

ENG 4910. Theories of Writing (3)
Prerequisite: ENG 1210. An advanced survey course introducing historical through emerging theoretical frameworks in the field of composition and rhetoric. Focuses on the relationship between theory and practice by demonstrating how theories of writing function in actual texts and rhetorical situations, including students’ own literate lives and classrooms.

ENG 4940. Fiction, Film, and South Asia’s Past (3)
Prerequisite: None. This course addresses how historical film and fiction represent South Asia’s past. It combines writing and films to analyze questions about society, economy and power in South Asia’s past. By highlighting such questions over time, the course explores people, events and historical processes in modern and early modern South Asia.
## Four-Year Curriculum Plan in: Spanish without Licensure

### Freshman Year

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| +SPAN 3100           | Oral & Written Expression I| 3      | +SPAN 3300           | Intro to African-Hispanic Lit | 3  
| +SPAN 3110/3120      | Span/Latin Cult & Civ | 3      | +SPAN 4110           | Advance Grammar & Comp | 3  
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TOTAL MINIMUM CREDIT HOURS: 124

Distribution of Hours

- Core Curriculum Courses: 42
- Required Spanish Courses: 33
- Required Area Electives: 15
- Electives: 34
- SPAN 4230 Special Topics (3); SPAN 4700 Study Abroad Programs (variable credit)
### Four-Year Curriculum Plan for Spanish with Licensure

#### Freshman Year

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<th>Course Prefix/Number</th>
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#### Sophomore Year

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Formal admissions to the Teacher Education Program requires passing scores on Praxis I (or a Praxis I equivalent), a minimum 2.5 GPA, C's or better in the GEC English courses and completions of GEC requirements.
Spanish Course Descriptions

SPAN 1000. Introduction to Contemporary Spanish Culture, Civilization, and Language (3). Designed for the non-major who wants to understand modern Spain and use a few practical expressions. The major emphasis is on cultural distinction and patterns of daily living in Spain. Taught in English.

SPAN 1020. Introduction to Contemporary Latin American Culture, Civilization, and Language (3). Designed for the non-major who wants to understand modern Latin-America and to learn a few practical Spanish expressions. The major emphasis is on the cultural distinction and patterns of daily living in the Latin American republics. Taught in English.

SPAN 1040, 1050. Basic Conversational Spanish (2,2). Strictly conversational course for beginners. Emphasis on sentences and vocabulary related to everyday situations.

SPAN 1150. Elementary Spanish I (3). An introduction to the basics of the Spanish language. Fundamentals of pronunciation, structure and vocabulary prepare the student to carry on simple conversations in everyday, concrete situations. The four communication skills (listening comprehension, speaking, reading, and writing) are developed within the cultural context of the target language.

SPAN 1151. Elementary Spanish II (3). Prerequisite: SPAN 1150 or the equivalent. A proficiency-based course developing the four communications skills (listening comprehension, speaking, reading, and writing) and fostering understanding of culturally determined attitudes and behaviors. An interactive classroom approach requires students to carry out tasks essential to functioning in the target culture. Successful completion of this course satisfies the NCCU Foreign Language Requirement.

SPAN 1152. Elementary Spanish III (3). Prerequisite: SPAN 1151 or the equivalent. A proficiency-based course developing the four communications skills (listening comprehension, speaking, reading, and writing) and fostering understanding of culturally determined attitudes and behaviors. An interactive classroom approach requires students to carry out tasks essential to functioning in the target culture. Successful completion of this course satisfies the NCCU Foreign Language Requirement.

SPAN 2010. Masterpieces of Spanish Literature before 1898 in English Translation (3). A historical and critical study of selected masterpieces of Spanish literature in English translation. Designed to acquaint the student lacking Spanish reading skills with the literary resources of the language. No knowledge of Spanish needed.

SPAN 2020. Masterpieces of Spanish Literature after 1898 in English Translation (3). A historical and critical study of selected masterpieces of Spanish literature in English translation. Designed to acquaint the student lacking Spanish reading skills with the literary resources of the language. No knowledge of Spanish needed.

SPAN 2100. Intermediate Spanish I (3). Prerequisite: SPAN 1152 or equivalent. Development of skills in spoken and written Spanish with attention to fundamental structures. Listening to authentic language samples. Reading of short journalistic and/or literary texts.

SPAN 2100. Intermediate Spanish I (3). Prerequisite: SPAN 1152 or equivalent. Development of skills in spoken and written Spanish with attention to fundamental structures. Listening to authentic language samples. Reading of short journalistic and/or literary texts.

SPAN 2110. Spanish for Health Professions (3). Prerequisite 1152 or permission of department. Practical introduction to the vocabulary and situations encountered by doctors, nurses, and other health professionals. Emphasis on the skills of speaking and listening.

SPAN 2120. Technical and Commercial Spanish (3). Prerequisite 1152 or permission of department. Practical business vocabulary and terminology. Emphasis on everyday spoken and written Spanish. Reading and discussions of
cultural differences affecting international relations.

SPAN 2140. Spanish for Law Enforcement (3). Prerequisite 1152 or permission of department. Practical introduction to vocabulary and situations encountered in the criminal justice system. Emphasis on the skills of speaking and listening.

SPAN 2150. Hispanic Literature in Translation (3). Prerequisite 1152 or permission of department. Representative works of Spain and/or Latin-America. May include poetry, prose, and drama. Taught in English.

SPAN 2200. Intermediate Spanish II (3). Prerequisite: SPAN 2100 or equivalent. Development of skills in spoken and written Spanish with attention to fundamental structures. Listening to authentic language samples. Readings of short journalistic and/or literary texts.

SPAN 2300. Introduction to Hispanic Literature (3). Prerequisite: SPAN 2200 or equivalent. Guided reading of literary texts illustrating a variety of genres, periods, and movements. Composition and discussion in Spanish.

SPAN 3080. Syntax and Composition (3). Prerequisite: SPAN 2200 or equivalent. Progressive development of writing skills. Stress on grammatical, syntactical, and lexical concepts. Integration of writing and other skills.

SPAN 3100. Oral and Written Expression I (3). Prerequisite: SPAN 2200 or permission of Department. Practical speaking and listening development. Emphasis on broadened vocabulary, use of idioms, and communication strategies in both spoken and written expressions.

SPAN 3110. Spanish Culture and Civilization (3). Prerequisite: SPAN 2200 or permission of Department. A survey of Spanish culture. The development of Spanish history, thought, art, and literature is stressed.

SPAN 3120. Latin American Culture and Civilization (3). Prerequisite: SPAN 2200 or permission of Department. A survey of Latin American culture. The development of Latin American history, thought, art, and literature is presented.

SPAN 3210. Survey of Spanish Literature from Beginning to 1700 (3). Prerequisite: SPAN 2200 or permission of Department. Examines the main periods, trends, genres and most representative works of Spanish peninsular literature from its beginning to the end of the Golden Age.

SPAN 3220. Survey of Spanish Literature Since 1700 (3). Prerequisite: SPAN 2200 or permission of Department. Examines the main periods, trends, genres, and most representative works of Spanish peninsular literature from the early nineteenth century to the Spanish post-Civil War period.

SPAN 3300. Introduction to African-Hispanic Literature (3). Prerequisite: SPAN 2200 or permission of Department. Study of the African element as an important theme in modern Spanish American literature in selected plays, poems, and stories by Hispanics of African ancestry.

SPAN 4110. Advanced Grammar and Composition (3). Prerequisite: SPAN 3080 or permission of Department. Integration of the formal aspects of language within the context of written expression. Diverse written assignments.

SPAN 4200. Oral and Written Expression II (3). Prerequisite: SPAN 3100 or permission of Department. Intensive practice in the spoken and written language. Emphasis on systematic study and use of new vocabulary through oral reports and class discussions based on contemporary life and topics of interest.
SPAN 4210. Survey of Latin-American Literature I (3). Prerequisite: SPAN 2300 or permission of Department. A survey of writers and movements from the conquest to modernism. Includes works by Hispanics of African ancestry, indigenous, mestizo, and women writers.

SPAN 4220. Survey of Latin-American Literature II (3). Prerequisite: SPAN 2300 or permission of Department. Continuation of the survey from modernism to the contemporary period. Includes works by Hispanics of African ancestry, indigenous, mestizo, and women writers.

SPAN 4230. Special Topics (3). Prerequisite: SPAN 2300, 3110 or permission of Department. Focused study on a topic or theme related to Hispanic literature and/or culture; such as Literature of the Mexican Revolution, Chicano Literature, Feminist Literature, etc. May be taken two times for credit each time.

SPAN 4300. Literature of the Golden Age I (3). A study of Cervantes and his period with analytical readings of Don Quixote and of selected Novelas Ejemplares.

SPAN 4320. Literature of the Golden Age II (3). The development of the Spanish drama with critical readings of selected plays by Lope de Vega, Tirso de Molina, Calderon, Rojas Zorilla, and Alarcón.

SPAN 4400. Contemporary Literature (3). A study of the most important trends from the Generation of 1898 to the present day.


SPAN 4520. Latin American Poetry (3). The poetic movements of Latin America, with emphasis on Modernism and African-Cuban poetry.

SPAN 4600, 4610. Techniques of Translation I and II (3,3). Prerequisite: SPAN 3080, 4110 or permission of department. Techniques of translation studied through comparative language patterns. Two-way translation using various types of written prose is emphasized and oral translation of the spoken language is introduced.

SPAN 4700. Study Abroad Programs (Variable credit) Courses completed with a program or university in a Spanish-speaking country.

SPAN 4800. Senior Seminar in Hispanic Studies (3). Advanced seminar treating a special topic in Hispanic literature and/or culture chosen by the instructor. May be designed around topics such as Women Writers, Literature of Revolution, Testimonial Literature, Postmodern Fiction, Magic Realism, the Fantastic, or Film. Required of majors.

SPAN 4900. Independent Study (3). Prerequisite: Permission of the Department. Individual work under the direction of a faculty member who reviews and approves the topic of study and determines the means of evaluation. May be taken two times for credit each time.

SPAN 5000. Spanish: A Reading Knowledge (0). Prerequisite: Permission of the Department. Designed to assist graduate students in preparing for the foreign language examination. Successful completion of the course fulfills the graduate foreign language requirement.
German Course Descriptions

German 1160. Elementary German I (3).
An introduction to the basics of the German language. Fundamentals of pronunciation, structure and vocabulary prepare the student to carry on simple conversations in everyday, concrete situations. The four communication skills (listening comprehension, speaking, reading, and writing) are developed within the cultural context of the target language. An interactive classroom approach requires students to carry out tasks essential to functioning in the target culture.

German 1161. Elementary German II (3).
Prerequisite: GERM 1160 or the equivalent. A proficiency-based course developing the four communication skills (listening comprehension, speaking, reading, and writing) and fostering understanding of culturally determined attitudes and behaviors. An interactive classroom approach requires students to carry out tasks essential to functioning in the target culture.

German 1162. Elementary German III (3).
Prerequisite: GERM 1161 or the equivalent. A proficiency-based course developing the four communication skills (listening comprehension, speaking, reading, and writing) and fostering understanding of culturally determined attitudes and behaviors. An interactive classroom approach requires students to carry out tasks essential to functioning in the target culture. Successful completion of this course satisfies the NCCU Foreign Language Requirement.


GERM 2101. Applied German (3).
Prerequisite: GERM 1162 or the equivalent. Extension and application of skills to materials individualized to match students major fields of study. Preliminary study of grammatical, syntactic, lexical features and resource tools leads to an individualized examination of authentic texts from business, the natural sciences, the social sciences, the arts or humanities. Also open to graduate students seeking practical refresher course. Successful completion of the course fulfills the graduate foreign language requirement.

GERM 2102. Conversational German (3).
Prerequisite: GERM 1162 or the equivalent. A continuation of the development of the five basic language skills with an emphasis on listening comprehension and speaking. Continued vocabulary building; use of authentic spoken and visual materials as starting points for extended verbal interchange on topics of personal expression and use in daily life.

GERM 2103. Grammar and Composition (3).
Prerequisite: GERM 1162 or the equivalent. A continuation of the development of the five basic language skills with an emphasis on writing for specific purposes. Continued vocabulary building; review, extension, and application of structural and grammatical elements into connected writing.

GERM 2104. Introduction to German Civilization (3). Prerequisite: GERM 1162 or the equivalent. A survey of the major political, economic, social, and artistic developments in Germany from tribal beginnings to 1945. Major topics include Norse Mythology and pre-Christian values, church and state conflict, Gothic and Barock styles, The Reformation, industrialization, and the rise of nationalism. Readings, discussion, and some composition in German.

GERM 2105. Introduction to German Literature (3). Prerequisite: GERM 1162 or the equivalent. A guided reading of samples and excerpts from literary texts illustrating the broad variety, periods, and movements in German literature.
Introduces general definitions, concepts, and modes of approach to literary study. Readings, discussion, and some composition in German.

GERM 2106. Contemporary Germany (3). An investigation of contemporary Germany designed to provide students from any field with an understanding of the dynamics of modern-day Germany. Topics range from the consequences of World War II to the “Economic Miracle”, the political division and re-unification, gender-specific roles, the educational system, artistic developments, religious views, daily customs and attitudes, the persistence of the diversity issues, and Germany in a global context. Taught in English.

GERM 3080. Syntax and Composition (3). Prerequisite: GERM 2103 or the equivalent. Progressive development of writing skills. Stress on writing as a process and review of grammatical, syntactical, and lexical concepts. Integration of writing and other skills.

GERM 3100. Oral and Written Expression I (3). Prerequisite: GERM 2102 or Permission of Department. Practical speaking and listening development. Emphasis on broadened vocabulary, use of idioms, and communication strategies in both connected spoken and written expression.

GERM 4110. Advanced Grammar and Composition (3). Prerequisite: GERM 2103 or permission of Department. Integration of the formal aspects of language within the context of written expression. Diverse writing assignments.

GERM 4210. Survey of German Literature (3). Prerequisite: GERM 2105 or permission of Department. A survey of the types, periods, and major movements of German literature. Readings, discussion, and composition in German.

GERM 4230. Special Topics (3). Prerequisite: GERM 2104 or 2105 or 2106 or permission of Department. A focused study on a topic or theme related to German literature and/or culture. May be taken two times for credit each time.

GERM 4700. Study Abroad Programs (Variable credit) Courses completed with a program or university in a German-speaking country.

GERM 4900. Independent Study (3). Prerequisite: Permission of Department. Individual work under the direction of a faculty member who reviews and approves the topic of study and determines the means of evaluation. May be taken two times for credit each time.
French Course Descriptions

FREN 1000. Introduction to French Language and Culture (3). The course is designed to foster an understanding of the French people through the study of their customs, their institutions, and their most outstanding artistic and scientific achievements. The course is taught in English.

FREN 1020. Francophone Culture (3). Designed to acquaint students with the main characteristics of the culture and civilization of countries using the French language outside of France, especially those of Africa and the Caribbean. The course is taught in English.

FREN 1040, 1050. Basic Conversational French (2,2) Strictly conversational courses for beginners. Emphasis on sentences and vocabulary related to everyday situations.

FREN 1140. Elementary French I (3). An introduction to the basics of the French language. Fundamentals of pronunciation, structure, and vocabulary prepare the student to carry on simple conversations in everyday, concrete situations. The four communication skills (listening comprehension, speaking, reading, and writing) are developed within the cultural context of the target language.

FREN 1141. Elementary French II (3). Prerequisite: FREN 1140 or the equivalent. A proficiency-based course developing the four communication skills (listening comprehension, speaking, reading, and writing) and fostering understanding of culturally determined attitudes and behaviors. An interactive classroom approach requires students to carry out tasks essential to functioning in the target culture. Successful completion of this course satisfies the NCU Foreign Language Requirement.

FREN 1142. Elementary French III (3). Prerequisite: FREN 1141 or the equivalent. Development of skills in spoken and written French with attention to fundamental structures. Listening to authentic language samples. Reading of short journalistic and/or literary texts.

FREN 2100. Intermediate French I (3). Prerequisite: FREN 1142 or the equivalent. Emphasis is placed upon oral communications, reading for direct comprehension, and brief written exposition.

FREN 2120. Technical and Commercial French (3). Prerequisite: FREN 2100 or the equivalent. Introduction to the language of the French and Francophone business worlds, including the economy, government policy, banking, insurance, unions, corporate law, La Bourse, advertising, import/export, and monetary policy.

FREN 2200. Intermediate French II (3). Prerequisite: FREN 2100 or the equivalent. An interactive classroom approach requires students to carry out tasks essential to functioning in the target culture.

FREN 2300. Introduction to Francophone Literature (3). Prerequisite: FREN 2200 or the equivalent. Guided reading of literary texts illustrating a variety of genres, periods, and movements. Composition and discussion in French.


FREN 3080. Syntax and Composition (3). Prerequisite: FREN 2200 or the equivalent. Progressive development of writing skills. Stress on grammatical, syntactic, and lexical concepts. Integration of writing and other skills.

FREN 3100. Oral and Written Expression I (3).
Prerequisite: FREN 2200 or permission of Department. Practical speaking and listening development. Emphasis on broadened vocabulary, use of idioms, and communication strategies in both spoken and written expression.

FREN 3110. French Culture and Civilization (3).
Prerequisite: FREN 2200 or permission of Department. A survey of the major social, political, artistic, literary, and spiritual forces which produced the culture and civilization of France.

FREN 3130. Francophone Film (3).
Area elective credit for majors. Survey of selected Francophone and Caribbean films and filmmakers. The films—which reflect the socio-political, economic and cultural issues of African and Caribbean societies at various stages in their history—are discussed within thematic, aesthetic and stylistic frameworks.

FREN 4110. Advanced Grammar and Composition (3).
Prerequisite: FREN 3080 or permission of Department. Integration of the formal aspects of language within the context of written expression. Diverse written assignments.

FREN 4200. Oral and Written Expression II (3).
Prerequisite: FREN 3100 or permission of Department. Intensive practice in the spoken and written language. Emphasis on new vocabulary and idioms through reports, discussions, and performance.

FREN 4210. Survey of French Lit (3).
Prerequisite: FREN 2200 or permission of Department. A panoramic view of the development of French literature from the Middle Ages to the end of the 18th century.

FREN 4220. Survey of Francophone Literature (3).
Prerequisite: FREN 2200 or permission of Department. A panoramic view of the development of Francophone literature in the 19th, 20th, and 21st centuries.

FREN 4230. Special Topics (3).
Prerequisite: FREN 2300, 3110 or permission of Department. Focused study on a topic or theme related to Francophone literature and/or culture, such as tradition versus modernity in French-speaking Africa and the New World, cultural assimilation versus the search for an affirmation of cultural identity, literature of political revolt, etc. May be taken two times for credit each time.

FREN 4300. French Literature of the Seventeenth Century (3).
A comprehensive study of the classical period in French literature, its origins, manifestations, and influences.


FREN 4500. French Literature of the Twentieth Century (3). A comprehensive study of major authors and ideas from 1920 to the present time. Emphasis on Proust, Gide, Mairaux, Camus, and Sartre.

FREN 4550. Black African and Caribbean Literature in French (3). Study of the themes and the styles of 20th-century black writers from countries such as Guadeloupe, Martinique, Haiti, Senegal, and the Ivory Coast through selected poems, essays, “contes, and novels.

FREN 4600, 4610. Techniques in Translation I and II (3). Prerequisite: FREN 3080, 4110 or permission of department. Techniques of translation studied through comparative language patterns. Two-way translation using various types of written prose is emphasized,
and oral translation of the spoken language is introduced.
FREN 4700. Study Abroad Programs (Variable credit). Courses completed with a program or university in a French-speaking country.

FREN 4800. Senior Seminar (3). Advanced seminar treating a special topic in Francophone literature and/or culture chosen by the instructor. Required for majors.

FREN 4900. Independent Study (3). Prerequisite: Permission of the Department. Individual work under the direction of a faculty member who reviews and approves the topic of study and determines the means of evaluation. May be taken two times for credit each time.

FREN 5000. French: A Reading Knowledge (0) Prerequisite: Permission of the Department. Designed to assist graduate students in preparing for the foreign language examination. Successful completion of course fulfills the graduate foreign language requirement.

FL-4600. Off Campus Foreign Language Studies Designed to grant credit for foreign language courses taken at another institution.
Humanities Course Descriptions

HUM 2410. Arts & Humanities I (3)
This course is an introduction to the study of global cultures with particular emphasis on religion, philosophy, literature, drama/theatre, art, and music.

HUM 2420. Arts & Humanities II (3)
This course explores the “impact of the New South on the arts and Humanities in America,” using these historical milestones—the 1896 Plessy v. Ferguson Decision, the Harlem Renaissance, the Great Depression, Brown v. Board of Education (1954), the 1960’s Civil Rights Movement, and the post-1970’s thrust for cultural diversity.

Philosophy Course Descriptions

PHIL 1000. Introduction to Philosophy (3)
An investigation of the methods and goals of philosophy as a distinctive mode of inquiry. The primary goals of the course are to enable the student to gain an understanding of what is involved in the philosophical search for truth and to provide the student with an opportunity to develop the capacity for philosophical thinking. (Fall, Spring)

PHIL 2000. Critical Thinking (3)
An introduction to basic rules and principles of critical thinking through an examination of the nature and structure of different kinds of argument. The goal of the course is to enhance the student’s ability to think clearly and rationally.

PHIL 2010. Images of Man (3)
A critical examination of the major theories of human nature, including Confucianism, Hinduism, the Bible, Plato, Marx, Freud, and Skinner.

PHIL 2110. History of Philosophy I: Ancient and Medieval Philosophy (3)
An historical survey of philosophy from classical antiquity through the Medieval period with special attention given to the philosophies of Plato, Aristotle, and Aquinas.

PHIL 2120. History of Philosophy II: Modern Philosophy (3)
An historical investigation of major philosophers of the seventeenth and eighteenth centuries, with special emphasis on Descartes, Spinoza, Leibniz, Locke, and Berkeley.

PHIL 2210. Ethics (3)
A critical examination of ethical theories and contemporary issues related to social and economic justice. (Fall, Spring)

PHIL 2300. Logic (3)
A study of deductive arguments, problems with ordinary language, logical fallacies, modern symbolic logic, inductive logic, and scientific method. (Fall, Spring)

PHIL 2320. Philosophy of Mind (3)
Examination of philosophical problems related to understanding the nature of the mind such as the mind-body problem, the nature of self-knowledge, the criterion of the mental, the problem of consciousness, the problem of other minds, the problem of personal identity, and the analysis of particular psychological concepts such as desire, belief and intention.

PHIL 2400. Business Ethics (3)
An examination of ethical questions and issues related to business decisions, practices, and policies.

PHIL 2500. Religions and the World (3)
A comparison of the major religions of the world, including Christianity, Judaism, Islam, Hinduism, and Buddhism. The course examines the views of each religion concerning the concept of deity, human nature, the meaning and purpose of life, and the conditions of salvation/enlightenment.

PHIL 2520. Epistemology (3)
Examination of theories of knowledge, including problems concerning the analysis of knowledge and belief, skepticism, foundations of knowledge, epistemic justification, social epistemology, reasoning, theories of truth, testimony, memory, and perceptual knowledge.

PHIL 3120. Philosophy of Science (3)
An investigation of the nature of science, scientific laws and theories, and scientific explanation in both the natural and social sciences.
PHIL 3210. Social and Political Philosophy (3)
An analysis of central concepts in the logic of political obligation, justice, and law. The course explores the place of legal judgment in the context of value judgment in general.

PHIL 3220. Philosophy of Religion (3)
An examination of the divine attributes, religious experience, faith, religious diversity, immortality, and conflicts between religion and science.

PHIL 3320. Philosophy of Existence (3)
A study of philosophical literature dealing with basic aspects and dimensions of human existence. The primary purpose of the course is to provide a philosophical investigation of the “human condition.”

PHIL 4210. Philosophy of Art (3)
An analysis of fundamental concepts of art such as beauty, form, and aesthetic pleasure, together with an examination of some of the major philosophies of art.

PHIL 4220. Philosophy and Reality (3)
A study of philosophical theories dealing with the nature of ultimate reality.

PHIL 4500. Independent Study (3)
Prerequisite: Permission of instructor. An intensive, comprehensive investigation of a particular philosopher, school of philosophy, or philosophical issue.
Mass Communication
Charmaine McKissick-Melton, Chair
Telephone: (919) 530-5115
Fax: (919) 530-5266
Main Office: 211 Farrison-Newton
Communications Building
E-mail: cmmelton@nccu.edu

The Department of Mass Communication at NCCU prepares students for careers in multi-platform journalism, public relations, corporate communications, and communication studies. Mass communication majors concentrate in multi-platform journalism or communication studies. Department alumni currently work as television news reporters, videographers and producers; print and online journalists for national news and specialty publications, photojournalists, corporate and non-profit organization communications specialists, media researchers, advertising copy writers, copy editors, publication managers, lawyers and city planners. Many of our graduates also go on to graduate school in mass communication, social work, city planning, law and other fields.

Students acquire critical hands-on experience through on-campus and off-campus internships in public relations, radio, television production and university and corporate communications.

Mass communication majors participate in such extracurricular activities as The Campus Echo, NCCU’s award-winning student newspaper; AudioNet, NCCU’s online radio station; The Voice, a community newspaper produced in cooperation with UNC-CH students and local high school students, and the NCCU chapter of AEJMC.

Mission / Purpose

The department of mass communication offers students a wide range of courses in three concentrations, all of which emphasize development of written, verbal, technological and media literacy skills to promote an interdisciplinary approach. The curriculum prepares students for professional careers in mass communication; graduate work in mass communication; and careers in diverse fields which benefit from knowledge in mass communication theory and practice.

The mass communication major advances the University’s mission “to encourage intellectual curiosity and to enhance the academic and professional skills of its students and faculty.” It also advances two goals set out by the UNC Tomorrow Commission’s mission: to educate students to be personally and professionally successful in the twenty-first century (4.1 and 4.1.1) and to increase access to higher education for all North Carolinians, particularly for underserved regions, underrepresented populations, especially African-American males and Hispanics, and non-traditional students.

Mass Communication Concentrations:

Broadcast Media

The Broadcast concentration in the Mass Communication program at NCCU offers a solid foundation in the skill set required for a career in a variety of employment environments. The Broadcast Media concentration enhances skills in reading, writing, storytelling and critical thinking. They will learn multi-platform skills to work in corporate and non-profit locations including print, radio, TV, new media and social media. Students in the Broadcast Media concentration are required to take Media Practicum to gain additional professional skills in an on-campus. Students also have the opportunity to work on our student-run radio station, AudioNet, the TV Studio and for NCCUs 50,000-watt FM station, WNCU, whose staff and facilities are often available for student training and classroom presentations.

Journalism

The Journalism concentration in the Mass Communication program at NCCU offers a solid foundation in the skills vital for a career in all communication media. The journalism curriculum enhances skills in reading, writing, reporting, storytelling and critical thinking. Students will learn the theory and practice of information and news gathering. They will learn to research and
report effective stories, in print and online media. Students in the journalism concentration are expected to write and create multimedia projects for our award-winning campus newspaper, the Campus Echo. Students also have opportunities to work on our student-run radio station, AudioNet, and for NCCU's 50,000-watt FM station, WNCU, whose staff and facilities are often available for student training and classroom presentations. Advanced reporting students engage in real-world community journalism, working with the Northeast Central Durham Voice.

Careers paths in journalism:

- Copy Editors
- Editors
- News Analysts, Reporters, and Correspondents
- Public Relations Specialists
- Technical Writers
- Writers

Communication Studies

Communication studies include the study of such areas as interpersonal, organizational, rhetorical and intercultural communication studies. At NCCU, the communication studies concentration focuses on media literacy and critical analysis of media texts. Throughout the concentration, communication studies majors examine television, film, news, social media and the impact media have on individuals, group relations and society.

Students are prepared to write and think critically, and to acquire a firm foundation in research theories and methods in order to become both candidates for graduate school and media practitioners.

The Department of Mass Communication offers programs of study leading to baccalaureate degrees in Mass Communication. A major in Mass Communication prepares students for a variety of careers and for continued personal, civic, and professional development. All courses offered through the Department enhance skills in reading, writing, and critical thinking. Mass Communication majors specialize in the theory and practice of print and broadcast media. Students majoring in Mass Communication must complete one of the concentrations in the academic program. The concentrations for the Mass Communication major are (1) Journalism, (2) Broadcast Media, and (3) Communication Studies.

Students may minor in Mass Communication. The courses required for the minor are listed elsewhere in this document.

The Department of Mass Communication oversees the University’s course offerings in Speech. MSCM 1250 Elements of Speech or MSCM 2200 Public Speaking; however, these communication skills courses do not count as part of the required credit hours for the major or the minor in English or in Mass Communication.

Students who are majoring in Mass Communication must earn the grade of C or better in ENG 1110, 1210, 1500, MSCM 1250, or 2200, and MSCM 2400 and 2440. The grade of C or better must be obtained in these courses before students are eligible to register for upper-level MSCM courses for which these courses are prerequisites.

Course Requirements of a Bachelor of Arts in Mass Communication, Broadcast Media Concentration

Mass Communication major, Broadcast Media concentration: Complete a minimum of 124 semester hours with a cumulative grade point average of 2.0 or higher. The last 30 hours must be completed at NCCU. Students must also complete requirements in Mass Communication (MSCM) courses with a minimum GPA of 2.0. Students must earn grades of C or better in the following courses: ENG 1110, 1210, 1500, MSCM 1250 or 2200, MSCM 2400 and 2440 in order to register for courses for which these courses are prerequisites.

1. Freshman and sophomore years: Complete the General Education Curriculum in the Arts and Sciences Program as detailed elsewhere in this catalog. ENG 1110 and 1210 must be completed with a grade of C or better. Mass Communication majors must take
MSCM 1250 or MSCM 2200 to meet the “speaking intensive” requirement of the General Education Curriculum.

2. Complete the following core Mass Communication requirements:
   a. MSCM 2400 (Must be completed with a grade of C or better.)
   b. MSCM 2430
   c. MSCM 2440 (Must be completed with a grade of C or better.)
   d. MSCM 4625
   e. MSCM 4620
   f. MSCM 4600
   g. MSCM 3470
   h. MSCM 4615
   i. MSCM 1250 or MSCM 2200
   j. ENG 3110

3. a. Four courses MSCM 3560, 3570 & 3580
   b. Choose three concentration electives from the following: MSCM 2105, 2460, 2470, 2480, 3450, 3460, 3505, 3535, 3540, 3590, 3600, 3610, 4150, 4630, 4650, 4670, 4680
   c. General electives

Course Requirements of a Bachelor of Arts in Mass Communication, Journalism Concentration

Mass Communication major, Journalism concentration: Complete a minimum of 124 semester hours with a cumulative grade point average of 2.0 or higher. The last 30 hours must be completed at NCCU. Students must also complete requirements in Mass Communication (MSCM) courses with a minimum GPA of 2.0. Students must earn grades of C or better in the following courses: ENG 1110, 1210, 1500, MSCM 1250 or MSCM 2200, MSCM 2400 and 2440 in order to register for courses for which these courses are prerequisites.

   1. Freshman and sophomore years: Complete the General Education Curriculum in the Arts and Sciences Program as detailed elsewhere in this catalog. ENG 1110 and 1210 must be completed with a grade of C or better. Mass Communication majors must take MSCM 1250 or MSCM 2200 to meet the “speaking intensive” requirement of the General Education Curriculum.

   2. Complete the following core Mass Communication requirements:
      a. MSCM 2400 (Must be completed with a grade of C or better.)
      b. MSCM 2430
      c. MSCM 2440 (Must be completed with a grade of C or better.)
      d. MSCM 4625
      e. MSCM 4620
      f. MSCM 4600
      g. MSCM 3470
      h. MSCM 4615
      i. MSCM 1250 or MSCM 2200
      j. ENG 3110

   3. a. Four courses MSCM 3520, 3510 or 4645 & 3525
      b. Choose three concentration electives from the following: MSCM 2460, 2470, 2480, 3450, 3460, 3505, 3540, 3540, 3590, 3600, 3610, 4150, 4630, 4635, 4640, 4641, 4645, 4650, 4670, 4680
      c. General electives

Course Requirements of a Bachelor of Arts in Mass Communication, Communication Studies Concentration

Mass Communication Major, Communication Studies concentration: Complete a minimum of 124 semester hours with a cumulative grade point average of 2.0 or higher. The last 30 hours must be completed at NCCU. Students must also complete requirements in Mass Communication (MSCM) courses with a minimum GPA of 2.0. Students must earn grades of C or better in the following courses: ENG 1110, 1210, 1500, MSCM 1250 or MSCM 2200, MSCM 2400 and 2440 in order to register for courses for which these courses are prerequisites.

   1. Freshman and sophomore years: complete the General Education Curriculum in the Arts and Sciences Program as detailed elsewhere in this
catalog. ENG 1110 and 1210 must be completed with a grade of C or better. Mass Communication majors must take MSCM 1250 or MSCM 2200 to meet the “speaking intensive” requirement of the General Education Curriculum.

2. Complete the following core Mass Communication requirements:
   a. MSCM 2400 (Must be completed with a grade of C or better.)
   b. MSCM 2430
   c. MSCM 2440 (Must be completed with a grade of C or better.)
   d. MSCM 4625
   e. MSCM 4620
   f. MSCM 4600
   g. MSCM 3470
   h. MSCM 4615
   i. MSCM 1250 or MSCM 2200
   j. ENG 3110

3. a. Four courses MSCM 3590, 3560, 3520 or 3580 & 3570 or 3580
   b. Choose two concentration electives from the following: MSCM 2460, 2470, 2480, 3450, 3460, 3500, 3520, 3525, 3535, 3560 or 3580, 3570 or 3580, 3590, 3600, 3610, 4105, 4650, 4670, 4680
   c. General Electives

For all concentrations in the Department of Mass Communication, variations are possible as long as prerequisites are met. Note: Community service hours requirement must be met each semester.

The Minor in Mass Communication
The minor in Mass Communication requires the completion of at least 21 semester hours in Mass Communication. The grade of C or better must be obtained in the foundational courses MSMC 2400 and 2440.

The following courses are required for the minor in Mass Communication:
   a. MSCM 2400, 2430, 2440, 4625
   b. Two MSCM elective
   c. One production course: MSCM 3520, 3525, 3570, or 3580
### Four-Year Curriculum Plan in: Mass Communication, Broadcast Media Concentration

#### Freshman Year

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TOTAL MINIMUM CREDIT HOURS: 124

Distribution of Hours

* GEC Requirements: 39 hours
* Mass Communication Core Courses: 30 hours
* Broadcast Media Concentration Requirements and Electives: 18 hours
* Minor or General Electives: 37 hours
* Based on Placement Results
### Four-Year Curriculum Plan in: Mass Communication, Journalism Concentration

#### Freshman Year

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#### Sophomore Year

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#### Junior Year

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**Distribution of Hours**

- *GEC Requirements: 39 hours
- ^^Mass Communication Core Courses: 30 hours
- ^^Journalism Concentration Electives: 18 hours
- Minor or General Electives 37 hours
- **Based on Placement Results**

**TOTAL MINIMUM CREDIT HOURS: 124**
**Four-Year Curriculum Plan in: Mass Communication, Communication Studies Concentration**

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<tr>
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<td>*MATH 1100</td>
<td>College Algebra/Trig. I**</td>
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<td>*HIST 1320</td>
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<td>Journalism as Literature</td>
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**TOTAL MINIMUM CREDIT HOURS: 124**

**Distribution of Hours**

*GEC Requirements: 39 hours
^Mass Communication Core Courses: 30 hours
^Communication Studies Concentration Electives: 18 hours
Minor or General Electives: 37 hours
**Based on Placement Results
**Mass Communication Course Descriptions**

**MSCM 1250. Elements of Speech Communication (3)**
An introduction to the elements of interpersonal communication and public speaking with emphasis on practical applications. (Fall, Spring)

**MSCM 2200. Introduction to Public Speaking (3)**
The study and practice of informative and persuasive public communication with attention to organization of ideas, oral effectiveness, and speech analysis. (Fall, Spring)

**MSCM 2400. Introduction to Mass Communication: Structure and Social Impact (3)**
Prerequisite: ENG 1210. Introduction to the role of mass communication in society and to the structure, function, and social impact of the communications media. Extensive discussion of media institutions, theories, practices, professional fields, and effects on society, groups, and individuals. (Fall, Spring)

**MSCM 2430. Mass Media and Society (3)**
Prerequisite: ENG 1210. Examination of the mass media in relation to social institutions, public opinion, and government. Includes issues such as media violence, socialization, and entertainment. (Fall, Spring)

**MSCM 2440. Reporting and Writing for Mass Media (3)**
Prerequisite: ENG 1210. A study of the techniques and tools for gathering and reporting the news and an introduction to news writing with emphasis on the organization and development of news stories. (Fall, Spring)

**MSCM 2460. Mass Media and American Popular Culture (3)**
Prerequisite: ENG 1210. Exploration of the relationship between mass media and popular culture; introduction to techniques of media analysis and consideration of the aesthetics of such cultural artifacts as best-selling fiction and television comedies. (Fall)

**MSCM 2470. Diversity and the Media (3)**
Prerequisites: ENG 1210, MSCM 2400. An examination of the portrayal of minorities in the mass media with emphasis on African Americans, Hispanics, Native Americans and Asian Americans. Also focuses on the history of the minority media and the ways minority groups have produced media to meet their needs. (Spring)

**MSCM 2480. New Technologies and Society (3)**
Prerequisites: ENG 1210, MSCM 2400. A survey of developing telecommunication systems and technologies, such as optical/digital technologies and how they affect traditional electronic media and society. Explores the social practices and communicatory processes that new technologies encourage and subvert. (Fall)

**MSCM 3450. History of Mass Communication (3)**
Prerequisite: ENG 1210. Examination of the emergence of the free press, including the African American press and the development of mass media in the United States. Study of the technical, cultural, political and economic forces that have shaped mass media in our society.

**MSCM 3460. International Communication (3)**
Prerequisite: ENG 1210. An exploration of issues and implications of international information flow and of the uses of media (radio, television, film, Internet, etc.) and press systems.

**MSCM 3470. Journalism as Literature (3)**
Prerequisite: ENG 1210. Surveys important literary journalists from the 18th to the 21st centuries, with a focus on critiquing the essays as literature. Places journalistic writing in its myriad social, historical and artistic contexts. Intensive writing course.

**MSCM 3500. Introduction to Film Criticism (3)**
Prerequisite: ENG 1210. Introduction to the
study of cinema aesthetics with emphasis on film history, genres, and African American film. (Spring)

MSCM 3505. Photojournalism (3)
Prerequisites: ENG 1210, MSCM 2400. Introduction to the visual and technical aspects of 35mm and digital photojournalism. Practical experience in photographing general news events, sports, features, and other standard newspaper subjects. (Spring)

MSCM 3510. Advanced Reporting (3)
Prerequisites: ENG 1210, MSCM 2440. Practice in gathering and writing news for the mass media with particular emphasis on developing the student’s news judgment and writing skills. Attention to detailed reporting and interpretation, field assignments, team reporting, and computer-assisted reporting. (Fall)

MSCM 3520. Copy Editing (3)
Prerequisites: ENG 1210, MSCM 2440. A study of the tools and techniques of modern editing with emphasis on the editor’s role in a desktop publishing environment. Designed to provide experience with every stage of the copy flow from copy editing to final production. Includes units on media law and ethics. (Fall, Spring)

MSCM 3525. Desktop Publishing (3)
Prerequisites: ENG 1210, MSCM 2440. Introduction to graphic design techniques in newsletters, magazines, and newspapers. The focus of the course is to practice skills necessary for layouts and graphics from conception to finished product using desktop publishing and photo editing software. (Spring)

MSCM 3540. Feature Writing for Newspapers and Magazines (3)
Prerequisites: ENG 1210, MSCM 2440. Practice in researching, developing, organizing, writing feature articles for newspapers and magazines as well as analysis of style and trends in newspaper and magazine feature stories. (Spring)

MSCM 3560. Writing for Radio and Television (3)
Prerequisites: ENG 1210, MSCM 2400. Introduction to writing news and public affairs copy for broadcast media, public service announcements, radio and television commercials, broadcast continuity, and dramatic programs. (Fall, Spring)

MSCM 3570. Audio Production (3)
Prerequisites: ENG 1210, MSCM 3560. Introduction to the basic principles of audio production, including the operation of studio equipment and the writing, producing, and presenting of programs. (Fall, Spring)

MSCM 3580. Video Production (3)
Prerequisites: ENG 1210, MSCM 3560. Introduction to the fundamentals of small-systems video production. A study of the basic techniques of television studio and field production. Topics include camera use, lighting, sound in television production, producing, directing, and editing. (Fall, Spring)

MSCM 3590. Public Relations (3)
Prerequisites: ENG 1210, MSCM 2440. Study of the theory and practice of public relations. Analysis of public relations as a communication function of organizations. (Fall)

MSCM 3600. Internship in Mass Media (3)
Prerequisites: ENG 1210, MSCM 2400. Approval by a faculty committee and a minimum grade point average of 3.0 in English courses and 2.6 overall are also required. A guided internship in the mass media that will give students experience needed for career planning and development. (Fall, Spring)

MSCM 3610. Issues in Media (3)
Prerequisites: ENG 1210, MSCM 2430. A seminar on selected topics in contemporary media studies. (Spring, odd years)

MSCM 4215. Media Ethics (3)
Prerequisites: MSCM 2400. A study of ethical
issues relating to the practice of mass communication. (Fall, Spring)

MSCM 4600. Mass Communication Theory and Research (3)
Prerequisites: ENG 1210, MSCM 2400, 2430. A study of the development and scope of mass communication theory. Analysis of social/behavioral and critical/cultural approaches to mass communication theory. Study of the use and analysis of research in mass communication. (Fall, Spring)

MSCM 4626. Communication Law (3)
Prerequisites: ENG 1210, MSCM 2400. A study of legal issues relating to the practice of mass communication; study of constitutional guarantees, freedom and responsibility of the press, libel law, rights of privacy, professional standards, and industry self-regulation. (Fall, Spring)

MSCM 4620. Media Practicum (3)
Prerequisites: ENG 1210, MSCM 2400, 2440. Guided on-the-job training with on-campus media and organizations. Choice of workplace depends on concentration. (Fall, Spring)

MSCM 4625. Advanced Audio Production (3)
Prerequisites: ENG 1210, MSCM 2400, 3570. Advanced analysis and application of the principles and methods of audio production with emphasis on studio technique. (Fall, odd years)

MSCM 4635. Advanced Video Production (3)
Prerequisites: ENG 1210, MSCM 2400, 3580. Advanced analysis and application of the principles and methods of video production with emphasis on creative and technical skills required for preparing media programs. A hands-on, project-based approach to video production offering basic instruction in digital video production and editing. (Fall, even years)

MSCM 4640. Corporate and Institutional Video (3)
Prerequisites: ENG 1210, MSCM 2440, 3580. Application of video and computer technology in training, employee relations, public relations, and other non-broadcast applications. (Fall, even years)

MSCM 4641. Documentary (3)
Prerequisites: ENG 1210, MSCM 2400 and 3560. Workshop in the production of audio and/or video nonfiction or documentary projects. The course focuses on narrative, representational, and aesthetic strategies of documentary production. Students produce a documentary (individually or in small groups) and complete workshop projects that provide experience in conceptualization and project development.

MSCM 4645. Public Issues Reporting (3)
Prerequisites: ENG 1210, MSCM 2440. An advanced study of reporting on public issues with emphasis on government, the courts and public agencies and special problems such as race relations, ecology, welfare and tax reform, minority rights, and consumerism. Attention to detailed reporting and interpretation. (Spring)

MSCM 4650. Independent Study (3)
Prerequisites: ENG 1210, MSCM 2440 and permission of the instructor. A minimum grade point average of 3.0 in English courses and 2.6 overall are also required. A specialized critical and detailed study of problems in mass communication. (Fall, Spring)

MSCM 4670. Media Management Policies (3)
Prerequisites: ENG 1210, MSCM 2400, 2440. A study of management of media organizations, especially small daily and weekly newspapers, including an analysis of problems of the African American press and electronic media. Attention to community relations and public service issues.

MSCM 4680. Internship in Mass Media II (3)
Prerequisites: ENG 1210, MSCM 2400, MSCM 3600. Approval by a faculty committee and a minimum grade point average of 3.0 in English courses and 2.6 overall are also required. A guided internship in the mass media that will give students experience needed for career planning and development. (Fall, Spring)
Mathematics and Physics

Sung-Sik Kwon, Interim Chair
Telephone: (919) 530-6315
Fax: (919) 530-6125
Main Office: 3214 Mary M. Townes Science Building
Email: skwon@nccu.edu

The Department of Mathematics and Physics offers programs of study leading to baccalaureate degrees in mathematics, physics, and computer and information sciences. Academic programs allow considerable flexibility for the student (in consultation with an advisor) to work out a plan of study consistent with the student’s career objectives and interests. Programs can be tailored to provide preparation for graduate study, employment in industry or government, and licensure for secondary school teaching. Other programs provide preparation in applications/mathematical programming, a certificate in computer programming, a dual degree in physics and engineering, and a two-year pre-engineering program. A minor is available in mathematics, physics, or computer science.

Course Requirements for the Bachelor of Science in Mathematics

1. Complete a minimum of 124 semester hours with a cumulative grade point average of 2.0 or higher. The last 30 hours of the degree program must be completed at NCCU.

2. Complete the General Education Curriculum (GEC).

3. Complete 6 hours of calculus based physics chosen from the following two options: PHYS 2305 and 2310, or PHYS 2305 and 2320.

4. Major requirements: complete 40 semester hours within the Department of Mathematics and Computer Science with a minimum grade of “C” in each course.

The 40 hours within the Department consist of:

a. Computer science requirements: COMP 1070, 2200
c. Mathematics electives (four courses chosen from one of the following three options)
   (1) The applied option:
       MATH 4210 and MATH 4220
       1 algebra elective from list I below
       1 additional elective from list III below
   (2) The algebra option:
       MATH 4420 and 4430, or 3500 and 4430, or 4430 and 4440
       1 applied elective from list II below
       1 additional elective from list III below
   (3) The analysis option:
       MATH 4310 and MATH 4320
       1 algebra elective from list I below
       1 applied elective from list II below
       I. algebra electives: MATH 3500, 4420, 4430
       II. applied electives: MATH 3410, 4210, 4520, 4530
       III. other electives: any 3000 or 4000 MATH except 3100, 4200, 4940

Mathematics majors are encouraged to tailor the program to their career objectives by making judicious choice of the electives in requirement (c) above and by taking courses in the department beyond the required 40 hours.

Students planning to do graduate work in mathematics should include as many of the following courses in their program as possible: MATH 3410, 4310, 4320, 4420, 4430, 4210 & 4220. Graduate schools find students who exceed the 40 hour minimum more attractive.

Students planning to work in industry or government should complete as many of the following courses as practical: MATH 2400/2500, MATH 3410, MATH 4210/4220, MATH 4520/4530,
COMP 1520, 1525, 2810, 4460. Such students should consider a minor in computer science. Employers find students who exceed the 40 hour minimum more attractive.

**Mathematics with Secondary Education Licensure**

1. Complete requirements 1, 2, 3, 4a, and 4b listed above for mathematics majors, with a cumulative GPA of 2.5 or higher.

2. Complete COMP 2300, MATH 2400, 3100, 3500, 4100, 4200 and 4430 with a minimum grade of “C” in each course, and a minimum GPA of 2.5 in required mathematics courses.

3. Complete the following nine education courses, with a minimum grade of “C” in each course:
   - EDU 2800: Computer Utilization in Instruction Technology
   - EDU 3000: Educational Psychology
   - EDU 3010: Human Growth and Development
   - EDU 3030: Diversity, Pedagogy, and Social Change
   - EDU 3120: Inclusive Teaching for Students with Special Needs
   - EDU 3150: Instructional Planning
   - EDU 3170: Assessment of Learning
   - EDU 4117: Methods and Materials in Secondary Mathematics
   - EDU 4217: Directed Teaching in Secondary Mathematics

4. A student must be admitted to the Teacher Education Program in order to enroll in EDU 3150 or a higher-level education course and to enroll in MATH 3100. To be admitted to the program, a student must:
   - Be recommended by his/her department; have at least a C in each ENG 1110, 1210, and a speaking intensive course
   - Have completed or be in the process of completing most of the GEC requirements.
   - Have a passing score on the Praxis I.

**Course Requirements for The Bachelor Of Science In Computer And Information Sciences (under Teach Out)**

1. Complete a minimum of 124 semester hours with a cumulative grade point average of 2.0 or higher. The last 30 hours of the degree program must be completed at NCCU.

2. Complete the General Education Curriculum (GEC).

3. Major requirements: complete 58 semester hours within the Department of Mathematics and Computer Science with a minimum grade of “C” in each course and complete a two-course sequence in chemistry or physics.

   The 58 hours within the Department consist of:
   - Computer science core courses:
     COMP 1060, 1520, 1525, 2200, 2300, 2610, 2620, 2810, 3810, 4730, 4850, 4920.
   - Computer science electives:
     Three 3000 or 4000 level COMP courses except Forensic courses (3105, 3110, 4310) and 4940. MATH 3410 may be included among the elective courses.
   - Mathematics requirement:
     MATH 2010, 2020, 2400 or 2500, 4410.
The allowed chemistry and physics sequences are: CHEM 1100 and 1200, PHYS 2110 and 2120, PHYS 2305 and 2310, or PHYS 2305 and 2320.

Computer Science Program, Applications/Mathematical Programming Concentration

Complete the requirements listed above for a computer science major by selecting MATH 2500 in the mathematics requirements and selecting MATH 3410, COMP 4400, and COMP 4460 as the computer science electives.

The Double Major

Double majors involving Mathematics and/or Computer Science are encouraged and obtainable. In such programs some requirements may be satisfied in non-standard ways; therefore, the chairperson of each department involved must approve a double major.

The Minor in Mathematics

The minor in mathematics requires the completion of 22 semester hours with a minimum grade of “C” in each course. The courses consist of MATH 2010, 2020, 2030, 4410, COMP 1070 and one 3000 or 4000 level mathematics course except MATH 3100, 4200, 4940.

The Minor in Computer Science

The minor in computer science requires the completion of 21 semester hours with a minimum grade of “C” in each course. The courses consist of COMP 1060, 1520, 1525, 2200, 2300, 2810 and one other computer science course consistent with the student’s interests and career objectives. COMP 2610 or 3300 are recommended.

The Certificate in Computer Programming

The department awards a certificate in computer programming to individuals who hold a BS degree. This program requires the completion of 21 semester hours with a minimum grade of “C” in each course. The courses consist of COMP 1060, 1520, 1525, 2610, 2810 and one of the combinations: COMP 2620 and COMP 4850; COMP 3300 and MATH 3410; COMP 3810 and COMP 4920. MATH 2000 is also required but may be replaced by any Computer Science course if adequate knowledge of calculus is demonstrated.
Course Requirements for the Bachelor of Science in Physics

Physics Program:
1. Complete a minimum of 124 semester hours with a cumulative grade point average of 2.0 or higher. The last 30 hours must be completed at NCCU.
2. Complete the General Education Curriculum (GEC).
4. Departmental major requirements: Complete the following required courses with a grade of “C” or higher: PHYS 2305, 2310, 2320, 2410, 2420, 3060, 3110, 3200, 3220, 3310, and 4300.
5. Education requirements: Entrance to the Teacher Education program requires a GPA of 2.5 or higher.
6. Complete six to eighteen elective credit hours in concentration agreed upon with the academic advisor.

* Placement in mathematics courses will depend on the students’ performance on their placement tests and their high school records.

Course Requirements for the Bachelor of Science in Physics Secondary Education- Comprehensive Science Licensure

1. Complete a minimum of 127 semester hours with a cumulative grade point average of 2.0 or higher. The last 20 hours must be completed at NCCU.
2. Complete the General Education Curriculum (GEC)
3. Non-departmental requirements
   a. BIOL 1101 and 1201
   b. CHEM 1100, 1200, and 1500
   c. GEOG 2100 and GEOG 2350
   d. MATH 2010, 2020 and 2030
   e. A programming course (C++ or Fortran)
4. Departmental required courses: Complete the following required courses with a grade of “C” or higher: PHYS 2305, 2310, 2320, 2410, 2420, 3060, 3110, 3200, 3220, 3310, 4110
5. Education requirements: Entrance to the Teacher Education program requires a GPA of 2.5 or higher.
   The student must complete the following courses:
   EDU 2600, 2800, 3000, 3010, 3020, 3120, 3130, 3170, 3840, 4300, 4102, and 4202.

Minor In Physics

Students who wish to minor in physics must complete MATH 2010 and 2020 and a minimum of 21 semester hours in physics. Students may choose one of two minor options:

1. Required courses: PHYS 2110, 2120, 3060, 3110, 3210, 3220, and 3310.
2. Required courses: PHYS 2305, 2310, 2320, 2410, 2420, 3060, 3110, 3210, 3220, and 3310.

Course Requirements for the Bachelor’s Degree in the Dual Degree Program With Georgia Institute of Technology (Georgia Tech)

1. Complete a minimum of 93 semester hours of the total hours required by NCCU for a bachelor’s degree; complete a study program at Georgia Tech which equals the number of credit hours required of normal juniors and seniors enrolled in the standard curriculum for the particular degree being sought.
2. Have the recommendation from the Dean, a satisfactory GPA, and specified tests.
results indicating student could satisfactorily complete the degree requirements at Georgia Tech.

3. Complete the General Education Curriculum (GEC).


5. Departmental major requirements: Complete the following required courses with a grade of “C” or higher: PHYS 2305, 2310, 2320, 2410, 2420, 3060, 3110, 3200, 3210, 3220, 3310, 3410.

Course Requirements for the Bachelor’s Degree in the Dual Degree Program With Duke University.

1. Complete the General Education Curriculum (GEC).


3. Departmental major requirements: Complete the following required courses with a grade of “B” or higher: PHYS 2305, 2310, 2320, 2410, 2420, 3060, 3110, 3200, 3210, 3220, 3310, and 3410.

4. Elective: Complete two electives.

5. Complete the degree requirements at Duke University.

* Placement in mathematics courses will depend on the students’ performance on their placement tests and their high school records.
## Four-Year Curriculum Plan in: Mathematics

### Freshman Year

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### Sophomore Year

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### Senior Year

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**TOTAL MINIMUM CREDIT HOURS: 124**

*Or its equivalent, MATH 1100 followed by MATH 1200.

**Students with special preparation and permission of the department may be exempt from the prerequisite.

### Distribution of Hours

- **#** Core Curriculum Courses -- 42
- **+** Mathematics Required Course -- 22
- **†** Computer Science Required Courses -- 6
  - Applied Option: MATH 4210 and MATH 4220; MATH 4210 and MATH 4220; 1 algebra elective from list (i) below, 1 additional elective from list (iii) below
  - Algebra Option: MATH 4420 and 4430, or 3500 and 4430, or 4430 and 4440; 1 applied elective from list (ii) below, 1 additional elective from list (iii) below
  - Analysis option: MATH 4310 and MATH 4320; 1 algebra elective from list (i) below, 1 applied elective from list (ii) below

(i) algebra electives: MATH 3500, 4420, 4430 (ii) applied electives: MATH 3410, 4210, 4520, 4530; (iii) other electives: any 3000 or 4000 MATH except 3100, 4200, 4940
### Four-Year Curriculum Plan in: Mathematics Secondary Education Licensure

#### Freshman Year

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**TOTAL MINIMUM CREDIT HOURS: 124**

A GPA of 2.5 or higher is required both overall and in the Department of Mathematics and Computer Science for admission to the Teacher Education Program and to student teach.

### Distribution of Hours

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## Four-Year Curriculum Plan in: Computer Science (Under Teach-Out)

### Freshman Year

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### Sophomore Year

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**TOTAL MINIMUM CREDIT HOURS: 124**

*Or its equivalent, MATH 1100 followed by MATH 1200.

**Students with special preparation and permission of the department may be exempt from the prerequisite.

### Distribution of Hours

| # Core Curriculum Courses | -- 39 |
| † Mathematics Required Courses | -- 16 |
| + Computer Science Required Courses | -- 45 |

Many courses listed in the first year of this plan are specific to this degree program and may not fulfill degree requirements for other programs at the University. Students are advised that changing their program of study from this major to another major, after the first year, can extend the time until graduation by a semester or more.
### Four-Year Curriculum Plan in Physics

#### Freshman Year

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<th>Course Title</th>
<th>Credit</th>
<th>Course Prefix/Number</th>
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<td>Elective</td>
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Total: 17

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#### Junior Year

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Total: 16

**TOTAL MINIMUM CREDIT HOURS: 124**

**Distribution of Hours**

- Core Curriculum Courses - 69
- Non-departmental Required Courses - 27
- Physics Electives - 13
- Electives – 15

Possible Physics Electives:

(SI) = Speaking Intensive; (WI) = Writing Intensive
## Four-Year Curriculum Plan in Physics - Specialization, Comprehensive Science Licensure

### Freshman Year

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**Total** | 16 | 15 |

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**Total** | 17 | 16 |

### Junior Year

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**Total** | 16 | 15 |

### Senior Year

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**Total** | 18 | 14 |

**TOTAL MINIMUM CREDIT HOURS:** 127 Minimum GPA= 2.5 in Major and 2.5 Overall

- Core Curriculum Courses - 51
- % Non-departmental Required Courses - 70
- # Physics Electives - 6
- < Possible Physics Electives:
- ♣ Requires formal admission to the Teacher Education Program (TEP). Admission requirements: 2.5 GPA, passing scores on PRAXIS I (Reading, Writing, and Mathematics), completion of GEC courses, and C's or better in ENG 1110, 1210, and MSCM 1250. Candidates must be admitted to the TEP by August to student teach in spring semester and January to student teach in the fall semester.
- (SI) = Speaking Intensive; (WI) = Writing Intensive
MATHEMATICS COURSE DESCRIPTIONS
FOR UNDERGRADUATES

MATH 1000. Introductory College Algebra (3).
Prerequisite: Placement by University Testing.
Credit is not allowed if a student has prior credit in any other mathematics course. Required of all freshmen who did not make a satisfactory score on the placement test. Math 1000 provides preparation for Math 1100 and does not count as credit toward the GEC mathematics requirement. The course will review basic algebra, including evaluation of algebraic expressions, factoring, radicals, exponents, fractional expressions, solutions of linear equations, polynomials and word problems. Students will use technology-based learning resources as a supplement to regular class instruction in order to gain skills and improve their knowledge of course concepts.

MATH 1080. Mathematics for Liberal Arts and Social Sciences (3).
Prerequisite: Placement by University Testing. This course provides a general survey of mathematical topics that are useful in our contemporary world. The course is designed to show students how mathematics can be applied to their lives in interesting, enjoyable, and meaningful ways. The course has a variety of topics in liberal arts mathematics: problem solving and critical thinking, set theory, logic, number theory and the real number system, algebra, consumer mathematics, and financial management. This course is also designed to help diverse students, with different backgrounds and career plans, to succeed.

MATH 1100. College Algebra and Trigonometry I (3).
Prerequisite: C or better in MATH 1000 or placement by University Testing. A course that prepares non-science students for Math 1210 and students planning to take Calculus I for Math 1200. Topics include fractional expressions, exponents and radicals, equations and inequalities of linear and quadratic types, functions and graphs, exponential and logarithmic functions, and the binomial theorem.

MATH 1110. Elementary Statistics (3).
Pre-requisites: C or better in MATH 1000 or placement by University Testing. An introductory statistics course designed to give students a better understanding of statistical concepts and their numerous applications as well as their limitation. Analysis will stress graphical methods of exploratory data analysis and the use of technology such as Microsoft Excel to compute means, variances, correlation coefficients, and regression lines. An introduction to statistical inference for means will also be included.

MATH 1200. College Algebra and Trigonometry II (3).
Prerequisite: C or better in MATH 1100. A course for science students designed as preparation for Math 2010 Calculus I. A continuation of MATH 1100 with trigonometry, including simultaneous equations, graphical solution of systems of inequalities, polynomial equations and functions, sequences and series, trigonometric functions, analytical trigonometry, right angle trigonometry, and the laws of sines and cosines.

MATH1210. Finite Mathematics (3).
Prerequisite: C or better in MATH 1100. A second GEC course for non-science majors. Topics include solving systems of linear equations and inequalities, and solving optimization problems by the simplex method. Sets, counting techniques, and basic principles of probability are also introduced.

MATH 1410. Pre-Calculus Mathematics (5).
Prerequisite: Permission of department. An intensive course in pre-calculus mathematics including structure of the real number system, fundamental concepts of algebra, the elementary functions and their graphs, inequalities, theory of equations, complex numbers, the binomial theorem, trigonometric functions, analytical trigonometry, applications of trigonometry, and mathematical induction.
MATH 2000. Calculus for Non-Science Majors (3).
Prerequisite: C or better in MATH 1100. An intuitive treatment of the calculus, including functions, limits, continuity, the techniques of differentiation, and an introduction to integration. Applications to business and economics, the life sciences, and the behavioral sciences.

Prerequisite: C or better in MATH 1200. A course for students who are majoring in elementary or middle school education. The first of a two-semester sequence in fundamental concepts and the structure of the real number system and its subsystems presented from an arithmetic, algebraic, and geometric point of view.

MATH 2003. Concepts of the Real Number System II (3).
Prerequisite: C or better in MATH 2002. A course for students who are majoring in elementary or middle school education. The second of a two-semester sequence in fundamental concepts and the structure of the real number system and its subsystems presented from an arithmetic, algebraic, and geometric point of view.

Prerequisite: C or better in MATH 1200. A course for students who are majoring in elementary or middle school education. Fundamental concepts of geometry, including those concepts that form the core of geometric knowledge, the axioms that develop geometric intuition and insight, and the formulation of deductive subsystems. Geometric ideas will be illustrated in practical settings.

Prerequisite: C or better in MATH 1200 or 1410, or permission of the department. An introduction to the differential and integral calculus with analytic geometry including functions, limits, continuity, methods and applications of differentiation (including trigonometric functions), and an introduction to elementary differential equations and techniques of integration.

MATH 2020. Calculus and Analytic Geometry II (5).
Prerequisite: C or better in MATH 2010. A study of theory and techniques of integration with applications, differentiation and integration of transcendental functions, numerical integration methods, improper integrals, bounded growth models, separable, first order differential equations, polar coordinates, parametric representations, and analytic geometry in the plane.

MATH 2030. Calculus and Analytic Geometry III (3).
Prerequisite: C or better in MATH 2020. An introduction to Multivariable calculus, partial derivatives with applications to special partial differential equations, double and triple integrals with applications, and analytic geometry in space. Vectors and parametric equations in space, infinite sequences and series, including power series, Taylor series with remainder, and applications.

MATH 2400. Introduction to Statistics for Science Majors (3).
Prerequisite: C or better in MATH 1100, 1410, or 2010. A study of key concepts in statistics and probability: combinatorics, probability laws, random variables, and distributions. Includes the fundamental tools of statistics: data collection, graphical and numerical methods for describing data, experimental design, simple regression and correlation, categorical data analysis, and statistical inference.

MATH 2500. Statistical Methods (3).
Prerequisite: C or better in MATH 1100, 1410, or 2010. An applications-oriented study of statistical methods, including analysis of variance, linear, and multiple regressions, hypothesis testing and sampling techniques. Assignments involve extensive use of SAS or comparable statistics computer software.

MATH 2600. Introduction to Abstract Mathematics (3).
Prerequisites: C or better in Math 2020 and COMP 2200. A designed to transition students from the
calculus to more abstract mathematics. The course covers prerequisite material for advanced abstract mathematics courses. Topics include logic, sets and functions, an introduction to mathematical proof, mathematical induction, relations, and algebraic systems.

MATH 3020. Differential Equations (3).
Prerequisite: C or better in MATH 2020. A study of elementary ordinary differential equations. Topics include solutions of linear and non-linear differential equations, power series solutions, systems of differential equations, and computer based numerical techniques with applications.

MATH 3100. Supervised Laboratory Experiences (3).
Prerequisite: Admission to the teacher education program. A program of experiences designed to provide the student with competence in mathematics teaching skills as well as an overview of the mathematics teaching profession. Experiences will include classroom discussions, simulated teaching experiences, observations, and weekly participation in teacher-aide and tutorial activities in local secondary schools. May not be used to satisfy a mathematics elective requirement.

MATH 3410. Numerical Analysis (3).
Prerequisites: C or better in MATH 2020 and knowledge of a programming language. A computer-based introduction to numerical analysis illustrated by examples from a number of different scientific fields. Topics include solutions of linear and non-linear equations, eigenvalue computation, curve fitting, interpolation theory, numerical integration, differentiation, and solution of differential equations.

MATH 3500. Elementary Number Theory (3).
Prerequisite: C or better in MATH 2600. A study of the properties of the integers including: Well ordering, the axiom of mathematical induction, divisibility, unique factorization, Diophantine equations, congruences, the Chinese remainder Theorem, number theoretic functions, Euler’s and Wilson’s theorem, perfect numbers, and quadratic residues.

MATH 3910. Undergraduate Honors Seminar (1-3).
Prerequisite: Junior standing and permission of the department. A guided research seminar intended for mathematics majors. Students learn techniques for solving challenging problems, write mathematical proofs, investigate selected topics in mathematics, and participate in ongoing research. Includes individual or team projects and oral presentations. Students must devote three research hours of work per week for each semester credit hour and must produce a written report on their project each semester. Topics vary. May be repeated once for credit.

MATHEMATICS COURSE DESCRIPTIONS FOR ADVANCED UNDERGRADUATES AND GRADUATE STUDENTS

MATH 4100. Introduction to Geometries (3).
Prerequisite: C or better in MATH 2600. An introduction to non-Euclidean geometries, axiom systems of Euclidean geometry, plane projective geometry, geometry as the study of the invariant theory of a transformation group, and sub geometries of projective geometry.

MATH 4200. History of Mathematics (3).
Prerequisite: C or better in MATH 2010. A survey of the history of mathematics with emphasis on selected topics of interest to secondary teachers; topics include algebra, geometry, trigonometry, and calculus. May not be used to satisfy a mathematics elective requirement.

MATH 4210. Introduction to Probability and Statistics I (3).
Prerequisite: C or better in MATH 2020. Part one of a two course sequence. Discrete, continuous, and multivariate probability distributions, and functions of random variables.

MATH 4220. Introduction to Probability and Statistics II (3).
Prerequisite: C or better in MATH 4210. Part two of a two course sequence. Sampling, estimation,
hypothesis testing, confidence methods, regression analysis, techniques of experimental design, and non-parametric methods.

MATH 4310. Advanced Multivariable Calculus I (3).
Prerequisite: C or better in MATH 2030. Part one of a two course sequence on the algebraic and topological properties of the real number system. Euclidean n-space as a linear vector space and as a metric space; norms; limits; and continuity and differentiability properties of functions of several variables.

MATH 4320. Advanced Multivariable Calculus II (3). Prerequisite: C or better in MATH 4310. Part two of a two course sequence on the algebraic and topological properties of the real number system. Integration; convergence; vector calculus; line and surface integrals; the theorems of Green, Stokes, and Gauss; curvilinear coordinates; implicit and inverse function theorems; transformation mappings; and Jacobians.

MATH 4410. Linear Algebra I (3).
Prerequisite: C or better in MATH 2020. A study of computation in finite dimensional vector spaces, including linear transformations, matrix algebra, solution of linear systems, inner products, bilinear and quadratic forms, diagonalization of square matrices, and applications.

MATH 4420. Linear Algebra II (3). Prerequisites: C or better in MATH 2600 and MATH 4410. A continuation of MATH 4410 with emphasis on the theory of linear transformations and finite dimensional vector spaces.

MATH 4430. Abstract Algebra I (3).
Prerequisite: C or better in MATH 4410 and MATH 2600. Part one of a two semester sequence of study of algebraic structures. Includes theory and applications involving groups, rings, fields, modules over principal ideal domains, and Galois theory.

MATH 4440. Abstract Algebra II (3). Prerequisite: C or better in MATH 4430. Part two of a two semester sequence of study of algebraic structures. Includes theory and applications involving groups, rings, fields, modules over principal ideal domains, and Galois theory.

MATH 4502/COMP 4502. Introduction to Mathematical Methods for Computational Biology (3).
Prerequisites: C or better in MATH 3020 and MATH 4410, and permission of the instructor. A survey of the mathematics needed to understand Bioinformatics tools insightfully. Topics include algebra, statistics, and graph theory. The materials and examples will be presented in biological context and their relevance to biological findings. The course serves as a prerequisite for advanced courses in computational biology.

MATH 4520. Topics in Applied Mathematics (3). Prerequisites: C or better in MATH 3020 and 4410. An introduction to analytic methods of applied mathematics including model building with computer utilization. Illustrative examples and case studies are chosen from a wide range of areas of application.

MATH 4530. Operations Research (3). Prerequisite: C or better in MATH 4410. A course on mathematical models and methods for decision-making. Topics chosen from: linear programming, dynamic programming, game theory, and queuing theory.

MATH 4610. Introductory Real Variable Theory I (3).
Prerequisite: C or better in MATH 4320. Part one of a two semester study of the real number system. Metric spaces, topology, limits, and continuity in Euclidean space, and functions of bounded variation.

MATH 4620. Introductory Real Variable Theory II (3). Prerequisite: C or better in MATH 4610. Part two of a two semester study of the real number system. Topics include Riemann-Stieltjes integrals,
series of functions and series expansions, derivatives, Lebesque integration.

MATH 4630. Introductory Complex Analysis (3).
Prerequisite: C or better in MATH 4310. A study of algebra and geometry of the complex numbers, analytic functions, integrals, power series, residues, poles, conformal mapping, contour integration, analytic continuation and multivalued functions, boundary value problems, and integral theorems.

MATH 4800. Introductory Topology (3).
Prerequisites: C or better in MATH 4320 and 4410. A study of metric spaces, topologies, derived spaces and continuity, the separation axioms, convergence, nets and filters, covering principles, compactness, connectedness, metrization, and compactification.

MATH 4900, 4910. Independent Study I and II (1-3).
Prerequisite: Permission of department. Independent research under the guidance of a professor. The faculty mentor directs the study and assesses the student’s knowledge through oral and written reports. Repeatable for credit. Departmental approval is required for registration.

MATH 4920. The Senior Seminar in Mathematics (1-3).
Prerequisites: senior classification and C or better in MATH 3020 and MATH 4410. An introduction to mathematical research and mathematical modeling through problem solving activities. Through individual and group projects, students will participate actively in the entire modeling process and undertake investigations of challenging problems chosen from a variety of areas of the mathematical sciences. May be repeated for a maximum of 3 credit hours.

MATH 4930. Topics in Mathematics (1-3).
Prerequisite: permission of department. A course in which content varies each semester. Interested students must consult the instructor or department chair prior to enrolling. Possible topics include actuarial mathematics, partial differential equations, mathematical logic, analysis of variance, and other advanced topics. (May be repeated for credit)

MATH 4940. Cooperative Education (1-3).
Prerequisite: Permission of department. A course in which, through cooperative arrangements between the University and an employer, the student receives credit for on-the-job instruction which contributes to the student’s education and employability as a mathematician. Repeatable for a maximum of 6 credit hours. Department approval is required for registration. May not be used to satisfy a mathematics elective requirement.

COMPUTER SCIENCE COURSE DESCRIPTIONS FOR UNDERGRADUATES (Under Teach-Out)

COMP 1010. Experiential Introduction to Robotics (1).
This course is an introduction of basic concepts of robotics utilizing hands-on experience on autonomous robots. Topics include fundamental designing issues including mechanics, sensors, motors, and control of an autonomous mobile robot and programming issues. The aim is to make students learn by doing the laboratory assignments and projects comprising of simple projects through more advanced projects related to programming.

COMP 1050L. Digital Communications Systems (1-3).
Prerequisite: C or better in MATH 1100 lecture and lab per week. An introduction to local area and wide area networks. The course will provide basic understanding of network concepts and router programming.

COMP 1051L. Computer Networking Technology (1-3).
Prerequisite: COMP 1050L. 1 lecture and lab per week. A course that provides advanced study of local area and wide area networks. Develops competence in designing and implementing
enterprise-wide campus network using switches and routers.

COMP 1060. Introduction to Programming: A Multimedia Approach (3). A course that introduces basic programming concepts using multimedia to create interesting effects with sounds, pictures, web pages, and video. Topics covered include data types, input/output statements, conditional statements, loops, and functions. The underlying programming language used is Python (Jython implementation) a dynamic object-oriented language. Concepts of object-oriented programming will be further emphasized through the use of another software educational tool Jeroo.

COMP 1070. Introduction to Programming (3). An introductory course to algorithms and top-down problem solving. The course will provide an introduction to the C programming language. Specific topics include compiling, running and debugging a program, program testing, documentation, variables and data types, assignments, arithmetic expressions, input and output, top-down design and procedures, conditionals, loops, functions, arrays, pointers, and standard libraries. Basic skills for using UNIX and Windows operating system environments will be emphasized. File system structures and access control, basic user commands, text editing, and Internet utilities are covered.

COMP 1510. Programming: Java (3). Prerequisite: C or better in COMP 1060 or permission of department; Co-requisite: MATH 1100 or equivalent. An introduction of object-oriented programming and design in C++ with an emphasis on algorithm development and problem solving. Topics include design and implementation of classes (including friend classes, overload operators, and template classes), fundamental algorithms using arrays, vectors and strings, file manipulation, dynamic memory management, inheritance, recursion, and simple GUI programming.

COMP 1525. Object-Oriented Programming (3). Prerequisite: C or better in COMP 1520. An introduction to techniques and concepts in object-oriented programming such as function templates, class templates, stream input/output, exception handling, file processing, and inheritance. Elementary data structures (e.g., linked lists, stacks, and queues) and basic searching and sorting algorithms will be introduced.

COMP 2110/CRJU 2110. Introduction to Computers and Their Applications (3). A high-level introductory course to computers and their applications for non-majors. Topics include data representation/storage, machine architecture, machine language, operational commands in DOS and Unix operating systems, introduction to programming concepts and data structures, file management, network basics, Internet, LAN, virus protection, World Wide Web, search engines, and web page creation using HTML, Internet applications (mail, FTP, telnet, newsgroups).

COMP 2115/CRJU 2115. Introduction to Computer and Network Security (3). Prerequisite: C or better in COMP 2110/CRJU 2110. A course that gives a high-level overview of threats to, and vulnerabilities of, computers and networks and how they can be protected. Topics include elementary cryptography, viruses and malicious code and how to protect against them, user authentication, file protection mechanisms, basic network configurations, network architecture and security models, firewalls, access control devices, intrusion detection systems, and
legal and ethical issues in computer security.

COMP 2200. Logic for the Mathematical Sciences (3).
Prerequisite: C or better in MATH 1100 or 1410.
An introduction to modern symbolic logic emphasizing topics relevant to computer scientists and mathematicians. Topics in propositional calculus and predicate calculus will be augmented by topics chosen from set theory, recursive functions, and computational complexity. Topics in propositional calculus will be chosen from: completeness, circuits and Boolean algebra, and the satisfiability problem. Topics in predicate calculus will be chosen from: deduction systems, compactness, incompleteness, and finite models.

COMP 2300. Discrete Structures for Computation (3).
Prerequisite: C or better in either MATH 2010 or COMP 2200. An introduction to combination enumeration (including the inclusion-exclusion principle, multinomial coefficients, recurrence relations, and generating functions), graph theory (including graph coloring, graph matching, tours and networks), and basic string recognition methods (including finite state machines, pushdown automata, and Turing machines).

COMP 2610. Introduction to Digital Design (3).
Prerequisite: C or better in COMP 2200. An introduction to computer architecture and implementation. Topics include binary number systems, truth tables, Boolean algebra, canonical forms, minimization of combinatorial logic circuits and sequential circuits design, flip-flops and adders, and storage mechanisms and their organization.

COMP 2620. Computer Hardware and Organization (3).
Prerequisite: C or better in COMP 2610. A continuation of COMP 2610. Study of computer hardware and architecture. Treatment of sequential and combinatorial circuits including flip-flops, multiplexers, decoders, adders, registers, and counters. Design of functional components of a computer including memory, ALU, control unit, and buses. Coding methods, arithmetic units, instruction execution, and information transfer are emphasized. The tradeoffs of alternative architectural features such as word size, instruction sets, and addressing modes are discussed.

COMP 2705. Internet Applications I (3).
Prerequisite: C or better in COMP 1060 or COMP 1070 or permission of the department. An introduction to Internet concepts, applications, and services. Introduces the TCP/IP protocol suite along with clients and servers for Internet communication, browsing, and navigation. Principles and methods for remote interactions with database, HTML, CSS, and Java script. Webpage design. Introduction to bash scripting, PHP and DOM.

COMP 2810. Data Structures (3).
Prerequisite: C or better in COMP 1525. An introduction to analysis and implementation of abstract data types. Includes linked lists, stacks, queues, trees, hash tables, priority queues (binary heaps), and general graphs. Algorithms which use these data structures are described and analyzed, including recursive and non-recursive searching and sorting methods.

Prerequisite: C or better in COMP 2115/CRJU 2115. May not be used to satisfy a computer science elective requirement. The first of a two-course sequence. Part I of this sequence explores the role of technology in computer forensics through an examination of the various tools employed in conducting a forensic investigation. Students get a working knowledge of the different hardware platforms and software applications and learn to apply the appropriate forensic tools through hands-on training.

COMP 3110/CRJU 3110. Cyber Forensic Investigations: Tools, Analysis & Testimony (Part II) (3).
Prerequisite: C or better in COMP 3105/CRJU
3105. May not be used to satisfy a computer science elective requirement. The second of a two-course sequence. Part I of this course explored the role of technology in computer forensics and introduced different hardware platforms and software applications. In Part II of this course, students learn to analyze the digital evidence using various forensic tools and write reports and prepare for testimony.

COMP 3300. Introduction to Database Systems (3).
Prerequisites: C or better in COMP 2200 and 2810. An introduction to general principles and methods for database systems. The internal, conceptual, and external levels of database systems as reflected in the relational, network, and hierarchical database models. Principles and methods for database design theory. Query languages. File organizations appropriate for database systems.

COMP 3710. Introduction to Computer Graphics (3).
Prerequisites: C or better in COMP 2810 and MATH 2010. An introduction to raster graphics using the C programming language. Two and three dimensional rendering issues are studied, including scaling, rotation, translation, clipping, projection, and other transformations and representations of 3D objects. Emphasis is on implementing a graphics package using efficient algorithms.

COMP 3810. Design and Analysis of Algorithms (3).
Prerequisite: C or better in COMP 2810. A course in which students learn to use general asymptotic notations; solve recurrences; and design, analyze and, where applicable, prove correctness of optimality of algorithms using divide-and-conquer, greedy, and dynamic programming techniques. Analysis and proof of correctness of graph algorithms and issues from computational complexity will be included.

COMP 3910. Undergraduate Honors Seminar (1-3).
Prerequisites: Junior standing and permission of department required. A guided research seminar intended for computer science majors. Students investigate selected topics in computer science and participate in ongoing research. Includes individual or team projects and oral presentations. Students must devote three hours of work per week for each semester credit hour and must produce a written report on their project each semester. Topics vary. May be repeated for credit.

COMP 4310/CRJU 4310: Capstone Project. Cyber Forensics Investigative Simulation (3).
Prerequisite: COMP 3110/CRJU 3110. May not be used to satisfy a computer science elective requirement. A course with a flexible schedule in which students will have access to the “crime scene” during predetermined hours. This course provides hands-on experience using software to create a live simulation of compromised system images to demonstrate the components inherent in forensic investigations. Students will learn to identify and analyze digital data and to appropriately present the findings as evidence in litigation proceedings. In the course of this project, students will go through the entire process of search, seizure, gathering digital evidence ensuring that laws of evidence are adhered to and chain of custody is maintained, analyzing the digital evidence, writing a report, and preparing for testimony.

COMP 4400/PHYS 4400. Microelectronics Laboratory (3).
Prerequisite: Permission of the instructor. A study of the implementation of binary operations by means of electronic circuits. Operations of logic gates, design of logical networks, microprocessor architecture, memory devices, and interfacing techniques will be covered. Students will use common integrated circuit devices for selected applications.
COMP 4460. Applications Programming I (3).
Prerequisites: C or better in MATH 3410 and 4410.
A course on computer applications of numerical
algorithms for solving applied linear algebra
problems and optimization problems that arise in
various sciences and engineering. Programming in
FORTRAN and MATLAB with emphasis on
visualization of the numerical solutions. Prior
knowledge of FORTRAN and MATLAB is desirable.

COMP 4502/MATH 4502. Introduction to
Mathematical Methods for Computational Biology
(3).
Prerequisites: C or better in MATH 3020 and
MATH 4410, and permission of the instructor. A
survey of the mathematics needed to understand
Bioinformatics tools insightfully. Topics include
algebra, statistics, and graph theory. The material
and examples will be presented in biological
context to emphasize their relevance to biological
findings. The course serves as a prerequisite for
advanced courses in computational biology.

COMP 4605. Computer Networks (3).
Prerequisite: COMP 2810 and a co-
requisite of
COMP 4850. An introductory course in computer
networking. Fundamental concepts of
data communication, networking, and
communication architectures are discussed
including transmission, digital and analog data and
signaling, encoding, packet/circuit/virtual-circuit
switching, layered communication architecture
and OSI layers, general description of application,
transport, network, and link layers. Basic traffic
control algorithms, including error control, flow
control, routing, and congestion control and some
detailed protocol study of Ethernet, ATM, and
TCP/IP.

COMP 4615. Inter-Planetary Internet: Issues in
Delay Tolerant Networks (3).
Prerequisite: COMP 4605. This is an advanced
course in computer networking discussing issues
in Inter-PlaNetary Internet (IPN) or Delay-Tolerant
Networks (DTN). Topics include communication
characteristics of delay tolerant networks and
research challenges, architecture of delay-tolerant
networks, transport protocols, routing algorithms,
and security issues.

COMP 4650. Parallel Computations and Numerical
Methods (3).
Prerequisites: C or better in MATH 3410 and
MATH 4410 A basic introduction to parallel
computation and commonly used numerical
methods on parallel architectures. Material
includes types of parallel architectures,
performance analysis, dependency models, and
solutions of linear systems and eigenvalue
problems in parallel environments.

COMP 4730. Organization of Programming
Languages (3).
Prerequisite: C or better in COMP 2810. An
introduction to the formal study of programming
language concepts including syntax and semantic
issues. Grammars, data types, and control
structures are examined. Several languages are
analyzed and compared, including representative
languages from procedural, functional, object
oriented, logic programming, and other
paradigms.

COMP 4820. Raster Graphics (3).
Prerequisites: C or better in COMP 3710, COMP
3810, and MATH 4410. A study of the hardware,
software, and algorithms for raster devices such
as video displays; frame buffers, hidden-
line/surface processing, anti-rastering techniques,
curved surfaces generation display, lighting
models, modeling of shadow, natural textures
phenomena, shading and color models. Discussion
of problems of current interest.

COMP 4825. Introduction to Computer Game
Design and Implementation (3).
Prerequisites: C or better in COMP 3710 and
MATH 4410. An introduction to the technology
and science involved in the creation of computer
games with emphasis on hands-on development
of games including the study of a variety of
software technologies relevant to games: game
physics, programming languages, scripting
languages, operating systems, file systems,
networks, simulation engines, and multi-media
design systems. Group projects will involve system implementation but emphasize design and use of existing tools. The final project will require the students to go through all phases of system conceptualization, specification, design, implementation, and evaluation.

COMP 4830. Introduction to Computational Geometry (3).
Prerequisites: C or better in COMP 3810, MATH 2020 and MATH 4410. A study of computer-based representation, analysis, synthesis, and computer-controlled manufacture of two- and three-dimensional shapes. Topics to include spline functions, parametric cubic spline curves, Bezier curves and B-Spline curves, curve and net fairing, and intrinsic affine invariants of parametric curves in affine hyperspace.

COMP 4840. Digital Image Processing and Computer Vision (3).
Prerequisites: C or better in COMP 3810, MATH 2020 and MATH 4410. A study of the relationship of image processing and computer vision to 2-D signal processing, pattern recognition, computer graphics and artificial intelligence, geometrical model for imaging; fundamentals of image grey-level modeling and early processing (transforms, sampling, enhancement, restoration, and conversion); image motion modeling, detection, interpretation, and understanding (dynamic or time-varying image analysis).

COMP 4850. Introduction to Operating Systems (3).
Prerequisites: C or better in COMP 2610, 2810, and 2620 (2620 may be taken as a co-requisite). An investigation of the efficient management of computer resources. Process management, storage management, security, distributed systems, are all examined. Studies of specific operating systems, including Unix, Windows, and DOS, among others, are included.

COMP 4900. Independent Study (1-3).
Prerequisite: permission of department. A course designed to provide students an opportunity to study areas of computer science not taught in other courses. A faculty mentor directs the study and assesses the student’s knowledge through oral and written reports. Repeatable for credit. Departmental approval is required for registration.

COMP 4910. Special Topics in Computer Science (3).
Prerequisites: Permission of department. Students must consult with the instructor or department chairperson prior to enrolling. Requirements vary from semester to semester. Possible topics include computer graphics, compiler design, simulation, network programming/distributed processing, and database management systems. May be repeated for credit.

COMP 4920. The Senior Seminar in Computer Science (1-3).
Prerequisite: Senior classification. COMP 2620 and 3810. An advanced study of software engineering with an introduction to selected topics from artificial intelligence, compiler and language theory, parallel algorithms, object oriented programming, theory of computability, and other current trends in computer science. Students will design, implement, and document a team oriented project using C or some other high level, modern programming language. May be repeated for a maximum of 3 credit hours.

COMP 4940. Cooperative Education (1-3).
Prerequisite: permission of department. A course in which, through cooperative arrangements between the University and an employer, the student may receive credit for on-the-job instruction which contributes to the student’s education and employability as a computer scientist. Repeatable for a maximum of 6 hours credit. Department approval is required for registration. May not be used to satisfy a computer science elective requirement.
Physics Course Descriptions

PHYS 1000. Physics with Application to Environmental Topics (3).
A course designed to present the basic concept of physics in their application to the study of the environment. (Two hours lecture and two hours laboratory per week).

PHYS 1050. Astronomy (3).
An introduction to the field of astronomy. This course will acquaint the student with the methods and tools of modern astronomy. The historical development of astronomical models is briefly reviewed. The student will study the population of stars in the universe, their evolution, and the processes responsible for it. They will study in some detail our galaxy, the solar system, and the planets. Current cosmological theories will be reviewed. (Three hours lecture per week)

PHYS 1210. The Language of Science (3).
A study of the process by which scientists acquire, analyze, and organize information. The student is challenged to observe carefully, to experiment, to analyze critically, and to synthesize results into an analytical (i.e. mathematical) formalism. The student thus learns by actively exploring the physical world rather than merely reading about it. Practice of the scientific method is emphasized more than coverage of a definite body of knowledge. (Two lecture and two laboratory hours per week)

PHYS 1410. Introduction to Nanoscience and Nanotechnology (3).
A course that gives students a relatively broad background in the field of nanoscience and nanotechnology. The course does not have a traditional lecture-practice class format but rather has the form of seminars with inclusion of visual presentations and specifically designed labs. The course will give the students an overview of the nanoscience, which is each day more and more important in all science disciplines and technology. It consists of the two parts: Nanoscience Background and Nanoscience Applications and Instrumentation.

PHYS 2110. General Physics I (4).
Prerequisites: MATH 1100 and 1200 with a grade of “C” or better. An introduction to the principles of physics for students majoring in the life sciences. Topics covered include: kinematics in one- and two-dimensions, vectors, particle dynamics, energy, rotational and oscillatory motion, fluids, and sound and waves. (Three hours lecture and two hours laboratory per week)

PHYS 2120. General Physics II (4).
Prerequisite: PHYS 2110. A continuation of PHYS 2110. Topics covered include: electricity and magnetism, heat, and thermodynamics. (Three hours lecture and two hours laboratory per week)

PHYS 2305. General Physics for Science and Pre-Engineering Majors I (3).
Prerequisite or Corequisite: MATH 2010 or permission of instructor. A study of the fundamental concepts in physics and their use in analyzing physical systems. Topics covered: one-dimensional kinematics, vectors, and kinematics in two- and three-dimensions, Newton’s laws and particle dynamics, rotational kinematics and dynamics, temperature, thermal properties of matter, the first law of thermodynamics, and kinetic theory of gases (Three hours lecture and one recitation hour per week)

PHYS 2310. General Physics for Science and Pre-Engineering Majors II (3).
Prerequisite: PHYS 2305. Prerequisite or Corequisite: Math 2020. A continuation of PHYS 2305. Topics covered: electric fields, Gauss’s law, electric potential, capacitors, dielectrics, electric circuits, magnetic fields, Ampere’s law, Faraday’s law, inductance, magnetic materials, propagation of light, and geometrical optics and applications. (Three lecture hours per week)

PHYS 2320. General Physics for Science and Pre-Engineering Majors III (3).
Prerequisite: PHYS 2305. A continuation of PHYS 2310. Topics covered include: Equilibrium and elasticity, gravitation, periodic motion, fluid mechanics, mechanical waves, interference and normal modes, sound waves, electromagnetic
waves, interference, diffraction, polarization of waves, alternating currents, and the second law of thermo-dynamics. (Three hours lecture per week)

PHYS 2410. Laboratory I (1)  
Prerequisite or Corequisite: PHYS 2305.  
Laboratory for students majoring in science or engineering. Students will develop laboratory skills, and they will be introduced to statistical methods for the analysis of data. Experiments will deal with the description and analysis of motion in one and two-dimensions, and dynamical systems and waves. (Two hours laboratory per week)

PHYS 2420. Laboratory II (1).  
Prerequisite: PHYS 2410. Corequisite or prerequisite: PHYS 2310. A continuation of PHYS 2410. Experiments will include simple electrical circuits, electromagnetic waves, properties of fluids, and thermal properties of materials. (Two hours laboratory per week)

PHYS 2500. Introduction to Biophysics (3).  
A basic overview of the key concepts of biophysics, especially molecular biophysics, by applying physical principles, methods, and techniques to the study of biophysical phenomena. Lectures stress the elementary behavior of ions, proteins, and nucleic acids in the biological membranes, biopolymers, muscular movement, and nervous systems. The course objectives will be accomplished through lectures and discussion of selected topics in class, through laboratory studies, group exercises, and by assigned parts of text.

PHYS 3060. Electricity and Magnetism (3).  
Prerequisites: PHYS 2320; MATH 2030. A presentation of the classical theory of electricity and magnetism. Topics include: electrostatics, magnetostatics, fields of moving charges, and Maxwell’s equations. (Three hours lecture per week)

PHYS 3070. Electricity and Magnetism II (3).  
A brief review of PHYS 3060 (Electricity and Magnetism I), including a review of Maxwell’s Equations, followed by a study of energy and momentum of electromagnetic fields; plane waves (boundary conditions, absorption and dispersion, and wave-guides); potential formulation; gauge transformation; moving fields and retardation effects; dipole radiation; radiation reaction; relativity; relativistic dynamics; field tensor. Many of the concepts studied in this course such as electromagnetic waves and radiation fields will become important guides for practicing experimental physics. A clear understanding of field theory, gauge transformations, and relativity will create a foundation for pursuing theoretical physics. (Three lecture hours per week)

PHYS 3100. Principles of Electronics (3).  
Prerequisites: PHYS 2320 and 2420 or permission of the instructor. An introduction to the fundamental principles of electronic circuits and devices. Topics covered include: circuit laws and the analysis of elementary circuits, measurement instruments and techniques, phaser analysis of RLC (circuits, diode and transistor concepts), instrumentation modules (power supplies, amplifiers, function generators), switching, and logic circuits. (Two hours lecture and two hours laboratory per week)

PHYS 3110. Mechanics I (3).  
Prerequisites: PHYS 2320 and MATH 2030. A presentation of the classical theory of mechanics. Topics include: particle dynamics, central forces, dynamics of a system, oscillations, motion of rigid bodies, and Lagrange’s Equations. (Three hours lectures per week)

Physics 3120. Mechanics II (3).  
Continuation of PHYS 3110 (Mechanics I). A presentation of the classical theory of mechanics. Topics include: particle dynamics, central forces, dynamics of a system, oscillations, motion of rigid bodies, Lagrange and Hamiltonian equations, coupled oscillations, and Special Relativity. The students will learn to analyze the motion of 1-dim linear and (some) non-linear systems, to implement 2-dim and 3-dim vector calculus operations on simple mechanical system, to analyze motion under a central force, to analyze collisions in a center of mass system, to analyze rigid body motion, to apply Lagrangian and
Hamiltonian equations, and to analyze small oscillations and wave propagation in simple continuum systems. (Three lecture hours per week)

PHYS 3200. Data Acquisition, Control and Analysis (3).
An introduction to the computerization of data acquisition, instrumentation control, and the manipulation and analysis of signals. (One hour lecture and four hours laboratory per week)

PHYS 3210. Laboratory III (2).
Prerequisite: PHYS 2420 and PHYS 3310. A study of the experimental basis for modern physics. Fundamental constants of atomic physics will be measured. (Four hours laboratory per week)

PHYS 3220. Laboratory IV (2).
Prerequisite: PHYS 2310 and 2420. A continuation of PHYS 3210 (Laboratory III). An advanced laboratory that explores experiments involving electromagnetic radiation and its interaction with solids. (Four hours laboratory per week)

PHYS 3290. Environmental Physics (3).
A study of physical models of environmental systems and the instrumentation utilized to measure the environmental parameters used in such models. (Two hours lecture and two hours laboratory per week)

PHYS 3310. Modern Physics (3).
Prerequisite: PHYS 2320 or permission of the instructor. A study of special relativity and an introduction to quantum theory and its application to simple systems. Elements of atomic, solid state, and nuclear physics will be included. (Three hours lecture per week)

PHYS 3410. Computational Physics I (3).
Prerequisite Phys 2320 or permission of the instructor. A study of computational modeling and simulation of classical systems including projectile motion, orbital motion, oscillators, and linear and non-linear systems. Students will investigate algorithms, programming, debugging, and analysis of results and data. (Two hours lecture and two hours laboratory per week)

PHYS 3510. Nanotechnology (3).
Prerequisite: PHYS 3310 or permission of instructor. A course designed to introduce students to the fundamental changes in photonic, electronic and magnetic properties which occur when particle sizes approach atomic and molecular dimensions. It focuses on development of new materials at the atomic and molecular level and to employment of them to achieve novel properties for next generation devices. A goal is to provide students with a design tool based on nanotechnology that will allow them to engineer next generation materials and devices. The course is designed to give students an appreciation of the different properties offered by nanostructured materials, particularly when it comes to their interactions with light, electric and magnetic fields.

PHYS 4110. Thermal Physics (3).
Prerequisites: PHYS 3110 and 3310. A study of the principles of statistical mechanics. Topics include: approach to equilibrium, thermodynamics, property of ideal gases, kinetic theory, equilibrium between phases and chemical species as well as quantum statistics and some applications. (Three hours lecture per week)

PHYS 4220. Mathematical Methods of Physics (3).
Prerequisites: PHYS 3110; MATH 4410. A study of the mathematical methods used in the development of physical theories and models. Topics include: continuum theory and field theory, linear vector spaces, function spaces, partial differential equations, boundary value problems, elements of groups and their representations and their applications in physics. (Three hours lecture per week)

PHYS 4230. Lasers and Applied Optics (3).
Prerequisite PHYS 3060 or permission of the instructor. A study of classical and modern optical phenomena including geometrical Fresnel and Fourier optics, lasers, fiber optics, and optoelectronic devices. (Two hours lecture and two hours laboratory per week)
PHYS 4250. Science Instrumentation (4-5)  
An interdepartmental course which provides junior and higher level students majoring in biology, chemistry, and physics with a general knowledge of the theory and application of instrumental methods widely used in science. The course gives practical experience in the operation of instruments and interpretation of the data gathered from these instruments and shows how these instrumental methods can be used to make measurements and solve problems common to all three of scientific areas. (Two-three lecture and three-five laboratory hours per week)

PHYS 4300. Introduction to Quantum Mechanics (3).  
Prerequisites: PHYS 3310. A study of the principles of quantum mechanics, the Schrodinger equations and its applications to 1-dimensional systems, the hydrogen atom, perturbation methods, and scattering. (Three hours lecture per week)

Physics 4310. Quantum Mechanics II (3).  
A study of the time-independent perturbation theory and its application to the description of the fine structure of Hydrogen, the Zeeman effect, and Hyperfine splitting. Students will use time-dependent perturbation theory to study two level system and the absorption and emission of radiation. Topics include the one and two electron atoms, hydrogen molecule and molecular bond, time-independent and time-dependent perturbation theory, scattering theory, the deuteron problem in nuclear physics, the nature of the nuclear force, and alpha decay. Students will be introduced to partial wave analysis and the Born approximation, the adiabatic approximation, and the variational principle. (Three hours lecture per week)

PHYS 4320. Nuclear and Particle Physics (3)  
Corequisite: PHYS 4300. A study of nuclear structure, nuclear reactions, the nuclear force, models of the nucleus, elementary particles, their production and decays, and their symmetries. (Three hours lecture per week)

PHYS 4330. Solid State Physics (3).  
Corequisite: PHYS 4300. A study of symmetries and crystalline structure of solids, electrical, and magnetic properties of solids, semi-conductors, low temperature phenomena, and excitations in solids. (Three hours lecture per week)

PHYS 4410. Computational Physics II (3).  
Prerequisites: Physics 3410, 3060, and 3310. A continuation of Physics 3410 that focuses on modeling and simulating continuously distributed systems. The course includes a study of special functions and Gaussian quadrature, boundary values and Eigen value problems, explicit and implicit methods, relaxation and spectral methods for the solution of partial differential equations, stability of solutions, and Monte Carlo Methods. (Two hours lecture and two hours laboratory per week)

PHYS 4520. Applied Spectroscopy (3).  
Prerequisites: PHYS 3310, 3060. A study of the principles of atomic and molecular spectra and the design and operation of spectrometers for the study of these spectra. Attention will be given to applications of spectroscopic techniques in areas such as materials processing, communication, and environmental studies. (Two lectures and two hours laboratory per week)

PHYS 4900. Senior Thesis (1-12).  
Prerequisite: Senior classification. Each physics major is expected to complete a project in her/his area of concentration. The student must select a topic and the supervisor of the project from a departmentally approved list by the end of the junior year. The student must produce a written and an oral report. (May be taken in multiple semesters for a maximum of 12 credit hours.)
Music

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Mission

The Department of Music at North Carolina Central University is dedicated to preparing students to excel as leaders in the music professions, through innovative teaching methods, individual attention and excellent facilities. Our undergraduate and graduate programs are committed to cultivating complete musicians, able to think critically, compete in the professional marketplace and creatively enrich a wide spectrum of artistic and educational environments. We strive to help our students embrace technology and comprehend the evolving roles of music in society. We also seek to promote greater understanding of the history and traditions of American music and the rich diversity among the world’s musics.

Introduction

The Department of Music offers a strong, diversified curriculum leading to the Bachelor of Arts, Bachelor of Music and Master of Music degrees. The Bachelor of Arts is offered as a Liberal Arts degree, and with concentrations in Music Industry, Music Education (with North Carolina licensure), Ethnomusicology and Sacred Music. The Bachelor of Music and Master of Music are offered in Jazz Studies. In addition to the traditional degree programs listed above, the NCCU Department of Music offers an online Bachelor of Arts with a concentration in Ethnomusicology, as well as undergraduate minor in music. The curriculum provides a major in music that emphasizes thorough musical preparation, professionalism and the development of appreciation of aesthetic diversity. Music studies at NCCU include research opportunities and internships with business and professional organizations. Such opportunities help build the foundation for the student’s practical knowledge, employment prospects, and graduate study.

Students who intend to major in music are required to audition before they register for core music courses.

With the exception of students concentrating in Music Industry and Ethnomusicology, all music majors must take applied lessons every semester they are enrolled. Music Industry and Ethnomusicology majors must take four successive semesters of applied lessons. Workshop/Recital class (MUSL 1600) is required each semester that a student is enrolled in applied primary courses. Each student is required to perform in MUSL 1600 three times each semester (twice in Workshop and once in Combined Recital).

Music majors are required to participate in music ensembles each semester (See “Ensembles” below). Jazz Studies majors must take 8 semesters of Jazz Ensemble. The large ensemble requirements for students seeking Bachelor of Arts degrees in Music are:
- Music Liberal Arts: 8 semesters
- Music Education: 7 semesters
- Sacred Music: 8 semesters
- Music Industry: 4 semesters
- Ethnomusicology: 4 semesters.

Students double-majoring in Jazz (BM) and Music Education with licensure (BA) must complete at least one semester of University Choir, Symphonic Band, or Marching Band.

In the senior year, a music major must perform a Senior Recital on the primary instrument or voice, with the recital program approved in a hearing before a panel of music faculty. Faculty accompanists must have the music at least two weeks before the (first) scheduled hearing if they are to accompany students in recital. The faculty member guiding the student (applied teacher in most cases) will make sure that the music gets to the accompanist. If faculty do not receive the music in this timely manner, the student will have
to hire an outside accompanist. (For pieces of extraordinary difficulty, more than two weeks is desired.) Music Industry and Ethnomusicology majors produce a significant project in lieu of the Senior Recital, but they may elect to present a Senior Recital in addition to the required project.

All music majors are required to pass the Piano Proficiency Examination as partial fulfillment of graduation requirements.

All students are required to perform 15 hours of community service each semester.

**Degree Requirements for Bachelor of Arts in Music, Liberal Arts**

1. Complete a minimum of 124 semester hours with a cumulative grade point average of 2.0 or higher. The last 30 hours must be completed at NCCU.

2. Complete the General Education Curriculum (GEC) Program. See “General Education Curriculum” section in this Catalog.

3. Major requirements:

   MUSL 1010, 1050, 1060, 1070, 1080 (or their equivalent), 1220, 1600, 2110, 2120, 2210, 2220, 2405, 3410, 3420, 3920, 4600 with a cumulative grade point average of 2.70 or higher for ALL music courses.

   • Enrollment in an applied music primary course every semester.

   • Enrollment in a musical ensemble every semester.

   • Enrollment in workshops/recitals every semester.

   • Piano Proficiency Examination, with passing grades in all five (5) areas of keyboard skill.

**Degree Requirements for Bachelor of Arts in Music, Sacred Music Concentration**

The Sacred Music Concentration is designed to provide preparation and skill development, both academically and musically, for students planning to organize, direct, and provide music for a church music program.

1. Complete a minimum of 124 semester hours with a cumulative grade point average of 2.0 or higher. The last 30 hours must be completed at NCCU.

2. Complete the General Education Curriculum (GEC) Program. See “General Education Curriculum” section in this Catalog.

**Major requirements:**

   MUSL 1010, 1050, 1060, 1070, 1080 (or their equivalent), 1220, 1600, 2110, 2120, 2210, 2220, 2405, 3410, 3420, 3920, 4600, 3200, 3210, 3320, 3560, 4010, 4030, 4750, 4920, 4760 with a cumulative grade point average of 2.70 or higher for ALL music courses.

   Elective courses may be selected from other courses within the department with the consent of the instructor.

   • Enrollment in an applied music primary course every semester.

   • Enrollment in a musical ensemble every semester.

   • Enrollment in workshops/recitals every semester.

   • Piano Proficiency Examination, with passing grades in all five (5) areas of keyboard skill.

**Degree Requirements for Bachelor of Arts in Music, Music Industry Concentration**

The Music Industry Concentration is designed: to acquaint students with the concepts and methodologies of the music industry; to provide
excellence in specialized career preparation for the contemporary music profession; and to focus upon legal, financial and ethical aspects of a career in music by providing educational experiences which interrelate skills and methodologies necessary to manage the artistic, financial, and ethical challenges facing the musician of today. This Concentration contains two track areas: one in business for those interested in combining music performance with knowledge in the financial and business areas of the industry; the other in Media, which emphasizes the communications aspects of the industry. Each track consists of twenty-one (21) hours of electives.

1. Complete a minimum of 128 semester hours with a cumulative grade point average of 2.0 or higher. The last 30 hours must be completed at NCCU.
2. Complete the General Education Curriculum (GEC) Program. See “General Education Curriculum” section in this Catalog.

**Major requirements:**

MUSL 1010, 1050, 1060, 1070, 1080 (or their equivalent), 1220, 1600, 2110, 2120, 2210, 2220, 2405, 3410, 3420, 3920, 4600, 3000, 3800, 3860, 3870, 4860, 4210, 4900, MSCM 2430, 2440, 3570, 3580 (if Media track) ECON 2100, 2200, MKT 3210, 3350 (if Business track), ACCT 2400 (if Business track)

Elective courses may be selected upon consultation with and consent of the faculty advisor.

- Enrollment in an applied music primary course in the freshman and sophomore semesters.
- Enrollment in a musical ensemble in the freshman and sophomore semesters.
- Enrollment in workshops/recitals each semester.
- Piano Proficiency Examination, with passing grades in all five (5) areas of keyboard skill.

**Degree Requirements for Bachelor of Arts in Music, Ethnomusicology Concentration**

The Ethnomusicology Concentration is designed to prepare students who wish to discover the rich variety of musical expressions throughout the world by combining hands-on musical experience with academic study. Students in this concentration will be exposed to genres such as the Classical music of Europe and China, Cajun dance, Cuban son, Hip-Hop, Nigerian Juju, Javanese gamelan, Navajo ritual healing, and Hawaiian chant. Ethnomusicology is interdisciplinary by nature and so ethnomusicologists may also be trained as anthropologists, musicologists, folklorists, educators, performers, composers, dancers, archivists, librarians, historians, linguists, cultural analysts, cognitive psychologists, and in other disciplines. This Concentration will provide opportunities for students to explore new ways of looking at music from cultural and social perspectives and how musical systems have evolved over time.

1. Complete a minimum of 128 semester hours with a cumulative grade point average of 2.0 or higher. The last 30 hours must be completed at NCCU.
2. Complete the General Education Curriculum (GEC) Program. See “General Education Curriculum” section in this Catalog.

Elective courses may be selected upon consultation with and consent of the faculty advisor.

**Major requirements:**

MUSL 1010, 1220, 2210, 2220, 2110, 2120, 3110, 3410, 3420; four semesters of APPL; four semesters of ensembles (chosen with the guidance of the advisor) MUSL 3850, MUSL 4600, MUSL 3900, MUSL 4850.

Complete 21 credit hours from the Global Studies offerings or other Interdisciplinary Studies, such
as: ENG 4200, FREN 2300, FREN 4550, GEOG 4310, HIST 2410, HIST 2420, HIST 3070, HIST 3710, HIST 4070, HIST 4160, HIST 4170, HIST 4631, HIST 4910, SPAN 3301, DRAM 4140, ART 1200, ART 2030, ART 3030, MUSL 1001, MUSL 3200, MUSL 2800, MUSL 4810, MUSL 4820, JAZZ 4000, or others as approved by the advisor. Students are strongly encouraged to take HIST 3070, HIST 3710, and HIST 4070.

- Students will complete a final project in MUSL 4850 instead of recital.
- Complete 20 credit hours electives. Choices may include: MUSL 1001, MUSL 1050, MUSL 1060, MUSL 1070, MUSL 1080, MUSL 3200, MUSL 2800, MUSL 4810, MUSL 4820, JAZZ 4000
- Enrollment in an applied music primary course in the freshman and sophomore semesters.
- Enrollment in workshops/recitals in each semester.
- Enrollment in a musical ensemble in the freshman and junior semesters.
- Piano Proficiency Examination, with passing grades in all five (5) areas of keyboard skill.

THE FACULTY OF THE DEPARTMENT OF MUSIC RESERVES THE RIGHT TO AMEND THE PROGRAM REQUIREMENTS AND POLICIES OF THE CONCENTRATIONS IN MUSIC INDUSTRY, SACRED MUSIC, AND ETHNOMUSICOLGY.

Degree Requirements for Bachelor of Arts in Music, Music Education Concentration, with K-12 Licensure (Instrumental)

1. Complete a minimum of 128 semester hours with a cumulative grade point average of 2.5 or higher. The last 30 hours must be completed at NCCU College of Liberal Arts.
2. Complete the General Education Curriculum (GEC) Program. See “General Education Curriculum” section in this Catalog.
3. Major requirements:
   - MUSL 1010, 1050, 1060, 1070, 1080 (or their equivalent), 1220, 1600, 2110, 2120, 2210, 2220, 2405, 3110, 3410, 3420, 3500, 3530, 3560, 3600, 3601, 3602, 3860, 3920, 4600 with a cumulative grade point average of 2.70 or higher for ALL music courses.
   - Enrollment in an applied music primary course every semester except the student teaching semester.
   - Enrollment and participation in a large ensemble every semester except the student teaching semester. Enrollment and participation in a minimum of one small ensemble during matriculation.
   - Enrollment in applied piano until the piano proficiency examination is passed.
   - Enrollment in workshops/recitals every semester except the student teaching semester.
   - Praxis I test taken at the end of the sophomore year.
   - Course requirements within the NCCU School of Education: EDU 3000, 3010, 3030, 3120, 4118, 4218.

The student must have a grade point average of 2.50 or higher and pass Praxis I for admission to the NCCU Teacher Education Program.

A passing grade on PRAXIS I is required for students to register for MUSL 3530 and MUSL 3560.

Students in music education perform their senior recitals in their seventh semester.

Degree Requirements for Bachelor of Arts in Music, Music Education Concentration with K-12 Licensure (Voice, or Keyboard)

1. Complete a minimum of 128 semester hours with a cumulative grade point average of 2.0 or higher. The last 30 hours must be completed at NCCU.
2. Complete the General Education Curriculum (GEC) Program. See “General
3. **Major requirements:**

- **MUSL 1010, 1220, 1600, 2110, 2120, 2210, 2220, 2405, 2450, 3110, 3410, 3420, 3530, 3560, 3600, 3601, 3860, 3920, 4600** with a cumulative grade point average of 2.70 or higher for **ALL music courses**.
- **MUSL 1050, 1060, 1070 and 1080** (or their equivalent, if voice concentration) or **MUSL 1270** (if keyboard concentration).
- Enrollment in an applied music primary course every semester except the student teaching semester.
- Enrollment in a large ensemble every semester except the student teaching semester. Enrollment and participation in a minimum of one small ensemble during matriculation.
- Enrollment in workshops/recitals every semester except the student teaching semester.
- **Praxis I** test taken at the end of the sophomore year.
- **Course requirements within the NCCU School of Education:**

  EDU 3000, 3010, 3030, 3120, 4118, 4218.

  - The student must have a grade point average of 2.50 or higher and pass **Praxis I** for admission to the NCCU Teacher Education Program.
  - Piano Proficiency Examination, with passing grades in all five (5) areas of keyboard skill.

A passing grade on **PRAXIS I** is required for students to register for **MUSL 3530** and **MUSL 3560**.

Students in music education perform their senior recitals in their seventh semester.

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**Degree Requirements for Bachelor of Music in Jazz Studies**

1. Complete a minimum of 128 semester hours with a cumulative grade point average of 2.0 or higher. The last 30 hours must be completed at NCCU.

2. Complete the General Education Curriculum (GEC) Program. See “General Education Curriculum” section in this Catalog.

3. **Major requirements:**

- **MUSL 1010, 1050, 1060, 1070, 1080** (or their equivalent), 1220, 1600, 2110, 2120, 2210, 2220, 2405, 3410, 3420, 4600.
- Jazz majors must also take the following jazz courses: **JAZZ 1571, 2020, 2100, 2250, 2260, 3100, 4000, 4700, 4730** with a cumulative grade point average of 2.70 or higher for **ALL music courses**.
- Enrollment in an applied music primary course every semester.
- **JAZZ 2020** is required for six semesters of the degree program.
- Enrollment in workshops/recitals every semester.
- Enrollment in Jazz Ensemble every semester.

**Note:** Students double-majoring in Jazz (BM) and Music Education with licensure (BA) are required to complete at least one semester of University Choir, Symphonic Band, or Marching Band.

**The Piano Proficiency Examination**

All music majors are required to pass a piano proficiency examination by the senior year, demonstrating proficiency in the following areas:

a. Performance of an appropriate independently prepared piece, for general musicianship. The chosen selection should be at the minimum of Level 4 Piano Solos in the Jane Smisor Bastien Piano Series. Performances are evaluated on pitch and rhythmic accuracy and on observance of interpretive detail.
b. Sight reading at the minimum of Level 3 of the James Bastien Sight Reading Series.

   Guideline: no more than 3 errors (pitch or rhythm) per line of music.

c. Harmonization and improvisation of a simple accompaniment to a given tune using basic chords. Students will be expected to be able to respond to standard harmonic indications (I, IV, V7, etc.) as well as to common lead sheet notation (Dm, AM, E7, etc.).

   Guidelines: no more than 3 errors (pitch or rhythm) per line of music.

d. Transposition of similar melodies and harmonization’s up or down a major or minor second. Guideline: no more than 3 errors (pitch or rhythm) per line of music.

e. Play all scales and arpeggios (triadic) in two octaves, hands together, at M.M. 40 = quarter note, scale to be played in eighth notes.

   Guideline: no more than 2 errors (pitch or rhythm) per scale or arpeggio.

The Piano Proficiency Examination is administered once at the end of each semester during the regular school year. Sign-up sheets are posted and students sign for specific time slots.

Students are urged to take the Piano Proficiency Examination at the end of the sophomore year. If not passed at the first attempt, the examination or any portion of it may be repeated the end of the following and later semesters until the Examination is passed. The student must demonstrate evidence that work had been undertaken to improve any deficiencies (such as enrolling in secondary piano classes) in any of the areas (sight reading, harmonization, etc.) before sections may be repeated. Music Education majors must have passed all parts of the Piano Proficiency Examination before the semester of student teaching.

The Minor in Music

Students who desire to minor in music are required to audition before the music faculty to demonstrate the extent of their music proficiency.

1. Students who elect a minor in music must complete a minimum of twenty-two (22) semester hours in music.

2. Minor requirements: MUSL 1010, (1050, 1060 for instrumentalists and vocalists), 1220, (1270 for keyboardists), 2110, and 2405.

3. Additional courses may be selected with the consent of the student’s music advisor on the basis of the student’s interest and needs.

4. Four (4) semesters of participation in ensemble courses (vocal or instrumental) and four (4) semesters of participation in applied music primary courses and workshop/recital courses are required.

5. Additional electives may be selected from among the other music courses upon consultation with consultation from the music advisor. The department generally suggests that electives be selected from the following:

   MUSL 2210, 2220 (Harmony II, III)
   MUSL 2120, 3110 (Ear Training and Sight Singing II, III)
   MUSL 2450 (Introduction to Brass and Woodwind Methods)
   MUSL 2800 (Music in the United States)
   MUSL 2850, 2860 (Music for the Stage, Music for the Orchestra)
   MUSL 3000 (Commercial Music)
   MUSL 3200 (Gospel Music History)
   MUSL 3530 (Early Childhood and Intermediate Music Methods)
   MUSL 3560 (Choral & Instrumental Methods)
   MUSL 3800 (The Music Industry)
   MUSL 3850 (The Black Composer)
MUSL 3900 (Music of Africa)
MUSL 3910 (Music of India)
MUSL 4010 (Church Music Organization & Literature)
MUSL 4030 (Hymnology)
MUSL 4810, 4820 (African-American Music: Vocal, Instrumental)
JAZZ 4000 (History of Jazz)

Ensembles

Music majors are required to participate in University vocal or instrumental ensembles (large and small) appropriate to their major area of concentration. Voice and piano majors must perform in the University Choir and voice majors will perform a minimum of one semester in the Operatorio Performance Studies Ensemble; string majors must perform in the String Ensemble; jazz majors are required to perform in the Jazz Ensemble and the Jazz Combo; guitar majors must perform in Guitar Ensemble; and percussion majors in Percussion Ensemble. Students may also elect to perform in any other ensembles offered by the department.

Applied Music

Applied music courses (private lessons) are open to all music majors and to other students in the university upon permission of the instructor. With the exception of Music Industry and Music Education majors, students with a major in music must complete eight semesters of applied primary courses. Music Education majors must complete seven semesters of primary applied courses, and Music Industry majors must complete four semesters of primary applied courses. Applied music lessons are offered in piano, organ, voice, and the various string, woodwind, brass, and percussion instruments. All primary applied music courses consist of one fifty-minute lesson per week. Such courses carry one semester credit hour. Secondary applied courses consist of one thirty-minute lesson per week and carry one-half semester credit hour.
### Four-Year Curriculum Plan in: Music, Ethnomusicology Concentration

#### Freshman Year

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## Four-Year Curriculum Plan in: Music Liberal Arts

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* Denotes GEC classes; + denotes required courses for BA in Music; = denotes required music courses for concentration in Music Industry; % denotes required non-music courses for concentration; SI denotes speech intensive; WI denotes writing intensive

**Strongly recommended; Completion of Piano proficiency is required for graduation. Fourth semester assessment required before taking junior courses. Core curriculum courses – 42; Music Required Courses- 49; Electives - 33; Non-departmental required courses - 0 Total Hours – 125
### Four-Year Curriculum Plan in: Music Industry—Media/Communications Track

**Freshman Year**

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* Denotes GEC classes; + denotes required courses for BA in Music; = denotes required music courses for concentration in Music Industry; % denotes required non-music courses for concentration; SI denotes speech intensive; WI denotes writing intensive

**Strongly recommended:** Completion of Piano proficiency is required for graduation. Fourth semester assessment required before taking junior courses. Core curriculum courses – 42; Music Required Courses - 64; Electives - 6; Non-departmental required courses - 12 **Total Hours – 124**
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### Four-Year Curriculum Plan in: Sacred Music—Piano/Organ

#### Freshman Year

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#### Junior Year

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**Total**: 16

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**Total**: 15/16

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* Denotes GEC classes; + denotes required courses for BA in Music; = denotes required music courses for concentration in Sacred Music; SI denotes speech intensive; WI denotes writing intensive. **Strongly recommended**: Completion of Piano proficiency is required for graduation. Fourth semester assessment required before taking junior courses. Core curriculum courses – 42; Music Required Courses – 81; Electives – 2; Non-departmental required courses – 0. Total Hours - 125

**Strongly recommended**: Completion of Piano proficiency is required for graduation. Fourth semester assessment required before taking junior courses. Core curriculum courses – 42; Music Required Courses – 65; Electives – 3; Non-departmental required courses – 15. Total Hours - 125

* Denotes GEC classes; + denotes required courses for BA in Music; = denotes required music courses for concentration in Ethnomusicology; < denotes interdisciplinary electives; % denotes required non-music courses for concentration; SI denotes speech intensive; WI denotes writing intensive. **Strongly recommended**: Completion of Piano proficiency is required for graduation. Fourth semester assessment required before taking junior courses. Core curriculum courses – 42; Music Required Courses – 46; Interdisciplinary Electives – 20; Non-departmental required courses – 18. Total Hours - 126
### Four-Year Curriculum Plan in: Sacred Music--Voice

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* Denotes GEC classes; + denotes required courses for BA in Music; = denotes required music courses for concentration in Sacred Music; SI denotes speech intensive; WI denotes writing intensive

**Strongly recommended; Completion of Piano proficiency is required for graduation. Fourth semester assessment required before taking junior courses. Core curriculum courses – 42; Music Required Courses- 84; Electives - 0; Non-departmental required courses - 0 Total Hours – 126
### Four-Year Curriculum Plan in: Jazz Studies

#### Freshman Year

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**Total** 17

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**Total** 17

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**Total** 17

**Total Hours - 128**

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* Denotes GEC classes; + denotes required courses for BM; & denotes electives; SI denotes speech intensive; WI denotes writing intensive

**Strongly recommended; Completion of Piano proficiency is required for graduation. Fourth semester assessment required before taking junior courses. Core curriculum courses – 39; Music Required Courses - 86; Electives - 4; Non-departmental required courses - 0 Total Hours - 128
### Four-Year Curriculum Plan in: Music Education—Keyboard Concentration

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**PRAXIS I examination to be taken at the end of the sophomore year. Students with passing scores may be admitted to the School of Education.**

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* Denotes GEC classes; + denotes required courses for BA in Music; = denotes required music courses for concentration in Music Education; % denotes required non-music courses for concentration; SI denotes speech intensive; WI denotes writing intensive**Strongly recommended; Completion of Piano proficiency is required for graduation. Fourth semester assessment required before taking junior courses. Core curriculum courses – 42; Music Required Courses- 62; Electives - 0; Non-departmental required courses - 20  **Total Hours - 124**
### Four-Year Curriculum Plan in: Music Education–Instrumental Concentration

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* denotes GEC classes; + denotes required courses for BA in Music; = denotes required music courses for concentration in Music Education; % denotes required non-music courses for concentration; SI denotes speech intensive; WI denotes writing intensive

**Strongly recommended; Completion of Piano proficiency is required for graduation. Fourth semester assessment required before taking junior courses. Core curriculum courses – 42; Music Required Courses- 66; Electives - 0; Non-departmental required courses - 20 **Total Hours – 128

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PRAXIS I examination to be taken at the end of the sophomore year. Students with passing scores may be admitted to the School of Education.
### Four-Year Curriculum Plan in: Music Education—Voice Concentration

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PRAXIS I examination to be taken at the end of the sophomore year. Students with passing scores may be admitted to the School of Education.

* = Denotes GEC classes; + denotes required courses for BA in Music; % denotes required music courses for concentration in Music Education; SI denotes speech intensive; WI denotes writing intensive

**Strongly recommended: Completion of Piano proficiency is required for graduation. Fourth semester assessment required before taking junior courses. Core curriculum courses - 42; Music Required Courses - 66; Electives - 0; Non-departmental required courses - 20 Total Hours = 128
MUSIC COURSE DESCRIPTIONS FOR UNDERGRADUATES

MUSL 1000. Survey of Music (3)
Designed to acquaint the general college student with the role of music in Western culture. Emphasis is placed upon musical form and style since 1600.

MUSL 1001. Hip Hop in Context (3)
Hip Hop in Context examines the cultural phenomenon through its history, development, communication style, dance form, music, and artistic process. Throughout the course students will explore the dynamics of race, gender, youth, and class. The course will employ various sources for analysis and information including: videos, commercials, movies, songs, and other multimedia sources.

MUSL 1010. Fundamentals of Music (3)
A study of basic terminology, scales, intervals, sight-singing, and ear training. Required of all music majors and minors unless exempted by examination.

MUSL 1050. Secondary Class Piano I (1)
Secondary piano class for music majors designed to provide prospective public school teachers with the basic proficiency required for state licensure.

MUSL 1060. Secondary Class Piano II (1)
Prerequisite: MUSL 1050 with a grade of “C” or higher. A continuation of MUSL 1050.

MUSL 1070. Intermediate Secondary Class Piano I (1)
Prerequisite: MUSL 1060 with a grade of “C” or higher. A continuation of MUSL 1060.

MUSL 1080. Intermediate Secondary Class Piano II (1)
Prerequisite: MUSL 1070 with a grade of “C” or higher. A continuation of MUSL 1070. Required of all music students who have not passed the proficiency examination.

MUSL 1220. Harmony II (3)
Prerequisite: MUSL 1010 or the equivalent, with a grade of “C” or higher. A study of diatonic harmony: triads, dominant seventh chords, inversions, and chord progressions.

MUSL 1230. Diction for Singers: English and Italian (1)
A study of English and Italian as applied to singing. Students will perform songs in both languages in class.

MUSL 1240. Diction for Singers: French and German (1)
A study of French and German as applied to singing. Students will perform songs in both languages in class.

MUSL 1260. Voice Class (2)
Fundamentals of singing for voice majors and non-majors with emphasis on tone production, diction and interpretation, and a survey of literature for the solo voice with emphasis on performance.

MUSL 1300. Twentieth-Century Music (2)
An introduction to music written since 1900, both popular and classical with special emphasis on most recent developments.

MUSL 1500. Operatorio Performance Ensemble (2)
Operatorio Performance Ensemble examines through its artistic format, Opera, Oratorio, and Cantata from the Baroque to Contemporary periods. The musical scores are specifically chosen to enhance sight reading and research of historical classification and artistic relevance of subject matter. This course can be re-taken for additional credit.

MUSL 1510. Marching/Symphonic Band (2)
For non-music majors. May be repeated for credit.

MUSL 1511. Marching/Symphonic Band (1)
For music majors only. May be repeated for credit.
MUSL 1520. University Choir (2)
For non-music majors. May be repeated for credit.

MUSL 1521. University Choir (1)
For music majors only. May be repeated for credit.

MUSL 1530. Concert Choir (2)
For non-music majors. May be repeated for credit.

MUSL 1531. Concert Choir (1)
For music majors only. May be repeated for credit.

MUSL 1540. String Ensemble (2)
For non-music majors. May be repeated for credit.

MUSL 1541. String Ensemble (1)
For music majors only. May be repeated for credit.

MUSL 1545. Guitar Ensemble (2)
For non-music majors. May be repeated for credit.

MUSL 1546. Guitar Ensemble (1)
For music majors only. May be repeated for credit.

MUSL 1550. Woodwind Ensemble (2)
For non-music majors. May be repeated for credit.

MUSL 1551. Woodwind Ensemble (1)
For music majors only. May be repeated for credit.

MUSL 1560. Brass Ensemble (2)
For non-music majors. May be repeated for credit.

MUSL 1561. Brass Ensemble (1)
For music majors only. May be repeated for credit.

MUSL 1570. Jazz Ensemble (2)
For non-music majors. May be repeated for credit.

MUSL 1571. Jazz Ensemble (1)
For music majors only. May be repeated for credit.

MUSL 1580. Small Ensemble (2)
For non-music majors. May be repeated for credit.

MUSL 1581. Small Ensemble (1)
For music majors only. May be repeated for credit.

MUSL 1590. Percussion Ensemble (2)
For non-music majors. May be repeated for credit.

MUSL 1591. Percussion Ensemble (1)
For music majors only. May be repeated for credit.

MUSL 1600. Workshops and Recitals (0)
Required of all music majors. Laboratory for Applied Primary courses.

MUSL 1700. Class Guitar I (2)
This course offers beginning instruction on an acoustic guitar to students who have little or no background in either guitar or music. Students will learn the fundamentals of music, chords, guitar notation, strumming, and instrumental techniques for accompanying and playing traditional and contemporary songs.

MUSL 1710. Class Guitar II (2)
Prerequisite: MUSL 1700. Offers intermediate guitar instruction to the non-major. Students will learn the use of secondary chords, moveable (barred) chords, substitute chords, extensions, and alteration. Students will also continue to develop finger-style and plectrum techniques and participate in solo and ensemble performance.
MUSL 2000. Keyboard Improvisation (2)
Prerequisites: MUSL 1010, 1050, 1060 and 1220.
An introduction to chord and scale types and their application to jazz, gospel, and other forms of improvisational music.

JAZZ 2020. Jazz Combo (2)
An instrumental group comprised of a rhythm section (piano, bass, drums) and two to four horns. Repertoire will consist of mainstream jazz, contemporary jazz, and jazz-rock. Permission of the instructor is required. May be repeated for credit.

JAZZ 2100. Jazz Improvisation (2)
Prerequisites: MUSL 1010, 1220, 2210, JAZZ 2250. Theory and actual performance of improvised jazz solo with an emphasis on functional harmony, melodic patterns, modes, and special scales. This course is intended for both instrumentalists and vocalists. Permission of the instructor is required.

MUSL 2110. Ear Training and Sight Singing I (2)
Prerequisite: MUSL 1010 with a grade of "C" or higher. Sight-singing of diatonic material with attention given to melodic, harmonic, and rhythmic singing and dictation.

MUSL 2120. Ear Training and Sight Singing II (2)
Prerequisite: MUSL 2110 with a grade of "C" or higher. Continuation of MUSL 2110.

MUSL 2210. Harmony III (3)
Prerequisites: MUSL 1220, 2110 with a grade of "C" or higher. A continuation of diatonic harmony and the study of chromatic harmony in written exercises, keyboard harmony, and analysis with an introduction to counterpoint.

MUSL 2220. Harmony IV (3)
Prerequisites: MUSL 2210 with a grade of "C" or higher.

JAZZ 2250. Jazz Theory I (3)
Prerequisites: MUSL 1220, 2110. A study of the basic elements of jazz harmony, including major and minor scales, modes, pentatonic scales, symmetrically altered scales, interval chords, thirteenth chords, polychords, and ear training.

JAZZ 2260. Jazz Theory II (3)
Prerequisite: JAZZ 2250 with a grade of "C" or higher. A continuation of JAZZ 2250 with special emphasis on five-part harmony, modal harmony, chords voiced in fourths, ear training, and analysis and transcription of jazz solos.

MUSL 2405. Introduction to Music Literature (2)
Prerequisite: MUSL 1220. Primarily designed for the music major as an introduction to a selected body of world music literature and various structural genres, stressing basic elements such as formal and stylistic concepts. Its purpose is to lay the foundation of analytical and critical skills necessary for the subsequent required courses in music history and literature.

HUM 2410. This course is an introduction to the study of global cultures with particular emphasis on philosophy, languages, literature, dance, art, music, and film. (3)

HUM 2420. This course explores the “Impact of the New South on the arts and humanities in America,” using these historical milestones---the 1896 Plessy v. Ferguson Decision, the Harlem Renaissance, the Great Depression, Brown v. Board of Education, the 1960’s Civil Rights Movement, and the post 1970’s thrust for cultural diversity. (3)

MUSL 2450. Introduction to Brass and Woodwind Instruments (2)
Principles of tone production, articulation, playing positions, fingerings, and pedagogy related to woodwind and brass instruments as well as the selection and care of instruments, mouthpieces, and reeds. Each student will play at least one woodwind and one brass instrument. This is a required course for keyboard and voice majors seeking NC state licensure.
MUSL 2800. Music in the United States (3)  
A historical and stylistic survey of music in America from pre-colonial times to the present day. Open to non-music majors.

MUSL 2850. Music for the Stage (3)  
Prerequisite: HUM 2410. A study of the many genres which represent a fusion of drama and music (opera, oratorio, ballet, operetta, musical comedy, etc.) from 1600 to the present. Open to non-music majors.

MUSL 2860. Music for the Orchestra (3)  
Prerequisite: HUM 2410. A survey of literature for symphony orchestra and various small instrumental groupings from the 18th century to the present. Open to non-music majors.

MUSL 2930. Independent Study I (3)  
Prerequisite: Permission of the instructor.

MUSL 3000. Commercial Music (2)  
Prerequisites: MUSL 2210, 2220. Techniques of composing and arranging for radio, television and motion pictures. Students will be expected to write examples of all three media.

JAZZ 3100. Advanced Jazz Improvisation (2)  
Prerequisite: JAZZ 2100, 2260. A continuation of JAZZ 2100 with emphasis on advanced elements of jazz improvisation (modal harmony, polychords, mixed scales, symmetric and “synthetic” scales, non-functional harmony, and chromaticism). All of these elements will be studied in relationship to style, form, and analysis.

MUSL 3110. Ear Training and Sight Singing III (1)  
Prerequisite: MUSL 2110, 2120. Advanced sight-singing, including melodic, harmonic, and rhythmic dictation from advanced manuals and performance repertoire.

MUSL 3200. Gospel Music (3)  
Prerequisites: MUSL 1050, 1060 and 2000. A study of periods and stylistic developments in jazz and gospel music, including appropriate improvisational techniques and scoring for varied groups.

MUSL 3210. Service Playing (2)  
Prerequisite: MUSL 2000. Techniques and materials used in church service playing, including improvisation, modulation, accompanying, and sight-reading.

MUSL 3300. Piano Class I (2)  
Group instruction in piano designed to develop fundamental technical knowledge of the keyboard. Functional skills for the beginner will be stressed. This course is open to non-majors only.

MUSL 3310. Piano Class II (2)  
Prerequisite: MUSL 3300. Continuation of MUSL 3300.

MUSL 3320. Handbells (1)  
An introduction to basic ringing techniques, beginning repertory and leadership training, which will include conducting skills and instruction on how to initiate and build a handbell program. Participation in a public ensemble performance required. May be repeated for credit.

MUSL 3410. History of Music I (3)  
Prerequisite: MUSL 2405, 2210. A study of the development of music from 1600 to c.1945 with coverage of representative repertories from the different historical periods.

MUSL 3420. History of Music II (3)  
Prerequisite: MUSL 2405. Continuation of MUSL 3410.

MUSL 3500. Woodwind Class (1)  
Prerequisite: Permission of the instructor. Fundamental techniques in the playing of woodwind instruments, including concepts in pedagogy.
MUSL 3530. Early Childhood and Intermediate Music Methods (3)
Prerequisites: MUSL 1010, 1220 or permission of the instructor. Methods and materials of music for kindergarten through grade nine (K-9). The Orff and Kodaly approaches to music education will be examined, and students will be expected to demonstrate teaching proficiency with diverse student populations. (Three lecture hours and one laboratory hour per week.)

MUSL 3560. Choral and Instrumental Methods (3)
Prerequisites: MUSL 3530. Methods and materials designed for teaching general, choral, and instrumental music in grades six through twelve (6-12). Emphasis will be placed on national standards, methods for good rehearsal techniques, and understanding how children learn at various ages. All students will be expected to demonstrate teaching proficiency of diverse student populations. (Three hours lecture and one hour laboratory weekly.)

MUSL 3600. Percussion Class (1)
Prerequisite: Permission of the instructor. Fundamental techniques of playing both pitched and unpitched percussion instruments, including pedagogical concepts and instrument maintenance.

MUSL 3601. String Class (1)
Prerequisite: Permission of the instructor. Fundamental techniques in the playing of stringed instruments, including concepts in pedagogy and program-building.

MUSL 3602. Brass Class (1)
Prerequisite: Permission of the instructor. Fundamental techniques in the playing of high and low brass instruments, including concepts in pedagogy.

MUSL 3800. The Music Industry (3)
This course surveys the music industry by highlighting the inter-relationships generated by the demands of where music and business worlds intersect and includes an introduction to the legal and ethical issues impacting the contemporary music professional.

MUSL 3850. The Black Composer (3)
The role of the black composer in traditional Western art music.

MUSL 3860. Acoustics and Introduction to Music Technology (3)
An introduction to the physical properties of music production, sound transmission, and audio devices incorporating computers. Characteristics of analog, MIDI, and digital recording will be emphasized. Special computer application areas such as using software for sequencing, direct-to-disk recording, and printing music are a few of the specific applications. The North Carolina Technology Competencies for Educators are incorporated into the course.

MUSL 3870. Production I (3)
This course exposes students to composing for audio recording and multi-media forces, the mechanics of sound architecture, and the creation and alteration of waveforms using methods such as crosswave synthesis, providing students access to the infinite possibilities of sound engineering, permitting, and emphasizing the recording of original projects.

MUSL 3900. Music of Africa (3)
A historical and cultural analysis of the music of Africa and its influence on the music of other world cultures.

MUSL 3920. Conducting (2)
Principles of conducting and score reading. Practical experience in directing choral and instrumental groups.

MUSL 3930. Independent Study II (3)
Prerequisites: Permission of the instructor.
JAZZ 4000. History of Jazz (3)
A survey of the respective style-periods, performers, composers, and stylistic influences in the evolution of jazz.

MUSL 4010. Church Music Organization and Literature (2)
A study of procedures for organizing a total church music program with attention paid to denomination traditions, budgeting, the training of choirs, and staffing. Representative sacred choral literature will be studied within this context.

MUSL 4020. Organ Literature and Pedagogy (3)
A historical survey of solo organ literature and literature for service playing, including the contributions of various ethnic groups to the literature. Pedagogical studies will survey teaching techniques, methods, and recital planning.

MUSL 4030. Hymnology (2)
A study of the history and development of Christian hymnody, including study of the textual and musical content of hymnals and their effectiveness in the church service for both choral and congregational use.

MUSL 4210. Music and Arts Management (3)
Prerequisite: Permission of the instructor. The study and practice of the functions related to arts management with emphasis on music productions, budgeting, personnel management, audience development, promotions management, and various auxiliary areas.

MUSL 4220. Counterpoint and Canon (3)
Prerequisites: MUSL 2220, 3110. A study of the principles of counterpoint in two and three parts, invertible counterpoint canon, and fugue.

MUSL 4500. Vocal Techniques (2)
A study of tone production, including application of sound vocal principles to choral programs in the public schools.

MUSL 4510. Piano Pedagogy (3)
Prerequisite: Permission of the instructor. A study of technical problems, pedagogical procedures, and representative materials encountered in teaching beginning and intermediate piano.

MUSL 4530. Vocal Pedagogy (3)
Prerequisite: Permission of the instructor. An analysis of basic problems encountered in beginning and advanced voice students and a study of various methods applied to their solutions. Particular emphasis will be placed upon common principles in different approaches.

MUSL 4600. Seminar in Contemporary Music (3)
Prerequisite: MUSL 3410, 3420 or permission of the instructor. A study of compositions written since 1940 with particular emphasis placed upon recent developments in form, compositional techniques, analysis, and new media of musical expression.

MUSL 4610. Instrumental and Choral Arranging (2)
Prerequisites: MUSL 2220, 2450, 3500, 3600, 3602, 3630. Problems of harmonic expansion and reduction will be considered as applied to scoring for choral and instrumental ensembles. Part extraction will be emphasized and arrangements will be performed under the direction of the arrangers.

JAZZ 4700. Jazz Arranging (3)
Writing jazz arrangements for various combinations of instruments and/or voice. Provision will be made for readings of arrangements by an appropriate ensemble. This course is open to music majors and other students with the permission of the instructor.

MUSL 4720. Composition (3)
Prerequisite: Permission of the instructor. An introduction to the techniques of musical composition with emphasis on smaller forms.
JAZZ 4730. Jazz Composition (3)
Prerequisite: Permission of the instructor. The development of compositional techniques in the jazz idiom.

MUSL 4750. Music and Worship (3)
Prerequisites: MUSL 3410, 3420. The relationship of music and liturgy to Christian worship and traditions.

MUSL 4760 Church Internship (2)
Prerequisites: MUSL 4010, 3210 or 4500. A program in which students are responsible as a choir director and/or organist for an assigned church under the supervision of a church and university supervisor. The student will implement skills and concepts learned in the classroom.

MUSL 4810. African-American Music: Vocal (3)
A study of the stylistic elements as found in the vocal music of West Africa and its influence on the religious music, work songs, and blues of the African American.

MUSL 4820. African-American Music: Instrumental (3)
A study of the stylistic elements as found in the instrumental music of West Africa and their influence of the instrumental music of the African American.

MUSL 4850. African Influences on the Music of the Americas (3)
African influences on the music of the Western hemisphere with emphasis on the unique influences, features, and distinctive contributions.

MUSL 4860. Production II (3)
Prerequisite: MUSL 3870. A continuation of Production I, including audio production and mastering with emphasis upon mounting the project for professional consideration.

MUSL 4870. Post-Production (4)
Prerequisite: MUSL 4860. Instruction combines audio, video, graphics, math, and text into one uniform CD-ROM format which can be marketed and used in illustrating concepts for corporate presentation and teaching in the classroom. Video post-production and film scoring are also discussed.

MUSL 4900. Seminar in the Music Industry (3)
Examination of the music industry as it relates to the current demands placed on the professional performer, composer, arranger, and merchandiser. Students will be expected to conduct research and present papers.

MUSL 4920. Advanced Conducting (2)
Prerequisite: MUSL 3920. Practical conducting experience for various styles of music. Emphasis will be placed on conducting choral and instrumental works in larger forms.

MUSL 4930. Independent Study III (3)
Prerequisite: Permission of the instructor.

MUSL 4950. Senior Honors (3)
Admission to the Senior Honors in music is by faculty approval only. Honors programs may be undertaken in performance, composition, or history and literature. The projects are a full-length senior recital, an extended composition and its performance, or the presentation of a research paper, respectively.
The Department of Pharmaceutical Sciences offers a Bachelor of Science degree in Pharmaceutical Sciences. The mission of the Department is to provide innovative programs to prepare students for leadership positions in the biotechnology and pharmaceutical industries. The curriculum is focused on both analytical sciences and laboratory research experiences. These experiences will provide the students with a competitive edge for entering industry and provide a strong foundation for those wishing to pursue advanced degrees.

Course requirements for the Bachelor of Science in Pharmaceutical Sciences:

A minimum of 124 semester hours with a cumulative grade point average of 2.75 or higher and 3.0 or higher in courses within the major are required. In freshman year, students will complete General Education Curriculum (GEC), HUSC 1521, ENG 1110, ENG 1210; sciences and mathematics courses required for the major, MATH 1200, MATH 2010, CHEM 1100, CHEM 1200, BIOL 1101; and three courses in major, PHRM 1000, PHRM 1110 and PHRM 1120.

In sophomore year, students are required to take two GEC courses, Art and Humanities I or II and PEDU 1541 and eight science courses, PHYS 2110, CHEM 3100, CHEM 3330, BIOL 2200, BIOL 4200, CHEM 3120, CHEM 3340, BIOL 3200 in addition to two courses in major, PHRM 2110 and PHRM 2120.

In junior year, students are required to take BIOL 4930, CHEM 4520, CHEM 4500, CHEM 4510 and MFL III in addition to seven courses in the major, PHRM 4100, PHRM 4130/31, PHRM 4111, PHRM 4110, PHRM 5120, PHRM 3110, and PHRM 3120. Students with GPA of 3.0 or higher in the major courses will have the opportunity for an internship in the summer.

Senior students are required to take two GEC courses, HEDU 1531 and HIST 1320, and BIOL 4620, MSCM 1250 and one elective in addition to courses in major, PHRM 4120, PHRM 4010 and PHRM 4020.
Four-Year Curriculum Plan in: Pharmaceutical Sciences

### Freshman Year

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### Senior Year

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TOTAL MINIMUM CREDIT HOURS: 124

Distribution of Hours:

+ General Education courses – 24,
+ Core curriculum courses (Pharmaceutical Sciences) – 33,
= Other required courses (Science & Math) – 55,
# Elective – 3,
+ Bioethics will satisfy the GEC Humanities II requirement – 3

The 6 (Credits) PHRM Seminars satisfy 1 Social Science requirement:

Seminar I: Overview of the Drug Industry, credit hours: 1
Seminar II: FDA Regulations, credit hours: 1
Seminar III: Good Manufacturing Practice I, credit hours: 1
Seminar IV: Good Manufacturing Practice II, credit hours: 1
Seminar V: Intellectual Property & Patent Law, credit hours: 1
Seminar VI: Teamwork Dynamics, credit hours: 1
Pharmaceutical Sciences Course Descriptions:

Seminars
There are six, one-credit hour seminar courses to be taken in each semester of freshman, sophomore, and junior years.

This course will provide an overview of the pharmaceutical industry with emphasis on the key processes of drug discovery, development, and approval. Topics will include drug target validation, lead optimization, drug development in preclinical and clinical studies, and drug manufacturing.

PHRM 1120. Seminar II: FDA Regulations (1).
This course will give students a fundamental understanding of the regulatory framework governing the development and approval of pharmaceutical products. The course will cover the organizational structure and powers of the Food and Drug Administration (FDA) and the distinctive regulatory requirements for approval of new biologics, drugs, dietary supplements, and medical devices.

PHRM 2110. Seminar III: Introduction to GMP I (1).
This course will introduce students to the current good manufacturing practices (CGMPs) used in the pharmaceutical and biotechnology industries. Specifically, this course will address the requirements, procedures, and practices expected of manufacturers in order to produce safe, pure, potent, efficacious product. The course will introduce students to the U.S. laws, regulations, and relevant guidance governing biopharmaceutical manufacturing.

PHRM 2120. Seminar IV: Good Manufacturing Practice II (1).
This course will build on the student’s understanding of Good Manufacturing Practice in the pharmaceutical industry developed in Seminar III: Good Manufacturing Practice I (PHRM 2110). The course will cover the practical application of current Good Manufacturing Practices (cGMPs) in various manufacturing environments. The student will gain an understanding of quality tools and data analysis techniques.

This course will cover the basic aspects of intellectual property and patent law that are relevant to research scientists working in the biotechnology, pharmaceutical, and biomanufacturing industries.

PHRM 3120. Seminar VI: Teamwork Dynamics (1).
The goal of this course is to teach the students the dynamics of teamwork from the recorder to the team leader, and how to be a “team player” in any organization including the biotechnology and pharmaceutical industry. Topics that will be covered in this course include 1) introduction to the organizational structure of a biotechnology/pharmaceutical company, 2) organization of cross-functional teams and projects, 3) steps in team development and the role of each team member in this process, 4) skills necessary to become an effective team member, 5) indispensable qualities of a good collaborator, 6) how to become an effective manager, 7) overview of the evaluation process, and 8) introduction to Six Sigma. Students will also learn key terms used in the process of drug discovery and development.

BRITE Lab Modules, BRIT 4010 (Fall Semester) and BRIT 4020 (Spring Semester).
Each semester of senior year, the student will select one of the following areas of study:

Microbial and Protein Sciences: (6).
Research and projects will be related to the optimization of the scale-up process using recombinant microorganisms and downstream process such as improvement of purification,
covalent modifications, and folding of active macromolecule.

Mammalian Cell Genomic Sciences: (6). Research and projects will be related to the development of novel cell lines, proprietary media, and viral vectors to improve the large production of recombinant proteins under serum-free conditions. Examples are research related to the design of vector carrying the genes for immunoglobulin, expression of industrial scales of monoclonal antibodies in stable cell lines, and genetic modification of production hosts to increase cell viability.

Bioanalytical Chemistry: (6). Research and projects will be related to the development of highly sensitive analytical methods for the quantification of target molecules in complex biological systems such as amines, amino acids, peptides, proteins, and nucleic acids. Analytical methods include, but not limited to, HPLC, LC/MS/MS, TOF-MS, capillary electrophoresis (CE), and pressure assisted capillary electrochromatography (PEC).

High-Throughput Sciences and Biosensor Technology: (6). Research and projects will be related to the development or the application of high throughput detection and biosensing technology, quantitative analysis of macromolecular interactions such as kinetic analysis of macromolecular stability and macromolecule-ligand interactions.

Agricultural Technologies: (6). Research and project will involve cloning and expression for recombination protein production in transgenic plants for biomanufacturing purposes and pharmaceutical usage.

Target Validation Research: (6). Research and projects will be related to the identification of targets for therapeutic intervention: cancer, cardiovascular, neurodegeneration, infectious disease, metabolic diseases, orphan diseases, drug abuse, and other CNS related diseases.

Assay Technologies: (6). Research and projects will be related to the detection technologies, assay miniaturization, automation, etc.

Medicinal Chemistry: (6). SAR, lead optimization, and combinatorial chemistry library synthesis.

Molecular Informatics: (6). Molecular modeling, QSAR, and virtual screening.


Additional sections are available in in vitro and in vivo disease models, atherosclerosis research, natural products pharmacology, and biophysical chemistry.

PHRM 1000. Anatomy & Physiology (3). This course is an integrated, in-depth study of the anatomy and physiology of the human body, including cells, tissues, integument, skeletal, muscular, and nervous systems and sense organs. Also, emphasis on cardiovascular, lymphatic, respiratory, digestive, endocrine, excretory, and reproductive systems and human development. Prerequisite: BIOL 1101 – General Biology I

PHRM 4100. Immunology & Virology (3). An introduction to immunology and virology. This course is an introduction to basic concepts in immunology and virology. Topics covered include innate and adaptive immunity, the molecular structure antibodies, mechanisms leading to the generation of antibodies, cell-mediated immunity and vaccines. For the virology part of the course, topics covered will include virus classification and structure, viral
replication and modes of infection.
Prerequisite: BIOL 2200 – Molecular Biology of the cells and concurrent or completed one semester of Biochemistry, or with the consent of the instructor.

PHRM 4120: Assay Design (4).
This course teaches the skills needed for employment in a research and development entity in the pharmaceutical and biotechnology industries. There will be an overview of the drug discovery process followed by detailed review of assay methods applicable to early phase small-molecule discovery and upstream biologics development. Students will become familiar with different assays employed in the industries as screening tools and learn how to choose relevant assays to determine desired endpoints. Detailed review of protocols to enable, develop, and validate robust assays for target screening, potency and efficacy determinations, selectivity, and specificity will be presented.
Prerequisite: CHEM 4500/4520 – Biochemistry & Lab, or with the consent of the instructor.

PHRM 4110. Bioprocessing and Cell Culture Lecture (3).
PHRM 4111. Lab (2).
This course teaches the skills needed to work as a scientist in biotechnology production. Students will grow and monitor bacterial and mammalian cells on a laboratory scale that emulates the large-scale production used in industry. Students will become familiar with the cleaning, sterilization, aseptic inoculation, and operation and monitoring of fermenters and bioreactors. Students will then recover and purify proteins produced by those cell cultures using centrifugation, ultra-filtration, and chromatography techniques. The course emphasizes the use of current Good Manufacturing Practices (cGMP), and students gain experience following standard operating Procedures (SOP).
Prerequisite: BIOL 2200 – Molecular Biology of the cells, Biochemistry and lab or with the consent of the instructor.

PHRM 4130. Bioanalytical Chemistry Lecture (3).
PHRM 4131 Lab (1).
Interdisciplinary knowledge is becoming increasingly essential to the modern scientist. Bioanalytical chemistry is an interdisciplinary field in which analytical methods and instruments are used to solve problems of interest in biology or biochemistry. The goal of this course will be to educate students in analytical methodologies used to separate and characterize compounds in biotechnology and pharmaceutical companies. This course will provide students the opportunity to learn mass spectrometry of small molecules and biomolecules, LC/MS, separation techniques (gel filtration chromatography, high-performance liquid chromatography (HPLC), spectroscopic techniques (UV-VIS) absorption, technology.
Prerequisites: CHEM 3120/3340 – Organic Chemistry II Lecture and Lab or with the consent of the instructor.

PHRM 5120. Advanced Biochemistry Lab (2).
This course will expand on the basic concepts covered in CHEM 4520. Student will deepen their knowledge of and hands-on experience with cloning, bacterial expressing, enzyme purification, and assay development. The student will perform a semester-long project that involves amplification of a gene using PCR, cloning the PCR product, expressing the protein in E. coli, purifying the protein, and developing and optimizing an assay to measure enzyme activity. The purification will employ a state-of-the-art purification system from GE Healthcare, the AKTA System, which is specifically designed for protein purification. Hands-on practical experience will be gained in molecular biology, general biochemical techniques, and fundamental enzymology. Time: 3 lab hours twice a week.
Prerequisite: CHEM 3100 & 3120/3340 – Organic Chemistry I & II and Lab, CHEM 4500/4520 – Biochemistry and Lab or with the consent of the instructor.
Theatre and Dance

Johnny B. Alston, Chair
Telephone: (919) 530-6144
Fax: (919) 530-5117
Main Office: 114 Farrison-Newton
Communications Building
E-mail: johnalston@nccu.edu

The national award winning NCCU Department of Theatre and Dance is fully accredited by the National Association for Schools of Theatre (NAST). It offers a strong diversified curriculum for the theatre major. Within the theatre program, concentrations are offered in performance, dance, technical theatre, communications, theatre administration, and general theatre. Additionally, the department, which emphasizes cultural diversity, is the only theatre program in the Triangle area of North Carolina that offers a concentration in theatre education and access to dance education. The success of the department’s concentrations is reflected in the professional positions held by former majors: arts administrators, television producers, media managers, performers, stage managers, theatre technicians, teachers in public and higher education, and graduate students in advanced degree programs. A degree in theatre does not limit a student’s ability to work in other disciplines. Many students use this program as a pre-professional degree in preparation for graduate study in law, business (especially public relations), the ministry, architecture, product design, and media areas such as radio and film. An undergraduate degree in theatre prepares a young adult for the professional work force through the development of personal discipline, organizational skills, a creative outlook, an ability to collaborate and work with others, and a broader appreciation of other cultures and beliefs and an ability to present oneself in public in a positive and dynamic way.

The department has built a winning tradition in the state, region, and nation. It welcomes students with talent, potential, and the willingness to become a part of its quest to represent the very best in theatre.

After interviews and observation by the faculty, majors are accepted into the department under the general theatre concentration. Students may declare other concentrations after acceptance. Entry into the performance and technical concentrations is based on audition and portfolio presentation. Audition and portfolio criteria may be obtained directly from the department or on the departmental web page.

Mission Statement

The mission of the Department of Theatre and Dance is to provide a stimulating academic and artistic environment, which advocates the pursuit, acquisition and practical application of knowledge and skills emphasizing the interdependence of theatre with the culturally diverse world of ideas and actions. The Department advocates professionalism as well as excellence in personal and cultural development.

Course Requirements for the Bachelor of Arts in Theatre:

All Concentrations (Must have a grade of “C” or higher in all theatre courses)

1. Completion of a minimum of 124 semester hours with a cumulative grade point average of 2.0 or higher. The last 30 hours must be completed at NCCU.

2. Freshman and sophomore years: complete the General Education Curriculum. (Students are strongly encouraged not to change concentrations after the first semester of the junior year.)
   a. Social Science Requirement: Complete PSY 2100 and SOCI 2100 (except Teacher Education, and Theatre Administration).
   b. Arts and Humanities Requirement:
Complete PHIL 1000 (except Teacher Education).

c. Complete all remaining General Education Curriculum requirements.

3. Departmental core courses:
   a. DRAM 2030, 2040, 2050, 2060, 2070, 2110, 2120, 2130, 2160, 3020, 3030, 3040, 3050, 4140
   b. DRAM 2000 - each semester (one semester for Teacher Education).
   c. DRAM 3330 - two semesters (one semester for Teacher Education).
   d. Required major’s lab every week.

General Theatre Concentration
• DRAM 1000, 4110, 4210.
• One course selected from: DRAM 3220, 3240, 4230 (Technical Div.).
• One course selected from: DRAM 3310, 3410 (Performance Div.).

Technical Theatre Concentration
• DRAM 3220, 3230, 3260, 3410, 4210.
• One course selected from: MUSL 1260, 3300.

Theatre Administration Concentration
• DRAM 4110, 4210; ECON 2100, 2200; ACCT 2400, 2500, 3100; MGT 3000, 3700, 4510; MKT 3210, 3350.

Theatre Communications Concentration
• DRAM 3220; MSCM 2400, 2430, 2440, 3525, 3560, 3570, 3580, 3590.

Theatre Performance Concentration
• DRAM 3310, 3410; MUSL 1260, 3300.
• Complete DRAM 4040 or fulfill the requirements as independent study. (DRAM 4040, Acting III, is open only to majors in the performance concentration.)

Theatre Arts Education (K - 12) Program
(Must have a GPA of 2.5 or higher and pass the Praxis I for admission to the Teacher Education Program.)

EDU 2600, 2800, 3000, 3010, 3120, 3150, 3170, 4106, 4206, 4660; DRAM 3030, 3410, 4110, 4210; MUSL 1200 or 3300.

Dance Performance Concentration

Theatre Minor
A minor in Theatre requires the completion of 21 semester hours. The following are required courses: DRAM 2030, 2040, 2050, and 3030. Students select three courses from: DRAM 2110, 2120, 2130, 3020, and 3050.

Curriculum Plan for the Minor in Theatre

I. REQUIRED Minor Courses:

DRAM 2030 Technical Theatre I
DRAM 2040 Introduction to Acting
DRAM 2050 Voice and Diction
DRAM 3030 Introduction to Directing

II. ELECTIVE Minor Courses:
(Select three from the following...)

DRAM 2110 History of the Theatre I
DRAM 2120 History of the Theatre II
DRAM 2130 Dramatic Literature I
DRAM 3020 Dramatic Literature II
DRAM 3050 Dramatic Literature III
### Four-Year Curriculum Plan in: Theatre, Concentration in Theatre Performance

#### Freshman Year

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**Total** 16 15

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**Total** 17 15

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**Total** 15 15

#### Senior Year

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**Total** 15 15

**TOTAL MINIMUM CREDIT HOURS: 124**

### Distribution of Hours

- *(SI) = Speech Intensive*
- *(WI) = Writing Intensive*
- Core Curriculum Courses: 88
- Performance Courses: 6
- Non-Departmental Required Courses: 13
- Electives: 18
### Four-Year Curriculum Plan in: Theatre, Concentration in Dance Performance

#### Freshman Year

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**TOTAL MINIMUM CREDIT HOURS: 127**

### Distribution of Hours

* (SI) = Speech Intensive
* (WI) = Writing Intensive
  
  * Core Curriculum Courses: 81
  + Dance Performance Courses: 33
  % Non-Departmental Required Courses: 10
  & Electives: 3
### Four-Year Curriculum Plan in: Theatre, Technical Theatre

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**Total**: 16 **Total**: 15

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**Total**: 15 **Total**: 15

#### Senior Year

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**Total**: 15 **Total**: 15

**TOTAL MINIMUM CREDIT HOURS: 125**

**Distribution of Hours**

- *Core Curriculum Courses: 88*
- *Technical Courses: 15*
- *Non-Departmental Required Courses: 11*
- *(SI) = Speech Intensive*
- *(WI) = Writing Intensive*
Four-Year Curriculum Plan in: Theatre, Concentration in Communications

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**TOTAL MINIMUM CREDIT HOURS: 124**

**Distribution of Hours**

- *(SI) = Speech Intensive
- *(WI) = Writing Intensive
- Core Curriculum Courses: 85
- Communications Courses: 27
- Non-Departmental Required Courses: 9
- Electives: 3
### Four-Year Curriculum Plan in: Theatre, General Theatre

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#### Senior Year

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**TOTAL MINIMUM CREDIT HOURS: 124**

**Distribution of Hours**

* (SI) = Speech Intensive  
* (WI) = Writing Intensive

* Core Curriculum Courses: 86   
  + General Theatre Courses: 14

% Non-Departmental Required Courses: 9  
& Electives: 15
## Four-Year Curriculum Plan in: Theatre, K-12 Education

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**TOTAL MINIMUM CREDIT HOURS: 125**

**Distribution of Hours:**

- *(TSI)* = Speech Intensive
- *(WI)* = Writing Intensive
- = Requires admission to TEP
- %  Non-Departmental Required Courses: 2

Following the sophomore year, education students must pass the Praxis I (PPST) exam and apply for admission to the Teacher Education Program. Acceptance into the TEP requires a 2.5 GPA, a grade of C in required English courses and a recommendation from the Theatre Faculty.
# Four-Year Curriculum Plan in: Theatre, Administration

## Freshman Year

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## Sophomore Year

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## Senior Year

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**Total** 15

## TOTAL MINIMUM CREDIT HOURS: 124

**Distribution of Hours**

* (SI) = Speech Intensive  
*(WI) = Writing Intensive  
+ Business Courses: 33  
% Non-Departmental Required Courses: 3  
& Electives: 3
Theatre Course Descriptions for Undergraduates

DRAM 1000 Appreciation of Drama (2)
A survey of types of drama, of major periods of drama, and of how drama is produced and staged to develop appreciation and critical standards for drama through studying, viewing and listening. (Fall & Spring)

DRAM 2000 Theatre Practice (1)
Extensive, faculty supervised applications in technical theatre, costuming, management, acting, directing, and promotions as the student assist in preparing for two major theatrical productions each semester. Credit will be earned based on the level of student involvement. May be repeated for credit. (Must attend Majors’ Lab for assignments.) (Fall & Spring)

DRAM 2030 Technical Theatre I* (3)
An introduction to the basic operation of shop tools, stage hardware and equipment, the primary elements of stage construction, and the technical elements of staging, basic design and color theory, and mechanical drawing. (Fall)

DRAM 2040 Introduction to Acting* (3)
An introduction to basic principles of acting with emphasis on relaxation; discovering the body, the voice and space, stage vocabulary, character and script analysis, and acting styles. (Fall)

DRAM 2050 Voice and Diction* (3)
An introduction to basic understanding of the mechanics of voice production, the use of the International Phonetic Alphabet for diction study, and as an aid in recognizing and correcting common speech problems, the recognition of speech disorders for referral to a speech therapist, and an introduction to standard speech for the stage. (Fall & Spring)

DRAM 2060 Oral Interpretation (3)

An introduction to the principles and methods of selecting, analyzing and presenting prose, poetry, and drama through solo and group performance. (Fall & Spring)

DRAM 2070 Stage Management (1)
An introduction to the process of stage managing theatrical productions from preparing pre-production paperwork, through managing rehearsals and performances, to closing the show. (Fall & Spring)

DRAM 2110 History of the Theatre I+ (3)
A historical survey of theatre and the theatrical impulse in man from prehistoric times through the English Renaissance. The course focuses on playwrights, production methods, physical theatre plants, styles of acting, and the philosophies reflected in various periods of dramatic literature, both Western and non-Western. (Fall)

DRAM 2120 History of the Theatre II+ (3)
A historical survey of theatre from the time of French neoclassicism to the present. The course focuses on playwrights, production methods, physical theatre, styles of acting, and the philosophies reflected in various periods of dramatic literature, both Western and non-Western. (Spring)

DRAM 2130 Dramatic Literature I+ (3)
An introduction to dramatic literature, staging, playwrights and major philosophies of early Greek, Roman, African, Oriental, Commedia dell’Art and Renaissance literature, as well as extensive coverage of THE POETICS of Aristotle. A broad survey focusing on the multi-cultural nature of theatre and its development; the course also provides critical ways of viewing and evaluating humanity through this unique artistic mirror. (Fall)

DRAM 2140 The History of the American Musical Stage (3)
A survey of musical comedy and popular opera in and off Broadway, from the late nineteenth century to the present. Special emphasis will be placed on productions, composers, designers, directors, and choreographers who have made significant contributions to the style and content of this theatrical medium. (Fall & Spring)

DRAM 2160 Introduction to Design for the Theatre (3)
An introduction to the materials and design processes of theatrical production, including consideration of scenery, lighting, sound, costumes, make-up, and advertising graphics. (Fall & Spring)

DRAM 3020 Dramatic Literature II+ (3)
A study of the dramatic literature and theatre practices of Western theatre from the late sixteenth to mid-nineteenth centuries. The course includes the reading of scripts by English and Spanish renaissance, French neoclassical, German romantics, and continental melodramatic playwrights as well as the study of various theoretical and production concepts during each period. (Spring)

DRAM 3030 Introduction to Directing (3)
A study of the basic theories and techniques of directing in conjunction with the directing of scenes and the one-act play for classroom review and critique. (Fall)

DRAM 3040 Beginning Playwriting (3)
A study of basic principles of playwriting with special emphasis on complete one-act scripts by the end of semester. (Fall and Spring)

DRAM 3050 Dramatic Literature III+ (3)
An introduction to playwrights, plays, theories, and production practices in Western theatre from the mid-nineteenth century to the present, including multi-cultural contributions from Asian, African, Hispanic, and Native American performance. (Fall)

DRAM 3220 Technical Theatre II (3)
Prerequisite: DRAM 2030. A continuation of Technical Theatre I with an introduction to lighting design and the duties of the technical director. (Spring)

DRAM 3230 Technical Theatre III (3)
Prerequisite: DRAM 2220. An advanced course of in-depth study and practical involvement in a particular area of technical theatre that is of special interest to the advanced Theatre technical student. This class is also a seminar in problems of technical production. (Fall)

DRAM 3240 Scenic Design (3)
A study and practice in technical script analysis, rendering techniques, model building, and practical experience in scene painting. Prescribed technical drawing tools and supplies must be purchased by the student. (Non-majors by consent of instructor.) (Spring & Fall)

DRAM 3310 Acting II (3)
Prerequisite: DRAM 2040. Rehearsal and performance with emphasis on theory and practice in ensemble acting. Advanced study in techniques of acting, styles of acting, and theory. Open to Theatre Majors only. (Spring)

DRAM 3330 Theatre Movement (1)
Training, practice, and development in movement for the stage to enhance coordination, rhythm, physical conditioning, energy, stage presence, and verbal and non-verbal communication through space exploration, body toning, stunts, and tumbling; and introductory dance techniques in ballet, jazz, tap, and African Dance. (Fall)

DRAM 3410 Advanced Directing (3)
Prerequisite: DRAM 3030. A study of problems in directing for advanced students. The student is required to direct a one-act play. Open to Theatre Majors only. (Spring)

DRAM 4040 Acting III (3)
Prerequisite: DRAM 3310 (or their professional equivalents). Supervised and independent training in advanced performance experiences in preparation for graduate school and professional careers. Open to Theatre Performance Majors only. (Fall)

DRAM 4106 [EDU 4106] Materials and Methods in Dramatic Art (3)
A survey of the materials and methods of teaching drama in the high school. Attention will be given to curriculum development and the management of related extracurricular dramatic activities. (TBA)

DRAM 4110 Children’s Drama (3)
Prerequisite: DRAM 2040. A study of the development, literature, theories, and practices in creative dramatics and children’s theatre. Weekly practicums are required with public school children K-6, wherein students work with culturally diverse groups for the unit on creative dramatics. Rehearsing for and performing in a one-act play are required for the unit on children’s theatre. (Spring)

DRAM 4140 Afro-American Drama (3)
A study of the dramatic literature written by African-American playwrights from the nineteenth century to the present time. (Summer & Spring)

DRAM 4210 Theatre Administration (3)
The study and practice of the functions related to producing theatre, including: selecting seasons, budgeting, personnel management, audience development, promotions management, box office management, and housing management. (Alternate Years)

DRAM 4230 Costume Design (3)
The study of costume design and construction. (Alternate Years)

DRAM 4500 Independent Study (3)
A unique opportunity for advanced study in specific areas of theatre for upper-class theatre majors with faculty supervision. May be repeated for credit. (Fall & Spring)

HUM 2420 Arts and Humanities II (3)
This course explores the “Impact of the New South on the arts and humanities in America,” using these historical milestones--- the 1896 Plessey v. Ferguson Decision, the Harlem Renaissance, the Great Depression, Brown v. Board of Education, the 1960’s Civil Rights Movement, and the post 1970’s thrust for cultural diversity. (Fall & Spring)

* Required of Theatre Minors
+ Minors must choose 3 of 5
School of Business

Wanda Lester, Interim Dean
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Fax: (919) 530-6163
Main Office: C. T. Willis Commerce Building
E-mail: wanda.lester@nccu.edu

History, Purpose, and Objectives

Management education at North Carolina Central University can be traced to the year 1910 when the institution first opened its doors to students. University documents indicate that plans were drafted during the 1926-27 academic year for the establishment of a professional School of Commerce. Despite the absence of complete information of the actual operations of the School of Commerce, it is apparent that in addition to exemplary programs in the arts and sciences, business programs have long enjoyed a place of prominence at the University. An unprecedented growth in student interest and enrollment caused University officials to plan the establishment of a professional school devoted to studies in business administration and management.

On July 1, 1972, the Department of Business and Economics separated from the Undergraduate School of Arts and Sciences and became the School of Business. Programs offered by the School are designed to provide the student ample opportunity to develop views, attitudes, and values regarding society--its institutions, progress, and problems. The participating student is provided a working knowledge of principles and procedures that are fundamental to his or her future role as a manager or executive. The objective of the School of Business is to provide each student with the knowledge of an entry-level specialist in one of the major fields of business administration and management. The arts and sciences, common body of knowledge, and concentration components of the curriculum have been designed with the previously cited purposes in mind.

While the School of Business cannot provide students a prescription for successfully coping with managerial problems of the future, it can cultivate the students’ capacity for accurate problem definition, sound analysis, problem synthesis, and effective communication of problems and their probable amelioration. Through the concentrated examination of case studies, completion of individual and group projects, and the study of problems from the business community, students can become experienced in bringing structure and order to multi-faceted and ill-defined managerial problems.

While the vast majority of the School’s resources are devoted to its instructional programs, organized inquiry by the faculty and students is encouraged and supported.

The School of Business is fully accredited by The Association to Advance Collegiate Schools of Business International (AACSB) and the Association of Collegiate Business Schools and Programs (ACBSP). The Hospitality and Tourism Program is internationally accredited by the Accreditation Commission for Programs in Hospitality Administration (ACPHA) and ACBSP.

Vision

We will be a destination business school dedicated to excellence in the academic environment, while making a difference in our students’ professional development that produces ethically aware leaders for the global community.
Mission

The School of Business at North Carolina Central University provides dynamic, global management education to a diverse, traditionally underserved student population.

We intend to achieve this mission by striving to provide:

- Innovative teaching with a focus on experiential learning, technology integration, business partnerships and community service, supported by research and professional service; and
- A professional, caring and intellectually stimulating learning environment through small class size, faculty accessibility and teamwork.

We capitalize on the unique opportunities provided by our location near the Research Triangle Park area of North Carolina.

Undergraduate Admissions

Admission of undergraduate students to the School of Business is limited and competitive. Admission to North Carolina Central University, while obviously required, does not constitute admission to the School of Business or to business programs.

Admission of Freshmen

All new students will be evaluated by the University College. Applicants interested in the Business Program will be evaluated based on SAT scores (at least 820) and high school cumulative grade point averages (at least 2.300 (in-state) and 2.500 (out-of-state)). ACT scores (minimum of 17) may substitute as equivalent SAT scores.

Admission from another School or College at North Carolina Central University

University students with an interest in one of the business baccalaureate degree programs may seek admission to the School of Business after completing at least 60 semester hours of study at the University and earning at least a 2.0 cumulative grade point average. (This requirement also applies to students seeking to change their major to business.)

All applicants will be evaluated based on their ranked cumulative grade point averages, university awards and activities, and potential for success in the study of business. Applicants not accepted may reapply after completing at least 15 additional semester hours of study at North Carolina Central University.

Transfer Students

Students transferring to North Carolina Central University with the objective of earning the Bachelor of Business Administration (B.B.A.) or Bachelor of Science (B.S.) degree will be considered for admission to the School of Business in accordance with the following rules:

Shared Values

1. Every student’s preparation for life-long learning is important.
2. Ethics, honesty, integrity, fairness, and a commitment to excellence guide all our actions.
3. We encourage and reward teamwork as well as individual expression, leadership, and innovation.
4. Clear and open communication among students, faculty, and staff is essential for achieving our mission.
5. Effective management education includes both theoretical and practical dimensions.
6. Continual service to the community is a fundamental responsibility of our students, faculty, and staff.
1. Transfer students will be considered for admission to the School of Business if the student has earned at least a 2.0 cumulative grade point average for at least 15 semester hours of study at a regionally accredited college or university.

2. Transfer students who gain admission to North Carolina Central University but who do not gain admission to the School of Business may apply or reapply for admission in accordance with the process described in the previous section.

3. Students transferring from regionally accredited colleges or universities may receive transfer credits for business courses completed at the institution from which they transfer if, and only if,
   a. They earn a grade in the course that is equivalent to at least a “C” at North Carolina Central University,
   b. The course is applicable to programs offered by the School of Business, and
   c. The course is comparable as determined by appropriate School of Business faculty in content and quality to the course for which the student seeks transfer credit.

4. Students must complete at least 50 percent of the business course requirements at North Carolina Central University.

Credit for Transfer Work by NCCU Students

The School of Business faculty believes that, generally, all course work for business degrees should be completed at North Carolina Central University. Courses taken at other institutions to satisfy our business course requirements must be approved by the School of Business. However, under no circumstances are students allowed to take more than 50 percent of the total business course requirements at another institution.

After matriculating at NCCU, a student may not pursue courses of any type at another institution for transfer credit for a degree from NCCU without obtaining, in advance of registration, written permission from the dean of the school in which the student is registered at NCCU. Business students with an interest in pursuing courses at other regionally accredited institutions should obtain the appropriate form from the Office of Student Support Services and School of Business.

Undergraduate Curriculum

Undergraduate programs are designed to provide participating students an appreciation and understanding of the social, political, and economic environment of business. Consistent with most comprehensive programs in business administration and management, the faculty of the School of Business firmly supports the thesis that professional studies in business can be best achieved with a solid liberal arts foundation. Consequently, the initial two years of the traditional four-year baccalaureate program, devoted to the preparation in the humanities, fine arts, behavioral sciences, natural sciences, social sciences, and the mathematical sciences, are a necessary prerequisite for professional study in business administration and management.

Undergraduate programs have been structured to ensure that each student has a firm grasp of the major principles and practices involved in the management of complex business and industrial organizations. The third year of study is devoted chiefly to acquiring the common-body-of-knowledge skills. Advanced study in a selected field is devoted largely to the fourth year.

In general, all programs leading to a baccalaureate degree in business are comprised of:
1. The General Education Curriculum (GEC) requirements,
2. The Common-Body-of-Knowledge requirements, and
3. The major or concentration requirements. (The School’s undergraduate programs have been structured such that at least 50 percent of a student’s course work is devoted to studies in the general education curriculum.)

The General Education Curriculum requirements, the Common-Body-of-Knowledge requirements, and the major or concentration requirements are outlined below:

**General Education Curriculum (GEC)**

I. Communication Skills (12 credit hours)
- ENG 1110 English Composition I 3
- ENG 1210 English Composition II 3
- MSCM 1250 Elements of Speech 3
- Foreign Language (Level III) 3

II. Mathematics and Science (15-17 credit hours)
- MATH 1100 College Algebra/Trig I 3
- MATH 1210 Finite Mathematics 3
- MATH 2000 Calculus 3
- Science Electives (two required) 6-8

III. Social Sciences (15 credit hours)
- SOCI 2000 Global Societies/Hum Beh 3
- HIST 1320 World Societies 3
- PSY 2100 General Psychology 3
- ECON 2100 Prin of Microeconomics 3
- ECON 2200 Prin of Macroeconomics 3

IV. Arts and Humanities (6 credit hours)
- HUM 2410 or 2420 3
- Arts and Humanities Elective 3

V. Health and Wellness (4 credit hours)
- HEDU 1531 Health 2
- PEDU 1541 Fitness 2

VI. Social and Career Enhancement/Development (2 credit hours)
- HUSC 1521 Dimensions of Learning 2

**Common-Body-of-Knowledge Requirements**

All candidates for the Bachelor of Business Administration (B.B.A.), the Bachelor of Science (B.S.) in Computer Information Systems, and Hospitality and Tourism Administration degrees are required to satisfactorily complete the Common-Body-of-Knowledge requirements. All undergraduates are required to complete the 40 semester credits as prescribed below.

With respect to the Common-Body-of-knowledge requirements, satisfactory completion is defined as completion of the Common-Body-of-Knowledge course sequence with a minimum grade point average of 2.0 and with no more than two courses with a grade of “D.” The following courses comprise the Common-Body-of-Knowledge requirements:

**First Year Courses**
- CIS 2400 Fund of Information Systems
- MGT 1100 Career Planning-PD I

**Second Year Courses**
- ACCT 2400 Principles of Accounting I
- ACCT 2500 Principles of Accounting II
- DSC 2010 Elementary Statistics
- MGT 2100 Business Protocol-PD II

**Third Year Courses**
- MGT 3000 Organization and Management
- MGT 3100 Business Communications-PD III
- MKT 3210 Principles of Marketing
- DSC 3020 Statistical Analysis
- DSC 3300 Decision Sciences
- ACCT 3100 Legal Environment of Business I
- FIN 3200 Principles of Finance

**Fourth Year Courses**
- MGT 4100 Career Management-PD IV
- MGT 4740 Strategic Management
The School of Business faculty reserves the right to change (with notice) the program requirements and policies of degree programs in leading to the B.B.A. and B.S. degrees.

Curricular Concentrations

In addition to the General Education Curriculum and the Common-Body-of-Knowledge requirements, undergraduates are required to satisfactorily complete a prescribed set of major or concentration courses. The School of Business offers majors in Accounting, Business Administration, and Hospitality and Tourism Administration. The Business Administration major includes concentrations in finance, general business, management, and marketing. Program requirements follow.

Accounting Program

Accounting is a major designed for those students preparing for careers in public, private, and governmental accounting. The curriculum and related courses have been designed to provide students with the necessary accounting background for understanding the broad operational aspects of a business organization. Students will receive an in-depth understanding of accounting theory and concepts, preparation and interpretation of financial statements, and techniques of financial analysis as well as an understanding of federal income tax theory as it pertains to individuals and corporations. The Bachelor of Business Administration (B.B.A.) degree program with a major in accounting requires the satisfactory completion of the specified curriculum.

The major requirements are:

ACCT 3120-Legal Environ of Business II  
ACCT 3600-Intermediate Accounting I  
ACCT 3620-Intermediate Accounting II  
ACCT 4110-Cost Accounting  
ACCT 4300-Advanced Accounting  
ACCT 4320-Auditing  
ACCT 4400-Federal/State Income Tax  
ACCT Electives (2)

Business Administration Program, Entrepreneurship Concentration

The mission of the Entrepreneurship Concentration is to instill in our students “transformative” and “transferable” entrepreneurial thinking, planning and behavior. Based on the definition of Entrepreneurship “to undertake”, the objective of this program is, to inculcate the key ideas of social entrepreneurship grounded in innovation and technology based on analytical skills that effectively meet the triple bottom line (social, environmental and profit) requirements of all businesses. All graduating students will be trained to be equally capable of either, successfully starting and developing their own venture that addresses social and economic needs or, being employed in high-end projects in small-medium-large firms that utilize these entrepreneurial skills, while simultaneously meeting the firm’s corporate social responsibility objectives.

The Bachelor of Business Administration (B.B.A.) degree with a Concentration in Entrepreneurship requires the satisfactory completion of the below specified curriculum.

These concentration requirements are:

ENTR 3000/ACCT 3660 – Small Business Accounting/Accounting Information Systems  
ENTR 3900 – Invention, Innovation, and Technology Commercialization  
ENTR 3500 – International Entrepreneurship  
CIS 4620 – Project Management (with special permission)  
ENTR 4200 – New Product/Service Development  
MGT 4550 – New Venture Creation  
ENTR 4500 – Technology Based Social Entrepreneurship  
ENTR 4650 – Small Business Analytics  
ENTR 4750 – New Venture Management Consulting
Business Administration Program, Finance Concentration

The Bachelor of Business Administration (B.B.A.) degree program with a concentration in Finance combines the study of business administration and management with the specialized knowledge about the financial aspects of business operations. Developed in the graduate are the theories and skills essential to the field of finance; the understanding of the theory and practice of financial management from the viewpoints of the corporation, the manager, the investing public, and the regulatory agencies; the economic, legal, political, technological, and social character of the business environment; and the principles and procedures which are fundamental to the successful operation of modern enterprises. The Bachelor of Business Administration (B.B.A.) degree program in Finance requires the satisfactory completion of the specified curriculum.

The concentration requirements are:

- ECON 3310-Money, Fin. Sys./Economy
- FIN 3220 Financial Management
- FIN 4100 Investments
- FIN 4150 Fin. Inst. & Capital Markets
- FIN 4410 International Finance
- FIN 4980 Seminar in Financial Mgt
- FIN Elective (2)

Business Administration Program, Management Concentration

The concentration in Management will aid those who seek positions as professional administrators, executives, production managers, or personnel and industrial relations managers. While success as a professional manager depends on many factors other than formal education, the academic program in management is designed to accent those concepts which develop the student’s analytical and problem-solving abilities. The Bachelor of Business Administration (B.B.A.) degree program with a concentration in Management requires the satisfactory completion of the specified curriculum.

The concentration requirements are:

- MGT 3250-International Business
- MGT 3700-Organizational Behavior
- MGT 4510-Human Resource Management
- MGT 4550-Entrepreneurship/Venture Mgt.
- MGT Restricted Elective (2)
- MGT Elective (2)

Business Administration Program, Marketing Concentration

The Marketing concentration is devoted to an intensive coverage of those activities related to the delivery of goods and services from the producing organization to the end user. The Marketing concentration represents an ideal preparation for professional positions in selling, purchasing, procurement, promotion, and physical distribution. Opportunities for careers in marketing include commercial banks, non-profit institutions, and retailing organizations. The Bachelor of Business Administration (B.B.A.) degree with a concentration in Marketing requires the satisfactory completion of the specified curriculum.

The concentration requirements are:

- MKT 3350-Promotion Management
- MKT 3450-Consumer Behavior
Hospitality and Tourism Administration Program

The Bachelor of Science (B.S.) degree in Hospitality and Tourism Administration is a 128-semester hour professional management program. Students majoring in Hospitality and Tourism Administration are prepared to become hospitality professionals who possess the knowledge, managerial skills, and competencies to obtain entry level management positions and assume leadership roles in various aspects of this global and dynamic industry. Students obtaining the hospitality and tourism degree earn 22 semester hours in the business curriculum. The Program maintains a high job placement rate each academic year. Graduates of the program are employed in lodging, food and beverage service, convention and visitors bureaus, event management, resorts, conference centers, cruise lines, and airlines. The program’s Mission is to educate and empower a diverse population of students for leadership and professional roles within the global hospitality and tourism industry, through academic excellence, community service, and industry work experience.

The major requirements are:

HADM 1000 - Introduction to Hospitality & Tourism
HADM 1100 - Lodging Mgt. & Operations
HADM 2000 - Travel & Tourism Development
HADM 2900 - Hospitality Work Experience I
HADM 3010 - Food and Beverage Cost Control
HADM 3020 - Food and Beverage Management I
HADM 3030 - Advanced Lodging Operations
HADM 3040 - Event Planning and Management
HADM 3700 - Leadership Colloquium
HADM 3800 - Human Resource Management
HADM 3900 - Hospitality Work Experience II
HADM 4200 - Hospitality Services Marketing
HADM 4300 - Hospitality Law and Ethics
HADM 4400 - Hospitality Financial Management
HADM 4500 - Food & Beverage Management II
HADM 4600 - Hospitality Senior Seminar
HADM 4700 - Facilities Management
HADM 4800 - Profit Planning & Decision
HADM 4900 - Hospitality/Tourism Internship

Minor in Business

Students enrolled at the university may seek a minor in business. The total number of semester hours that must be satisfactorily completed by a student seeking a minor in business is at least 21 hours. Students seeking the business minor are required to take ACCT 2400 and ECON 2200. The student must take a minimum of five courses from the following list of electives (after completing the appropriate prerequisites): ACCT 2500, 3100; CIS 2400; DSC 2010; ECON 2100; FIN 3200; MGT 3000, MKT 3210; and the series of Professional Development courses (MGT 1100, 2110, 3110, and 4110). All courses included in the minor must be passed with a grade of “C” or better.

Minor in Computer Information Systems

Students enrolled at the University may seek a minor in CIS. The total number of semester hours that must be satisfactorily completed is at least 21 hours. The prerequisite(s) for each course must be satisfied. All courses must be completed with a grade of at least a “C”.

Requirements for Non-Business Majors

-CIS 2000 - Business Programming I
-CIS 2400 - Fundamentals of Information Systems
-CIS 2500 - Information Technology & System Software
-CIS 3440 - Database Management
-CIS 4620 - Project Management
-Two electives from the list below

Requirements for Business Majors

-CIS 2000 - Business Programming I
-CIS 2500 - Information Technology & System Software
-CIS 3440 - Database Management
CIS Electives

- CIS 4620 - Project Management
- Three electives from the list below

5. Complete each prescribed course of the major or concentration and departmental electives requirements with a grade of “C” or better;

6. Complete the Common-Body-of-Knowledge requirements with no more than six semester hours of credit with grades of “D”;

7. Complete each prescribed mathematics course with a grade of “C” or better;

8. Complete prerequisite courses with a grade of “C” or better; and

9. Complete the Common-Body-of-Knowledge requirements with a minimum cumulative grade point average of 2.0.

Academic Policies

Programs leading to the Bachelor of Business Administration (B.B.A.) degrees in Accounting and in Business Administration and the Bachelor of Science (B.S.) degree in Computer Information Systems and Hospitality and Tourism Administration consists of the following components:

1. General Education Curriculum (GEC),

2. The Common-Body-of-Knowledge requirements, and

3. The major or concentration requirements. Each candidate for a B.B.A. or B.S. degree must satisfy the following conditions:
   a. Be formally admitted to the School of Business;
   b. Complete at least 124 semester hours of credit;

4. Compile a minimum cumulative grade point average of 2.0 for all course work completed at North Carolina Central University;

The program leading to the Bachelor of Science (B.S.) degree in Hospitality and Tourism Administration is comprised of the Academic Policies in the previous section and the following components: 1) the General Education Curriculum and 2) the business requirements. Each candidate for the degree must satisfy the following conditions:

1. Complete the specified Hospitality and Tourism curriculum;

2. Complete a minimum of 128 hours with a cumulative grade point average of at least 2.0 (the last 30 hours must be completed at NCCU);

3. Complete 1,000 hours of work experience through internships;

4. Complete the following courses in the business curriculum ACCT 2400, ACCT 2500, ECON 2200, CIS 2400, FIN 3200, MGT 1100, and MGT 3000.
5. Complete all hospitality and tourism and business courses with a grade of ‘C’ or better.

6. Participate in monthly seminars, dress in business attire on professional attire days and hold membership in a hospitality professional organization.

Academic Programs

Students are required to enroll in courses at the proper level. Courses with numbers 0-1999 are typically freshmen level courses; courses with numbers 2000-2999 are typically sophomore level courses; and courses with numbers 3000-4999 are junior and senior level courses. Students enrolling in a business course without the proper prerequisites risk forfeiting any credits they might earn.
### Four-Year Curriculum Plan in: Accounting

#### Freshman Year

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<td>*HUM 2410/2420</td>
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#### Senior Year

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<td>3</td>
<td>=ACCT 3120</td>
<td>Legal Envir of Business II</td>
<td>3</td>
</tr>
<tr>
<td>=ACCT 4300</td>
<td>Advanced Accounting</td>
<td>3</td>
<td>=ACCT 4320</td>
<td>Auditing</td>
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<tr>
<td>=ACCT 4400</td>
<td>Federal &amp; State Income Tax</td>
<td>3</td>
<td>#ACCT</td>
<td>Elective</td>
<td>3</td>
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<tr>
<td>+MGT 4100</td>
<td>Career Management-PD IV</td>
<td>2</td>
<td>**</td>
<td>Science GEC Requirement</td>
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<td>*PSY 2100</td>
<td>General Psychology</td>
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<td><strong>Total</strong></td>
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</table>

**TOTAL MINIMUM CREDIT HOURS: 124**

Course credits required (due to Placement Testing results) cannot be used to satisfy the School of Business requirements.

*Accounting majors are required to complete ACCT 2400-Principles of Accounting I and ACCT 2500-Principles of Accounting II with a grade of “B” or better. The two accounting electives are selected from among the following courses: ACCT 3630, ACCT 4020, ACCT 4120, ACCT 4220, ACCT 4720, and MGT 4801. Each course used to satisfy the Accounting major and the restricted elective requirements must be completed with a minimum grade of “C.” Unrestricted electives may be selected from among all courses offered by the University. Unrestricted non-business electives must be selected from among courses in areas other than business. In both instances, students must obtain prior written approval.

**TOTAL MINIMUM CREDIT HOURS: 124**

**Distribution of Hours**

- *Core Curriculum Courses – 48*
- +Common Body of Knowledge Required Courses – 40
- =Accounting Required Courses – 21
- #Accounting Electives – 6
- &Unrestricted Electives – 3

Many courses listed in the first year of this plan are specific to this degree program and may not fulfill degree requirements for other programs at the University. Students are advised that changing their program of study from this major to another major, after the first year, can extend the time until graduation by a semester or more.
Four-Year Curriculum Plan in: Business Administration, Entrepreneurship Concentration

### Freshman Year

<table>
<thead>
<tr>
<th>Course Prefix/Number</th>
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<th>Course Prefix/Number</th>
<th>Course Title</th>
<th>Credit</th>
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<tbody>
<tr>
<td>*ENG 1110</td>
<td>English Composition I</td>
<td>3</td>
<td>*ENG 1210</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>*MATH 1100</td>
<td>College Alg/Trig I</td>
<td>3</td>
<td>*MSCM 1250</td>
<td>Elements of Speech</td>
<td>3</td>
</tr>
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<td>*</td>
<td>Modern Foreign Language III</td>
<td>3</td>
<td>*MATH 1210</td>
<td>Finite Mathematics</td>
<td>3</td>
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<td>Fundamentals of Info Systems</td>
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<td>*ECON 2100</td>
<td>Principles of Microeconomics</td>
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<td>*SCI</td>
<td>GEC Requirement</td>
<td>3</td>
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<tr>
<td>+MGT 1100</td>
<td>Career Planning-PD I</td>
<td>1</td>
<td>*PEDU 1541</td>
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### Sophomore Year

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<td>*HUM</td>
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<td>+DSC 2010</td>
<td>Elementary Statistics</td>
<td>3</td>
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<td>*ECON 2200</td>
<td>Principles of Macroeconomics</td>
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<td>*PSY 2100</td>
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### Junior Year

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<th>Course Title</th>
<th>Credit</th>
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<td>Organization &amp; Management</td>
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<td>+DSC 3300</td>
<td>Decision Science</td>
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<td>+DSC 3020</td>
<td>Statistical Analysis</td>
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<td>#ENTR 3900</td>
<td>Invention, Innovation, and</td>
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<td></td>
<td></td>
<td></td>
<td>Technology Commercialization</td>
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<tr>
<td>+ACCT 3100</td>
<td>Legal Envir of Business I</td>
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<td>#ENTR 3500</td>
<td>International Entrepreneurship</td>
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<tr>
<td>+MGT 3110</td>
<td>Globalization-PD III</td>
<td>1</td>
<td>+FIN 3200</td>
<td>Principles of Finance</td>
<td>3</td>
</tr>
<tr>
<td>+MKT 3210</td>
<td>Principles of Marketing</td>
<td>3</td>
<td>CIS 4620</td>
<td>Project Mgmt (with special</td>
<td>3</td>
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<td>#ENTR/ACCT 3000/3630</td>
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### Senior Year

<table>
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<th>Credit</th>
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<tbody>
<tr>
<td>#ENTR 4200</td>
<td>New Product/Service Development</td>
<td>3</td>
<td>#ENTR 4500</td>
<td>Technology Based Social</td>
<td>3</td>
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<td></td>
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<td></td>
<td>Entrepreneurship</td>
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</tr>
<tr>
<td>&amp;</td>
<td>Unrestricted Non-Business Elective</td>
<td>3</td>
<td>+MGT 4740</td>
<td>Strategic Management</td>
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<tr>
<td>#MGT 4550</td>
<td>New Venture Creation</td>
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<td>#ENTR 4650</td>
<td>Small Business Analytics</td>
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<tr>
<td>+DSC 3750</td>
<td>Operations Management</td>
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<td>#ENTR 4750</td>
<td>New Venture Management</td>
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<td></td>
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<td>Consulting</td>
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<td>*SCI</td>
<td>GEC Requirement</td>
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<td>+MGT 4110</td>
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</table>

**TOTAL MINIMUM CREDIT HOURS: 124**

Course credits required (due to Placement Testing results) cannot be used to satisfy the School of Business requirements.

CIS 1100 is a prerequisite for ACCT 2400. Students may test out of this course.

Each course used to satisfy the Entrepreneurship concentration requirements must be completed with a minimum grade of “C.”

Unrestricted electives may be selected from among all the courses offered by the University. Unrestricted non-business electives must be selected from among courses in areas other than business. In both instances, students must obtain prior written approval.

**TOTAL MINIMUM CREDIT HOURS: 124**

Distribution of Hours

- Core Curriculum Courses – 52
- Core Business Required Courses – 40
- Core Business Electives – 24

Many courses listed in the first year of this plan are specific to this degree program and may not fulfill degree requirements for other programs at the University. Students are advised that changing their program of study from this major to another major, after the first year, can extend the time until graduation by a semester or more.
### Four-Year Curriculum Plan in: Business Administration, Finance Concentration

<table>
<thead>
<tr>
<th>Course Prefix/Number</th>
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<th>Credit</th>
<th>Course Prefix/Number</th>
<th>Course Title</th>
<th>Credit</th>
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</thead>
<tbody>
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<td>*ENG 1210</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>*MATH 1100</td>
<td>College Alg/Trig I</td>
<td>3</td>
<td>*MSCM 1250</td>
<td>Elements of Speech</td>
<td>3</td>
</tr>
<tr>
<td>*</td>
<td>Modern Foreign Language III</td>
<td>3</td>
<td>*MATH 1210</td>
<td>Finite Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>+CIS 2400</td>
<td>Fundamentals of Info Sys</td>
<td>3</td>
<td>*ECON 2100</td>
<td>Principles of Microeconomics</td>
<td>3</td>
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<td>*HUSC 1520</td>
<td>Dimensions of Learning</td>
<td>2</td>
<td>*</td>
<td>Science GEC Requirement</td>
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</tr>
<tr>
<td>+MGT 1100</td>
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<td></td>
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<td>Total</td>
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<table>
<thead>
<tr>
<th>Course Prefix/Number</th>
<th>Course Title</th>
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<th>Course Prefix/Number</th>
<th>Course Title</th>
<th>Credit</th>
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<tbody>
<tr>
<td>*SOCI 2000</td>
<td>Global Societies &amp; Hum Beh</td>
<td>3</td>
<td>*HUM 2410 or 2420</td>
<td>Arts &amp; Humanities I or II</td>
<td>3</td>
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<td>*HIST 1320</td>
<td>World Societies</td>
<td>3</td>
<td>*HUM 2100</td>
<td>Principles of Accounting II</td>
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<tr>
<td>*ECON 2200</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
<td>+ACCT 2500</td>
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<td>*MATH 2000</td>
<td>Calculus</td>
<td>3</td>
<td>+DSC 2010</td>
<td>Unrestricted Elective</td>
<td>3</td>
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<tr>
<td>+ACCT 2400</td>
<td>Principles of Accounting I</td>
<td>3</td>
<td>&amp;</td>
<td></td>
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<tr>
<td>+MGT 2100</td>
<td>Business Protocol-PD II</td>
<td>2</td>
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<th>Course Title</th>
<th>Credit</th>
<th>Course Prefix/Number</th>
<th>Course Title</th>
<th>Credit</th>
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<tbody>
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<td>=FIN 3200</td>
<td>Principles of Finance</td>
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<td>=FIN 3220</td>
<td>Financial Management</td>
<td>3</td>
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<td>+DSC 3020</td>
<td>Statistical Analysis</td>
<td>3</td>
<td>+DSC 3300</td>
<td>Decision Science</td>
<td>3</td>
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<tr>
<td>+MGT 3000</td>
<td>Organization &amp; Management</td>
<td>3</td>
<td>+ECON 3310</td>
<td>Money Fin. Sys./Economy</td>
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</tr>
<tr>
<td>+MKT 3100</td>
<td>Bus Communication-PD III</td>
<td>2</td>
<td>+ACCT 3100</td>
<td>Legal Envir of Business I</td>
<td>3</td>
</tr>
<tr>
<td>+MKT 3210</td>
<td>Principles of Marketing</td>
<td>3</td>
<td>*HEDU 1531</td>
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<th>Course Prefix/Number</th>
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<td>Elective</td>
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<td>Science GEC Requirement</td>
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<td>+MGT 4100</td>
<td>Career Management-PD IV</td>
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<td>&amp;</td>
<td>Unrestricted Non-Business Elective</td>
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<td>*PSY 2100</td>
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<td>16</td>
<td>Total</td>
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**TOTAL MINIMUM CREDIT HOURS:** 124

Course credits required (due to Placement Testing results) cannot be used to satisfy the School of Business requirements.
The two Finance electives may be selected from among the following courses: ACCT 3600, ACCT 3620, ACCT 4020, ACCT 4110, ACCT 4120, ACCT 4720, ECON 4400, FIN 3400, FIN 3850, FIN 4220, FIN 4300, FIN 4350, FIN 4710, FIN 4730, or MGT 4801. Each course used to satisfy the Finance concentration and the restricted elective requirements must be completed with a minimum grade of “C.” Unrestricted electives may be selected from among all courses offered by the University. Unrestricted non-business electives must be selected from among courses in areas other than business. In both instances, students must obtain prior written approval.

**TOTAL MINIMUM CREDIT HOURS:** 124

**Distribution of Hours**
- *Core Curriculum Courses – 54*
- +Common Body of Knowledge Required Courses – 40
- =Finance Required Courses – 40
- #Finance Electives – 6
- &Unrestricted Electives - 6

Many courses listed in the first year of this plan are specific to this degree program and may not fulfill degree requirements for other programs at the University. Students are advised that changing their program of study from this major to another major, after the first year, can extend the time until graduation by a semester or more.
### Four-Year Curriculum Plan in: Business Administration, General Business Concentration

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<td>*CIS 2400</td>
<td>Fundamentals of Info Sys</td>
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<td>+MGT 1100</td>
<td>Career Planning-PD I</td>
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<td>Global Societies &amp; Hum Beh</td>
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<td>*ECON 2200</td>
<td>Principles of Macroeconomics</td>
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<td>*MATH 2000</td>
<td>Calculus</td>
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<td>+ACCT 2400</td>
<td>Principles of Accounting I</td>
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<td></td>
<td>+MGT 3100</td>
<td>Bus Communication-PD III</td>
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<td>+MKT 3200</td>
<td>Organization &amp; Management</td>
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<td>&amp;</td>
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**TOTAL MINIMUM CREDIT HOURS: 124**

Course credits required (due to Placement Testing results) cannot be used to satisfy the School of Business requirements.

General Business Electives may be selected from an approved list of advanced business courses according to a specified distribution across business disciplines (two courses from any four majors or concentrations). Each course used to satisfy the General Business concentration and the restricted requirements must be completed with a minimum grade of “C.”

Unrestricted electives may be selected from among all courses offered by the University. Unrestricted non-business electives must be selected from among courses in areas other than business. In both instances, students must obtain prior written approval.

**TOTAL MINIMUM CREDIT HOURS: 124**

### Distribution of Hours

- **Core Curriculum Courses** – 54
- **Common Body of Knowledge Required Courses** – 40
- **General Business Required Courses** – 0
- **General Business Electives** – 24
- **Unrestricted Electives** – 6

Many courses listed in the first year of this plan are specific to this degree program and may not fulfill degree requirements for other programs at the University. Students are advised that changing their program of study from this major to another major, after the first year, can extend the time until graduation by a semester or more.
### Four-Year Curriculum Plan in: Hospitality and Tourism Administration

#### Freshman Year

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#### TOTAL MINIMUM CREDIT HOURS: 124

Course credits required (due to Placement Testing results) cannot be used to satisfy the School of Business requirements.

** Students must have satisfied 500 hours of documented work experience before enrolling in HADM 4900 - Hospitality Internship for an additional 500 hours totaling 1,000 hours for graduation. Unrestricted electives may be selected from among all courses offered by the University. Suggested Electives: HADM 3050- Introduction to Gaming, HADM 3060- Eco & Cultural Tourism, HADM 4010- Entrepreneurship in Hospitality & Tourism, HADM 4910-Menu & Design Management, HADM 4920-Managed Services Management.

TOTAL MINIMUM CREDIT HOURS: 128

Distribution of Hours

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<thead>
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### Four-Year Curriculum Plan in: Business Administration, Management Concentration

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<th>Freshman Year</th>
<th>Fall</th>
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<tr>
<td><strong>Course Prefix/Number</strong></td>
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<td><strong>Credit</strong></td>
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<tr>
<td>*ENG 1110</td>
<td>English Composition I</td>
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<td>Modern Foreign Language III</td>
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<tr>
<td>+CIS 2400</td>
<td>*ECON 2100</td>
<td>Principles of Microeconomics</td>
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<td>*HUSB 1521</td>
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<td>Career Planning-PD I</td>
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<td><strong>Credit</strong></td>
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<td>Global Societies &amp; Hum Beh</td>
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<tr>
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<td>Arts &amp; Humanities I or II</td>
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<td>+ACCT 2400</td>
<td>Principles of Accounting I</td>
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<td>Organization &amp; Management</td>
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<td>Statistical Analysis</td>
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<td>Business Communication-PD III</td>
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**TOTAL MINIMUM CREDIT HOURS: 124**

Course credits required (due to Placement Testing results) cannot be used to satisfy the School of Business requirements.

The four management electives (two restricted/two management) may be selected from among the business course offerings for which a student has completed the required course prerequisite. Of the four management electives, two must be from the same business discipline. A list of additional approved electives in other areas may be secured from the Office of the Dean. Each course used to satisfy the Management concentration or restricted elective requirements must be completed with a minimum grade of “C.” Unrestricted electives may be selected from among all the courses offered by the University. Unrestricted non-business electives must be selected from among courses in areas other than business. In both instances, students must obtain prior written approval.

**TOTAL MINIMUM CREDIT HOURS: 124**

**Distribution of Hours**

- Core Curriculum Courses – 54
- Common Body of Knowledge Required Courses - 40
- Management Required Courses – 12
- Management Electives – 12
- Unrestricted Electives – 6

Many courses listed in the first year of this plan are specific to this degree program and may not fulfill degree requirements for other programs at the University. Students are advised that changing their program of study from this major to another major, after the first year, can extend the time until graduation by a semester or more.
### Four-Year Curriculum Plan in: Business Administration, Marketing Concentration

#### Freshman Year

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**TOTAL MINIMUM CREDIT HOURS: 124**

Course credits required (due to Placement Testing results) cannot be used to satisfy the School of Business requirements. The two marketing electives may be selected from among the following courses: ACCT 4020, CIS 2800, CIS 3400, ECON 4400, FIN 3400, MGT 3250, MGT 3700, MGT 4550, MGT 4801, MKT 4250, MKT 4350, or SOCI 4220. Each course used to satisfy the Marketing concentration and restricted elective requirements must be completed with a minimum grade of “C.”

Unrestricted electives may be selected from among all courses offered by the University. Unrestricted non-business electives must be selected from among courses in areas other than business. In both instances, students must obtain prior written approval.

**TOTAL MINIMUM CREDIT HOURS: 124**

Distribution of Hours

- Core Curriculum Courses – 54
- Common Body of Knowledge Required Courses - 40
- Marketing Required Courses – 40
- Marketing Electives – 6
- Unrestricted Electives - 6

Many courses listed in the first year of this plan are specific to this degree program and may not fulfill degree requirements for other programs at the University. Students are advised that changing their program of study from this major to another major, after the first year, can extend the time until graduation by a semester or more.
Course Descriptions

Accounting Course Descriptions

All prerequisite courses must be completed with a grade of “C” or better. In order to major in Accounting, a grade of “B” or better must be earned in ACCT 2400 and ACCT 2500.

ACCT 2400. Principles of Accounting I (3)
Prerequisite: MATH 1100. This introductory course covers the accounting cycle for a proprietorship. Balance sheet items are covered in detail. The theory of accrual based accounting and GAAP are detailed. The preparation of financial statements are explained. A special project and presentation involving GAAP will be required for MBA students taking this course.

ACCT 2500. Principles of Accounting II (3)
Prerequisite: ACCT 2400. This course is a continuation of ACCT 2400. Topics covered include accounting for partnerships and corporations, bonds, stock investment, consolidations, analysis, and interpretation of financial statements, introduction to management accounting. MBA students will be required to make a presentation on a financial accounting topic.

ACCT 3100. Legal Environment of Business I (3)
An introduction to the American legal and judicial system with an emphasis on the study of law as it relates to legal rights and social forces, government, business, and society.

ACCT 3120. Legal Environment of Business II (3)
Prerequisite: ACCT 3100. In-depth analysis and application of the rules of law to business transactions. The student is assisted in developing the skills needed to identify legal issues and to apply the rules of law found in court decisions and statutes to forecast the probable outcome of legal controversies.

ACCT 3600. Intermediate Accounting I (3)
Prerequisite: ACCT 2500. A detailed study of theory, concepts, and methodologies underlying the preparation of the income statement, cash flow statement, and the statement of financial position. Emphasis is placed on the conceptual framework of financial accounting. Course materials focus on income measurement, valuation, and reporting issues related to assets and current and long-term assets.

ACCT 3620. Intermediate Accounting II (3)
Prerequisite: ACCT 3600. This is a follow-up course to Intermediate Accounting I. This course focuses on income measurements, valuation, and reporting issues related to intangibles, current and long-term liabilities, bonds payable, pensions, leases, and taxes.

ACCT 3630. Accounting Information Systems (3)
Prerequisites: CIS 1100 and ACCT 2500. This course focuses on the set of problems associated with the design and operation of information systems necessary to support the overall planning of an organization’s control system.

ACCT 4110. Cost Accounting (3)
Prerequisite: ACCT 2500. A study of cost accounting systems or planning, control, and decision making. Topics covered include job costing, process costing, budgeting, standard costing, relevant costing, cost-volume-profit analysis, and transfer pricing. Just-in-time production and activity based costing systems are also introduced in the course.

ACCT 4220. Governmental Accounting (3)
Prerequisite: ACCT 2500. This course is designed for the accounting major who desires a career in governmental and other non-profit institutions. Topics will include funds, budgets, appropriations, and allotments.

ACCT 4300. Advanced Accounting (3)
Prerequisite: ACCT 3620. Advanced accounting provides the student an in-depth study of accounting problems involved in: partnerships, installment sales, consignments, branches, mergers and consolidations, receiverships, fiduciaries, and foreign currency translations.

ACCT 4320. Auditing (3)
Prerequisite: ACCT 3620. This course is designed for the student who is planning a career in public accounting. It involves a study of the fundamental
techniques and procedures used in the verification of accounting records and in the preparation of an audit report with emphasis on internal control and risk management.

ACCT 4400. Introduction to Federal Income Taxes (3) Prerequisite: ACCT 2500. This course involves a study of income tax laws for the United States. Students study income tax theory for the individual taxpayer.

ACCT 4420. International Accounting (3) Prerequisite: ACCT 2500. This course is designed to expose the student to the accounting functions in other countries. Environmental factors which influence the development of accounting will be examined. The course will also focus on the preparation and interpretation of accounting reports.

ACCT 4720. Corporate and Partnership Taxation (3) Prerequisite: ACCT 4400. This course involves a study of income tax laws of the United States as they affect Corporations and partnerships. Introduction to tax research and the preparation of a computerized tax return are included.

Computer Information Systems Course Descriptions

All prerequisite courses must be completed with a grade of “C” or better.

CIS 1100. Business Computer Applications (3) Prerequisite: None. This course develops the student’s skills in desktop computing through the use of user software in order to solve problems within an organization. The student will develop skills in basic internet usage and word processing and spreadsheet and presentation graphic applications in a supervised, structured laboratory environment. The focus of this course is primarily spreadsheet applications, but students will also have the opportunity to develop other application skills.

CIS 1200. Advanced Business Computer Applications (3) Prerequisite: CIS 1100 or placement test. This course develops the student’s skills in advanced computer applications through the use of spreadsheet and database applications in order to solve problems within an organization. The student will develop problem solving skills in the context of various individual and group projects in a supervised, structured laboratory environment.

CIS 2000. Business Programming I (3) Prerequisite: None. This course introduces the theory and application of programming logic, algorithm development, and concepts for business applications. Concepts introduced include data types, constants, variables, assignment statements, arithmetic expressions, string expressions, logical expressions, if statements, case statements, loop structures, and arrays.

CIS 2100. Business Programming II (3) Prerequisite: CIS 2000 or equivalent. This course is a continuation of CIS 2000. It involves the manipulation of sequential files, databases by graphical user interface (GUI)-based applications, and arrays. Proper organization and documentation of applications is stressed.

CIS 2200. Information Technology and Systems Software (3) Prerequisite: CIS 2400. This course covers the fundamentals of computer hardware and software as well as advanced concepts. Students who complete this course will be able to describe the internal components of a computer, assemble a computer system, install an operating system, and troubleshoot using system tools and diagnostic software. This course enables systems development personnel to understand tradeoffs in computer architecture for effective use in a business environment. Includes system architecture for single-user, central, and networked computing systems and single and multi-user operating systems.

CIS 2400. Fundamentals of Information Systems (3) Prerequisite: none. This course introduces the student to the strategic use and implications of information technology in the business environment. This course covers such topics as the fundamental information systems components, business processes, data
management, and security and systems development as planned organizational change. Case studies illustrate the use of technology to solve problems and create opportunities in an organizational setting.

CIS 3000. Software Testing for Quality Assurance (3)
Prerequisite: CIS 2100. This course provides an overview of the software lifecycle from a testing perspective -- the role of testing in software development, testing concepts, and terminology. Hands-on practice in analyzing requirements as inputs to test cases, designing, documenting, implementing, executing tests and analyzing test results is included. An overview of test planning, risk analysis and test management practices is provided as well as a discussion of effective use of metrics for reporting. Also included is discussion and application of software testing tools and communication skills for the effective user.

CIS 3420. Information Systems Management, Strategy and Sourcing (3)
Prerequisite: CIS 2400. This course explores the issues and approaches in managing the information systems function in organizations and how the IS function integrates/supports/enables various types of organizational capabilities. It takes a senior management perspective in exploring the acquisition, development, and implementation of plans and policies to achieve efficient and effective information systems. The course addresses issues relating to defining the high-level IS infrastructure and the systems that support the operational, administrative, and strategic needs of the organization. It provides an introduction to how the IS function is structured and interacts with the rest of the organization, how its strategy is created in line with the strategy of the organization as a whole, and provides an overview of the outsourcing process.

CIS 3440. Database Management Systems (3)
Prerequisites: CIS 2000 and CIS 2400. This course provides an overview of the skills and knowledge necessary for the development and management of database systems. Topics include modeling, normalization, structures, physical database, logical database, and accessing techniques.

CIS 3500. Introduction to Large Systems (3)
Prerequisites: CIS 2000 and CIS 2200. This course introduces students to enterprise computing. The course is intended to facilitate the student's understanding of how large systems fit in the current business computing paradigm. Theory and application of large systems will be covered. Students will be exposed to the primary tools of the mainframe environment including, but not limited to, Job Control Language (JCL), Job Entry Subsystem (JES), Interactive System Performance Facility (ISPF), System Display and Search Facility (SDSF) and Time Sharing Option (TSO). The course will also cover the basics of System Z architecture and the z/OS operating system.

CIS 3510. Introduction to z/VM (3)
Prerequisite: CIS 3500. This course provides the student with background in the Linux operating system, virtualization, and the VM operating system. Students will be exposed to the basics of Linux operation, including installation and basic administration. Students will learn the fundamentals of virtualization technology using the z/VM virtualization operating system.

CIS 3520. IT Security and Risk Management (3)
Prerequisite: CIS 2200. This course provides an introduction to the fundamental principles and topics of Information Technology Security and Risk Management at the organizational level. Students will learn critical security principles that enable them to plan develop and perform security tasks. The course will address hardware, software, processes, communications, applications, policies, and procedures with respect to organizational IT Security and Risk Management.

CIS 3600. Special Topics in Computer Information Systems (1-3)
Approval of instructor. Topics of current and special interest in information systems are presented. Courses may be repeated for credit when the topic varies.

CIS 4400. Business Process Management and Six Sigma (3)
Prerequisites: CIS 2400 and DSC 3020. Business Process Management is a core function of the Information Systems professional. Information
and information technology do not stand alone in any organizational or social setting. Rather they are integrated into a series of processes for accomplishing goals for the organization or for the individual. The ability to successfully construct technological artifacts is useless unless these pieces can be successfully introduced into the social setting. This course provides an overview of the skills needed to analyze, model, simulate, design, and successfully implement business process changes into organizations. The Six Sigma module of this course will introduce students to the Six Sigma methodology as applied to business process change. Students will receive an overview of the history of the Six Sigma movement along with a discussion of important DMAIC, Control, and Causal methodologies.

CIS 4440. Advanced Database Management Systems (3)
Prerequisite: CIS 3440. This course further develops the concepts introduced in CIS 3440. Topics include database administration, data warehousing, data mining, advanced database design, database security, and distributed database systems. Multiple database platforms will be utilized.

CIS 4600. Systems Analysis and Design (3)
Prerequisites: CIS 3440 and CIS 4620. This course utilizes the systems development life cycle, rapid applications development, prototyping, and project management concepts and tools to plan, analyze, design, and prototype computer-based systems, both concurrently and dynamically. Mini real world cases are initiated by students as individual, group, and teamwork assignments.

CIS 4620. Project Management (3)
Prerequisite: CIS 2400. This course introduces the concepts and techniques of project management for a broad range of projects, including information systems and business projects. Topics include resource management, organizational factors, project manager responsibilities, team building, and risk management. Tools and techniques for project estimating and scheduling will be presented. Students will complete case studies to apply the knowledge they learned to practical experiences.

CIS 4640. Systems Design and Implementation (3)
Prerequisites: CIS 2100, CIS 2200 and CIS 4600. This course expands the projects developed in CIS 4600. Design projects are continued, rotated, expanded, reverse engineered, and re-engineered as the implementation and support phases of the systems life cycle are also simulated. Project management is also continued as an assigned group or teamwork effort.

CIS 4801. Field Work. (4)
Approval of lead professor. Course is open to students in the Cooperative Education Program.

CIS 4840. Telecommunications in Business (3)
Prerequisite: CIS 2200. This course provides an in-depth knowledge of data communications and networking requirements including networking and telecommunications technologies, hardware, and software. Emphasis is on the analysis and design of networking applications in organizations. Management of telecommunications networks, cost-benefit analysis, and evaluation of connectivity options are also covered.

CIS 4860. Professional Certifications (3)
Prerequisite: CIS 4640. Student is acquainted with professional certifications available in the discipline and will be prepared to sit for certification examinations.

CIS 4900. Seminar in Information Systems (3)
Prerequisite: CIS 4600. This course involves selected topics in information systems. The content of the course will vary as new topics and techniques are developed and used by industry.

Decision Sciences Course Descriptions

All prerequisite courses must be completed with a grade of “C” or better.

DSC 2010. Elementary Statistics (3)
Prerequisite: MATH 1210. A course concerned with the application of statistical techniques to economic and business problems. Topics covered include graphical and numerical methods of describing data, probability concept and application, discrete and continuous probability distributions, estimation, and hypothesis testing.
DSC 3020. Statistical Analysis (3)
Prerequisite: DSC 2010. Statistical methods useful in analyzing business problems. Subjects to be covered include: analysis of contingency tables, simple and multivariable regression, model building, index numbers and time series, analysis of variance, and non-parametric statistics.

DSC 3300. Decision Sciences (3)
Prerequisite: DSC 2010. An introduction to the use of mathematical concepts and models in managerial decision-making. Review of finite mathematical tools, linear programming, applied probabilistic concepts, and decision theory.

DSC 3750. Operations Management (3)
Prerequisite: DSC 3300. An introduction to the management of operating systems; techniques and methods employed to plan and control manufacturing, service, forecasting, production scheduling, quality control, job design, methods, measurement, and wage payments.

Economics Course Descriptions

All prerequisite courses must be completed with a grade of “C” or better.

ECON 2100. Principles of Microeconomics (3)
Prerequisite: MATH 1100 or MATH 1070. The course will provide an introduction of the principles of microeconomics and the development of an understanding of the roles of prices in the product and resources markets. The focus of microeconomics is on the choices made by decision-makers such as households and business firms and how these affect particular markets.

ECON 2200. Principles of Macroeconomics (3)
Prerequisite: MATH 1100 or MATH 1070. Macroeconomics is the study of the economy as a whole. It is the study of economy-wide phenomena, including inflation, unemployment, and economic growth. Attention will focus on production, employment, income levels, and policy tools.

ECON 3310. Money, the Financial System, and the Economy (3)
Prerequisite: ECON 2200. A course on the financial system and its relationship to the other sectors of the economy, including business firms, households, and government agencies. Money, financial markets and institutions, interest rates, the Federal Reserve System, and monetary policy are considered.

ECON 4400. International Economics (3)
Prerequisite: ECON 2100 or ECON 2200. International economic relations, problems involved in maintaining a world order, and the role of free enterprise in their solution. This course includes the bases of trade theory, comparative advantage, gains from trade, adjustments in the balance of payments, tariffs, exchange control, and trade policy.

ECON 4500. Managerial Economics (3)
Prerequisites: ECON 2100, 2200, and DSC 3300. This course is a study of the tools of analytical decision making that aid modern managers in solving their problems. Primarily, this course is the study of how to direct resources in ways that are most efficient in achieving managerial goals. Traditional aspects of economics are included such as the model of supply and demand and the theory of the firm, including production, the basic models of competition, oligopoly and monopoly as well as topics on present value analysis and regression analysis.

Finance Course Descriptions

All prerequisite courses must be completed with a grade of “C” or better.

FIN 3200. Principles of Finance (3)
Prerequisites: ACCT 2400, DSC 2010. This course is designed to give business and non-business students an understanding of the fundamentals of corporate finance. The course introduces students to the time value of money and its application to securities valuation. Other topics covered include the risk-return relationship, basic capital budgeting, firm debt and dividend policies, financial ratios, international corporation finance, and mergers and acquisitions.
FIN 3220. Financial Management (3)
Prerequisite: FIN 3200. This course is corporate financial management-linking theory to what companies do. The course focuses on securities valuation, capital market theory, working capital management, financial statements analysis, and projection techniques. The financial questions investigated concern the assets-liabilities management, cash flows, profitability, and risk analysis. In addition, attention is on valuation of bonds and stocks, capital asset pricing model, cost of capital, risk management, and capital structure. The mode of instruction involves both lectures, review of journal articles, and student case studies on selected companies.

FIN 3400. Principles of Insurance (3)
Prerequisite: FIN 3200 or consent of the instructor. A study of the basic principles of insurance and the theory of risk. Emphasis is placed on understanding the concepts of risk-sharing, risk reduction, the characteristics of various insurance contracts, and hedging with derivatives. Discussion also covers personal finance decisions, Diversification of risk, and other current issues.

FIN 3850. Principles of Real Estate (3)
Prerequisites: ACCT 2500, ECON 2100. An introduction to real estate theory and practice, economic fundamentals, physical characteristics, urban growth, city structure, land use planning, legal aspects, market analysis, appraisal, investment analysis, financing taxation, property management, operation of the real estate market, and land development.

FIN 4100. Investment (3)
Prerequisite: FIN 3200. This course covers the theory and practice of security analysis, portfolio evaluation, and management. Considerable attention is given to the analysis and evaluation of bonds, common stocks, industry studies, and related empirical studies.

FIN 4150. Financial Institutions and Capital Markets (3)
Prerequisite: FIN 3200. This course focuses on an understanding of the major financial institutions in the United States and the competitive and regulatory environment in which they operate. The course also covers financial markets, regulation of financial institutions, interest rates and their relationship to risk, different types of risk, financial securities, their characteristics and valuation, derivatives such as swaps, futures, and options, mortgages and real estate as well as recent innovation in the finance.

FIN 4999. Financial Risk Management (3) – New & forthcoming
Prerequisites: DSC 3020 and FIN 3220. This course uses financial statistics and business mathematics to maximize investors’/firms’ wealth and control their risks. It deals with financial risk, risk measurement, and risk management. The main areas of interest are market risk, value-at-risk (VAR), interest rate and liquidity risks with asset liability management, credit and portfolio risks, operating risk, loan pricing risk, and inter-risk diversification. Other special topics will include options and futures as well as mortgage-backed securities.

FIN 4220. Commercial Bank Management (3)
Prerequisite: FIN 3200. The focus of this course is on the regulation, operation, and management of commercial banks with respect to capital funds, asset and liability management, value maximization, financial futures, options and swaps, risk management, investment portfolios, and liquidity issues, lending to businesses and consumers. Related topics such as financial services and international banking service options are also covered.

FIN 4300. Life and Health Insurance (3)
Prerequisite: FIN 3400. The focus of this course is on the products and principles of life and health insurance in financial planning for businesses. Main topics include pension-planning strategies such as deferred-compensation and profit-sharing plans use of trust in business and in planning individual estates, and comprehensive analysis of the effects of income taxes, estate taxes, and gift taxes on life-insurance programming and estate planning.

FIN 4350. Property and Liability Insurance (3)
Prerequisites: FIN 3200, FIN 3400. This course focuses on the study of liability, fire, automobile, marine, burglary, and other property insurance contracts. Emphasis is placed on insurance as a method of handling personal and business property and liability risk.

FIN 4410. International Finance (3)
Prerequisite: FIN 3200. The course focuses on financial management considerations as they apply to the international environment. Major topics include foreign exchange market and trading, international financial markets, pillars of international finance, and long-term asset and liability management, and financial international trade. Minor topics include exchange rate risk management, short-term asset, and liability management international cash management.

FIN 4520. Financial Statement Analysis (3)
Prerequisites: ACCT 2500, FIN 3200. This course is designed to improve the student’s ability to interpret and analyze financial statements. Primary focus is to improve the student’s ability to understand the various financial statements. Further, the course will evaluate various methodologies and uses of financial statements. The users of financial statements will normally be assumed to be those parties that are external to the company, but discussions will not be limited to the external users.

FIN 4740. Management of Real Estate Assets (3)
Prerequisites: FIN 3200, FIN 3850. A study of the management techniques applicable to the long-term management and operation of income-producing properties. Emphasizes the generation of maximum long-term economic returns from real estate investments, leases, lease negotiations, ownership, insurance, and taxation.

FIN 4980. Seminar in Financial Management (3)
Prerequisites: FIN 3220, and senior standing. This course is the study of recent developments in the financial literature as well as the applications of financial theories and techniques of analysis to search for optimal solutions to financial management problems. Students are required to read financial articles from academic journals, analyze them, and make class presentations.

Hospitality and Tourism Administration Course Descriptions

All prerequisite courses must be completed with a grade of “C” or better.

HADM 1000. Introduction to Hospitality Management (3) A survey of the hotel, restaurant, and tourism industries; their history, problems, general operating procedures, management functions, service excellence, and business protocol. Executives from the hospitality industry sectors will be featured.

HADM 1100. Lodging Management and Operations (3) An overview of the functions and operations of departments in various lodging facilities to include front office operations, guest services, housekeeping, food and beverages, yield management, loss prevention, and security.

HADM 2000. Introduction to Travel and Tourism (3) This course provides a basic understanding of domestic and international trends in travel and tourism to include: the terminology, demographics, historical, economical, social-cultural, and environmental trends related to tourism management and sustainable development.

HADM 2010 Applied Sanitation and Safety (1) Basic principles of sanitation and safety and their relationship to the hospitality industry. Course meets the standards for National Sanitation Certification. Students must pass certification examination to receive credit.

HADM 2900. Hospitality Work Experience I (2) Prerequisites: HADM 1000 and HADM 1100. This course provides opportunities for students to obtain professional work experience in various sectors of the hospitality and tourism industry. Emphasis will be placed on mastering specific skill sets identified in the work experience manual. (This course satisfies 250 hours of the 1000 hours of work experience required.)

HADM 3000. Procurement in Hotels and Restaurants. (3)
Prerequisites: HADM 1000, HADM 1100, HADM 2010. This course addresses the process of obtaining goods and services from preparation and processing of a requisition through to receipt and approval of the invoice for payment. It also involves purchase planning, standards determination, specifications development, supplier research and selection, value analysis, financing, price negotiation, making the purchase, supply contract administration, inventory control and stores, and disposals and other related functions. **Students must pass certification examination to receive credit.**

HADM 3010. Food, Beverage and Labor Cost Control (3)
Prerequisites: HADM 1000, HADM 1100, HADM 2010, ACCT 2400.
This course will focus on the principles of food, beverage, and labor cost controls with emphasis on cost and sales concepts, cost/volume/profit relationship, food purchasing control, food receiving controls, food sales, production controls, beverage controls, variance analysis, and establishing performance standards. **Students must pass certification examination to receive credit.**

HADM 3020. Food and Beverage Production I (3)
Prerequisites: HADM 1000, HADM 2010, HADM 3000, HADM 3010. The course will focus on food service systems, including menu management, purchasing, and production applied to an operating environment. Laboratory includes demonstration of basic food production techniques, culinary, and management principles. (One-hour lecture and three hours laboratory).

HADM 3030. Advanced Lodging and Operations Management. (3) Prerequisite: HADM 1100. This course will help students understand, organize, perform and evaluate the front office functions that are critical to a hotel’s success. This course will also allow students the opportunity to examine complex relationships between hotel departments, technological advances, and unique front office tools.

HADM 3040. Event Planning and Management. (3)
This course provides students with the concepts and logistics of event planning and management. The course entails: marketing, planning costing, executing, and evaluating of events. Students are required to complete and or assist with a major event.

HADM 3050. Introduction to Gaming. (3)
This course explores the history of the gaming industry and functions of casinos in relation to lodging facilities, restaurants, and resorts. This course also provides an overview of legal, social, and economical issues throughout the United States and abroad.

HADM 3060. Eco and Cultural Tourism. (3)
This course is a study of purposeful travel and tourism natural habitats to create an understanding of the cultural and natural history pertaining to the environment. The course emphasizes not altering the ecosystem while producing economic benefits to local people and governments that encourage the preservation of the inherent resources of the environments locally and elsewhere. Heritage and Cultural tourism sites in North Carolina will be explored.

HADM 3070. Resort and Recreational Management (3)
This course provides a comprehensive approach to the operations of resort and recreational properties to include: the historical aspects, planning, financial investment management, and marketing that deals with the unique nature of the business. The course also addresses the future and impact of condominiums, vacation clubs, technological changes, and the increased cost of energy and transportation status.

HADM 3410. Convention and Event Management (3) This course introduces students to organization, logistics, and operation of conventions, trade shows, and professional meetings. Emphasis is placed on the methods of marketing, selling, and servicing conventions, professional meetings, and trade shows.

HADM 3500. Travel and Tourism Planning (3)
Prerequisite: HADM 1000, HADM 1100, HADM 2000. An overview of integrated tourism planning for organizations; the development and evaluation of systems approach to comprehensive tourism projects, and the consideration of advanced concepts, policies, approaches, and models in regional and national tourism development.

HADM 3700. Leadership Colloquium in Hospitality and Tourism (2)
Prerequisites: HADM 1000, HADM 1100, HADM 2000, HADM 2010, HADM 2900. This course examines traditional and contemporary approaches to leadership through a multidisciplinary, integrated, and international lens. Students are encouraged to develop their own leadership styles by building on their personal strengths and talents, while exploring the different approaches to leadership.

HADM 3800. Human Resources Management
Prerequisite: MGT 3000. The study of organizational behavior, selection and placement of personnel, supervision, performance appraisal, wage, and salary administration, unionism, employee motivation, communication, and training pertaining to the establishment of an effective employee relations program. **Student Must pass certification examination to receive credit.**

HADM 3900. Hospitality Work Experience II (2)
This course is a continuation of HADM 2900. Students will continue to obtain professional work experience in the hospitality. Attendance at monthly seminars is required. Biweekly reports, a reflection paper and portfolio is required. (This course satisfies the second 250 hours of the 1000 hours of work experience required.)

HADM 4010. Entrepreneurship in Hospitality and Tourism (3)
This course introduces students to the basic principles of entrepreneurship and franchising opportunities in the hospitality and tourism industry. Emphasis will be on selecting a franchise or development of a start-up business. Various franchised hospitality businesses will be analyzed for marketing effectiveness and financial performance.

HADM 4100. Research Methods Hospitality and Tourism (3)
Prerequisites: HADM 1100, EDU 3700. This course will provide students with a working overview of the research process. Emphasis is placed on demonstrating a solid understanding of research concepts. Topics include research design, instrument development, data collection, and analyzing and presenting research results. Students will conduct an original research project as part of the course.

HADM 4200. Hospitality Sales and Marketing (3)
Prerequisites: HADM 1100, HADM 2900, HADM 3500. An overview of service marketing as applied to the hospitality industry, including but not limited to: unique attributes of service marketing, consumer orientation, understanding consumers and consumer behavior, market segmentation principles, target marketing, product planning, promotion planning, market research, and competitor analysis.

HADM 4300. Hospitality Law and Ethics (2)
Prerequisites: HADM 3800, HADM 4100. A study of the laws and ethical considerations applicable to the operation of lodging, food service, travel and tourism, and recreation/entertainment enterprises. Emphasis is placed on federal and state regulations, historical and current practices, safety and security, risk management, loss prevention, torts, and contracts.

HADM 4400. Hospitality Financial Management (3)
Prerequisites: ACCT 2500, ECON 2100, HADM 1100. This course addresses the generation and analysis of quantitative information for planning, control, and decision making in hospitality enterprises. Financial reports will be examined as tools for analyzing past performance, future projects, and day-today decision-making.

HADM 4500. Food Service Production and Operations (3)
(One hour lecture, 4 hours laboratory)Prerequisites: HADM 2010, HADM 3000, HADM 3020, senior status. This course is a continuation of HADM 3020 Food and Beverage
Production I. Practical experience is provided in food purchasing and preparation of large quantities of food. Emphasis is placed on major menu categories, food equipment, luncheon style restaurant service, sanitation, and maintenance. **Students must pass certification examination to receive credit.**

HADM 4600. Hospitality and Tourism Seminar (3)  
Prerequisites: Senior status, course must be taken the last semester before graduation. This capstone course focuses on the application of strategic management, managerial leadership, entrepreneurship, and operational concepts. Students work in groups to engage in problem solving while building their teamwork skills. A seminar is presented as the final product.

HADM 4700. Hospitality Facilities Management (3)  
Prerequisites: HADM 1100, HADM 2010, HADM 3000. Explore the fundamental principles of planning, managing, and the design of hospitality facilities. **Students must pass certification examination to receive credit.**

HADM 4800. Profit Planning and Decision Making (3)  
Prerequisites: ACCT 2500, HADM 4400. A study of the decision making process involved in the development of profit plans through the use of hospitality industry studies. Emphasis on cash management, cost-volume profit analysis, price decisions, volume forecasting, capital budgeting, and tax consideration will be covered.

HADM 4900. Hospitality and Tourism Internship (3)  
Prerequisites: HADM 1000, HADM 1100, HADM 2000, HADM 2010, HADM 2900, HADM 3000, HADM 3010, HADM 3020, HADM 3500, HADM 3700, HADM 3800, HADM 3900. This course provides the student with supervised managerial work experience in lodging, travel and tourism, food service, and/or recreation and entertainment. Participation in a monthly seminar, submission of biweekly case studies, internship reports and a portfolio are mandatory. This course satisfies 500 hours of the 1000 hours of work experience required for graduation.

HADM 4910. Menu Management and Design (3)  
Prerequisites: HADM 3000, HADM 3010, HADM 3020. This course provides the principles essential to menu planning, catering, production, and service. Students must pass certification examination to receive credit.

HADM 4920. Managed Services (3)  
Prerequisites: HADM 3020, HADM 4700, HADM 4910. This course will provide a comprehensive understanding of on-site contract food service, menu layout/design and analysis, and menu adjustments in a food service marketing context. Students must pass certification in order to receive a grade in this course segment including the rationale for outsourcing and the need for entrepreneurship relevant to both the client-based organization and the managed-service provider.

**Management Course Descriptions**

All prerequisite courses must be completed with a grade of “C” or better.

MGT 1100. PD I-Career Planning (1)  
Addresses the importance of peripheral skills and competencies in becoming a management professional and in securing and maintaining employment. Topics include developing a career portfolio, resume writing, work philosophies, building your self-esteem, personal financial planning, ethical decision making, and mapping an action plan for success.

MGT 2100. PD II-Business Protocol (2)  
Prerequisite: MGT 1100 and sophomore classification. This course continues to build on the foundations laid in Professional Development I-Introduction to Career Planning. Focused topics include business protocol, social and dining, etiquette, ethical dilemmas, and refining the career planning strategy and portfolio.

MGT 2110. PD II– Business Communication (1)  
Prerequisite: MGT 1100 and sophomore classification. This course continues to build on the foundations laid in Professional Development I – Introduction to Career Planning. This course focuses on the Fundamentals of Business Protocol.
with an emphasis on oral and written communication skills; and provides training and practice in the correct use of business terms and messages in order to develop the proficiency and competency required for effective communication in a business environment. Practice and principles of business report writing are included.

MGT 3000. Organization and Management (3)  
Prerequisite: SOCI 2000. This course provides an overview of a variety of basic and fundamental topics in the general management discipline including management theories/models/principles, managerial roles and functions, decision making, strategies, human resource management, including topics such as recruiting, training and performance appraisal.

MGT 3100. PD III-Business Communication (2)  
Prerequisite: MGT 2100 and junior classification. This course continues the foundations laid in Professional Development II-Fundamentals of Business Protocols with an emphasis on oral and written communications skills. This course provides training and practice in the correct use of business terms and messages in order to develop the proficiency and competency required for effective communication in a business environment. Practice and principles of business report writing are included.

MGT 3110. PD III-Globalization (1)  
Prerequisite: MGT 2100 or MGT 2110 and junior classification. This course familiarizes students with current events and knowledge of international business. Globalization trends and challenges, rise of new economies, political economy of globalization as well as global norms and values will be covered in this course. The course in particular focuses on exploring the implications of current global events in domestic and international business.

MGT 3250. International Business (3)  
Prerequisites: MGT 3000, ECON 2200. This course is a survey of environmental factors which are unique to international business management. Emphasis is placed on: (1) forms of doing business internationally, (2) theories of international business, (3) management of international operations, and (4) various forces which can facilitate or impede foreign trade.

MGT 3700. Organizational Behavior (3)  
Prerequisite: MGT 3000. This course aims to develop in students a greater understanding of the behavioral aspects of management including topics such as perception, motivation, communication, persuasion, decision making, bargaining and negotiation, conflict management, group processes, power and politics, and leadership. These concepts are used to analyze classic and contemporary topics and cases.

MGT 3700. Organization and Management (3)  
Prerequisite: SOCI 2000. This course provides an overview of a variety of basic and fundamental topics in the general management discipline including management theories/models/principles, managerial roles and functions, decision making, strategies, human resource management, including topics such as recruiting, training and performance appraisal.

MGT 3100. PD III-Business Communication (2)  
Prerequisite: MGT 2100 and junior classification. This course continues the foundations laid in Professional Development II-Fundamentals of Business Protocols with an emphasis on oral and written communications skills. This course provides training and practice in the correct use of business terms and messages in order to develop the proficiency and competency required for effective communication in a business environment. Practice and principles of business report writing are included.

MGT 4110. PD IV-Leadership  
Prerequisite: MGT 3100 or MGT 3110 and senior classification. This course addresses leadership topics surrounding leader development, including the leadership framework, leadership profiles, developing oneself as a leader, leadership attributes and ethical considerations.

MGT 4550. Entrepreneurship and Venture Management (3)  
Prerequisites: ACCT 2400, MGT 3000, MKT 3210. This course examines the initiation and management of an entrepreneurial venture. Topics considered include the innovative idea, venture ideas, perspectives on entrepreneurship,
start-up sequences, and acquisitions. Students work with a practicing entrepreneur in developing a business plan.

MGT 4740. Strategic Management (3)
Prerequisites: Senior classification, CIS 2400, MGT 3000, FIN 3200, MKT 3210. This is the capstone course for graduating seniors. It examines how firms chart their future by formulating, implementing, and evaluating strategies using strategic-management concepts and techniques covered in this course and in other business courses. The course places heavy emphasis on case analysis and the use of PC-based computer simulation.

MGT 4801. Internship Experience (4)
Prerequisite: Approval of the lead professor and course Instructor; sophomore standing. Through agreements between the University, School of Business, and an employer, the student may receive course credit for an internship or cooperative education experience which contributes to the student’s education and potential career opportunities in their selected major and concentration. Internship assessments and employer evaluations are documented in a formal report and presentation to the university community. Course may be taken as a restrictive business elective or unrestricted elective. The student will attain approval from the lead professor and course instructor prior to enrolling in the course.

Marketing Course Descriptions

All prerequisite courses must be completed with a grade of “C” or better.

MKT 3210. Principles of Marketing (3)
Prerequisites: SOCI 2000, ECON 2100 or ECON 2200. The major objective is to develop in the student the ability to analyze marketing problems and to provide an introduction to that sector of business activity concerned with the distribution of products to business and consumers. The course describes the background and framework of the marketing structure of modern business organizations.

MKT 3310. Business Ethics (3)
Business Ethics is concerned with the analysis and application of moral principles and norms or the clarification of dilemmas of managers and other employees who make business decisions.

MKT 3350. Promotion Management (3)
Prerequisite: MKT 3210. This course will study promotion as persuasive communication. It will examine promotion management and its relationship to the overall marketing program. Primary emphasis will be placed on advertising, sales promotion, and personal selling.

MKT 3450. Consumer Behavior (3)
Prerequisite: MKT 3210. This course includes an examination of the effects of personality, motivation, perception, learning, attitudes, cultural and social influences, and life-style changes on buying situations and how analysis of these factors enables the marketing manager to improve customer satisfaction. Sociological, psychological, and economics models will be considered.

MKT 4150. Sales Management/Leadership (3)
Prerequisite: MKT 3210. This course deals with issues facing the sales manager; topics include recruiting the sales force, selection of the sales force, motivation and compensation of the sales force, leadership skills, and sales force supervision. Emphasis will be on both personal and ethical positions of sales management.

MKT 4250. Retailing (3)
Prerequisite: MKT 3210. A survey course embracing the principles and practices of retail operations including location and layout, buying, pricing, promotion, credit, and stock control. The course will primarily take a mid-management approach.

MKT 4350. Business-to-Business Marketing (3)
(formerly Industrial Marketing)
Prerequisite: MKT 3210. This is a study of business-to-business marketing and is a study of materials, equipment, supplies, and technologies for manufacturers, other business firms, and
institutions that use purchased goods in further production.

MKT 4450. International Marketing (3)
Prerequisite: MKT 3210. This course covers the planning and organizing for international marketing operations. It identifies the differences in market arrangements and the differences in the legal, cultural, and economic factors in several countries.

MKT 4650. Marketing Research (3)
Prerequisites: MKT 3210, DSC 3300. This course examines research methods and procedures for the conduct of studies leading to marketing decisions. Techniques of gathering and analyzing data related to advertising, sales, pricing, product, and distribution. Actual participation in the conduct of research studies in these areas will also be provided.

MKT 4690. Marketing Seminar (3)
Prerequisites: MKT 3350, MKT 4150. This course will allow students to both uncover and study current marketing problems. Emphasis will be upon the topics of interest as defined by the individual marketing student.
School of Education

Wynetta Y. Lee, Dean
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E-mail: leew@nccu.edu

Mission

The mission of the School of Education is to prepare education professionals to serve and inspire excellence in teaching, administration, counseling, communication, technology, and other related services. Central to our mission is the development of leaders who promote social justice and dedicate themselves to the well-being of a global community.

History

The original charter of North Carolina Central University, issued by the General Assembly of North Carolina in 1925 (Chapter 56, Private Laws, 1925), set forth an institutional purpose that included the training of Negro high school teachers and principals. By 1927, the institution had in place sets of “combination courses” especially designed for high school teachers.

In the 1928-1929 school years, the Department of Education was one of the units of the College of Liberal Arts. At that time, the department offered six courses in professional education. The department’s academic offerings had expanded to 20 courses by 1937.

The General Assembly enacted a statute in 1939 which authorized the Board of Trustees of North Carolina College to establish graduate programs. The graduate program in education was among the first five graduate programs established at this institution under the organizational structure of the Graduate School of Arts and Sciences. The undergraduate program of the Department of Education was administratively supervised by the Undergraduate College in 1939.

On July 10, 1951, a joint trustee committee approved a cooperative arrangement between The University of North Carolina and North Carolina College for programs leading to the Ph.D. degree and authorized that they begin at the College in September, 1952. The first doctoral programs were organized in education in the areas of administration and supervision, elementary education, and guidance. Five persons were awarded the Ph.D. degrees in education before the doctorate program was discontinued in 1964.

In 1957, the North Carolina State Legislature redefined the purposes of North Carolina College, permitting broader graduate programs in professional education. In 1986, the Graduate School was merged with the College of Arts and Sciences and the Department of Education became a unit of the College of Arts and Sciences. On July 1, 1989, the Department of Education was elevated to a School of Education with a Dean who reports directly to the Vice Chancellor for Academic Affairs.

Facilities

In August 2000, the faculty, staff and students moved into a new 104,000 square foot state-of-the-art, technology ready facility. The new building is almost three times larger than the former facility. The building has many functional spaces and special equipment. Examples of functional spaces are listed below:

- Two master classrooms with stationary seats that have network ports for Internet connection.
- Seventeen classrooms with wireless computer capability.
- Two Smart Board Classrooms.
- Two teleconference rooms.
• A technology wing that has five faculty offices, one classroom, a computer lab, and a digital editing lab.

• An auditorium that seats three hundred.

• One computer lab for student use. Students can check course availability, check grades, review program requirements, register for courses, send e-mail to faculty, and access other Eagle Online pages. They can complete and print course assignments to submit.

Office of School Services

The Office of School Services, housed in the School of Education, is a university-wide office charged with the responsibility of broadening the base of North Carolina Central University faculty as providers of service and technical assistance to public schools. The office provides a coordinated program of services, technical assistance, and research that speaks directly to the identified needs of individual schools and school districts. While services may be provided to any school system upon request, the office seeks first to serve the needs of partnership schools and those within its immediate impact area, low-performing schools and school systems, rural schools, and low-wealth school districts.

While the office responds to specific requests from systems in a wide range of areas, the University seeks out partnerships for long-term systemic change initiatives in the areas of student achievement, curriculum and instruction, staff development, school climate, teacher recruitment and preparation, technology as an instructional tool, academic giftedness among African American students, and special problems of rural and low-wealth systems.

The Teacher Education Program

The School of Education is the academic unit responsible for all NCCU teacher education programs. Since its beginning, the University has prepared students to be teachers, providing them with a liberal arts education. Students who want to earn a teaching license, whether at the undergraduate or graduate level, must meet the program requirements in the teaching specialty area(s) and in professional education courses.

NCCU offers the following approved licensure programs:

Elementary Education (K-6)

Undergraduate

Undergraduates are required to complete one of the following academic concentration options: art, biology (general), communication disorders, English as a Second Language, English literature, English writing, history, literacy, mathematics (general), French, Spanish, or social science.

Middle Grades Education (6-9)

Undergraduate

Undergraduates are required to complete two of the following academic core major options: language arts, social studies, mathematics, or science.

Secondary Education (9-12)

English

Undergraduate

Mathematics

Undergraduate

Comprehensive Science

Undergraduate
(with degrees in Biology Chemistry, Geography, or Physics)

Comprehensive Social Studies
Undergraduate
(with a degree in History)

Family and Consumer Sciences
Undergraduate and graduate

Special Subject Areas (K-12)

Academically and Intellectually Gifted
(Add on)

English-as-a Second Language
(Add on)

Spanish
Undergraduate

Literacy (Reading Add on)

Media Coordinator
Graduate

Music
Undergraduate

Physical Education
Undergraduate and Graduate

Theatre Arts
Undergraduate

Birth to Kindergarten (B-K)
Undergraduate

Special Education (K-12)
Behavioral Emotional Disabilities
Graduate (Initial and Advanced)

General Education
Graduate (Initial and Advanced)

Visual Impairment

Graduate (Initial and Advanced)

Learning Disabilities
Graduate (Initial and Advanced)

Special Service Areas

Counselor Education (School, Career, Mental Health)
Graduate

Speech-Language Impaired
Graduate

DEGREE PROGRAMS IN THE SCHOOL OF EDUCATION

The School of Education offers degrees in the following undergraduate and graduate majors:

- Elementary Education K-6 B.A.,
- Middle Grades Education (6-9) B.A.
- Educational Technology M.A.
- School Administration M.S.A.
- Special Education (K-12) M.Ed., M.A.T.
  Behavioral Emotional Disabilities
  Visual Impairment
  Learning Disabilities
- Communication Disorders M.Ed.
  Speech Language Pathology
- Counselor Education M.A.
  School Counseling
  Mental Health Counseling
  Career Counseling

Undergraduate and Licensure-only Division

The School of Education, the unit responsible for the NCCU Teacher Education Program, provides majors leading to licensure in undergraduate elementary education and middle grades education. Other majors leading
to licensure in secondary, occupational and special areas of education are offered cooperatively with 14 other departments, with the School of Education handling admissions to teacher education and providing the majority of the instruction in professional education. The goal of the School of Education’s undergraduate program is to be consistently responsive to the needs of students enrolled in our Teacher Education Program, the school systems in which our graduates gain employment, and the standards of state and national accrediting bodies in professional education.

Due to national and state accreditation standards, program curricula and requirements are subject to change. Contact your appropriate program coordinator for the most current information.

**Admissions**

The undergraduate division of education follows the University’s policies for admission. Generally, during the first two years, the student completes the University’s General Education Curriculum (GEC). The student is eligible for formal admission to the undergraduate Teacher Education Program (TEP), a state requirement, if the applicant completes:

1. all course work in the GEC;
2. course work with a minimum cumulative grade point average of 2.5;
3. the three English requirements in the General Education Curriculum with at least a minimum grade of “C” in each course;
4. the Praxis I (PPST paper-pencil or computer-based version) at a level required by the N. C. Department of Public Instruction (for the SAT/ACT alternatives, please see the program coordinator);
5. a formal interview with Teacher Education faculty, typically completed during EDU 2600;
6. a formal essay, typically completed during EDU 2600; and
7. the TEP application (available from the appropriate program coordinator).

In addition to the University’s requirements for graduation, students seeking North Carolina licensure must do the following:

1. Complete the professional education program at NCCU, including student teaching;
2. Earn passing scores on the specialty area tests of the Praxis II, if required in program area;
3. Receive the recommendation for licensure from the faculty advisor in the licensure area; and
4. Submit the appropriate licensure forms and processing fee to the School of Education Office of Teacher Education.

To obtain licensure information, prospective teacher education majors should visit the School of Education Website (www.nccu.edu/soe) before contacting the School of Education’s Office of Teacher Education. Specific specialty area and education requirements may be obtained from the academic department chairs or teacher education coordinators.

**Second-degree or Licensure-only Candidates**

The second-degree and licensure-only programs are individualized programs which are based on the candidate’s previous course work and experiences. Completion of either program requires the fulfillment of the same licensure
requirements set forth by the N. C. Department of Public Instruction as those for a traditional, first-degree student.

Both second-degree and licensure-only candidates are students who have previously earned an undergraduate degree and who are seeking initial licensure. A second-degree candidate will be considered an undergraduate for tuition purposes and must apply for admission to the University through the Undergraduate Admissions Office. A licensure-only candidate is also considered an undergraduate for tuition purposes (unless the program is at the graduate level); however, the licensure-only candidate applies through the School of Education. Both of these routes to licensure require identical courses and clinical experiences; however, second-degree students receive a B.A. in Education, while licensure students receive a letter stating that the program requirements have been completed.

A lateral entry teacher may pursue a second-degree or licensure-only program. A lateral entry teacher is one who holds a current provisional license; is currently employed by a North Carolina School district; does not possess a teaching license; and has not previously completed a teacher education program prior to application for initial licensure in North Carolina.

The TEP admissions process for students who possess an undergraduate degree is as follows:

1. The student completes an application and submits official transcripts to the Alternative Licensure Office in the School of Education. (Second-degree students initially apply through Undergraduate Admissions.)

2. The Alternative Licensure Office works with the appropriate program coordinator to evaluate the transcripts and develop a plan of study.

3. The Alternative Licensure Office sends a letter and program of study to the candidate and the candidate meets with the program coordinator.

4. If the candidate decides to enter the program and has at least a 2.5 GPA on a 4.0 scale, and with the recommendation of the coordinator, the candidate completes and submits a Teacher Education Program application to the program coordinator. The candidate must also complete the formal essay and participate in a formal interview with Teacher Education faculty. The candidate is advised within the program area in which licensure is desired. A candidate who does not have at least a 2.5 GPA in the bachelor’s degree must pass Praxis I (or meet acceptable SAT/ACT scores) and earn a minimum grade point average of 3.0 in 15 hours of non-restricted courses determined by the program coordinator. If the candidate does not achieve the required GPA at the end of 15 hours, a conference will be scheduled with the advisor and program coordinator to determine if the candidate will be able to remain in the program.

5. The program coordinator forwards the application, transcript evaluation, and other appropriate materials to the Director of Teacher Education who presents the candidate for Teacher Education Program admission to the Teacher Education Council.

6. Upon completion of the academic program, second-degree or licensure-only candidates must pass the specialty area test(s) or subject assessment(s) of Praxis II, if required in the program area.

7. When the scores are received, the candidate completes the necessary
licensure forms and submits the appropriate fee to the Office of Teacher Education. The licensure officer submits the documents to the N.C. Department of Public Instruction, the agency responsible for issuing teaching licenses.

Academic Advisement

Students who wish to pursue teacher education as a career should seek advisement early in their academic careers. Incoming freshman and transfer students are initially advised in the University College. Those who choose elementary or middle grades education as a major are transferred to advisors in the School of Education. Once transferred from the University College, advisement for students interested in K-12 or secondary education (9-12) is provided by chairpersons of academic departments or designated Teacher Education Council representatives.

Application forms for admission to the Teacher Education Program should be obtained from the student’s academic advisor, and then completed and submitted to the program coordinator.

University Policies for Undergraduates

The undergraduate teacher education programs adhere to the University’s policies in the following areas: Registration, Grading System, Minimum Required Grade Point Average, Academic Dismissal, Repeating Courses, Changing Grades, Changing Majors, Transfer Credit, Withdrawal from a Course, Withdrawal from School, Maximum and Minimum Course Loads, Enrollment of Seniors in 5000-Level Courses, and Degrees with Distinction. See the Academic Regulations section of this catalog for additional information on undergraduate policies and procedures.

Degree Requirements

At the undergraduate level, the School or Education grants the Bachelor of Arts degree for elementary education and middle grades education. The specific course requirements for each major are outlined in the sections that follow.

Bachelor of Arts in Elementary Education (K-6) and Middle Grades Education (6-9)

Elementary Education

Yolanda Dunston, Coordinator of Elementary Education
Phone: (919) 530-7536
Fax: (919) 530-5279
Main Office: 2097 H.M. Michaux, Jr. School of Education Building
E-mail: ydunston@nccu.edu

Course requirements for the Bachelor of Arts in Elementary Education:

1. Complete a minimum of 126 semester hours with a cumulative grade point average of 2.5 or higher. The last 30 hours must be completed at NCCU.

2. Freshman and sophomore years—complete the General Education Curriculum (GEC) with a minimum GPA of 2.5. ENG 1110, 1210 & MSCM 1250 must be completed with a minimum grade of “C” in each course.

3. Complete successfully the Praxis I/Pre-Professional Skills Test (PPST paper pencil or computer-based version). Or meet minimal SAT/ACT required minimum.

4. Complete the Professional Education sequence, which includes the student teaching experience: EDU 2600, 2800 (or 4300), 3000, 3010, 3030, 3120,
3150, 3170, 4108, 4208 with no grades lower than a B.

5. Major requirements — Complete all of the required courses: EDU 3180, 3210, 3230, 3310, 3400, 3410, 3520, and 3540 with no grades lower than a B.

6. Complete the required number of semester hours in one of the following academic concentration options: art, biology, communication disorders, English (literature or writing), English as a Second Language, French, history, literacy, mathematics, social science, or Spanish. (Concentrations with fewer than 24 required hours must be supplemented with electives to fulfill the 126 hour requirement for graduation.)

Middle Grades Education

Gerrelyn Patterson, Coordinator of Middle Grades Education Program
Phone: (919) 530-6604
Fax: (919) 530-5279
Main Office: 2086 H.M. Michaux, Jr. School of Education Building
e-mail: gpatterson@nccu.edu

Course requirements for the Bachelor of Arts in Middle Grades Education:

1. Successful candidates must complete a minimum of 124 semester hours with a cumulative grade point average of 2.5 or higher. The last 30 hours must be completed at NCCU.

2. Freshman and sophomore years -- complete the General Education Curriculum (GEC) with at least a minimum GPA of 2.5. ENG 1110, 1210 & MSCM 1250 must be completed with a minimum grade of “C” in each course.

3. Complete successfully the Praxis I/Pre-Professional Skills Test (PPST paper-pencil or computer-based version) or meet SAT/ACT equivalent required minimums.

4. Complete the Professional Education sequence, which includes the student teaching experience: EDU 2600, 2800 (or 4300), 3000, 3010, 3030, 3120, 3150, 3170, 4107, 4207 with no grades lower than a “B.”

5. Complete the Middle Grades Education specialty courses (9-12 hrs): EDU 3800, 3810 and/or 3820/3540 (depending upon concentration areas), and 4010.

6. Complete two academic concentrations (24-26 credit hours) in the four core areas of:


   b. Science: BIOL 1300, 2400, 2600 (or 2700), GEG 2350 (or 2100), PHYS 1210, EDU 3820 or EDU 3540 and 2 approved science electives.

   c. Language Arts: ENG 1300 or 1400, ENG 1500, ENG 2105 (or ENG 4105), ENG 2310 or 2320 or 2330, ENG 3110, ENG 3120, ENG 3310 or 3320, ENG 3410 or 3420.

   d. Social Studies: GEG 1100, HIST 1200 or 1320, HIST 2210 or 2220, HIST 3410 or 3510 or 3520, HIST 4310, ECON 2200, POLS 2100, and 1 approved HIST elective.

Note: For students pursuing licensure in dual academic concentrations, EDU 3810 and 3820 methods courses may only count for credit ONCE. An elective must be substituted so that
students achieve the required 24 hours of course work in each academic concentration.

**Admission to the Teacher Education Program**

Students should apply for admission to the Teacher Education Program, which involves completion of the General Education Program, a “C” or better in ENG 1110 & 1210, an overall GPA of at least 2.5, passing scores on the Praxis I, and completion of the essay and interview process.

* Enrollment in restricted course work requires formal admission to the Teacher Education Program (passing score on Praxis I, a minimum 2.5 GPA, C’s or better in GEC English requirements, and completion of the GEC requirements).

** In some situations the Praxis, II is waived based on academic concentration credits.
### Four-Year Curriculum Plan - Elementary Education, K-6

#### Freshman Year

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<td>*ENG 1110</td>
<td>English Composition I</td>
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<td>*ENG 1210</td>
<td>English Comp. II</td>
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<td>* MFL Foreign Language III</td>
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<td>*MATH GEC Requirement 1</td>
<td>Elements of Speech (SI)</td>
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<td>* MATH GEC Requirement 1</td>
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<td>*MSCM 1250</td>
<td>Arts/Hum. I or II</td>
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<td>* HUSC Dimensions of Learning</td>
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<td>*HUM 1531</td>
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<td>=EDU 3170</td>
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<td>=EDU 3210</td>
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<td>×=LSIS 4505</td>
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**Total** 18

#### Senior Year

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<td>=EDU 4108</td>
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<td>=EDU 3400</td>
<td>Language Arts</td>
<td>3</td>
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<td>=EDU 3410</td>
<td>Teaching Reading</td>
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<td>No other courses are to be taken this semester.</td>
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<td>=EDU 3520</td>
<td>Teaching Math</td>
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<td>Candidates must pass Praxis II for NC licensure</td>
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<td>=EDU 3540</td>
<td>Integrated Sci, Math, Tech</td>
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<td>Coaching sessions are provided.</td>
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Candidates participate in course field experiences in their student teaching placement sites.

**Total** 15

**Senior Year Minimum Credit Hours Required for Graduation = 126**

Credit hours vary according to concentration.

Foliotek Required!

*An approved academic concentration is required. See the attached list. Some concentrations will require early admission to TEP.*

**Distribution of Hours**

- General Education Curriculum Courses (41-43 hours)
- Elementary Education Required Courses (59 hours)
- Academic Concentration Courses (18-24 hours; may include electives)
- Non-departmental Required Course (3 hours)
- Enrollment in this course is restricted to candidates who have been admitted to the Teacher Education Program (TEP).

*This course is a prerequisite for EDU 3150, 3170, or both. Check the NCCU Course Catalog.*

Transfer credit approved. (Advisors, please provide course and institution.)

Formal admission to the Teacher Education Program (TEP) requires passing scores on Praxis I (or a Praxis I equivalent), a minimum 2.5 GPA, C's or better in the three GEC English requirements, completion of GEC requirements, a writing sample, and an interview.
NCCU School of Education Academic Concentrations - Elementary Education, K-6  
(minimum 18 credit hours, may include up to 6 credit hours from general college core)

<table>
<thead>
<tr>
<th>Concentration</th>
<th>Criteria</th>
<th>Grade</th>
<th>Course(s)</th>
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<tr>
<td>ART (18 hours)</td>
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<td>ART 1500: Survey of Art History (3)</td>
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<tr>
<td></td>
<td>Choose 1</td>
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<td>ART 1200: African Art History (3)</td>
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<td>ART 3020: Survey of Modern Art (3)</td>
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<td></td>
<td>Required</td>
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<td>ARTF 2100: Drawing I (3)</td>
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<td>ART 2300: Basic Design (2)</td>
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<td>ARTE 2310: Design I (3)</td>
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<td>ARTE 2610: Art Education Lab I (3)</td>
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<td>ARTF 3410: Ceramics I (3)</td>
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<td>ARTE 3710: Crafts I (3)</td>
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<td>BIOLOGY (20 hours)</td>
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<td>BIOL 1101: Principles of Biology I (4)</td>
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<td>BIOL 1300: Molecules and Cell Function (4)</td>
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<td>BIOL 2100: General Zoology (4)</td>
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<td>BIOL 3200: General Microbiology (4)</td>
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<td>COMMUNICATION DISORDERS (18 hours)</td>
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<td>EDSH 5710: Anatomy and Physiology (3)</td>
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<td>EDSH 5730: Phonetics (3)</td>
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<td>EDSH 5700: Speech/Language Development (3)</td>
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<td>EDSH 5751: Introduction to Audiology (3)</td>
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<td>EDSH 5725: Speech Science (2)</td>
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<td>EDU 4810: Clinical Observation (1)</td>
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<td>ENGLISH AS A SECOND LANGUAGE (25 hours)</td>
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<td>EDSH 5700: Speech and Language Development (3)</td>
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<td>ENG 2115: Linguistics (3)</td>
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<td>EDSH 5780: Bilingualism /Second Language Learning (3)</td>
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<td>EDU 3410: Teaching Reading K-6 (3) OR EDU 4010 Reading in the Content Areas (3)</td>
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<td>EDU 4020: ESL &amp; Second Language Literacy (3)*</td>
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<td>EDU 4060: Language and Culture (3)</td>
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<td>EDU 4070: Practicum in ESL (4)</td>
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<td>MATHEMATICS (19-20 hours)</td>
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<td>MATH 2002: Concepts of the Real Number System I (3)</td>
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<td>MATH 2003: Concepts of the Real Number System II (3)</td>
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<td>MATH 2005: Geometry (3)</td>
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<td>MATH 1100 &amp;1200: College Algebra/Trig I &amp; II (3/3)</td>
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<td>MATH 1410: Pre-calculus (5)</td>
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<td>MATH 1210: Finite Mathematics (3)</td>
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<td>ENGLISH LITERATURE (18 hours)</td>
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<td>ENG 1300: Introduction to World Literature I (3)</td>
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<td>ENG 1400: Introduction to World Literature II (3)</td>
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<td>ENG 1500: Techniques in Critical Reading of Literature (3)</td>
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<td>ENG 2310: Survey of English Literature I (3)</td>
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<td>ENG 2330: Survey of English Literature III (3)</td>
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<td>ENG 3310: American Literature I (3)</td>
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<td>ENG 3320: American Literature II (3)</td>
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<td>ENG 3410: African American Literature I (3)</td>
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<td>ENG 3505: Women’s Literature (3)</td>
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<td></td>
<td>ENG 3605: Contemporary Lit (3)</td>
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</table>
## NCCU School of Education Academic Concentrations - ELEMENTARY EDUCATION, K-6
(minimum 18 credit hours, may include up to 6 credit hours from general college core)

### ENGLISH WRITING (18 hours)

| Required | ENG 1500: Techniques in Critical Reading of Literature (3) |
|          | ENG 3120: Advanced Composition (3) |
| Choose 1 | ENG 2115: Introduction to Linguistics (3) |
|          | ENG 3110: Advanced English Grammar (3) |
| Choose 1 | ENG 3700: Creative Writing: Prose (3) |
|          | ENG 3800: Creative Writing: Poetry (3) |
| Choose 2 | ENG 2105: Introduction to Technical Writing (3) |
|          | ENG 4105: Advanced Professional & Technical Writing (3) |
|          | ENGM 2440: Reporting & Writing for the Mass Media (3) |
|          | ENGM 3520: Copy Editing (3) |
|          | ENGM 3525: Desktop Publishing (3) |
|          | ENGM 3540: Feature Writing –Newspapers/Magazines (3) |
|          | DRAM 3040: Beginning Playwriting (3) |
|          | ENG 2115: Introduction to Linguistics (3) * |
|          | ENG 3110: Advanced English Grammar (3) * |
|          | ENG 3700: Creative Writing: Prose (3) * |
|          | ENG 3800: Creative Writing: Poetry (3) * |
|          | (* if not chosen above) |

### HISTORY (21 hours)

| Required | HIST 1320: World Societies (3) |
|          | HIST 2000: Historical Writing & Literature (3) |
|          | HIST 2210: US History to 1865 (3) |
|          | HIST 2220: US History from 1865 (3) |
|          | HIST 4310: NC History (3) |
| Choose 1 | HIST 3510: Afro-American History to 1865 (3) |
|          | HIST 3520: Afro-American History from 1865 (3) |
| Choose 1 | HIST 3115: Modern European History 1500-1815 (3) |
|          | HIST 3118: Modern European History 1815-1914 (3) |

### SOCIAL SCIENCE (21 hours)

| Required | HIST 2210: US History to 1865 (3) |
| Required | HIST 2220: US History from 1865 (3) |
| Required | HIST 4310: NC History (3) |
| Required | GEOG 2100: Physical Geography (3) |
| Required | POLS 2100: Introduction to American Government (3) |
| Required | SOCI 2100: Intro to Sociology (3) |
| Choose 1 | HIST 3520: Afro-American History from 1865 (3) |
|          | HIST 3410: African History from 1800 (3) |
|          | HIST 1540: Black Experience from 1540 (3) |

### LITERACY (19 hours)

| Required | EDU 3310: Foundations of Literacy Assessment and Planning (3) |
| Required | EDU 3400: Language Arts Instruction (3) |
| Required | EDU 3410: Principles of Teaching Reading K-6 (3) |
| Required | EDU 4010: Reading in the Content Areas (3) |
| Required | EDU 4020: ESL and Second Language Literacy (3) |
| Required | EDU 4030: Literacy Assessment and Intervention (3) Fall |
| Required | EDU 4040: Practicum in Literacy Assess./ Intervention (4) Fall |

### MODERN FOREIGN LANGUAGE (18 hours)

| Required | SPAN 2100 Intermediate I (3) |
| Required | SPAN 2200 Intermediate II (3) |
| Required | SPAN 3080 Syntax and Com (3) |
| Required | SPAN 3100 Oral Practice I (3) |
| Required | SPAN 4200 Oral Practice II (3) |
| Required | SPAN 3110/3120 Civilization (3) |
Four-Year Curriculum Plan in: Middle Grades Education
(Dual Concentration required. Choose two areas: Language Arts, Mathematics, Social Studies, and Science)

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<th>Freshman Year</th>
<th>Fall</th>
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<td>Course Prefix/Number</td>
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<td>Credit</td>
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<tr>
<td>*ENG 1110</td>
<td>English Composition I</td>
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<td>* MFL</td>
<td>Foreign Language III</td>
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<td>*MATH</td>
<td>GEC Requirement 1 (MATH 1100) Algebra &amp; Trig</td>
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<td>Science GEC Requirement 1 (BIOL 1300) Molecules/Cell Function</td>
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<td>*HUSC 1521</td>
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<td>*HIST</td>
<td>GEC Requirement (HIST 1320) World Societies</td>
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<td>Science GEC Requirement 2 (PHYS 1210)</td>
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<td>*HUM</td>
<td>GEC Requirement (ENG 1300) Intro to Lit</td>
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<td>5+EDU 2600</td>
<td>Orientation to Teaching</td>
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<td>5+EDU 3000</td>
<td>Educational Psychology</td>
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<td>5+EDU 1541</td>
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<td>++EDU 3150</td>
<td>Instructional Planning (WI)</td>
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<td>++EDU 3170</td>
<td>Assessment of Learning</td>
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<td>Lang. Arts/Social Studies Methods</td>
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<td>++EDU 3540 or 3820</td>
<td>Math/Science Methods</td>
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Total Minimum Credit Hours Required for Graduation for MGE = 124-127
Credit hours vary according to concentrations. Foliotek Required

Approved academic concentrations are required. See the attached list. Some concentrations will require early admission to TEP.

Distribution of Hours
* General Education Curriculum (GEC) 41-43 hours
* Middle Grades Education Required Courses 43-46 hours
# Academic Concentration Courses 48 hours. Note: Some GEC requirements fulfill Academic Concentration requirements; however, credit hours are only calculated once.
= Enrollment in this course is restricted to candidates who have been admitted to the Teacher Education Program (TEP).
§ This course is a prerequisite for EDU 3150, 3170, or both. Check the NCCU Course Catalog.
EDU 3150 and 3170 are prerequisites for ALL methods courses.
* This is a graduate-level course. Registration requires departmental assistance. Graduate level fees apply.
T Transfer credit approved. (Advisors, please provide course and institution.)
Formal admission to the Teacher Education Program (TEP) requires passing scores on Praxis I (or a Praxis I equivalent), a minimum 2.5 GPA, C's or better in the three GEC English requirements, completion of GEC requirements, writing sample and an interview.
## MIDDLE GRADES CONCENTRATIONS

### SOCIAL STUDIES

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<td>GEOG 1100 World Regional</td>
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<td>HIST 1320 World Societies or HIST 1200 World History II</td>
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<td>HIST 2210 or 200 US History I or II</td>
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<td>HIST 3410 Ancient Africa or HIST 3510 or 3520 African American History</td>
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<td>HIST 4310 North Carolina History</td>
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<td>POLS 2100 Introduction to American Government</td>
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<td>ECON 2200 Principles of Macroeconomics (Math 1070/1100 Prerequisites)</td>
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<td>HIST Elective or EDU 3810 Social Studies/LA Methods</td>
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### LANGUAGE ARTS

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<td>ENG 1300 or 1400 Intro to Literature or Humanities</td>
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<td>ENG 1500 Techniques in Critical Reading and Literature</td>
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<tr>
<td>ENG 2105 Intro to Technical Writing or ENG 4105 Advanced Prof. Writing</td>
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<td>ENG 2310 or 2320 English Literature I or II</td>
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<td>ENG 3110 Advanced English Grammar</td>
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<td>ENG 3120 Advanced Composition</td>
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<td>ENG 3310 or 3320 American Literature I or II</td>
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<tr>
<td>ENG 3410 or 3420 African American Literature I or II</td>
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### MATHEMATICS

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<td>MATH 1200 College Algebra and Trigonometry II</td>
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<td>MATH 2002 Concepts I (Fall only)</td>
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<td>MATH 2003 Concepts II (Spring Only)</td>
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<td>MATH 2005 Geometry (Fall only)</td>
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<td>MATH 2010 Calculus/Analytical Geometry</td>
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<td>MATH 4200 History of Math or MATH 1210 Finite Math</td>
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<td>MATH Elective or EDU 3820/3540 Math/Science Methods</td>
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<td><strong>Total</strong></td>
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</tr>
</tbody>
</table>

### SCIENCE

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td>BIOL 1300 Molecules and Cell Functions</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2400 General Botany (Spring Only)</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2600 Environmental Biology or BIOL 2700 Environmental Problems</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 2350 Earth Science or GEOG 2100 Physical Geography</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 1210 Language of Science</td>
<td>3</td>
</tr>
<tr>
<td>SCIENCE Elective or EDU 3820/3540 Math/Science Methods</td>
<td>3</td>
</tr>
<tr>
<td>SCIENCE Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>
Education Course Descriptions

EDU 2600. Orientation to Teaching (2)
This course lays the foundation for teaching in today’s schools and the teacher education program requirements. Twelve hours of field experience are required. This course is required of all prospective teacher education students.

EDU 2800. Computer Utilizations in Instructional Technology (3) Restricted to pre-education majors. This is a practical and applied study of computer utilizations geared to the National Education Technology Standards for Teacher, (NETS), developed by the International Society for Technology Education and adopted by North Carolina’s State Board of Education. The course includes computer operations; functions; Internet and telecommunications for instructional purposes; analysis and use of word processing; spreadsheets; databases; desktop publishing; and multimedia applications. Students must complete an electronic portfolio (CD or DVD) to document assignments/artifacts from this class.

EDU 2900. Independent Study of Educational Problems (1-3) This course requires permission of instructor. This is an independent study to permit the pursuit of information on and the solution of educational problems through library research and/or field work. The student desiring to take this course will present a study proposal to the department for approval. Students who show unusual promise as developing educators may take this course as an honors activity.

EDU 3000. Introduction to Educational Psychology (3)
This is an introduction to the study of cognitive development and characteristics of school-aged learners. Additionally, the theories of learning which shape teaching and the principles of pedagogy which guide best educational practice are introduced. Ten hours of field experience are required.

EDU 3010. Human Growth and Development (3)
This is an introduction to the study of human growth from conception through early childhood, middle years, and adolescence. Emphasis is placed upon application of the basic concepts of physical, perceptual, mental, personality, social, language, emotional, and moral development of children and adolescents. Attention is given to the possible causes, characteristics and teacher detection of learning problems of special populations of children. Students examine how schools meet the developmental needs of their student populations by conducting in-school interviews with school personnel and at least one child. Ten hours of field experience are required.

EDU 3030. Diversity, Pedagogy and Social Change (3)
Consistent with the School of Education conceptual framework “Educators for Diverse Cultural Contexts” this course includes an overview of the major historical, philosophical, sociological and structural forces and diverse influences that have shaped American education. Emphasis is given to current reform movements in education and to the changing needs of society. The major problems and issues surrounding the context of teaching, particularly the role of economic class, ethnicity, race, gender, physical conditions, and linguistic diversity and their correlation with educational achievement are stressed. A major focus will be on each candidate developing a conceptual framework on his or her personal cultural identity, character, and the impact of diversity issues on his or her life, so that in understanding oneself, the candidate develops a greater understanding of and positive impact on others. This course requires 20 hours of field experience.

EDU 3120. Inclusive Teaching for Students with Special Needs (3)
Prerequisites: EDU 2600, EDU 3000, EDU 3010. This course is designed to develop knowledge and skills related to the appropriate education of children with special needs in the general education classroom setting. This is a survey course which includes a study of the legal and educational foundations of serving students with disabilities in the general education setting. Ethical issues surrounding the teaching of children with learning and behavioral differences are included in the content. Particular emphasis is placed on developing skills for identifying learning
strengths and needs in all children and developing instruction to match those strengths and needs. Teaming and collaboration are an important concept in inclusive education and will be emphasized.

EDU 3150. Instructional Planning  (3)
Prerequisites: Admission to TEP, EDU 2600 or a departmental early field experience, EDU 3000. The course provides students with competencies in specific technical skills of teaching by focusing on learning theory, learning styles, educational taxonomies, teaching methods, classroom management, and lesson planning. Students have the opportunity to apply their learning during their field experience in an assigned classroom. The students tutor individual learners, plan lessons with the teacher, and facilitate small or whole group instruction. Twenty hours of field experience are required.

EDU 3170. Assessment of Learning  (3)
Prerequisites: Admission to TEP, EDU 2600 or a departmental early field experience, EDU 3000, EDU 3010. The course focuses on assessment as a tool in delineating needed revisions in evaluation methods and materials and on the use of evaluation results to modify future assessments, teaching strategies, and curricula. Students will work with an assigned teacher to construct criterion referenced tests based upon Common Core State Standards and NC Essential Standards. Students administer, score and complete item analyses of the results. Ten hours of field experience are required.

EDU 3180: Healthful Living Education in Elementary Schools  (3)
This course is designed to introduce pre-service teachers to the study of the healthful living curriculum in elementary schools. Emphasis is placed upon the application of basic concepts of healthful living and physical education in terms of its importance/impact on the role of education. Attention is given to (1) instructional planning that integrates physical movement and healthful living concepts across the academic content areas, (2) candidates’ responsibility as healthful living educators, (3) candidates’ understanding of healthful living and the law, and (4) candidates’ understanding of diverse learners as culturally responsive educators. This course will also provide candidates the opportunity to examine how schools meet the needs of diverse learners through healthful living education. Fifteen hours of field experience are required.

EDU 3200. Elementary Education Curriculum I (Art, Music, Drama) (3) This is an examination of methods of teaching art, music, and drama in the elementary grades (K-6). An integrated approach utilizing methods, techniques, and materials common to these curricular areas will emphasize multiple intelligences and creative development. Field experience is required.

EDU 3230. Teaching Social Studies  (3)
This course is designed for elementary majors and focuses on effective, developmentally appropriate, instructional methods for the teaching and learning of social studies in the elementary schools. This course focuses on key concepts and generalizations in the fields of anthropology, sociology, political science, economics, history, geography, and the humanities. The course content includes oral language, writing, and literature related to the key concepts and principles related to the social sciences. Special attention is given to the integration of social studies and interdisciplinary teaching in the elementary school curricula. Field experience is required.

EDU 3310. Foundations In Literacy Assessment and Planning (3)
This survey course is designed to prepare beginning teachers to administer literacy assessments and use the information to plan and implement dynamic literacy Instruction. The course content includes topics such as systematic observation and literacy strategies. Candidates will also investigate surrounding differentiated literacy instruction. The course requires 15 hours of field experiences.

EDU 3400. Language Arts Instruction in the Elementary School K-6 (3)
This is a survey of methods designed to prepare beginning teachers for instruction in language arts (excluding reading). The course content includes
topics such as theoretical models of language development, listening, oral language, spelling, handwriting, reference skills, and children’s composition. Teacher candidates will also learn about techniques for teaching language arts to mainstreamed exceptional students. Field experience is required.

EDU 3410. Principles of Teaching Reading K-9 (3)  
Prerequisite or concurrent: EDU 3400. This survey course in reading instruction provides a comprehensive treatment of the major topics of reading, including emergent literacy, approaches and materials used to teach beginning reading, word identification, vocabulary, comprehension, and literature-based reading instruction. Teacher candidates also investigate issues in teaching reading to mainstreamed exceptional students. Field experience is required.

EDU 3520. Teaching Mathematics (3)  
This course prepares teacher candidates to teach mathematics in elementary schools. The focus of this course will be on understanding mathematical concepts and developing appropriate lessons and strategies for teaching mathematical concepts to all children. An emphasis is placed on meeting the needs of all learners in culturally diverse educational environments. Field experience is required.

EDU 3540. Integrated Science, Mathematics, and Technology (3)  
This course prepares elementary and middle grades education teacher candidates to teach by integrating science, mathematics, and technology. This course has four components: earth science, space science, physical science, and life science. The focus of this course is on increasing content knowledge and on planning and implementing developmentally appropriate, integrated mathematics and science units. This course includes inquiry-based and computer laboratory experiences. Field experience is required.

EDU 3700. Introduction to Statistical Methods in Education (3)  
This is an introduction to basic statistical methods and their application to education. Attention is given to procedures in tabulating data and calculating basic statistics, such as measures of central tendency, correlation, and standard deviation, as well as the properties and applications of the normal probability curve. Major emphasis is placed upon interpretation of descriptive measures, and an introduction to inferential statistics is provided. Field experience is required.

EDU 3800. The Middle School (3)  
This is an overview of the philosophy, rationale, organizational patterns, and curricular elements of the middle school. Emphasis is placed on the developmental characteristics and needs of early adolescents as they are addressed through middle school components, such as interdisciplinary team teaching, flexible block scheduling, advisory programs, exploratory programs, and responsive teaching. Fifteen hours of field experience are required.

EDU 3810. Language Arts/Social Studies Instruction in the Middle School (3)  
This is a study of instructional methods in language arts and social studies for middle grades education majors. The course focuses on instructional practices typical of middle grades language arts methods in selected areas (e.g., oral language, writing, literature) and social studies methods in selected areas (e.g., geography, history, economics). Special attention is given to the integration of language arts and social studies in the middle grades curriculum. Fifteen hours of field experience are required.

EDU 3820. Mathematics/Science Instruction in the Middle School (3)  
This is a study of instructional methods in mathematics and science for middle grades education majors. Strategies for teaching mathematics and science are presented using current research, curriculum standards, and instructional technology. Appropriate lessons are modeled, simulated, and discussed. Special attention is given to the integration of mathematics and science throughout the middle grades curriculum. Fifteen hours of field experience are required.

EDU 4010. Reading In the Content Areas (3)
This course will focus on literacy strategies across the content areas of mathematics, science, social studies, English and second languages, health, physical education and cultural arts. The candidate will learn specific ways to enhance content area learning, while increasing reading and writing abilities in their students. This course will require 15 hours of field experience in a middle and/or high school setting.

EDU 4020. English as a Second Language and Second Language Literacy (3)
This course will explore language teaching approaches for second language learners. A variety of topics will be covered, including English for specific purposes, language skills for second language learners (e.g., listening, speaking, reading, writing, grammar, and vocabulary), recognizing and meeting the needs of Limited English Proficient (LEP) students, English instruction for linguistic minority groups, and skills for planning and implementing lessons in school for LEP students. The course will also focus on how English as a Second Language (ESL) programs accommodate students from diverse cultures and languages in the same class. Fifteen hours of field experience will be required in working with LEP/ESL students.

EDU 4030. Literacy Assessment and Intervention (3)
This course explores various formal and informal diagnostic techniques for effective monitoring of student development in literacy. The course, which spans emergent through adolescent literacy, addresses diagnosis of difficulties in reading, implementation of corrective instruction, and prevention of literacy difficulties. Assessment strategies will be applied to children with reading difficulties and summarized in a written report. This course must be taken with EDU 4040: Practicum in Literacy Assessment and Intervention.

EDU 4040. Practicum in Literacy Assessment and Intervention (4)
This course, taken concurrently with EDU 4030, provides an opportunity for candidates to apply assessment and intervention methods learned in EDU 4030. Candidates will be placed in classroom settings and work closely with one struggling reader or writer. Candidates will prepare a diagnostic report, which summarizes the reader’s background, results from various assessment measures, and recommendations for future instruction. Intervention plans will also be developed and implemented to address some of the reader’s difficulties. This course will require 6 hours per week of field experience in an elementary, middle, or high school setting.

EDU 4060. Language and Culture (3)
This course is designed to address the importance of language and how it is inextricably bound to identity, both as an instrumental tool for communication and as a carrier of cultural values and attitudes. This course focuses on the socio-cultural and linguistic aspects that shape and influence students’ identity. This course helps teachers develop: 1) an awareness and sensitivity to work effectively with students with diverse linguistic and cultural backgrounds and 2) a commitment to intervene in social injustice as a means to closing the achievement gap. Therefore, a strong emphasis on the content on cultural and linguistic diversity is a necessary prerequisite to preparing teachers to serve the needs of students whose first language is not English and who are from diverse cultural backgrounds.

EDU 4070. English as a Second Language Practicum (4)
This course, taken concurrently with EDU 4020, provides an opportunity for candidates to apply assessment and instructional strategies learned in EDU 4020. Candidates will be placed in ESL classrooms or in classrooms in which there are ESL learners. Candidates will prepare and implement plans to assist individuals, small groups, and/or whole class of ESL learners. Candidates will assess and document the impact of their instruction on ESL student learning. Candidates will be expected to spend a minimum of 2 hours twice a week in the ESL practicum placement.

(EDU 4100 SERIES)
Co-requisite: EDU 4200 Student Teaching.
Prerequisite: Students must be admitted a full semester prior to student teaching. The following methods and materials courses are intended to
give an understanding of the special teaching procedures and materials related to each of the special fields of teaching. These courses provide an understanding of teaching procedures, classroom management, reading skills and effective teaching strategies and materials related to specialized subjects areas. These courses are components of the Senior Semester in Teacher Education for elementary, middle school, secondary, and specialty area majors. The student teacher completes the professional portfolio and participates in mock interviews and specialty area coaching sessions. Prerequisite to all methods courses are admission to the Teacher Education Program and an overall GPA of at least 2.5.

EDU 4101. Methods and Materials in Art (3) This course, completed concurrently with EDU 4201, is an overview of methods of instruction and learning in preparation for teaching art in the public schools (i.e., teaching and learning theory; effective methodology; the selection, preparation, organization, and scheduling of course content; classroom management motivation, discipline, evaluation, and working with others). The student teacher completes the professional portfolio and participates in mock interviews.

EDU 4102. Methods and Materials in Comprehensive Science (3) This course, completed concurrently with EDU 4202, is designed to provide students with a general knowledge of methods organization, selection of materials, and effective teaching procedures in the sciences (biology, chemistry, earth science, and physics). This course provides a survey of current issues in teaching science, effective teaching methods, classroom management techniques, and a review of philosophies of student discipline. The student teacher completes the professional portfolio and participates in mock interviews.

EDU 4106. Methods and Materials in Dramatic Art (3) This course, completed concurrently with EDU 4206, is a survey of the materials and methods of teaching drama and oral communication in the school. This course provides a survey of current issues in teaching dramatic arts, effective teaching methods, classroom management techniques, and a review of philosophies of student discipline. The student teacher completes the professional portfolio and participates in mock interviews and specialty area coaching sessions.

EDU 4107. Methods in Middle Grades Education (6) Completed concurrently with EDU 4207. This is a review of general teaching methods in middle grades education; this course provides a survey of current issues in the middle school, effective teaching methods, classroom management techniques, and a review of philosophies of student discipline. The student teacher completes the professional portfolio and participates in mock interviews.

EDU 4108. Methods in Elementary Education (6) Completed concurrently with EDU 4208. A review of general teaching methods in elementary education, this course provides a survey of current issues in elementary education, effective teaching methods, classroom management techniques, and a review of philosophies of student discipline. The student teacher completes the professional portfolio and participates in mock interviews and specialty area coaching sessions.

EDU 4109. Methods and Materials in English (3) This course, completed concurrently with EDU 4209, is an examination of instructional strategies which provides opportunities to discuss, demonstrate, and evaluate a variety of methods in the teaching of English. The skills of reading, writing, speaking, and listening are reviewed to develop the ability to impart these skills to students. This course provides a survey of current issues in teaching English, effective teaching methods, classroom management techniques, and a review of philosophies of student discipline. The student teacher completes the professional portfolio and participates in mock interviews and specialty area coaching sessions.

EDU 4110. Methods and Materials in Modern Foreign Languages (3) This is a competency-based course addressing current theory and widely accepted models and
methods of second-language instruction for grades 9-12. It is a practice centered course requiring demonstration of acquired knowledge in simulated and actual situations. Emphasis is placed on the North Carolina Public School Second-language Curriculum and on developing the professional knowledge and skills necessary to teach in that curriculum.

EDU 4111. Methods and Materials for Foreign Language in Elementary and Middle Schools/FLEMS (2) Co-requisite: EDU 4210 or permission of department. This is a competency-based course presenting theories, models, and practices of second-language teaching for kindergarten thorough middle grades. It incorporates knowledge of child development, language acquisition, and the school curriculum to promote skills in teaching and in material and program design. This course provides a survey of current issues in teaching foreign language, effective teaching methods, classroom management techniques, and a review of philosophies of student discipline. The student teacher completes the professional portfolio and participates in mock interviews.

EDU 4115. Methods and Materials in Human Sciences (3)
This course, completed concurrently with EDU 4215, is an examination of skills used in applying principles of curriculum development, knowledge of adolescents and social trends to instructional planning. Emphasis is on meeting individual needs of learners through selection and structuring of objectives, content and learning experiences. This course provides a survey of current issues in teaching human sciences, effective teaching methods, classroom management techniques, and a review of philosophies of student discipline. The student teacher completes the professional portfolio and participates in mock interviews.

EDU 4117. Methods and Materials in Mathematics (3)
This course, completed concurrently with EDU 4217, is an overview of various methods of teaching mathematics. Textbooks as well as standardized tests and teacher-made tests are discussed. Special attention is given to the material in the current issues of *The Mathematics Teacher* and the *Yearbook of the National Council of Teachers of Mathematics*. This course provides a survey of effective teaching methods in mathematics, classroom management techniques, and a review of philosophies of student discipline. The student teacher completes the professional portfolio and participates in mock interviews.

EDU 4118. Methods and Materials in Music (3)
This course, completed concurrently with EDU 4218, is a study of methods and materials used in teaching the various music subjects and activities in public schools. The principles of music education, its problems, and the more frequently used evaluation procedures are also studied. This course provides a survey of current issues in teaching music, effective teaching methods, classroom management techniques, and a review of philosophies of student discipline. The student teacher completes the professional portfolio and participates in mock interviews.

EDU 4121. Methods and Materials in Physical Education (6)
This course, completed concurrently with EDU 4221, is a study of the selection, organization, and presentation of materials and the study of various necessary methods. Practical teaching and activity situations are provided to determine means of improving teaching techniques. This course provides a survey of current issues in teaching physical education, effective teaching methods, classroom management techniques, and a review of philosophies of student discipline. The student teacher completes the professional portfolio and participates in mock interviews.

EDU 4126. Methods and Materials in Social Sciences (3)
Co-requisite EDU 4226 or permission of the department. The techniques of social science instruction in high school are considered. Special emphasis is placed on the utilization of resources. This course provides a survey of current issues in teaching social sciences in high school, effective teaching methods, classroom management techniques, and a review of philosophies of student discipline. The student teacher completes the professional portfolio and participates in mock interviews.
EDU 4141. Methods and Materials in Library Science (3)
This is an overview of techniques and materials essential for the operation and management of a school library as a materials center, and knowledge of methods and materials used in the teaching of library lessons.

EDU 4200 SERIES
Prerequisite: Students must be admitted to the Teacher Education Program a full semester prior to student teaching. Co-requisite: EDU 4100 and a grade point average of 2.5 or above in the field in which licensure is sought. The Directed Teaching component of the Senior Semester is intended to provide opportunities for the student to practice teaching under direct supervision. These courses are components of the second semester senior internship in Teacher Education.

EDU 4201. Directed Teaching of Art (6)
EDU 4202. Directed Teaching of Comprehensive Science (3)
EDU 4206. Directed Teaching of Dramatic Art (6)
EDU 4207. Directed Teaching of Middle Grades (6)
EDU 4208. Directed Teaching of Elementary Education (6)
EDU 4209. Directed Teaching of English (6)
EDU 4210. Directed Teaching of Modern Foreign Languages (6)
EDU 4215. Directed Teaching of Human Sciences (6)
EDU 4217. Directed Teaching of Mathematics (6)
EDU 4218. Directed Teaching of Music (6)
EDU 4221. Directed Teaching of Physical Education (6)
EDU 4226. Directed Teaching of Social Sciences (6)

EDU 4300. Classroom Utilization of Instructional Technologies (3)
This course is designed for students in the teacher education program and has a focus on using technology in the classroom. The course addresses teacher requirements for the National Education Technology Standards for Teachers (NETS) developed by the International Society for Technology Education and adopted by North Carolina’s State Board of Education, which deal with the integration of technology into the curriculum. The course will focus on project-based, learner-centered computer applications for the classroom. Students enrolling in this course must demonstrate the basic computer skills taught in EDU 2800.

EDU 4320. Basic Principles of Guidance (3)
This is a study of the functions and organization of guidance and counseling services. An overview of student needs, counselor roles, individual appraisal, group counseling, career planning, and the helping process is provided.

EDU 4520. Photography (3)
This course is an application of photographic skills emphasizing 35 mm, digital, and instamatic type cameras in instruction and training with special emphasis on composition, visual language, and theories of non-verbal communication of visuals.

EDU 4530. Introduction to Videography (3)
This is an overview of the development of the motion picture as an art form and as conveyor of information. The student develops competencies in editing, lighting, and programmed script development.

EDU 4700. Preparation of Instructional Technologies (3)
This course provides an opportunity to develop the basic techniques and communication skills which lead to competencies in the design and development of instructional materials, including layout and design, illustration, color, dry mounting, hot and cold laminating, lettering, and large poster/blackboard design.

EDU 4750. Introduction to Speech/Language Pathology (3)
This is an introduction to the processes of speech, language, and hearing; classification and description of their pathologies, their evaluation and management. The interaction of the field of speech/language pathology with other health/human service professions is covered.

EDU 4760. Scientific Bases of Speech (2)
This is a survey of the physiological and acoustical aspects of speech production, its transmission and reception. Specific information regarding the processes of respiration, phonation, resonation, articulation, and audition is covered.

EDU 4780. Aural Rehabilitation (3)
This is an introduction to the theories, methods, and systems of developing, maintaining and/or enhancing oral communication skills in children and adults with hearing impairments. Speech reading, auditory training, and amplification and other assistive listening devices are stressed.

EDU 4790. Speech and Language Development (3)
An introductory course dealing with the study and understanding of the normal aspects of human communication. Emphasis is on development of normal speech and language, their neurological, physiological, and behavior components.

EDU 4800. Phonetics (3)
This is an introduction to the study of the perception and production of the vowels, diphthongs, and consonants of spoken American English, employing an adapted version of the IPA. The focus is on broad transcription of normal and disordered speech.

EDU 4810. Clinic Observation (1)
This course will target the recognition of specific methods and skills needed to effectively start the clinical practicum as well as to obtain the 25 hours of observation of both adults and children in a variety of settings.

EDSH 5710. Anatomy and Physiology (3)
This is an introduction to the anatomical and physiological aspects of the speech mechanism.

Both normal and pathological aspects of respiration, phonation, resonation, and articulation are studied.

EDSH 5751. Introduction to Audiology (3)
This is a survey of the historical development and basic concepts of the field of audiology. Psychophysical concepts are discussed, as are symptoms, causes and treatment of hearing disorders in children and adults.

EDU 4900 SERIES (*Permission required.)
These courses are designed to permit the independent pursuit of information on and solution of educational problems through library research and/or field work. The student desiring to take these courses must present a study proposal to the appropriate program coordinator for approval.

EDU 4902. Independent Study in Elementary Education (1-3)
Permission of instructor required.

EDU 4903. Independent Study in Counselor Education (1-3)
Permission of instructor required.

EDU 4905. Independent Study in Middle Grades Education (1-3)
Permission of instructor required.

EDU 4906. Independent Study in Special Education (1-3)
Permission of instructor required.

EDU 4907. Independent Study in Speech Language Impaired (1-3)
Permission of instructor required.

EDU 4908. Independent Study in Educational Technology (1-3)
Permission of instructor required.

EDU 4950. Special Topics in Education (3)
Permission of instructor required.
These courses are an in-depth study of special areas of concern to educators. Because specific topic emphasis varies from semester to semester, the courses may be repeated for credit.
Administration and Faculty
College of Behavioral and Social Sciences
College of Arts and Sciences

Full Professors

Abu-Shakra, Amal, 1994
Biology
B.S., American University of Beirut, Lebanon
M.Sc., University of London, United Kingdom
Ph.D., University of Surrey, United Kingdom

Aggrey, Kwesi, 2009
Analytical Chemistry, Ph.D.
University of Hawaii, B.S. in Chemistry, Kwame Nkrumah
University of Science in Ghana

Allen, Beverly, 2004
Physical Education and Recreation
B.A., North Carolina A&T State University; M.F.A.,
University of North Carolina at Greensboro; Ph.D., Ohio State University

Anderson, Yolanda Banks, 1996
Environmental Science
B.S. University of North Carolina at Greensboro
M.S., Harvard School of Public Health
Ph.D., University of North Carolina at Chapel Hill

Andrews, Wendell, 1996
Criminal Justice
M.S. North Carolina Central University

Aytch, Donald, 2006
Developmental and Clinical Psychology
Ph.D., Wayne State University

Brinson, Leslie, 1975
Psychology
B.A., M.S., North Carolina Central University; Ph.D., University of Maryland

Cadwallader, Thomas, 2008
Criminal Justice
Ph.D., University of North Carolina – Chapel Hill

Clamp, John C., 1981
Biology
B.S., Methodist University
M.S., North Carolina State University
Ph.D., North Carolina State University

Cole, Gregory J., 2007
Biology
B.A., State University of New York
Ph.D., Florida State University

Conklin, George, 1978
Sociology
A.B., Colgate University; Ph.D., University of Pennsylvania

Debela, Achameleh, 1990
Art
B.F.A., Ahmadu Bello University; M.F.A.,
Maryland Institute College of Art

Elliot, Jeffrey M., 1981
Political Science
B.A., M.A., University of Southern California; D.A., Claremont Graduate School

Fenlon, Christopher
Criminal Justice
ABD, State University of New York Albany
M.S., North Carolina Central University

Ganao, Jessica Davis, 2004
Criminal Justice
Ph.D., Michigan State University

Gershenhorn, Jerry, 2000
History
B.A., B.S., State University of New York at Binghamton
M.A., North Carolina Central University
Ph.D., University of North Carolina at Chapel Hill

Gosnell, Russell, 1984
Mathematics
B.S., M.S., Ohio State University; Ph.D., Ohio University

Grant, Lorna, 2010
Juvenile Justice
Ph.D., Prairie View A&M University

Guseh, James S., 1997
Public Administration
B.A., Brandeis University; M.S., University of Oregon;
M.P.A., J.D., Syracuse University; Ph.D., University of Texas at Dallas

Hall, Tonya
Criminal Justice
M.S., North Carolina Central University

Henderson, Lenneal, 2001
Dan Blue Chair in Political Science A.B., M.A., Ph.D.,
University of California at Berkeley

Hughley, Carey, 1980
Physical Education
B.S., Hampton University; M.S., University of Massachusetts;
Ph.D., The Ohio State University

Izydore, Robert A., 1974
Chemistry
B.S., Pennsylvania State University; Ph.D., Duquesne University

Jackson, Ceasar R., 2005
A&M University; M.S. University of Florida; Ph.D., North Carolina State University

Johnson, Bernice D., 1979
Human Sciences
B.S., Arkansas A M and N College; M.Ed., Pennsylvania; State University; Ph.D., University of North Carolina at Greensboro

Jones, Rhonda, 2007
History
B.A., Howard University; M.A., Howard University; Ph.D., Howard University

Kim, Ki-Hyon, 1968
Physics
B.S., Physics, Seoul National University, Korea; Ph.D., University of Vienna, Austria

Kroll, David J., 2008
Pharmaceutical Sciences
B.S., Philadelphia College of Pharmacy and Science
Ph.D., University of Florida

Li, Ping-An, 2007
Pharmaceutical Sciences
M.D., Ningxia Medical College, China
M.S., Capital Medical University, China
Ph.D., University of Lund, Sweden

McMurray, Harvey L., 1987
Criminal Justice
Ph.D., Rutgers University

Melikian, Hyak, 1999
Mathematics
M.A., Armenian State Pedagogical Institute, Yerevan;
M.S., University of Wisconsin-Milwaukee; Ph.D., V.A. Steklov Institute of Mathematics

Mohammed, Abdul K., 2011
Chemistry
B.S., University of Benin, Nigeria
Ph.D., Louisiana State University

Myers, John, 1971
Chemistry
B.S., M.S., Carson-Newman College; Ph.D., University of Florida

Nadel, Joshua, 2007
History
B.A., Tufts University; M.A., The University of North Carolina at Chapel Hill; Ph.D., The University of North Carolina at Chapel Hill

Nelms, Charlie, Chancellor 2007

Ed. D. and M.Ed. in Higher Education Administration, Indiana University, Bloomington; Agronomy, B.S. Arkansas A. M. & N. College, Pine Bluff, Arkansas,

Neubauer, John A. II, 1998
Aerospace
B.S., United States Air Force Academy; M.S., University of Southern California

Nwosu, Veronica C., 1994
Biology
B.S., University of Illinois
M.S., Roosevelt University
Ph.D., Wayne State University

Ogede, Ode S., 1996
English
B.A., M.A., Ph.D., Ahmadu Bello University

Okeiyi, Esther C., 1994
Human Sciences
B.A., Southwest Missouri State University; M.S., Florida International University; M.S., Ph.D., Mississippi State University

Parker, Debra O., 1988
Human Sciences
B.S., M.S., M.Ed., North Carolina Central University;
Ph.D., University of North Carolina at Greensboro

Parker, Freddie L., 1976
History
B.A., M.A., North Carolina Central University; Ph.D., University of North Carolina at Chapel Hill

Patterson, Cecil L., Professor Emeritus, 1950
English
A.B., Samuel Houston College; M.A., Ph.D., University of Pennsylvania

Pendergraft, Norman E., Professor Emeritus, 1966
Art A.B., M.A.C.T., University of North Carolina at Chapel Hill

Penny, Ronald G., 2002
Public Administration
B.S., N.C. A&T State University; J.D., University of North Carolina at Chapel Hill

Perry, Patsy B., Professor Emeritus
English, Ph.D., University of North Carolina at Chapel Hill

Pruett, Lilian, Professor Emeritus, 1965
Music
A.B., Vassar College; M.A., Ph.D., University of North Carolina at Chapel Hill

Reed, Hazell, Vice Chancellor, 2008
Ph. D. Plant Science and Horticulture
M.S. Pennsylvania State University, B.S. A. M. & N. College, Pine Bluff, Arkansas
Reid, LaVerne, 1994
Public Health Education
B.S., North Carolina Central University; M.P.H., School of
Public Health, University of North Carolina at Chapel Hill;
Ph.D., Heller School of Social Welfare Administration,
Brandeis University

Richardson, Ricardo, 2004
Biology
B.S., M.S., P.D., Autonomous University of Barcelona

Robinson, Elwood L., 1984
Psychology
B.A., North Carolina Central University; Ph.D.,
Pennsylvania State University

Robinson, Isaac A., 1971
Social Work
B.A., North Carolina Central University; M.S.W.,
University of North Carolina at Chapel Hill; Ed.D., North
Carolina State University

Rodgers, Kenneth G., 1996
Art
B.S., North Carolina A&T State University, M.F.A.,
University of North Carolina at Greensboro

Sangster, Minnie B., 1986
Modern Foreign Languages / French
B.A., St. Andrews Presbyterian College; M.A., Ph.D.,
University of North Carolina at Chapel Hill

Schooler, James M., 1970
Chemistry
A.B., Wittenberg College; M.S., Ph.D., University of Wisconsin
Simpson, Miles E., 1981
Sociology
B.A., M.A., Ph.D., Michigan State University

Schneider, Doris, 1977
Theatre
B.A., William Carey College; M.A., University of
Southern Mississippi; M.P.D., North Carolina State University

Sroka, Joseph, 1973
Criminal Justice
M.S., Eastern Kentucky University
J.D., North Carolina Central University

Tokuta, Alade, 1994
Chair, Mathematics and Computer Science
BSEE, MSEE, Duke University; EE, Columbia
University; Ph.D. University of Florida

Vindogpal, Kizhanipuram, 2010
B.Sc., Calcutta University, Kolkata, India
M.Sc. in Chemistry, Indian Institute of Technology, Mumbai,
India
M.S. in Physical Chemistry, Boston University
Ph.D. in Physical Chemistry, University of Vermont

Vlahovic, Branislav, 1990
Physics
B.S., M.S., Ph.D., University of Zagreb, Croatia

Weisel, Deborah Lamm, 2011
Political Science
Ph.D., University of Illinois

White, Sandra L.
Biology
B.S., Hampton Institute, Hampton, Virginia
M.S., University of Michigan, Ann Arbor, MI
Ph.D., University of Michigan, Ann Arbor, MI

Wilson, George, 1984
Criminal Justice
Ph.D., Michigan State University

Yeh, Li-An, 2005
Pharmaceutical Sciences
Institute Director, BRITE
B.S., National Taiwan University
M.S., Kent State University
Ph.D., Purdue University

Administration and Faculty
Undergraduate Studies

Umberger, Wallace
Theatre
A.B, M.A., University of North Carolina at Chapel; Ph.D.,
Tulane University

Wilson, George P., 1984
Criminal Justice
B.S., Loras College; M.S.W., George Williams College; Ph.D.,
Michigan State University

Wortham, Robert A., 1988
Sociology
B.A., Elon College; Ph.D., Emory University

Associate Professors

Abraham, Solomon, 1988
Mathematics
B.S., Warren Wilson College
M.S., Ph.D., North Carolina State University

Aicher, Joseph R., Jr., 1970
Political Science
B.A., St. Francis College; M.A., Marquette University; Ph.D.,
Duke University

Alston, Johnny B., 1976
Theatre
B.A., North Carolina Central University; M.A.,
University of North Carolina; Ph.D., University of Iowa
Bailey, Candace, 1998
Music
B.M., University of North Carolina at Greensboro; A.M., Ph.D., Duke University

Bang, John, 2007
Environmental Science
B.S., University of Illinois at Urbana-Champaign
M.D., Central America Health Science University, Belize/University of Illinois at Chicago, US
Ph.D., University of Texas at El Paso

Becker, Claudia A., 2007
Modern Foreign Languages / German
B.A., Universität Trier, M.A., Bowling Green State University, Ph.D., University of Southern California

Blocker, Deborah, 2005
Human Sciences
B.S., Cornell University; M.S., Harvard University; D.Sc., Harvard University

Bondarev, Igor, 2010
Physics
M.S., Ph.D., Belarusian State University, H.D. National Academy of Sciences of the Republic of Belarus

Carroo, Agatha E., 1983
Psychology
B.A., Tuskegee University; Ph.D., Cornell University, Ithaca; J.D., University of Alabama School of Law, Tuscaloosa

Carver, Melvin J., 1977
Art
B.A., North Carolina A&T State University; M.P.D., North Carolina State University; Ed.D., University of Illinois

Chatterjee, Pradeep K.
Chemistry and JLC-BBRI
B.Sc., Indian Institute of Technology, Kharagpur
M.Sc., Indian Institute of Technology, Kanpur
Ph.D., Columbia University

Chen, Luke 2005
Biology
M.D., Beijing Medical University
Ph.D., Rutgers University

Clark, Vernon, 1959
B.S., Shaw University; M.S., North Carolina Central University; Ph.D., University of North Carolina at Chapel Hill

Coffey, George, 1994
Psychology
B.A., M.A., North Carolina Central University; Ed.D., Boston University

Cofresi, Lina L., 2007
Modern Foreign Languages / Spanish
B.A., Gerogia State University; M.A., Ph.D., Vanderbilt University

Creecy, Robert, 1986
Social Work
B.A., Shaw University; MSW, Ph.D., University of Wisconsin, Madison and Milwaukee

Crowe, Benjamin, 2001
Physics
B.S., Lincoln University; M.S., Ph.D., Purdue University

Cuevas, Marco Polo Hernandez, 2005
Modern Foreign Language/Spanish
B.A., M.A., Portland State University
Ph.D., University of British Columbia

Cunningham, Rodney, 2005
Psychology
B.A., Winston-Salem State University
M.A., North Carolina Central University
Ph.D., Howard University

Dacons-Brock, Karen, 1980
Theatre
B.A., M.F.A., University of North Carolina at Chapel Hill; M.A., North Carolina Central University

Davies, James, 1988
Sociology
B.A., St. Augustine’s College; M.A., North Carolina Central University; Ph.D., University of Oklahoma

DeLauder, Saundra F., 1996
Chemistry
B.S., University of North Carolina at Greensboro; M.S., North Carolina A&T State University; Ph.D., Howard University

Draper, Thornton, 1995
Physical Education
B.S., Clark College; M.S., Springfield College; Ph.D., Temple University

Draper, Thornton, 1995 Physical Education B.S., Clark College; M.S., Springfield College; Ph.D., Temple University

Eaton, Sherry, 2001
Psychology
B.A., Howard University
Ph.D., University of North Carolina at Chapel Hill

Evans, Thomas, 1970
English
A.B., University of Michigan; M.A.C.T., Ph.D., University of North Carolina at Chapel Hill

Gershenhorn, Jerry, 2000
History
B.A., B.S., State University of New York at Binghamton; M.A., North Carolina Central University;
Ph.D., University of North Carolina at Chapel Hill
Goldman, Vinston, 1988
Psychology
B.A., Hampden-Sydney College
M.A., Ph.D., University of North Carolina at Chapel Hill

Green, Herbert, 2005
Human Sciences
B.A., University of Maryland; M.S., Central Michigan University; Ph.D., Capella University

Grant, Delores J., 2001
Biology
B.S., South Carolina State College
M.S., Bowling Green State University
Ph.D., University of North Carolina at Chapel Hill

Hall, Jarvis, 1995
Political Science
B.A., North Carolina A&T State University; M.P.P., University of Michigan; Ph.D., Duke University

Hardy, Leon B., 1980
Mathematics
B.A., M.S., Texas Southern University; Ph.D., Michigan State University

Harper, Jim, 2004
History
B.A., M.A., North Carolina Central University
Ph.D., Howard University

Harper, Shirley, 1992
Physical Education
B.S., M.S., North Carolina Central University; Ph.D., University of Maryland

Harrell, Paula, 1992
Music
Ohio State University; D.M.A, University of North Carolina, Greensboro

Harrington-Austin, Eleanor, 1999
English
B.A., Duke University; M.A., Ph.D., Tulane University

Hughley, John, 1992
Art
B.A., NC A and T State University; M.A., Ed.D., University of Illinois

Ibeanu, Gordon, 2006
Pharmaceutical Sciences
B.S., University of South Alabama
Ph.D., Atlanta University

Jeffreys, Arcelia T., 1989
Physical Education
B.S., M.S., North Carolina Central University; Ph.D., University of North Carolina at Greensboro

Jolly, David, 1999
Public Health Education
B.A., Princeton University; M.S.P.H., School of Public Health; M.Ed., Tufts University; Dr. P.H., School of Public Health – University of North Carolina at Chapel Hill

Keaton-Jackson, Karen, 2004
English
B.S., Hampton University; M.A., Ph.D., Wayne State University

Kimbro, Sean, 2010
Biology
B.A., Washington University St. Louis
Ph.D., Indiana University

Kuwahara, Kuldip, 1999
English
B.A., Lucknow University; M.A., Panjab University; Ph.D., University of North Carolina at Greensboro

Kwon, Sun-Sik, 1999
Mathematics
Ph.D., University of North Carolina at Chapel Hill

Lindsey, Lydia, 1974
History
B.A., M.A., Howard University
Ph.D., University of North Carolina at Chapel Hill

Hill Lotchin, Phyllis J., 1967
English
B.A., Millikin University; M.A., Ph.D., University of North Carolina at Chapel Hill

Mainuddin, Rolin, 1996
Political Science
B.S.S., M.S., University of Dhaka; M.A., Ohio University, Ph.D., University of Kansas

Mann, Jesse, 1991
Recreation
B.S., North Carolina Central University; M.S., University of North Carolina at Chapel Hill; Ph.D., New York University

Markoff, Diane, 2004
Physics
B.S., UC Berkeley, M.S., Ph.D., University of Washington

Mathew, Mary T., 1994
English
B.Sc., Union Christian College; M.A., University of Madras; M.A., North Carolina Central University; Ph.D., University of North Carolina at Chapel Hill

McMorris, Michael A.
Criminal Justice
B.A., Criminal Justice Saginaw Valley State University; M.A., Saginaw Valley State University; Ph.D., Capella University

McMurray, Harvey L., 1987
Criminal Justice
A.A.S., Community College of the Air Force; B.A., University of Maryland; M.A., Howard University; Ph.D., Rutgers University

Mizelle, Richard M., 1978
Psychology
B.A., M.Ed., North Carolina Central University; M.S., Ph.D., University of Wisconsin

Mosher, Mark D., 2007
Modern Foreign Languages / Spanish
B.A., M.A., Ph.D. University at Albany

Mukhopadhyay, Somnath
Chemistry and JLC-BBRI
B.Sc., Calcutta University
M.Sc., Calcutta University
Ph.D., Calcutta University

Nowell, William Robert, III, 1995
English
B.A., University of North Carolina at Chapel Hill; M.S., Northwestern University; Ph.D., Indiana University

Nyormoi, Okot, 1994
Biology
B.A., Ph.D., Indiana University

Oritsejafor, Emmanuel, 2000
Political Science
B.A., Saint Augustine’s College, M.A., Ph.D., Clark-Atlanta University

Parrish, Theodore R., 1984
Health Education
B.A., Brown University; Ed.M., M.S.W., Boston University; Dr. P.H., University of North Carolina at Chapel Hill

Parker, Debra O., 1988
Human Sciences
B.S., M.S., M.Ed., North Carolina Central University; Ph.D., University of North Carolina at Greensboro

Pointer, Mildred A., 2001
Biology
B.S., North Carolina Central University
Ph.D., Wake Forest University School of Medicine

Politano, Virginia, 1984
Physical Education
B.S., M.S., Marshall University; Ph.D., Southern Illinois University, Carbondale

Rector, Malcolm, 2004
B.A., University of St. Thomas; M.M., D.M.A., Rice University

Rountree, Wendy, 2004
English
B.S., University of North Carolina at Chapel Hill; B.A., M.A., East Carolina University; Ph.D., University of Cincinnati

Scott, John E., 2006
Pharmaceutical Sciences
B.S., University of Illinois
Ph.D., Duke University

Sendlinger, Shawn, 1992
Chemistry
B.S., Oregon State University; M.S., Ph.D., Cornell University

Shaw, Brenda R., 1981
B.A., Lane College; M.A., Atlanta University; D.A., Middle Tennessee State University

Shoaf, James M., 1975
Mathematics
A.B., Pfeiffer College; M.A.M., Ph.D., North Carolina State University

Simpson, Brennetta, 2001
Music B.M.E., M.A., Northwestern University; Ed.D., Columbia University

Stieffvater, Robert, 1995
Physical Education
B.A., Metropolitan State College of Denver; M.S., Ph.D., Indiana University

Uma, Ravanasaundran, 2005
Computer Science
B.Sc., University of Madras
M.E. India Institute of Science
Ph.D. Polytechnic University, Brooklyn

Vavra, Sandra, 1995
English
M.A.T., Ph.D., University of North Carolina at Chapel Hill

Vlahovic, Gordana, 2007
Geography
B.S., University of Zagreb, Croatia
M.S., Ph.D., University of North Carolina at Chapel Hill

Walters, Charles, 2005
Psychology
B.A., Long Island University
M.A., Ph.D., Princeton University

Ware, Michele, 1999
English
B.A., University of New Orleans; M.A., Ph.D., University of North Carolina at Chapel Hill

Wigfall, Patricia M., 1991
Public Administration
B.A., Hampton University; M.S., University of Illinois, Urbana;
Ph.D., University of North Carolina at Chapel Hill

Wiggins, Ira, 1988
Music
Wilkerson, Wendell W., 1998
Chemistry
B.S., Tuskegee University; M.A., North Carolina Central University; Ph.D., University of North Carolina at Chapel Hill

Williams, Alfred L., 2006
Pharmaceutical Sciences
B.S., San Diego State University
M.S., San Diego State University
Ph.D., North Carolina State University

Williams, Andrew P., 1994
English
B.S.Ed., Slippery Rock University; M.Ed., Slippery Rock University; Ph.D., Indiana University of Pennsylvania

Williams, Harris, 1994
Geography
B.S., North Carolina Central University; M.A., Ph.D., Arizona State University

Williams, Kevin P., 2006
Pharmaceutical Sciences
B.Sc., University of Bath, UK
Ph.D., University of Cambridge, UK

Wilson, Carlton E., 1989
History
B.A., North Carolina Central University
M.A., The Ohio State University
Ph.D., University of North Carolina at Chapel Hill

Wu, Marvin, 2005
Physics
Sc. B., Brown University
Ph.D., University of Pennsylvania

Yang, Xiaohce, 2011
Biology
M.S., Academy of Military Sciences, Beijing, China
Ph.D., Rosalind Franklin University of Medicine and Science/The Chicago Medical School (formerly Finch University of Health Sciences/The Chicago Medical School)

Zheng, Weifan, 2006
Pharmaceutical Sciences
B.S., Peking University
M.S., Nankai University
Ph.D., University of North Carolina at Chapel Hill

Assistant Professors

Awumey, Emmanuel, 2007
Biology
B.Sc., M.Sc., University of Ghana
M.Sc., University of Alberta
Ph.D., University of Alberta

Baines, Antonio T., 2006
B.S., Norfolk State University
Ph.D., University of Arizona

Banks, Richard, 2003
B.S., Lincoln University, M.M., University of Michigan

Bockting, Margaret, 1997
English
B.A., Connecticut College; M.A., Ph.D., University of North Carolina at Chapel Hill

Brady, Gary M., 1979
Mathematics
B.S., M.A.M., Ph.D., North Carolina State University

Brandon, Dwayne, 2007
Psychology
B.A., M.A., Ph.D., University of North Carolina at Chapel Hill

Carl, Lisa, 2003
English
B.A., M.A., Ph.D., University of North Carolina at Chapel Hill

Charles, Walter, 2005
Psychology
B.A., Long Island University, Ph.D., Princeton University

Chen, Chun-Hao, 2009
Computer Science
B.S., M.S., Fu-Jen Catholic University
Ph.D., University of Louisville

Colbert-Lewis, Sr., Sean, 2011
History
B.A., M.A., Virginia Tech
Ph.D., University of Virginia

Cook, Matthew, 2007
History
B.A., University of California at Santa Cruz
M.A., University of Texas at Austin
Ph.D., Columbia University

Dargan, Janice
History
B.A., Boston University
M.A., Tulane University
Ph.D., Tulane University

Davis, Jessica S.
Criminal Justice
B.A., The College of Charleston; M.S., North Carolina Central University; Ph.D., Michigan State University

dePyssler, Bruce, 1999
English
B.A., University of North Texas; M.A., Ph.D., University of Texas at Austin

Crayton, Blenda, 2005
Social Work
B.A., Bowling Green State University, M.S.W., Howard University; Ph.D., Yeshiva University, New York

Eberhardt-Burke, Darlene M., 2005
Human Sciences
B.S., Delaware State University; M.S., Hampton University; Ph.D., Virginia Polytech University

Gerald, Tonya, 2006
Chemistry
B.S., North Carolina Central University
Ph.D., University of Maryland – Baltimore Medical School

Hall, Jarvis, 1995
Political Science
B.A., North Carolina A&T State University; M.P.P., University of Michigan; Ph.D., Duke University

Hargrove, Jarvis, 2011
History
B.A., M.A., North Carolina Central University
Ph.D., Howard University

Hawkins, Mary, 1965
Public Health Education
M.S.P.H., North Carolina Central University; M.Ed., East Carolina University

Heck-Grillo, Wendy, 2007
Biology
B.A., Bellarmine College (now Bellarmine University)
Ph.D., University of Louisville

Holley, Timothy, 1996
Music
B.M., Baldwin-Wallace College; M.M., D.M.A., University of Michigan

Hollowell, Gail, 2003
Biology
B.S., North Carolina Central University; M.S., Howard University; Ph.D., Howard University

Huang, Chien Ju, 1994
Sociology, Ph.D. Purdue University

Huang, Xinyu, 2010
Computer Science
B.E., Huazhong University of Science and Technology
M.A., Eastern Kentucky University
Ph.D., University of Kentucky

Jackson, Gertrude, 2002
Social Work
B.A., Norfolk State University, M.S.W., Norfolk State University; Ph.D., Howard University

Johnson, Fredrick, 1994
Mathematics
B.S. University of North Carolina at Wilmington; M.S., Ph.D., North Carolina State University

Jones, Rhonda, 2007
History
B.A., M.A., Howard University
Ph.D., Howard University

Key, Catherine S., 2005
Biology
B.S., University of Missouri; Ph.D., University of North Carolina at Chapel Hill

Kim, Dong-Hyun, 2010
Computer Science
B.S., M.S., Hanyang University
Ph.D., University of Texas at Dallas

Kimaru, Christopher, 1991
Public Administration
B.A., B.S., William Patterson University; M.P.A., University of Delaware; Ph.D. University of Maryland at Baltimore

Lawson, J. Ranaldo, 1982
History
B.S., Ohio University; M.A., North Carolina Central University; Ph.D., Kent State University

Lee, Ju-Ahng, 2007
Biology
B.S., Yonsei University, Korea
Ph.D., Ohio State University

Leung, TinChung, 2008
B.S., Chinese University of Hong Kong
M.S., Chinese University of Hong Kong
Ph.D., Wayne State University

Livingston, Jonathan, 2005
Psychology
B.A., University of North Carolina at Asheville
M.A., Florida Agricultural & Mechanical State University
Ph.D., Michigan State University

Lopez, Dayami, 2009
Pharmaceutical Sciences
B.S., IPVCE “Martires de Humboldt 7”, Havana, Cuba
Ph.D., University of South Florida, Tampa, FL

Love, Garrett, 2005
Geography
B.S., Massachusetts Institute of Technology
M.S., Ph.D., Duke University

Mika, Karla K., 2000
Aerospace
B.S., University of Arizona; M.S., Air Force Institute of Technology

Milledge, Gaolin Zheng, 2007
Computer Science
B.E., Huazhong University of Science & Technology, China
M.S., The Chinese Academy of Sciences, China
Ph.D., Florida International University

Muhammad, Baiyina, 2006
History
B.A., Bennett College
M.A., North Carolina Central University
Ph.D., Morgan State University

Mulrooney, Timothy, 2010
Geography
B.A., Columbia University in the City of New York
M.E.S., Loyola University Maryland
M.S., University of Idaho
Ph.D., University of North Carolina at Greensboro

Nadel, Joshua, 2007
History
B.A., Tufts University
M.A., The University of North Carolina at Chapel Hill
Ph.D., The University of North Carolina at Chapel Hill

Nessly, Laurence D., 1988
English
M.A., Ph.D., University of Michigan

Nicholson, William C.
Criminal Justice
B.A., Reed College, J.D., Washington & Lee University School of Law

Pinckney, Nancy D., 1968
Physical Education
B.S., Allen University; M.S., Indiana University

Pirani, Michael, 2005
Geography
B.S., Worcester State College; M.A., University of Kentucky;
Ph.D., University of Washington

Robinson, Seronda A., 2005
Public Health Education
B.S./M.S., Clark Atlanta University; PhD, Univ. of N.C. Chapel Hill

Rodriguez Cabral, Cristina O., 2004
Modern Foreign Languages

B.A., University of the Republic of Uruguay; M.A. T.E.S.O.L.,
Indiana University of Pennsylvania; Ph.D., University of Missouri-Columbia

Stoddard, Carla, 2008
Athletic Training – Physical Education
M.S., Fort Hays State University

Smythe, Thomas, 2004
Philosophy
B.S., State University of New York at Brockport; M.A.,
University of California; Ph.D., University of Michigan

Sroka, Joseph, 1973
Criminal Justice
B.S., Virginia Commonwealth University; M.S., Eastern
Kentucky University; J.D., North Carolina Central University

Straffin, Kimberly S., 1998
Aerospace
B.S., Pennsylvania State University; M.S., College of Notre Dame

Taylor, Darlene, 2005
Chemistry
B.S., Goucher College
M.S., North Carolina A&T State University
Ph.D., University of North Carolina – Chapel Hill

Tymas, Baron, 2001
Music, B.A, M.M., Howard University

Vogler, Mary F., 1967
Modern Foreign Languages/French
B.A., Millsaps College; M.A., University of North Carolina at Chapel Hill

Waters, Sandra, 2007
Psychology
B.A., M.S., Ph.D., North Carolina State University

Willis, Carol A.J., 2003
Human Sciences B.S., University of Massachusetts at Amherst; M.S., Bank Street College of Education; Ed.D.,
University of Massacusetts at Amherst

Williams, Daniel 2005
B.A. Biology, North Carolina Central University, 1995M.S.
Biology, North Carolina Central University, 1997 Ph.D.
Microbiology, NC State University, 2001

Winders, Rebecca, 1997
Public Administration
B.A., Westhampton College; M.R.P., Ph.D., University of North Carolina at Chapel Hill

Xaubet, Horacio, 2007
Modern Foreign Languages / Spanish
B.A., M.A., San Francisco State University; Ph.D., University College Berkeley
Xie, Jiahua (Jay), 2006
Pharmaceutical Sciences
B.S., Zhejiang University
Ph.D., Zhejiang University

Yan, Fei, 2010
Chemistry
B.S. in Chemistry, Jiangxi University, Nanchang, China
M.S. in Radiochemistry, Beijing University, Beijing, China
Ph.D. in Analytical Chemistry, State University of New York at Binghamton

Yang, Liju, 2007
Pharmaceutical Sciences
B.S., Hangzhou Teachers College, China
M.S., Zhejiang University (formerly Hangzhou University), China
Ph.D., University of Arkansas

Yang, Zhiming, 2010
Environmental Science
B.S., Jiling University, China
M.S., Ohio State University
Ph.D., Oklahoma State University
Zhejiang University (former Zhejiang Agricultural University), China

Instructors

Awolowo, Obafemi
University; M.Sc. Computer Engineering, University of Lagos; M.S. Mathematics, North Carolina Central University

Alston, Regina R., 1978
English
B.A., M.A., North Carolina Central University

Collins, Alfredia H., 1980
English
B.A., M.Ed., North Carolina Central University

Ellis, Joyce, 1973
English
B.A., North Carolina Central University; M.A., Columbia University

Evans, Beverly, 1995
Human Sciences
B.A., M.L.S., M.S., North Carolina Central University

Forte, Minnie M., 1989
English
B.A., Saint Augustine’s College; M.Ed., North Carolina Central University

Gevargyan, Hamest, 2005
Mathematics and Computer Science
M.E. Arenarian State Science

M.B. North Carolina University
Harrell, Cheri, 1987
Mathematics
B.S., Fisk University; M.A.; University of Michigan-Ann Arbor

LaBennett, Tyjuanna
Biology
B.A., Dillard University
M.S., Atlanta University

Melnykova, Olena 2005
Mathematics
B.S. Odesa State Academy
M.S. North Carolina Central University

Thomas, Abdul, 1984
Mathematics
B.S., Saint Augustine’s College; M.S., North Carolina Central University

Townsend, Richard D., 1983
Mathematics
M.A., University of Tennessee, Knoxville
Ed.D., North Carolina State University

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Human Sciences

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Benton, Craig, M.S.
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Beyah, Wadeeah Y., M.A.
Human Sciences

Bhattarai, Harihar, Ph.D.
Sociology

Blackstock, Sandra, R.N.
Nursing

Bowden-Bass, Tonya
Public Health Education

Bondareva, Olga, M.S.
Physics

Bowling, Lewis, M.S.S.
Physical Education

Gingrich, Pat M., M.S.
Nursing

Brown, Bobbie
Nursing
Brown, Damon, M.M.
Music

Daye, Toya, M.A., A.B.D.
Human Sciences

Donaldson, Delilah, M.P.A.
Public Administration

Burroughs, Angela
Public Health Education

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Human Sciences

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Public Administration

Drew, Gloria, M.A.
Sociology

Caldwell, Cassandra, A.P.A.
Public Administration

Cheek-Squires, M.A.
History

Drew, Michael, M.S.
Criminal Justice

Carrington, Annette
Public Health Education

Duarte, Derison, M.M.
Music

Duarte, Kathryn, D.M.A.
Music

Durant, Lauren, M.A.
Psychology

Caruso, Cary, Ph.D.
Physics

Dutta, J. M., Ph.D.
Physics

Chunn, Gwendolyn, C.M.A.
Criminal Justice

Edwards, Christopher, Ph.D.
Psychology

Clay, Carolyn, B.S.N.
Nursing

Ellenson, James, Ph.D.
Chemistry

Clemons, Kawachi M.M.
Music

Espinel, Martha I., M.A.
Modern Foreign Languages

Clubb, Patricia, Ph.D.
Psychology

Farrar, Vida, Ph.D.
Chemistry

Collins, Roger L., M.S.
Public Health Education

Fenlon, C. Robert, M.A.
Criminal Justice

Filikhin, Igor, Ph.D.
Physics

Fisher, Karl W., M.A
Modern Foreign Languages

Cook, Michael, Ph.D.
Biology

Formey, Dawn, M.A.
Theatre

Cooper-Sherman, Bendu M.A.
History

Fofanah, Ibrahim, M.S.
Chemistry

Crissman, Paul, M.P.A.
Environmental Science

Frega, Alvin, M.F.A.
Art

Cutler, Kenneth, M.S.
Biology

Fredericks, Emilia, M.S.N.
Nursing

Dargan, Janice, Ph.D.
English

Freeman, Stephanie D., M.A.
English

Davis, Chuck, Artist-in-Residence
Theatre

Duarte, Derison, M.M.
Music
<table>
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<tr>
<th>Name</th>
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<tr>
<td>Gardner, Kellie A., M.Ed.</td>
<td>Human Sciences</td>
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<tr>
<td>George, Arnold, B.A.; M.M.</td>
<td>Music</td>
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<tr>
<td>Ghosh, Debjani, Ph.D.</td>
<td>Physics</td>
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<td>Granado, Antonio</td>
<td>Music</td>
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<td>Davis, Raymond, Ph.D.</td>
<td>Biology</td>
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<td>Goldmon, Suzette, M.S.</td>
<td>Human Sciences</td>
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<td>Gray, Phyllis, M.A.</td>
<td>Public Health Education</td>
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<td>Hall, Kristin</td>
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<td>Halverson, Pamela, M.M.</td>
<td>Music</td>
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<td>Hampden Ivan</td>
<td>Music</td>
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<td>Hanberry-Freeman, Marsha, M.Ed.</td>
<td>English</td>
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<td>Hargis, Bret</td>
<td>Theatre</td>
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<td>Harrell, Kevin</td>
<td>Public Health Education</td>
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<td>Harrison, Marian, D.M.</td>
<td>Music</td>
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<td>Heitzenrater, John, M.A.</td>
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<td>Helm, Lenora A., B.M.</td>
<td>Music</td>
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<td>Hernandez, Kimberly, B.A., M.A.</td>
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<td>Herod, Tita L., M.A.</td>
<td>Modern Foreign Languages</td>
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<td>Hinton, Kenneth</td>
<td>Theatre</td>
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<td>Horton, Johnathan Brian, M.M.</td>
<td>Music</td>
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<td>Howell, Sega, J.D.</td>
<td>Public Administration</td>
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<td>Hubbard, Grace, M.S.N.</td>
<td>Nursing</td>
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<td>Hughes, Bea, Ph.D.</td>
<td>Geography, Chemistry</td>
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<td>Hughes, Chad, M.A.</td>
<td>Art</td>
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<td>Huff, George T., M.S.W.</td>
<td>Human Sciences</td>
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<td>Jackson, Ethel</td>
<td>Public Health Education</td>
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<td>Jefferson, Lynne, M.A.</td>
<td>English</td>
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<td>Jenkins, Cathy S., M.A.</td>
<td>Human Sciences</td>
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<td>Jewell, Elizabeth, MA</td>
<td>Physical Education</td>
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<td>Jones, Belinda, M.P.H.</td>
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<td>Kelly, Maurene, M.M.</td>
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<td>Kurtz, Maureen, M.S.N.</td>
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<td>Lassiter, Ernestine, M.S.N.</td>
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<td>Lee, Sung-bum, M.S.</td>
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<td>Loeb, Jeannie, Ph.D.</td>
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<td>Massenburg, Daniel, M.A.</td>
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<td>Matheny, Trudy, Ph.D.</td>
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<td>Mathis, Joan H., M.E.D.</td>
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<td>Mathur, Ramesh, Ph.D.</td>
<td>Mathematics</td>
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Mba, Emmanuel, M.S.  
Biology

McAffity, Kendra, M.S.  
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McCarthy, Ann Kinnamon, M.A.  
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Mei-Chuan Thai, D.M.A  
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Mitchell, Charles I., M.A., M.S.  
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Mitchell, Rashaunte L., M.S., M.A.  
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Peacock, Susan L., B.S., Ph.D., J.D.  
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Perez, Paula, M.S.  
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Perry, Bridget, M.S.  
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Phillips, Ruth, Ph.D.  
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Pirani, Michael J., Ph.D.  
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Newsome, Vickie, M.A.  
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Page, Mildred O., M.A.  
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Smith, Edward G., Ph.D.
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Smith, William, Ph.D.
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Soper, Rebecca, M.A.
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Pase, Douglas, Ph.D.
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Stanback, Barry, M.A., J.D.
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Stewart, Delicia, MSED
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Suslov, Vladimir, Ph.D.
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Tang, Yongan, Ph.D.
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Taylor, Holleigh, RN, B.S.N., M.S.N.
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Tipper, Telford, M.S.
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Trowers, Robert, M.A.
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Vann, Andre, 2007
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Vlahovic, Gordana, Ph.D.
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Walton, Tom, B.S.
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Wang, Kai, Ph.D.
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Wang, Xingwu, Ph.D.
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Willacy, Ericka
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Williams, Harold, M.A.
Criminal Justice

Williams, John W., Jr., M.S.
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Williams, Levern, Jr., M.A.
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Williams, Sheara, M.S.W.
Social Work

Wilson, Grover, M.A.
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Zaarour, Khodr, M.A.
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Calderazzo, Joey

Green, Elvira O., B.A.

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BRITE

Research Associate Professors

Ding, Tomas, 2007
BRITE
M.S., Lund Institute of Technology, Sweden
Ph.D., Lund Institute of Technology, Sweden

Research Assistant Professors

Oldham, Carla E, 2006
Administration

Yeh, Li-An
Director of BRITE
B.S., National Taiwan University; M.S., Kent State University; Ph.D., Purdue University

Janvier-Derilus, Natasha, 2007
Pharmaceutical Sciences
Academic Advisor/Recruiter
B.S., Grambling State University
M.S., Michigan State University

Love, Linda, 2007
BRITE Industrial Relations Manager
B.S., Winston Salem State University
M.Ed., Georgia State University

Visiting/Adjunct Faculty

Peacock, Susan L. Ph.D., J.D.
Pharmaceutical Science

School of Business
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Amoateng, Kofi, 1990
Finance B.A., University of Ghana; M.A., University of Eastern Illinois; Ph.D., University of Texas at Austin

Bryant, Beverly, 1977
Director, Hospitality and Tourism Administration B.S., M.S., Tuskegee Institute; Ed. D., Auburn University

Cabukoglu, Serafettin, 1984
Decision Sciences
B.S., Hacettepe University; M.S., Ph.D., University of Arkansas

Fleming, Sundar, 1987
Marketing
A.B., Ph.D., Duke University; M.B.A., Washington University (St. Louis)

*Fulbright, Stewart B., 1947
Management
A.B., Lincoln University (Mo.); M.B.A., University of Chicago; Ph.D., Ohio State University

Iyengar, Raghavan, 2001
Accounting
B.Com., M. Com., LL.B., University of Bombay; M.B.A., Saint Mary’s University, Canada; Ph.D., University of Maryland, College Park; CFM; CMA; CPA

Kargar, Javad, 1990
Management
B.A., Ghazali College; M.B.A., Azusa Pacific College; Ph.D., Claremont Graduate School

Moffie, Robert, 1987
Accounting
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Phillips, Mary, 1983
Accounting Associate Dean for Graduate Programs B.A., Clark College; M.S., North Carolina Central University; Ph.D., University of North Carolina at Chapel Hill

Sahoo, Bijoy, 2004
Finance
B.A., Ravenshaw College; M.A., Utkal University; M.B.A., Ph.D., University of South Carolina

Salama, Ibrahim, 1985
Decision Sciences, Interim Associate Dean
B.S., Alexandria University-Egypt; M.Sc., Ph.D., University of North Carolina at Chapel Hill

Associate Professors

Murphy, Marianne, 2007
Computer Information Systems
B.A., Youngstown State University; M.B.A., Kent State University; Ph.D., Arizona State University

Nasir, ABM, 2001
Economics
B.A., University of Dhaka-Bangladesh; M.A., Eastern Illinois University; Ph.D., University of Wisconsin at Milwaukee

Stotler, James, 1994
Finance
B.B.A., Pennsylvania State University; M.B.A., Clarion University; Ph.D., Kent State University; CFA

Wilborn, LaChelle, 2008
Hospitality and Tourism Administration
B.S., Tuskegee University; M.S., Ph.D., Virginia Tech University

Assistant Professors

Banks, Darryl, 2007
Marketing
B.S., North Carolina Central University; M.B.A., Duke University; Ph.D., University of Pennsylvania

Chapman, Robert L., 1995
Management, Assistant Dean
B.A., Lincoln University; M.B.A., University of Pennsylvania Wharton Graduate Division

Cuellar, Michael, 2008
Computer Information Systems
B.S.B.A., University of Central Florida; M.S., Ph.D., Georgia State University

Deshkovski, Alexander, 2007
Finance
B.Sc., M.Sc., Moscow Institute of Physico-Technology; Ph.D., University of North Carolina at Chapel Hill

Grant, Donna, 2007
Computer Information Systems
B.S., Northwestern University; M.B.A., M.S., Ph.D., DePaul University

Guion, Deirdre, 2008
Marketing
B.A., Spelman College; M.B.A., Duke University; Ph.D., University of Utah

Hakeem, Salih A., 1988
Economics
B.S., North Carolina Central University; M.S., Ph.D., North Carolina State University

Harris, Kendra L., 2004
Marketing
B.S.B.A, The American University; M.B.A., Duke University; Ph.D., George Washington University

Hasanaliyev, Orkhan, 2008
Economics
B.A., Istanbul University; M.A., Bilkent University; Ph.D., University of Iowa

Henderson, Sybil S., 2002
Accounting, Assistant Dean
B.S., North Carolina Central University; M.B.A., Duke University; Ph.D., North Carolina A&T State University

Hunter-Rainey, Sharron, 2004
Management
B.S., Purdue University; M.B.A., University of Cincinnati; Ph.D., Duke University

Land, Judy K., 2005
Accounting
B.S., Duke University; M.A., University of North Carolina; Ph.D., University of North Carolina

Lee, Tae Heon, 2006
Management
B.S., M.A., Seoul National University, Korea; Ph.D., University of Wisconsin-Madison

Malloy, Alisha, 2007
Computer Information Systems
B.S., U.S. Naval Academy; M.S., Old Dominion University; Ph.D., Georgia State University

Mohan, Leon J., 2010
Hospitality and Tourism Administration
B.A., M.P.R.T., Ph.D., North Carolina State University

Mridha, Hosne A., 2003
Economics
B.A., University of Dhaka-Bangladesh; M.A., Eastern Illinois University; Ph.D., University of Wisconsin at Milwaukee

Oak, Seonghee, 2004
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B.S., Seoul National University; M.S. New York University; Ph.D., Pennsylvania State University

Rosso, Mark, 2006
Computer Information Systems
B.A., Northwestern University; M.A., Duke University; M.B.A., Ph.D., University of North Carolina at Chapel Hill

Sharma, Aditya, 2007
Computer Information Systems
B.S., Jamia Millia University; M.B.A., University of Kansas; Ph.D., Emory University

Shi, Lei, 2008
Marketing
B.S., Shanghai Jiao Tong University; M.S., University of International Business and Economics; Ph.D., University of Pittsburgh

Sundararajan, Malavika, 2009
Management
B.Sc., Avinashilingam University-India; M.A., Madras University-India; M.S., Ph.D., Rensselaer Polytechnic Institute

Thomas, Lionel, 2007
Hospitality and Tourism Administration
B.S., M.S., University of South Carolina; M.P.M., DeVry University; Ph.D., Perdue University

Williamson, Brenda K., 2010
Human Sciences
B.A., M.S., North Carolina Central University; Ph.D., Walden University

Instructors

Love, Cindy, 2002
Professional Development
B.A., M.P.A., North Carolina Central University

Visiting Professors

Morgan, Marilyn, 2010
Management, MBA Director
School of Education Administrators and Faculty

Diane Scott
Department Chair – Communication Disorders

Edward Moody
Department Chair – Counselor Education

Deborah Eaton
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Laurell Malone
Coordinator of School Administration Program

Cheresa Clemons
Coordinator of Elementary Education

Clarence E. Davis
Coordinator of Middle Grades Education

Alana Zambone
Director of Visual Impairment Training Program

Katrina Billingsley
Director of Teaching Fellows/Edmond Scholars/NC Teach

Kaye Thompson-Rogers
Licensure Officer Chena

Flood Bell
Director of University School Partnerships

Faculty

Dorothy M. Singleton, Ph.D.
Department Chair/Faculty

B.A., Shaw University; M.Ed., North Carolina Central University; Ph.D., University of South Florida

Bacon, Ellen, 1988
Professor
B.A., Eckerd College; M.A., Teacher College-Columbia University; Ph.D., University of North Carolina at Chapel Hill

Banks, Joy, 2003
Assistant Professor
B.S., Eastern Michigan University; M.A., University of Michigan; Ph.D., University of Connecticut

Beckwith, Jeanette
Visiting Assistant Professor

Belfon, Sheila M., 1990
Associate Professor
B.S., Ohio State University; M.S.W., Hunter College; Ed.D., Duke University

Bridges, Sheila, 1995
Associate Professor
B.S., University of Massachusetts; M.A., Bowling Green State University;
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Bryant-Yubwannie, Sandra, 2002
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Conel, Wanda
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B.S., University of North Carolina at Greensboro; M.S., Central Michigan University; Ph.D., Vanderbilt University

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Dunston, Yolanda, 2003
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B.A., M.Ed., Ph.D., University of North Carolina at Chapel Hill

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Harper, Janice, 1978
Professor
B.A., M.A., North Carolina Central University; Ph.D., Southern Illinois University, Carbondale

Hinton III, Harvey
Assistant Professor

Lawrence, William, 1999
Professor
B.S., North Carolina Central University; M.A., North Carolina Central University; Ph.D., University of North Carolina at Chapel Hill

Layton, Thomas, 1996
Professor
B.S., M.A., Ph.D., University of Nebraska, Lincoln

Lewis, H. Donell, 1984
Associate Professor
B.S., Shaw University; M.A., Central Michigan University; Ph.D., University of Illinois, Urbana

Malone, Laurell, 2003
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B.A., University of North Carolina at Chapel Hill; M.Ed., University of North Carolina at Greensboro; Ph.D., University of North Carolina at Chapel Hill

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Associate Professor
B.A., University of North Carolina at Chapel Hill; M.Ed., University of North Carolina at Greensboro; Ph.D., University of North Carolina at Chapel Hill

Moody, Jr., Edward, 1995
Associate Professor
B.A., Free Will Baptist Bible College; M.A., Middle Tennessee State University; Ph.D., North Carolina State University

Mutisya, Masila M.
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Mutisya, P. Masila, 2001
Associate Professor B.A., M.Ed., Ed.D., University of Massachusetts at Amherst

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Assistant Professor
B.A., Rutgers University M.P.A., New York University; Ph.D., University of North Carolina at Greensboro

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Royal, Chadwick, 2003
Assistant Professor
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Scheft, Tom, 1976
Professor
B.A., M.A.T., Ph.D., University of North Carolina at Chapel Hill

Scott, Diane, 1998
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B.S., M.Ed., University of Virginia; Ph.D., Vanderbilt University

Siegler, Timothy, 1998
Assistant Professor
B.A., Montclair State College; M.Ed., Langston University; Ph.D., University of Oklahoma

Spencer, Sharon, 1991
Associate Professor
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Walker, Brad, 1997
Associate Professor B.S., Florida State University; M.S., Pennsylvania College of Optometry; Ph.D., University of Texas at Austin

Zambone, Alana, 2004
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