North Carolina Central University is committed to quality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, age, or disability. Moreover, North Carolina Central University is open to all races and actively seeks to promote racial integration by recruiting and enrolling a larger number of white students. 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 27707-1912. Periodical Postal Paid at Durham, NC 27701. Postmaster should send address change to The Bulletin of NCCU, Office of Admissions, McDougald House, Lawson Street, Durham, NC 27707-1912.
Letter from the Chancellor

Dear New and Prospective Student:

Congratulations on making the wonderful choice to attend North Carolina Central University to further your education. We are doing great things and are happy to have you be a part of our success.

You should know you will be among some of the nation’s best and brightest students. We have enrolled on our campus, more National Achievement Scholars than any other historically black university in North Carolina. Trailing Duke and UNC-Chapel Hill, NCCU is third in the state in enrolling these students.

With the completion of several new and renovated buildings on campus, we now have an attractive campus with state-of-the-art equipment. We also have a newly constructed 36 million dollar Mary M. Townes Science Building; the beautiful New Baines residence hall; the renovated C.T. Willis Commerce Building; the renovated Annie Day Shepard and Rush residence hall; and a new state of the art recording studio. Our new wireless campus is more technology friendly than it has ever been.

At North Carolina Central University our goal is to provide our students with all of the nurturing, knowledge and tools needed to allow them to achieve great heights in education, politics and the world. We believe in developing a relationship with our students whereby we provide all that you need and you, as the student, will go to become a productive member of society that makes significant contributions to this world. We expect you to make us proud in whatever you do and wherever you go. Our rich legacy and history demands this of you.

North Carolina Central University has a vast offering of degree programs of over 100 bachelor’s degrees, 40 master degree programs in fields ranging from hospitality and tourism to biomedical science and technology and a professional degree in law. This latest edition of the university’s catalog will provide you with detailed information about our programs and offerings.

At North Carolina Central University, we have many other things you can look forward to, such as:

- In Fall 2006 we will enroll our first class of students in our Bio-manufacturing Research Institute and Technology Enterprise center of Excellence. Students enrolling in this program will earn a degree that will prepare them to work in the bio-manufacturing industry in North Carolina.

- Our student newspaper, The Campus Echo, won six-first place awards at the Annual National HBCU Newspaper conference, a state-wide competition among all historically black colleges and universities.

- Our Law School has a 81% passage rate for first time takers of the North Carolina State Bar.

- The New School of Education building is a state-of-the-art teaching facility equipped with multimedia production computers.

- NCCU has a record of producing outstanding graduates—North Carolina Governor Mike Easley (’76); James Speed (’75), president of North Carolina Mutual Life Insurance; nationally acclaimed artist Ernie Barnes (’60); and vocalist Sunshine Anderson (’97).

- Our School of Education recently obtained accreditation from the Council for Accreditation of Counseling and Related Education Programs (CACREP) for its career, community and school counseling programs. NCCU is the third HBCU in the nation to gain this accreditation.

- Spring 2006 NCCU joined forces with Atlantic Records to sponsor the first Hip Hop Music Summit, which was hosted by 9th Wonder of Little Brother. The event was a tremendous success and has paved the way for another Summit for Spring 2007.

- Our School of Business obtained re-accreditation in record time, (4 months) from the Association of Collegiate Business Schools and Programs (ACBSP).

We look forward to your enrollment at North Carolina Central University, where you will have unique, yet rewarding experiences that will prepare you for the next phase of your life. You will become a member of the Eagle family, where we will teach you to soar as no other has soared before.

Sincerely,

James H. Ammons
Chancellor
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Campus Map (inside back cover)
2006-2008 Academic Calendar for All Colleges and Schools
(Calendars are subject to change)

Fall 2006

August 14, 2006, Monday
Faculty Institute and University Conference at 9:00 am

August 15, 2006, Tuesday
Residence Hall check-in from 6:00 pm - 9:00 pm for new students who DID NOT participate in the EOP (Eagle Orientation Programs) Financial Aid posted for Fall 2006 term.

August 16, 2006, Wednesday
Opening Session for new students.
Placement testing and advising at 8:30 am for new students. Advising and registration for new students exempt from placement testing and transfer students. Residence Hall check-in at 9:00 am for new students who DID participate in the EOP (Eagle Orientation Programs).

August 17, 2006, Thursday
Week of Welcome (WOW) begins. Advising and registration continue for ALL students. Residence Hall check-in at 9:00 am for continuing students.

August 18, 2006, Friday
Registration continues.

August 19, 2006, Saturday
Advising and registration conclude at 1:00 pm. Course schedules canceled for students who have not made satisfactory payment arrangements.

August 20, 2006, Sunday
WOW activities end. Preliminary class lists run and prepared for distribution on Monday, August 21 at 8:00 am.

August 21, 2006, Monday
First day of classes. 1st Preliminary class lists distributed. Late registration begins (Late fee applicable).

August 22, 2006, Tuesday
Schedule Adjustment Period (Drop/Add) begins. Class lists for Saturday classes with updates to be in the Office of the Registrar by 4:00 pm, Monday, August 28.

August 23, 2006, Wednesday
Schedule Adjustment Period continues. Residence check for on-campus students not registered or registered less than 12 hours. Notification of impending drop for students who have not submitted final immunization records.

August 24, 2006, Thursday
Schedule Adjustment Period continues.

August 25, 2006, Friday
Late Registration and Schedule Adjustment Period (Drop/Add/Section Changes) conclude at 4:00 pm. Course schedules canceled for all students who have not made satisfactory payment arrangements by 4:00 pm. (EOL deactivated).

September 1, 2006, Friday
10th day of class census date.

September 4, 2006, Monday
Labor Day Observance, no classes.

September 7, 2006, Thursday
Last day to challenge courses by examination for credit.

September 15, 2006, Friday
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, 2007.

September 22, 2006, Friday
Students who have not met the State immunization requirements will be dropped from classes. Early Warning Progress Reports due to Registrar by 5:00 pm.

September 22-23, 2006, Friday-Sunday
Family Weekend.

September 29, 2006, Friday
Fall Convocation at 10:00 am in McLendon-McDougal Gymnasium (Classes should attend). Last day to withdraw from the University with a prorated bill adjustment and/or refund.

October 13, 2006, Friday
Mid-Term Progress Reports due in the Office of the Registrar by 4:00 pm. Last day to apply for December graduation.

October 14, 2006, Saturday
Foreign Language examinations for Master’s degree candidates.

*Law students may withdraw from a class with a WC grade until the day of the final examination.
**2006-2008 Academic Calendar**

**October 20, 2006, Friday**
General Faculty Meeting

**October 21, 2006, Saturday**
Fall Break begins after classes. Fall Open House for prospective students.

**October 24, 2006, Tuesday**
Classes resume at 8:00 am.

**October 25, 2006, Wednesday**
Last day to file applications for admission to candidacy for graduate students planning to complete degrees this semester. Registration for Spring 2007 is available through EOL from October 25, 2006 to January 12, 2007. Last day for undergraduates to withdraw from a class or the university with a WC grade.

**November 2, 2006, Wednesday**
Last day for filing application for the Master's written examination to be taken this semester.

**November 3, 2006, Friday**
Founder's Day

**November 4, 2006, Saturday**
Homecoming

**November 11, 2006, Saturday**
Written examinations for Master's degree candidates.

**November 21, 2006, Tuesday**
Classes in Session.

**November 22, 2006, Wednesday**
Residence Halls close at 10:00 am.

**November 22-25, 2006, Wednesday-Saturday**
Thanksgiving Holiday Observance – no classes.

**November 26, 2006, Sunday**
Residence Halls open at 12:00 noon.

**November 27, 2006, Monday**
Classes resume at 8:00 am.

**December 1, 2006, Friday**
Deadline for submission of undergraduate applications for admission to the spring semester.

**December 2, 2006, Saturday**
Reading day for all graduating students.

**December 4, 2006, Monday**
Last day of classes for all Law students.

**December 4-6, 2006, Monday-Wednesday**
Final examinations for graduating students (beginning 8:00 am Monday, December 4, 2006).

**December 6-15, 2006, Wednesday-Friday**
Final Examinations

**December 7, 2006, Thursday**
Last day of classes for all students. Last day for graduate students to withdraw from a class with a WC grade.* Last day to submit thesis/projects for this semester. Final grades for graduating students due in Banner by 5:00 pm.

**December 8, 2006, Friday**
Reading day for non-graduating students.

**December 9-15, 2006, Saturday-Friday**
Final Examinations for non-graduating students

**December 15, 2006, Friday**
Commencement Rehearsal, 11:00 am. Chancellor’s Reception for graduating students and their families, 6:00 pm, Alfonso Elder Student Union.

**December 16, 2006, Saturday**
Commencement Exercises at 9:00 am. Residence Halls close for all students at 1:00 pm.

**December 18, 2006, Monday**
All grades due in Banner by 12:00 noon.

**December 24, 2006, Sunday**
Financial Aid posted for Spring term.

**Law School Only**

**December 4, 2006, Monday**
Last day of classes

**December 5, 2006, Tuesday**
Reading Day

**December 6-15, 2006, Wednesday-Friday**
Final Examinations

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**Spring 2007**

**January 1, 2007, Monday**
New Year’s Day Observance

**January 2, 2007, Tuesday**
University business resumes for all NCCU employees.

**January 4, 2007, Thursday**
Residence Hall check-in at 10:00 am for all new students. Orientation session begins at 1:00 p.m. for all new students.

**January 5, 2007, Friday**
Residence Hall check-in at 12:00 noon for continuing students. Placement testing, advising, and registration for all students (8:00 am - 4:00 pm).

**January 6, 2007, Saturday**
Advising and registration conclude at 1:00 pm. Course schedules canceled for students who have not made satisfactory payment arrangements. Preliminary class lists run and prepared for distribution at 8:00 am on Monday, January 8th.

**January 8, 2007, Monday**
First day of Classes. Classes begin at 8:00 am for all students. 1st Preliminary class lists distributed. Late registration begins (late fee applicable).

**January 9, 2007, Tuesday**
Schedule Adjustment Period (Drop/Add) begins.

*Law students may withdraw from a class with a WC grade until the day of the final examination.*
Class lists for Saturday classes with updates to be in the Office of the Registrar by 4:00 pm, Tuesday, January 16th.

January 12, 2007, Friday
Late Registration and Schedule Adjustment Period (Drop/Add/Section Changes) conclude at 4:00 pm.
Course schedules canceled for all students who have not made satisfactory payment arrangements by 4:00 pm. EOL deactivated. Residence check for on-campus students not registered or registered less than 12 hours.
Notification of impending drop for students who have not submitted final immunization records.

January 15, 2007, Monday
Martin Luther King, Jr. Day Observance, no classes.

January 16, 2007, Tuesday
All class lists for Saturday classes with updates to be in the Office of the Registrar by 4:00 pm. Final class lists run and prepared for distribution on Tuesday, January 16th.

January 17, 2007, Wednesday
Final class lists distributed.

January 22, 2007, Monday
10th day of class census date.

January 24, 2007, Wednesday
Last day to challenge courses by examination for credit.

February 2, 2007, Friday
Early Warning Progress Reports due to Registrar by 5:00 pm.

February 5, 2007, Monday
Last day to file for May graduation.

February 9, 2007, Friday
Last day to withdraw from the University with a prorated bill adjustment and/or refund.

February 14, 2007, Wednesday
Last day for Deans to submit course offerings for the Summer Sessions and Fall Term 2007.

February 16, 2007, Friday
Last day for filing applications for the Masters foreign language examinations to be taken this semester.

March 3, 2007, Saturday
Foreign Language examinations for Masters candidates.

March 6, 2007, Tuesday
Mid-Term Progress Reports due in the Office of the Registrar by 4:00 pm.

March 7, 2007, Wednesday
Last day for undergraduates to withdraw from a class or the university with a WC grade.

March 10, 2007, Saturday
Spring Break begins after Saturday classes. Residence Halls close at 12:00 noon.

March 18, 2007, Sunday
Residence Halls re-open at 12:00 noon.

March 19, 2007, Monday
Classes resume at 8:00 am; EOL registration opens for Summer Sessions and Fall 2007. Last day to file applications for admission to candidacy for graduate students planning to complete degrees this semester.

March 22, 2007, Thursday
General Faculty Meeting.

March 30, 2007, Friday
Last day for filing applications for the Masters written examinations to be taken this semester.

April 6, 2007, Friday
Good Friday Observance, no classes.

April 12, 2007, Thursday
Law students follow Monday’s schedule.

April 13, 2007, Friday
Honors Convocation at 10:00 am in the McLendon-McDougal Gymnasium (Classes should attend).

April 14, 2007, Saturday
Written examinations for Masters degree candidates.
Spring Open House for prospective students.

April 20, 2007, Friday
Last day of classes for Law students.

April 21, 2007, Saturday
Reading Day for Law students.

April 23, 2007, Monday
Reading Day for all graduating students.

April 23-May 3, 2007, Monday - Thursday
Final examinations for Law students.

April 24, 2007, Tuesday
Last day to submit thesis/projects for this semester.
Last day of classes for all students.
Last day for graduate students to withdraw from a class with a WC grade.*

April 24-26, 2007, Tuesday – Thursday
Final examinations for graduating students (beginning 8:00 am, Tuesday, April 24).

April 25, 2007, Wednesday
Reading Day for non-graduating students.

April 26-May 2, 2007, Thursday - Wednesday
Final examinations for non-graduating students.

April 27, 2007, Friday
Final grades for graduating students due in Banner by 5:00 pm.

May 4, 2007, Friday
Alumni Day. Commencement Rehearsal at 11:00 am.
Chancellor's Reception for graduating students and their families, 6:00 pm, Alfonso Elder Student Union

May 5, 2007, Saturday
Commencement Exercises at 8:00 am.
Residence Halls close at 12:00

*Law students may withdraw from a class with a WC grade until the day of the final examination.
noon for non-graduating students.

**May 7, 2007, Monday**
All grades due in Banner by 12:00 noon.

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**Law School Only**

**January 4, 2007, Thursday**
First day of classes

**April 20, 2007, Friday**
Last day of classes

**April 21, 2007, Saturday**
Reading Day

**April 23-May 3, 2007, Monday-Thursday,**
Final Examinations

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**Summer 2007**

**May 13, 2007, Sunday**
Residence Halls open at 8:00 am

**May 14, 2007, Monday**
Registration for all students. First day of classes for Law students.

**May 15, 2007, Tuesday**
First day of classes for non-Law students. Late Registration/ Schedule Adjustment Period begins. (Teachers’ Session students may register without late penalty until June 4).

**May 16, 2007, Wednesday**
Schedule Adjustment concludes at 4:00 pm.
ALL REGISTRATION ACTIVITIES FOR FIRST AND DUAL SESSIONS END AT 4:00 pm. Course schedules canceled for students who have not made satisfactory payment arrangements by 4:00 pm.

**May 18, 2007, Friday**
Equivalent 10-day census date.

**May 22, 2007, Tuesday**
Last day to withdraw from the University with a tuition adjustment and/or refund.

**May 28, 2007, Monday**
Memorial Day Observance, no classes.

**May 30, 2007, Wednesday**
Last day for undergraduates to withdraw from a class with a “WC” grade.

**June 4, 2007, Monday**
Teachers’ Session classes begin; ALL REGISTRATION ACTIVITIES END FOR TEACHERS’ SESSION.

**June 6, 2007, Wednesday**
Last day for filing application for the Master’s foreign language examination to be taken this summer.

**June 16, 2007, Saturday**
Foreign language examinations for Master’s degree candidates

**June 18, 2007, Monday**
Last day of classes. Last day to submit thesis/projects for this summer session. Last day for graduate students to withdraw from a class with a “WC” grade.

**June 19-20, 2007, Tue - Wed.**
Final examinations

**June 21, 2007, Thursday**
Residence Hall Close at 10:00 am (First Session Only)

**June 22, 2007, Friday**
EOP (Eagle Orientation Program) for new students.
Last day of classes for Teachers’ Session.

**June 25, 2007, Monday**
Final grades for First Summer Session due in the Registrar’s Office by 4:00 pm

**SECOND SUMMER SESSION, 2007**

**June 24, 2007, Sunday**
Residence Halls open at 8:00 am.

**June 25, 2007, Monday**
Registration for all students, 1st day of classes for law students.

**June 26, 2007, Tuesday**
First day of classes for non-Law students.
Late registration/Schedule Adjustment Period begins.

**June 27, 2007, Wednesday**
Schedule Adjustment concludes at 4:00 pm.
ALL REGISTRATION ACTIVITIES FOR SECOND SESSION END AT 4:00 pm. Course schedules canceled for students who have not made satisfactory payment arrangements by 4:00 pm.

**July 4, 2007, Wednesday**
Fourth of July Observance, no classes.

**July 5, 2007, Thursday**
Equivalent 10-day census date. Last day to withdraw from the University with a tuition adjustment and refund

**July 6, 2007, Friday**
EOP (Eagle Orientation Program) for new students.

**July 9, 2007, Monday**
Last day for filing application for the Master’s Written Examination to be taken this summer.

**July 10, 2007, Tuesday**
Last day for undergraduates to withdraw from a class with a “WC” grade.

**July 13, 2007, Friday**
EOP (Eagle Orientation Program) for new students.

**July 14, 2007, Saturday**
Written examination for Master’s degree candidates.

**July 20, 2007, Friday**
EOP (Eagle Orientation Program) for new students: Freshmen and transfers.

**July 27, 2007, Friday**
Last day of classes. Last day to submit thesis/projects for this summer session. Last day for graduate students to withdraw from a class with a “WC” grade.*
July 28 & 30, 2007, Saturday & Monday
Final examinations

July 31, 2007, Tuesday
Residence Halls close at 12:00 noon. Final grades for Second Summer Session due in the Registrar’s Office by 4:00 pm

Fall 2007

August 13, 2007, Monday
Faculty Institute and University Conference at 9:00 am

August 14, 2007, Tuesday
Residence Hall check-in from 6:00 pm - 9:00 pm for new students who DID NOT participate in the EOP (Eagle Orientation Programs) Financial Aid posted for Fall 2007 term.

August 15, 2007, Wednesday
Opening Session for new students. Placement testing and advising at 8:30 am for new students. Advising and registration for new students exempt from placement testing and transfer students. Residence Hall check-in at 9:00 am for new students who DID participate in the EOP (Eagle Orientation Programs).

August 16, 2007, Thursday
Week of Welcome (WOW) begins. Advising and registration continue for ALL students. Residence Hall check-in at 9:00 am for continuing students.

August 17, 2007, Friday
Registration continues.

August 18, 2007, Saturday
Advising and registration conclude at 1:00 pm. Course schedules canceled for students who have not made satisfactory payment arrangements.

August 19, 2007, Sunday
WOW activities end. Preliminary class lists run and prepared for distribution on Monday, August 20 at 8:00 am.

August 20, 2007, Monday
First day of classes. 1st Preliminary class lists distributed. Late registration begins (Late fee applicable).

August 21, 2007, Tuesday
Schedule Adjustment Period (Drop/Add) begins. Class lists for Saturday classes with updates to be in the Office of the Registrar by 4:00 pm, Tuesday, August 28.

August 22, 2007, Wednesday
Schedule Adjustment Period continues. Residence check for on-campus students not registered or registered less than 12 hours. Notification of impending drop for students who have not submitted final immunization records.

August 23, 2007, Thursday
Schedule Adjustment Period continues.

August 24, 2007, Friday
Late Registration and Schedule Adjustment Period (Drop/Add/Section Changes) conclude at 4:00 pm. Course schedules canceled for all students who have not made satisfactory payment arrangements by 4:00 pm. EOL deactivated.

August 28, 2007, Tuesday
All class lists for Saturday classes with updates to be in the Office of the Registrar by 4:00 pm.

August 29, 2007, Wednesday
Final Class lists distributed.

August 31, 2007, Friday
10th day of class census date.

September 3, 2007, Monday
Labor Day Observance, no classes.

September 6, 2007, Thursday
Last day to challenge courses by examination for credit.

September 14, 2007, Friday
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, 2008.

September 21, 2007, Friday
Students who have not met the State immunization requirements will be dropped from classes. Early Warning Progress Reports due to Registrar by 5:00 pm.

September 21-23, 2007, Friday-Sunday
Family Weekend.

September 28, 2007, Friday
Fall Convocation at 10:00 am in McLendon-McDougald Gymnasium (Classes should attend). Last day to withdraw from the University with a prorated bill adjustment and/or refund.

October 12, 2007, Friday
Mid-Term Progress Reports due in the Office of the Registrar by 4:00 pm. Last day to apply for December graduation.

October 13, 2007, Saturday
Foreign Language examinations for Master’s degree candidates.

October 19, 2007, Friday
General Faculty Meeting

October 20, 2007, Saturday
Fall Break begins after classes. Fall Open House for prospective students.

October 23, 2007, Tuesday
Classes resume at 8:00 am.

October 24, 2007, Wednesday
Last day to file applications for admission to candidacy for graduate students planning to complete degrees this semester. Registration for Spring 2008 is available through EOL from October 24, 2007 to January 11, 2008. Last day for undergraduates to withdraw from a class or the university with a WC grade.

October 27, 2007, Saturday
Homecoming

*Law students may withdraw from a class with a WC grade until the day of the final examination.
October 31, 2007, Wednesday
Last day for filing application for
the Master's written examination
to be taken this semester.

November 2, 2007, Friday
Founder's Day

November 10, 2007, Saturday
Written examinations for Master’s
degree candidates.

November 20, 2007, Tuesday
Classes in Session.

November 21, 2007, Wednesday
Residence Halls close at 10:00 am.

November 21-24, 2007, Wednesday-Saturday
Thanksgiving Holiday Observance—no classes.

November 25, 2007, Sunday
Residence Halls open at 12:00 noon.

November 26, 2007, Monday
Classes resume at 8:00 am.

November 28, 2007, Wednesday
Deadline for submission of
undergraduate applications for
admission to the spring semester.

December 1, 2007, Saturday
Reading day for all graduating
students.

December 3, 2007, Monday
Last day of classes for all Law
students.

December 3-5, 2007, Monday-Wednesday
Final Examinations for graduating
students (beginning 8:00 am
Monday, December 3, 2007).

December 4, 2007, Tuesday
Reading day for Law students.

December 5 - 14, 2007, Wednesday-Friday
Final examinations for Law students.

December 6, 2007, Thursday
Last day of classes for all students.
Last day for graduate students to
withdraw from a class with a WC
grade.*

December 7, 2007, Friday
Reading day for non-graduating
students.

December 8 - 14, 2007, Saturday-Friday
Final examinations for non-
graduating students.

December 14, 2007, Friday
Commencement Rehearsal, 11:00 am.
Chancellor’s Reception for
graduating students and their
families, 6:00 pm, Alfonso Elder
Student Union.

December 15, 2007, Saturday
Commencement Exercises at 9:00 am.
Residence Halls close for all
students at 1:00 pm.

December 17, 2007, Monday
All grades due in Banner by 12:00 noon.

December 23, 2007, Sunday
Financial Aid posted for Spring
term.

December 26, 2007, Monday,
Last day of classes for all Law
students.

January 1, 2008, Tuesday
New Year's Day Observance

January 2, 2008, Wednesday
University business resumes for all
NCCU employees.

January 3, 2008, Thursday
Residence Hall check-in at 10:00 am
for all new students.
Orientation session begins at 1:00 p.m. for all new students.

January 4, 2008, Friday
Residence Hall check-in at 12:00 noon for continuing students.
Placement testing, advising, and
registration for all students (8:00 am - 4:00 pm).

January 5, 2008, Saturday
Advising and registration
conclude at 4:00 pm. Course
schedules canceled for students
who have not made satisfactory
payment arrangements.
Preliminary class lists run and
prepared for distribution at 8:00 am on Monday, January 7th.

January 7, 2008, Monday
First day of Classes. Classes begin
at 8:00 am for all students.
1st Preliminary class lists distributed.
Late registration begins (late fee
applicable).

January 8, 2008, Tuesday
Schedule Adjustment Period
(Drop/Add) begins.
Class lists for Saturday classes with
updates to be in the Office of the
Registrar by 4:00 pm, Monday,
January 14th.

January 11, 2008, Friday
Late Registration and Schedule
Adjustment Period (Drop/Add/
Section Changes) conclude at 4:00 pm.
Course schedules canceled
for all students who have not
made satisfactory payment
Arrangements by 4:00 pm. EOL
deactivated. Residence check
for on-campus students not
registered or registered less
than 12 hours. Notification of

*Law students may withdraw from a class with a WC grade until the day of the final examination.
impending drop for students who have not submitted final immunization records.

**January 14, 2008, Monday**
All class lists for Saturday classes with updates to be in the Office of the Registrar by 4:00 pm. Final class lists run and prepared for distribution on Tuesday, January 15th.

**January 16, 2008, Wednesday**
Final class lists distributed.

**January 18, 2008, Friday**
10th day of class census date.

**January 21, 2008, Monday**
Martin Luther King, Jr. Day Obscance, no classes.

**January 23, 2008, Wednesday**
Last day to challenge courses by examination for credit.

**February 1, 2008, Friday**
Early Warning Progress Reports due to Registrar by 5:00 pm.

**February 4, 2008, Monday**
Last day to file for May graduation.

**February 8, 2008, Friday**
Last day to withdraw from the University with a prorated bill adjustment and/or refund.

**February 13, 2008, Wednesday**
Last day for Deans to submit course offerings for the Summer Sessions and Fall Term 2008.

**February 15, 2008, Friday**
Last day for filing applications for the Masters foreign language examinations to be taken this semester.

**March 1, 2008, Saturday**
Foreign Language examinations for Masters candidates.

**March 4, 2008, Tuesday**
Mid-Term Progress Reports due in the Office of the Registrar by 4:00 pm.

**March 5, 2008, Wednesday**
Last day for undergraduates to withdraw from a class or the university with a WC grade.

**March 8, 2008, Saturday**
Spring Break begins after Saturday classes. Residence Halls close at 12:00 noon.

**March 16, 2008, Sunday**
Residence Halls re-open at 12:00 noon.

**March 17, 2008, Monday**
Classes resume at 8:00 am; EOL registration opens for Summer Sessions and Fall 2008.

**March 20, 2008, Thursday**
General Faculty Meeting.

**March 21, 2008, Friday**
Good Friday Observance, no classes.

**March 28, 2008, Friday**
Last day to file applications for admission to candidacy for graduate students planning to complete degrees this semester.

**April 2, 2008, Monday**
Law students follow Monday’s schedule

**April 10, 2008, Thursday**
Law students follow Monday’s schedule

**April 18, 2008, Friday**
Last day of classes for Law students.

**April 19, 2008, Saturday**
Reading Day for Law students.

**April 21, 2008, Monday**
Reading Day for all graduating students.

**April 21-May 1, 2008, Monday - Thursday**
Final examinations for Law students.

**April 22, 2008, Tuesday**
Last day to submit thesis/projects for this semester.

**April 22-24, 2008, Tuesday – Thursday**
Final examinations for graduating students (beginning 8:00 am, Tuesday, April 22).

**April 23, 2008, Wednesday**
Reading Day for non-graduating students.

**April 24-30, 2008, Thursday - Wednesday**
Final examinations for non-graduating students. April 25 Friday Final grades for graduating students due in Banner by 5:00 pm.

**May 2, 2008, Friday**
Alumni Day. Commencement Rehearsal at 11:00 am. Chancellor’s Reception for graduating students and their families, 6:00 pm, Alfonso Elder Student Union.

**May 3, 2008, Saturday**
Commencement Exercises at 8:00 am.
Residence Halls close at 12:00 noon for non-graduating students.

**May 5, 2008, Monday**
All grades due in Banner by 12:00 noon.

**Law School Only**

**January 3, 2008, Thursday**
First day of classes

**April 18, 2008, Friday, April 19, 2008, Saturday**
Reading Day

**April 21-May 1, 2008, Monday - Thursday**
Final Examinations

*Law students may withdraw from a class with a WC grade until the day of the final examination.*
## Summer 2008

### May 11, 2008, Sunday
Residence Halls open at 8:00 am

### May 12, 2008, Monday
Registration for all students. First day of classes for Law students.

### May 13, 2008, Tuesday
First day of classes for non-Law students. Late Registration/ Schedule Adjustment Period begins. (Teachers’ Session students may register without late penalty until June 2).

### May 14, 2008, Wednesday
Schedule Adjustment concludes at 4:00 pm. ALL REGISTRATION ACTIVITIES FOR FIRST AND DUAL SESSIONS END AT 4:00 pm. Course schedules canceled for students who have not made satisfactory payment arrangements by 4:00 pm.

### May 16, 2008, Friday
Equivalent 10-day census date.

### May 20, Tuesday
Last day to withdraw from the University with a tuition adjustment and/or refund.

### May 26, 2008, Monday
Memorial Day Observance, no classes.

### May 28, 2008, Wednesday
Last day for undergraduates to withdraw from a class with a “WC” grade.

### June 2, 2008, Monday
Teachers’ Session classes begin; ALL REGISTRATION ACTIVITIES END FOR TEACHERS’ SESSION.

### June 4, 2008, Wednesday
Last day for filing application for the Master’s foreign language examination to be taken this summer.

### June 14, 2008, Saturday
Foreign language examinations for Master’s degree candidates

### June 16, 2008, Monday
Last day of classes. Last day to submit thesis/projects for this summer session. Last day for graduate students to withdraw from a class with a “WC” grade.

### June 17-18, 2008, Tue - Wed.
Final examinations

### June 19, 2008, Thursday
Residence Hall Close at 10:00 am (First Session Only)

### June 20, 2008, Friday
EOP (Eagle Orientation Program) for new students. Last day of classes for Teachers’ Session.

### June 23, 2008, Monday
Final grades for First Summer Session due in the Registrar’s Office by 4:00 pm

## SECOND SUMMER SESSION, 2008

### June 22, 2008, Sunday
Residence Halls open at 8:00 am.

### June 23, 2008, Monday
Registration for all students, 1st day of classes for law students.

### June 24, 2008, Tuesday
First day of classes for non-Law students. Late registration/Schedule Adjustment Period begins.

### June 25, 2008, Wednesday
Schedule Adjustment concludes at 4:00 pm. ALL REGISTRATION ACTIVITIES FOR SECOND SESSION END AT 4:00 pm. Course schedules canceled for students who have not made satisfactory payment arrangements by 4:00 pm.

### June 27, 2008, Friday
EOP (Eagle Orientation Program) for new students.

### July 2, 2008, Thursday
Equivalent 10-day census date. Last day to withdraw from the University with a tuition adjustment and refund

### July 4, 2008, Friday
Fourth of July Observance, no classes.

### July 7, 2008, Monday
Last day for filing application for the Master’s Written Examination to be taken this summer.

### July 8, 2008, Tuesday
Last day for undergraduates to withdraw from a class with a “WC” grade.

### July 11, 2008, Friday
EOP (Eagle Orientation Program) for new students.

### July 12, 2008, Saturday
Written examination for Master’s degree candidates.

### July 18, 2008, Friday
EOP (Eagle Orientation Program) for new students: Freshmen and transfers.

### July 25, 2008, Friday
Last day of classes. Last day to submit thesis/projects for this summer session. Last day for graduate students to withdraw from a class with a “WC” grade.*

### July 26 & 28, 2008, Saturday & Monday
Final examinations

### July 29, 2008, Tuesday
Residence Halls close at 12:00 noon. Final grades for Second Summer Session due in the Registrar’s Office by 4:00 pm

*Law students may withdraw from a class with a WC grade until the day of the final examination.
The University of North Carolina System

Guidelines and General Information

The University of North Carolina System

The University of North Carolina Sixteen Constituent Institutions

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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 institutions of the multi-campus state 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 eighteenth 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, and another was founded to educate American Indians. Several were created to prepare teachers for the public schools. Others had a technological emphasis. One is a training school for performing artists. In 1931, the N.C. General Assembly redefined the University of North Carolina to include three state-supported 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 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.

In 1971, the General Assembly passed legislation bringing into the University of North Carolina the state’s ten 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. (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 University was renamed The University of North Carolina at Pembroke through legislative action.)
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 its 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

North Carolina Central University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, 1866 Southern Lane, Decatur, Georgia 30033-4097, (404) 679-4501, to award bachelor's and master's degrees.

The School of Law is accredited by the American Bar Association. The School of Business is accredited by the Association of Collegiate Business Schools and Programs. Programs in the School of Library and Information Sciences are accredited by the American Library Association, and the program in nursing is accredited by the Accrediting Services, National League for Nursing, Inc. Programs in the School of Education at the bachelor's and master's levels in early childhood education, elementary teaching, secondary teaching, and K-12 teaching; and at the master's level in educational communications and information technology, school principalship, supervision/curriculum development, and guidance counseling are accredited by the National Council for Accreditation of Teacher Education. All of these specialized accrediting bodies are recognized by the Council on Postsecondary Accreditation and the United States Department of Education.

Teacher education programs are approved by the North Carolina State Department of Public Instruction. The North Carolina Board of Nursing approves the nursing program. The School of Law is approved by the North Carolina State Bar Council.

The College of Arts and Sciences has fourteen accredited teacher education programs: art education, biology education,
chemistry education, family and consumer sciences education, health education, math education, French, Spanish, music education, physical education, physics education, social science and birth to kindergarten. In addition, six programs in the College offer graduate teacher education programs: biology, chemistry, family and consumer sciences, math, physical education, and social sciences. The Child Development Laboratory in the department of Human Sciences is accredited by the National Association for the Education of Young Children (NAEYC).

**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. From the beginning, when it was known as the National Religious Training School and Chautauqua, its purpose has been the development in young men and women of the character and sound academic training requisite for real service to the nation. To this end, the training of all students has been entrusted to the most capable teachers available.

The institution’s early years were characterized by a wealth of enthusiasm and high endeavor, but not of money. Private donations and student fees constituted the total financial support of the school, and the heavy burden of collecting funds rested on the President.

In 1915 the school was sold and reorganized, then becoming the National Training School. During this period of its history, 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; thus in that year it became a publicly supported institution, and was renamed Durham State Normal School. Two years later, the General Assembly converted the institution into the North Carolina College for Negroes, dedicating it to the offering of liberal arts education and the preparation of teachers and principals of secondary schools.

At its 1927 session, the General Assembly began a program of expansion of the college plant to conform to the needs of an enlarged academic program. 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 afforded federal grants and State appropriations for a new program of physical expansion and improvement of educational facilities; this program continued until the beginning of World War II.

The College was accredited by the Southern Association of Colleges and Secondary Schools as an “A” class 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. Pursuant thereto, graduate courses in the Arts and Sciences were first offered in 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 of the college, 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 January 20, 1948, Dr. Alfonso Elder was elected President of the institution. At the time of his election, Dr. Elder was serving as head of the Graduate Department of Education and had formerly been Dean of the College of Arts and Sciences. Dr. Elder retired September 1, 1963.

Dr. Samuel P. Massie was elected as the third President of the College on August 9, 1963. Dr. Massie came to the institution from Washington, D. C., where he was Associate Program Director for Undergraduate Science Education of the National Science Foundation and Professor and Chairman of the Department of Pharmaceutical Chemistry at Howard University. He resigned on February 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 fourth President of the institution. He came to North Carolina College from Baltimore, Maryland, where he had been Dean of the Faculty of 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 their 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 rather than Interim Chancellor and made that action retroactive to the beginning of his term.

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.

Dr. Richmond resigned as Chancellor to return to the classroom and was succeeded on January 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 National Association for the Advancement of Colored People Legal Defense Fund.

Mr. Chambers led the University for over 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 of Academic Affairs at Florida A & M University in Tallahassee.

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 the faculty eagerly competes to bring grants to the University. Much of this research results in books, scholarly papers and presentations at professional conferences, bringing acclaim both to the individual faculty members and to the University. Faculty members are also encouraged to participate in the activities of the community at large as well as the University community. Many participate in government, business, educational, artistic and other endeavors that enrich the Durham community.

The Campus

North Carolina Central University is located in the eastern section of North Carolina's Piedmont, within the world-famous Research Triangle. The City of Durham, with a population of nearly 196,000 is a part of a larger standard metropolitan area with 1,401,331 people. The city is sufficiently large to afford to students the advantages of contacts with urban institutions. The University draws on the cultural resources of the city, state and 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 evolving to utilize all available resources to the end of creating better environments for human development. Basic changes are taking place in the sociology and technology of the region. The University seeks to assist students to understand these changing situations so that as future community leaders, they may participate in guiding the dynamics of American society toward desirable goals.

Buildings

Fifty-nine buildings of modern and modified Georgian brick construction are now located on North Carolina Central University's 103-acre campus. All academic buildings, as well as the cafeterias and the student union, are completely air-conditioned.

The buildings are functional as well as aesthetically pleasing, and have been designed especially to meet the needs of the students and teachers who use them. They are also designed with the fact in mind that in a state-supported institution the people of the State are ever welcome visitors and resource persons who can make significant contributions to the overall development of the institution. Lounges, seminar rooms, auditoriums, and numerous utility services for the residents and visiting public are features of all the buildings.

Attractively landscaped lawns and the geometrically arranged walks and roadways blend with the natural scenery of the foliage and trees to provide the kind of beauty that the University traditionally has regarded as one of the essentials of educational experiences.

The Hoey Administration Building, with its statue of the school’s founder, Dr. James E. Shepard, in front, is a focal point of the campus. In this building are located the institution's administrative offices as well as registration services, cashier, and the student accounting offices. The William Jones Building next to Hoey is the former home of
of the School of Law and now serves as home to the Office of Institutional Advancement, Title III, and Career Services.

The B.N. Duke Auditorium, also next to Hoey, seats 875 persons for theatrical and musical performances as well as other assemblies. It was named after a generous benefactor of the institution.

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

The Mary M. Townes Science Complex at Concord and Lawson Streets now serves as home for the Biology, Chemistry, Environmental Science, Geography, and Earth Sciences, Mathematics and Computer Science and Physics Departments.

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 the most up-to-date classroom and seminar facilities as well as the School's own computing center for use by its faculty and students.

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, and swing space for offices displaced because of renovations. This building will also house the NCCU Deli until the new cafeteria is constructed and opened.

The Human Sciences department is 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 Departments of Nursing, Health 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 up-to-date classrooms, seminar rooms, and laboratory facilities, including crime and computer labs. The building also contains a library used by these disciplines.

The newly renovated 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 which houses a 50-meter, Olympic-size swimming pool; an administration building which also contains classrooms, faculty offices, locker rooms, and a student center; a gymnastics building which 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 which includes a gymnasium designed for gymnastics 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, Modern Foreign Languages and Theatre. In addition to classrooms, laboratories, and seminar space, and the WNCU Radio Station, the Communications Building also houses a modern 250-seat theater in which the University's acclaimed dramatic productions are presented.

The newly renovated Alexander-Dunn Building, contains the administrative offices of the Academic Services Unit, Student Academic Advising Service, Academic Support Center, Academic Community Service Learning Program, the Honors Program, Sponsored Research, and the Faculty Senate office.

One of the university's newest buildings is the Biomedical / Biotechnology Research
In 1994, NCCU became a member of the Triangle Research Libraries Network (TRLN). TRLN is a cooperative comprised of libraries at Duke University, NCCU, UNC at Chapel Hill, and NC State University, with combined collections of over 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 remaining thirteen institutions in the UNC system, where graduate students and faculty have direct borrowing privileges.

The James E. Shepard Memorial Library contains 498,000 volumes and 140,200 federal and state 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). Videocassettes and audiocassettes are also part of the CMC collection. Word processing and Internet access are available on library computers for student use.

The Music Library, located on the third floor of the Edwards Music Building, 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 Law Library's collection of over 302,772 volumes and volume equivalents include federal, state, and regional reports, federal and state statutory compilations, generally recognized texts, treatises, loose-leaf services, legal periodicals and appropriate indices and digests required to access them. The Library also maintains practice-oriented federal and state materials, a few non legal periodicals, some recreational reading. In addition to the traditional print and microform materials required to perform basic legal research, the library subscribes to several electronic resources including Westlaw, Lexis-Nexis, Legaltrac, and a variety of CD-ROM products. The Law Library is a selective depository for state and federal documents and maintains a special collection of civil rights legal materials called the McKissick Collection.

The Law Library is completely automated and provides reference services, interlibrary loan services, library tours, fax services, audiovisuals and photocopiers. It maintains two Computer Labs for faculty and students. The Computer Labs provide access to Word Processing, the Internet, and Computer Assisted Legal Instruction (CALI).

Library Facilities

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

Library resources at North Carolina Central University are located in The James E. Shepard Memorial Library, The Music Library, The Library School of Library and Information Sciences, The Library of the School of Law, and The New School of Education. These libraries contain a total of over 850,000 volumes. They subscribe to a total of 6,165 periodicals. Access to these collections is provided by an integrated online catalog and circulation system.

The School of Library and Information Sciences Library, located on the third floor of the James E. Shepard Memorial Library, houses an outstanding collection of current materials and equipment to support the academic programs in library science and information systems.

Information Technology Services

The goal of Information Technology Services (ITS) is to provide our students with high-tech resources that enrich their learning experiences and
increase their technological savvy. Upon graduation, our students are prepared to be technology literate within today's world of information.

ITS provides a number of computing services to students including e-mail accounts and residence hall rooms wired to the campus-wide fiber optic network with a direct, high-speed connection to the Internet. Students can also utilize several computing centers around campus and there are a number of wireless ‘hot spots’ where students can get connected throughout the campus. In addition to these services, students have access to desktop support from skilled student technicians through our ResNet program.

The University is in the midst of major expansion and renovation projects aimed at outfitting the campus with technologically advanced facilities. One of the initial buildings to receive ITS-implemented upgrades was the Willis Commerce Building that houses the School of Business. Several classrooms have been outfitted with equipment including podiums with built in computers, motorized shades, laptop connections, VCR and DVD players, electric projector screens and surround sound to give our students a modern learning environment. The newest addition to our campus is the New Science Complex. The state-of-the-art equipment housed in this facility makes it one of the most technologically advanced science centers in the nation. Each classroom has dimmable lights, VCR and DVD players, teleconferencing capabilities and touch screens, just to name a few of the pieces that make for a unique learning environment. With all of the services and equipment provided through ITS, North Carolina Central University students are guaranteed a quality academic experience.

The Center for University Teaching and Learning

The Center for University Teaching and Learning, located in the Farrson-Newton Communications Building, provides opportunities for faculty members to improve the quality of instruction for undergraduates and graduates at the University. The Center services all schools and colleges of the University, and 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) Telecommunications Center, and (4) Video Production/Services/TV Studio. These units work closely with the NCCU community to enhance, create, and maintain a state of readiness toward technology advancements.

The Center provides instructional materials and education technologies to supplement instruction in all academic areas, and services are also available to NCCU faculty, staff, students, and campus administrators. Users have access to a variety of instructional equipment, including some of the traditional equipment, such as overhead, slide, opaque, and filmstrip projectors; 35mm cameras; CD/DVD players; television monitors and VCR’s; audio cassette tape recorders; and 16mm motion picture projectors. Also, more advanced technologies, including computers, laptops, flatbed scanners, poster printers, camcorders, digital cameras, LCD panels, and video projectors are available. Services include equipment loans, media production and duplication, instructional development lab and instructional materials, audio and video productions, faculty and staff computer training, and faculty and staff development seminars/workshops/courses.

The Teleconference Center provides teleconferencing and distance learning to faculty, staff, students, and administrators through interactive video. 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 with remote sites through the state, and ISDN Videoconferencing with remote sites throughout the world using H.323. The Video Classroom is located in Room 351 of the Shepard Library, and has the capability for producing overheads, computer generated text and graphics, computer networking, slides, and videotape recordings and playback. The Videoconference Room is located in Room 355 of the Shepard Library.

Institutional Advancement

Private giving helps assure North Carolina Central University’s excellence in higher education. The Division of Institutional Advancement plays a key role in seeking support from the private sector to enhance the programs in the various schools and colleges of the University.

North Carolina Central University’s establishment of the Division of Institutional Advancement, formally the Office of Development Affairs, is charged with assisting in interpreting the University’s mission through its Divisions and directors of several programs. These include Alumni Affairs, the Annual Fund, Majors Gifts, Planned Giving, Corporate and Foundation Relations, Career Services, and the North Carolina Central University Foundation Inc.

The Division of Institutional Advancement plans, coordinates, and implements fund-raising programs with students, alumni, parents, friends, corporations,
and foundations. Its key role is making certain that the prominence and support of the University are maintained with private gifts that allow the University to fund programs, scholarships, fellowships, professorships, research, and other special events. Funds raised by Institutional Advancement are under the custodianship of the NCCU Foundation Inc.

Gifts to North Carolina Central University further the cause of higher education, an element that is vital to our state and national survival. Additionally, contributions provide opportunities for our students to study in modern facilities, our faculty to further their research in new and challenging areas. Donors earn membership and special recognition in giving to clubs and organizations.

University Career Services

The mission of University Career Services is to facilitate and ensure growth, expansion and awareness of each student's career development process through interactive programs, technological initiatives, effective career assessments and employment opportunities. The Center serves as a focal point for all students planning for the "world of work." For underclassmen, career counseling is provided to assist in determining career choices. For graduating seniors and graduate students, various programs are provided to aid the transition from the classroom to employment with the government, the public and private sectors. On-line service is available and allows students to access information through our website.

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

Part-time job placements, internships, and cooperative education placements are available through an extensive "experiential learning program" to assist students with obtaining valuable work experience before graduation. Placements are 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 or working in a major corporation such as GlaxoSmithKline, IBM, Ernst and Young, and Verizon.

The staff of University Career Services provides a variety of professional and developmental workshops on topics such as resume writing, interviewing, professional dress, etiquette, managing stress in academia, and balancing a budget. 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 Glaxo Career Library. Appointments may be scheduled or a counselor may see students on a walk-in basis at anytime.

North Carolina Health Careers Access Program and Center

The Health Careers Program at North Carolina Central University has existed for more than thirty years. During this time it has worked cooperatively with academic departments to prepare students seeking admissions to professional health and medical programs of study upon graduation. To this end many graduates have been successful in gaining admissions to the professional programs of their choice and are currently practicing and/or working in North Carolina and the nation.

The Health Careers Program offers a variety of services and activities including information on different health, medical, and research oriented programs. The variety of services include recruitment activities to encourage high school and college students to become health and medical professionals; advising services on health career opportunities, options, and financial aid resources in cooperation with university student services; enrichment programs which include workshops, seminars, and the development and dissemination of resource materials to improve reading, studying and test-taking skills; and advocacy services to facilitate admission to professional health and medical programs.

The Health Careers Programs assists students interested in pre-medical and allied health careers with information about professional schools in the United States and abroad. Information and materials are available concerning admission requirements, health and medical professional schools and colleges, financial aid and career options. Tapes, study materials, and brochures are available to help improve test scores, and reading rate. 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. A standardized test prep workshop is sponsored on campus each year to guide pre-health professions students to a successful test experience. Trips to health care agencies, medical centers, medical, dental, pharmacy and allied health schools and colleges, as well as networking opportunities and recruitment seminars are scheduled through the Health Career Center office at least twice a year.
The Health Careers Program offers opportunities for students to participate in enrichment programs throughout the academic year and the summer. Some of the programs students have found to be quite helpful are discussed below.

The Clinical Summer Health Program is a ten-week program conducted each year in conjunction with Duke University Medical Center. Its purpose is to increase the potential of NCCU student participants for success in health training programs by allowing them to experience a health delivery system during their academic preparation. It is a paid educational/work learning experience in which students are placed in 40-hour per week positions directly under the supervision of health or medical professionals. Health science seminars are conducted and there is interaction with a variety of health and medical professionals.

The North Carolina Health Careers Access Program (NC-HCAP) is an inter-institutional program of the University of North Carolina system which operates under the aegis of the Division of Health Affairs at the University of North Carolina at Chapel Hill. NC-HCAP's mission is to increase the number of under-represented minorities, and individuals from disadvantaged backgrounds who are trained, educated, and employed in the health professions. NCCU students have been active participants in the Science Enrichment Program (SEP) which is sponsored by NC-HCAP. The SEP is an eight week honors-level academic enrichment program for students who plan to pursue careers in health care.

The Boston University Early Medical School Selection Program (EMSSP) is designed to provide an early decompressed transition into the medical school curriculum through provisional acceptance into medical school at the completion of two years of undergraduate study. A student accepted into the program will remain at his or her undergraduate institution during his or her junior year and pursue a program of study that will best prepare the student to spend his or her senior year at Boston University. During the student’s senior year at Boston University, he or she will participate in an individualized program of study designed to satisfy the undergraduate academic requirements while providing a gradual transition into the medical school curriculum. Contact the Health Careers Center for detailed information.

The Health Careers Club provides motivational activities to encourage inspire and prepare students to pursue careers in the health and medical professions. Students who major in other fields of study are encouraged to join so they can explore various health and medical career options and interact with role models.

The Health Career Program cooperates with the Department of Allied Health Sciences at the University of North Carolina at Chapel Hill to implement the North Carolina Access, Retention and Completion (NC-ARC) Initiative in Allied Health. The program seeks to sponsor activities that will inform, recruit and enroll NCCU students in an Allied Health Profession.

The Health Careers Program also coordinates summer experiences for NCCU students interested in the following programs: The Medical Education Development (MED) program at The University of North Carolina at Chapel Hill Schools of Medicine and Dentistry; and The Pharmacy Readiness and Enrichment Program (PREP) at Campbell University School of Pharmacy. Please contact the Health Careers Center for information on these and other summer opportunities currently planned.
Mission Statement

Consistent with the mission of the University, the purpose of the Academic Community Service Learning Program (ACSLP) serves the state, nation and world through teaching, research and service. The ACSLP guides students, faculty, administrators, and staff through meaningful academic community service learning. It provides the availability of and accessibility to energetic human resources to serve society through cultural enrichment, the dissemination of knowledge, and enhancement of the quality of life.

Goals

Teaching, Learning, and Research:
Sustain excellent, innovative teaching, learning, and research in an environment grounded in intellectual discovery and community service.

The quality of the learning environment is a fundamental measure of the success of any institution of higher learning. At North Carolina Central University, we re-affirm our commitment to providing an effective and commendable learning environment through the highest standards in teaching, research, and service, consistent with our mission. In achieving those standards in the context of offering undergraduate, graduate and professional degree programs, we offer rigorous and relevant instruction, supported by widely recognized scholarly contributions. Acknowledging that research is essential to sustaining excellent teaching, we - individually and collectively - promote intellectual discovery and productivity throughout the faculty ranks. Furthermore, to engage our students and prepare them for leadership in their chosen endeavors, we commit to the appropriate and adequate use of technology and other innovative pedagogy. We understand that innovation, especially in an age of great technological advances, must accompany all endeavors in order to make students competitive and, also, to maintain the qualifications of faculty and staff to perform at requisite standards. Moreover, we affirm the importance of learning opportunities both within and beyond the classroom setting and the links between the two. NCCU's pioneering and pace setting role in academic service learning means that we already have a firm basis for leading our students to even higher achievements and to sustaining our role as a model for other universities. Thus, we commit to sustaining excellent, innovative teaching, learning, and research in an environment grounded in intellectual discovery and community service.

Objective 1.4 (NCCU's Strategic Plan)

Sustain and leverage NCCU's reputation as a leader in curriculum-based community service activity:

(1) A Task Force for Academic Community Service Learning, to include at least two members of each College or School as well as local and regional representatives will meet at least quarterly to develop goals for and assess activities of the Academic Community Service Learning Program.

(2) The Academic Community Service Learning Advisory Board will be reconstituted to include at least six (6) members who represent local, regional and nationally relevant organizations engaged in support for and promotion of service learning and this Board will meet at least twice each year.

(3) An annual recognition event will be established to recognize accomplishments in instructional activities and accomplishments in scholarly works which link community service learning to curriculum objectives. Colleges/ schools and departments as well as individual faculty and students will be recognized. External organizations and individuals will
also be recognized at this time.

(4) Each year the Academic Community Service Learning Program will host a symposium to showcase the achievements of faculty and students in infusing community service learning as part of the curriculum, to include sessions on the scholarship of community service learning. This symposium will include participants from throughout the state and nation.

(5) The Annual Report of the Community Service Learning Program will include a section on each college/school which highlights the activities and accomplishments of each department in the implementation of community service learning activities which engage faculty and students.

(6) Community service learning goals will be explicitly delineated in the strategic planning and assessment activities of each department and/or degree program.

Benefits of Academic Community Service Learning

The benefits of the ACSLP include, but are not limited to the following:

• Faculty broadens students’ educational learning experiences beyond the classroom.

• Faculty provides leadership while addressing community and social needs.

• Students strengthen communications, leadership and related skills.

• Students reflect upon and compare classroom learning with community service learning.

• Students develop a sense of civic literacy and social responsibility.

• Community agencies acquire much needed and energetic manpower to enhance service delivery.

• Community agencies and the University build and strengthen a partnership for community improvement.

The Program

Academic community service learning is a process in which students learn and develop through active participation in defined activities designed to benefit the community. Students develop skills in communications, group process and cooperation, which can serve them in the present classroom setting. In addition, they acquire competencies that will serve the greater society through more effective civil responsibility.

The program is structured to document student, faculty, and staff involvement in direct community service learning activities. For students, activities include registration, placement, follow-up and reflections; for agencies, they involve preview and approval, registration, monitoring and evaluation; and for faculty and staff, they are orientation, academic community service learning training, technical support, and coordination.

North Carolina Central University requires all full-time, transfer, and readmit undergraduate students to complete 15 clock hours of academic community service learning per semester. This includes summer admissions as a means for addressing delinquent hours. This requirement may be modified by stipulations in certain scholarships, which may call for additional hours of academic community service learning. Academic community service learning hours for part-time students are prorated as follows:

0-5 credit hours = 4 clock hours of service

6-8 credit hours

= 8 clock hours of service

9-11 credit hours

= 11 clock hours of service

Creditable Service Learning

Some community service hours may count toward academic community service learning, while others may not. Below are some examples.

Community Service (counted)

Students are placed in the community, working primarily for an approved public or private non-profit agency such as the Big Brother/Sister Program, Habitat for Humanity, American Red Cross, American Cancer Society, American Diabetes Association, the Durham Health Coalition, Durham Public Schools, the John Avery Boys and Girls Club, Durham Public Housing, the Council on Aging, Lincoln Community Health Center, the Durham Committee on the Affairs of Black People or Operation Breakthrough.

Academic Service Learning (counted)

Students are assigned by faculty to perform certain functions, which provide service to the community, while simultaneously enabling students to meet selected course requirements or practice certain skills. Examples include those cited above, as well as others such as the Durham County Health Department, Durham Public Library; or university grants, contracts and other selected university programs including the University Band or Choir.

Selected One Time Events (counted)

Students may participate in certain approved one-time events. Examples include the Eagle Pride Blood Drive, the Diabetes (and other approved) Walk-A-Thons, The First Lady Essay Contest, and the NCCU Health Fair.

Volunteerism (not counted)
Students may engage in service for some university or non-university persons, agencies or organizations, where the tasks do not meet required academic community service learning standards, or they are performed primarily for the students’ benefit. Or, the ACSLP Advisory Board may rule that the service should not be counted. Examples include faxing, delivering mail or similar assistant secretarial duties, monitoring a dormitory, cleaning up the campus, cheerleading, or singing in the Worship and Praise Choir.

The critical deciding factors for a service to be approved are: (1) there must be opportunities for clear and observable learning experiences for the students; and (2) the broader community must be the direct beneficiary of the students’ services. All placement must be approved by the office. To help with this process, registration can be completed online at the university’s website: nccu.edu.com. Students, faculty and community based organizations will benefit.

**Research Service Learning**

Research Service Learning is critical research inquiry that enhances leadership capacity building and critical reflection through civic engagement for community benefit. This is an experimental learning model that promotes the ability to address social and ethical issues and influence institutional structures in a socially responsible manner.

**Core Values**

- A process through which students and faculty members of the university apply intellectual knowledge by collaborating with community agencies.
- A process in which faculty members take the knowledge obtained to identify and to provide lasting solutions to problems of mutual concern as part of the university’s commitment to social responsibility.
- A form of pedagogy that provides hands-on, problem-based learning.
- A process through which faculty members provide undergraduate students opportunities to apply knowledge gained in courses through the provisions of service to the community.
- The process as part of meeting university goals and enhancing university-community collaboration and faculty-student interaction.

**Commonly Asked Questions about Community Services (CS):**

**What is Community Service?**

Community Service is when students are demonstrating the following:

- Students are placed through the Academic Community Service Learning Program (ACSLP) in the community, working primarily for an approved public or private non-profit agency.
- Students are assigned by faculty through Academic Service Learning to perform certain functions, which provide service to the community, while simultaneously enabling students to meet selected course requirements or practice certain skills.
- Students are participating in certain approved one-time-events that provide a service to the community.

**Frequently Asked Questions (FAQ’s)**

1. **Who has to perform Community Service?**

All first time new students who enrolled in NCCU in 1995 and later with a classification of freshman or sophomore must complete community service. This includes all re-admits and transferred students.

2. **Who is exempted from Community Service?**

Students who have completed a full four-year degree and are returning for a second degree are exempted fro CS. All seniors who are classified as such before 1995 and will graduate within two semesters are also exempted.

3. **Why do we have to do Community Service?**

NCCU is reclaiming tradition and adopting the school motto of “Truth and Service” and provides students with an opportunity to apply their academic learning to real life experience. We are moving to Dr. Shepard’s vision. Our Chancellor is supportive of the Academic Community Service Program (ACSLP).

4. **What will happen if I do not do my community service?**

Students who fail to perform their community service during the semester will have their accounts flagged and be blocked from registering for the next semester. This also means that those students cannot obtain their grades.

5. **Can my community service hours carry over to the next semester?**

In general, community service hours cannot carry over from one semester to the next. If hours are performed during the summer, they will be documented for the fall semester. Only scholarship students can carry hours from one semester to the next.

6. **Can I do hours during the summer for the fall?**

Yes, students can perform community service hours during the summer at non-profit organizations that are approved by the Academic Community Service Program. These hours...
will be documented for the fall semester.

7. Do I have to register every semester?

No. Students are asked to register once a year during the fall semester. If students register during the spring semester, they need not register the fall semester.

8. Can I change my community service during the semester?

Yes, students can change their community service sites during the semester after notifying the ACSLP.

9. What do I need to do when I change my Community Service?

Come by the office, Room 012 William Jones Building, to pick up a time sheet or go online, print out the form and fill it out completely. Let the Student Placement Coordinator know where you will be volunteering.

10. What do I do if I cannot contact my agency?

If you cannot get contact your agency, you will need to come by the Academic Community Service Program office so that the Placement Coordinator can make contact for you or reassign you to a new agency.

11. What do I do with the timesheet if I do not turn it in by the 21st of the month?

Please turn in your timesheet at least once a month so that your community service account will show that you are performing community service.

12. Do you provide tutoring on a one-on-one basis?

The Academic Community Service Learning Program does not provide one-on-one tutoring. All tutoring and mentoring have to be affiliated with an agency or program that is under supervision of a director or and advisor.

13. What do I do when my account is flagged and I cannot register for my classes if I do not turn it in by the 21st of the month?

You should immediately contact the Academic Community Service Learning Program (ACSLP) if you have a completed timesheet and bring the sheet to the ACSLP. If you have not completed your hours, please talk with the Placement Coordinator to advise you appropriately.

14. Is military service Community Service?

No. Is military service Service Learning?

Yes. Military service could be used as Service Learning if it is connected to a course objective (experiential learning).

Procedures

Students are required to perform 120 clock hours of academic community service learning. Agencies and organizations may obtain program registration materials from the ACSLP Offices, located on the first floor of the William Jones Building. Upon completion of the placement process, students are allowed three (3) days to contact the placement agency. If students fail to make contact within the specified time, placements are canceled and students’ names are removed from ACSLP registration files. Students are required to register for subsequent academic community service learning experiences. Annual registration and placement are mandatory to avoid flagged accounts. A flagged account prevents further transaction with the University until ACSLP requirements are satisfied.

To maintain current accounts, ACSLP records of credited hours are submitted to deans and departmental chairpersons by the tenth week in the semester. They are asked to contact delinquent student to encourage them to make their accounts current. Counseling is available for students to assist with placement and to reinforce positive academic community service learning experiences. The community service learning experiences are enhanced through periodic agency site visits by ACSLP staff. A student questionnaire is utilized in conjunction with an agency evaluation of each student’s community service learning experience.

Exemptions

Some students are exempt from the ACSLP. Such students include:

- Second Undergraduate degree students
- Graduate students
- Extension students (students who take courses away from NCCU)

Location And Timing Of Academic Community Service Learning Assignments

Placement agencies should be generally located within the Triangle area, and they should take place during the academic calendar year. In some cases, students may complete assignments outside the Triangle area at times other than the academic calendar year. An example would be students who are on scholarships, who have to complete more than 120 hours, and who are under the direct supervision of advisors monitoring scholarship performance requirements. Such advisors are responsible for keeping ACSLP staff informed about progress by such students.
Such students must perform their ACSLP hours within approved agencies or settings.

**Transportation**

Transportation is provided to placement sites within a driving distance of less than 15 minutes one way from the campus. Transportation services depend upon the availability of resources, such as drivers, operating vans, and fuel.

**ACSLP Advisory Committee**

An advisory committee will assist in making decisions in certain cases where implementation of the University's ACSLP graduation policy is indicated. For example, some students may seek to perform their service at agencies which staff may feel do not conform to specified criteria. The ACSLP Advisory Committee will designate three of its members to review such situations and advise staff. Another example includes students who experience difficulties that prevent them from completing the service requirement. Such students may petition the Advisory Committee for relief. The hearing committee has the authority to decide cases based on merit. The Advisory Committee will have representatives from the following schools and areas: School of Business, one (1); School of Education, two (2); Community Agencies, three (3); Student Affairs, one (1); Academic Affairs, one (1) and College of Arts and Sciences, four (4).

**Programs Benefitting by ACSLP**

**General Education Curriculum (GEC)**
The General Education Curriculum (GEC) has a commitment to foster the personal development of NCCU students. The GEC is a core-curricula requirement for all undergraduates. GEC courses facilitate institutionalization of academic service learning and further opportunities for its application. The ACSLP is a resource for the GEC in community service learning opportunities, and serves as a collaborative partner in efforts to enhance personal development of students.

**Campus Compact**
NCCU is a member of Campus Compact, a national coalition of college and university presidents. As a member of the Campus Compact, NCCU expands opportunities for public and community service in higher education and advocates the importance of civic responsibility in student learning.

It also promotes a continuing conversation on service, and supports competitive grant programs to stimulate the growth of service learning at Campus Compact member institutions. The ACSLP facilitates NCCU's role as a member of Campus Compact.

**Research**
ACSLP promotes research at the University, as NCCU expands its role as a research oriented institution. Action-based research conducted by undergraduate students is an effective means to increase faculty involvement in research. Research opportunities are often discovered as students engage with community agencies through ACSLP.

**Advocates for the ACSLP**

**Academic Community Service Learning Ambassadors**
Service Learning Ambassadors are a group of upper-class students charged with recruiting, monitoring, disseminating information, and promoting the mission of the ACSLP. Ambassadors often coach other student groups in organizing and conducting group sessions, meetings, surveys, and other skills needed in community work. This structure helps NCCU faculty, students and community participants to examine social issues and define realistic strategies for arriving at solutions and change.

**Faculty/Administrator Service Learning Fellows**
Faculty/Administrator Service Learning Fellows are a group of persons experienced in incorporating academic community service learning modules in courses or supervising students in the performance of academic community service learning. These professionals are available to share their experiences with other faculty, administrators, and staff, interested in academic community service learning, as a new pedagogy.

**Service Learning Circle**
The Service Learning Circle, composed of faculty, students, and staff, creates dialogue that is discipline-specific or interdisciplinary. Faculty members explore how they have effectively incorporated service learning into their courses. The Circle provides staff, students and community agencies an opportunity to discuss the conceptualization, development, and implementation of programs linking service with academic study.

**Student Awards Programs**
An annual Student Awards Program is held to recognize students who complete hours of academic community service learning during the academic year. This platform is also an avenue for recognizing students who performed well in the ACSLP.

**Information Cybelab**
North Carolina Central University Service Information Cybelab is an electronic communication hub, database management process and research and evaluation
component. It was established to monitor research methods and projects of the program, and to enhance networking and problem solving efforts of volunteer and service organizations registered and in partnership with ACSLP.

The ACSLP Web Site provides
• Access to technical assistant providers
• Volunteer opportunities
• Community Connections
• Nonprofit Resources
• Access to national and local service initiatives
• Service-learning training

**Tutorial Initiatives**

The ACSLP has several tutorial opportunities to aid in supporting the performance of Durham Public School children. Examples include but are not limited to the following. Through these initiatives, students in Durham Public Schools (K-12) gain:
  _ Interpersonal Skills
  _ Literacy Skills
  _ Team Work Skills
  _ Subject Skills, including chemistry and Spanish

NCCU students gain a sense of accomplishment as the students whom they are tutoring improve on their school assignments.

**America Reads Program**

America Reads Program is a national literacy effort seeking to involve college students as volunteer tutors. They are to work in their communities to help children read well by the end of the third grade. NCCU uses 50% of its work-study funds to link with the America Reads initiative. Federal work-study assignments are issued on a first-come, first serve basis for eligible applicants. Graduate and undergraduate students wishing to participate must be enrolled in a degree seeking program and demonstrate financial need. Interested students may learn of the details of this program through staff at the ACSLP office.

**First Lady Tutorial**

The First Lady Tutorial is organized and implemented by students to address the needs of Durham Public School students from kindergarten to grade eight in math, Spanish, and reading. To participate, students must be identified by their schools have parent participation.

**Evaluation Protocol**

The ACSLP is evaluated annually, externally and internally, to assess progress toward stated goals and objectives. The evaluation protocol is a plan to assess the effectiveness of community service learning in increasing knowledge, applying theory learned in the classroom and whether such learning improve the lives in the community that NCCU students serve.
Undergraduate Admissions

General Requirements

North Carolina Central University is committed to equality of 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.

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 under-graduate 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 standard-ized tests.

Each Undergraduate Admissions staff member strives to give each applicant the full attention it deserves by responding as promptly as possible. Applicants can assist the by reading staff the information and by timely submitting all required documents. 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 application deadline for freshmen is AUGUST 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. International applicants must submit all documents by MAY 1. For priority consideration for spring admission, candidates should apply by NOVEMBER 1. The final deadline is DECEMBER 1. International spring applicant must supply all materials before OCTOBER 1. Applicants must submit the following*:

- Completed Application with Residency Information and a $30 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 MUST contact the Undergraduate Admissions Office to request additional requirement information in addition to the enclosed forms.
- NCCU will only accept the College Board Fee Waiver (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 regis-trations and more. Students who prefer to apply online may do so at www.nccu.edu.
Undergraduate Admissions

Admissions | Freshman

Minimum standards for freshmen admissions to NCCU include the 1990 Minimum Admissions Requirement (MAR) and the 2004 Minimum Course Requirements 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 to 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, academic achievement and promise with considerable facility in the use of the English language and with an understanding of the fundamental mathematical process.

- Complete record from an accredited secondary or preparatory school with graduation based on no fewer than 20 units.

- Competitive SAT/ACT Score

- Satisfactory class rank with a grade point average of at least 2.0.

- Leadership and service opportunities. Evidence of participation in scholastic, community and civic organizations including leadership participation.

- All applicants for undergraduate admission must submit a standardized test score. The SAT I is preferred, but students may also submit the ACT. Students applying for admission for fall 2006 or thereafter must submit either the new SAT I (which includes the writing component) or the ACT with the writing component. The ACT without the writing component will not be acceptable as a standardized test for admission after the spring semester of 2006.

Writing skills are keys to college success. Information received from the SAT essay serves as a useful tool for placement and advising purposes. Consistent with most institutions nationally, North Carolina Central University will not give full weight to SAT Writing scores for the fall 2006 through fall 2007 in determining admissibility until additional research data is collected to assist with determining how best to use the writing assessment for retention and for predicting college success.

The minimum course requirements (MCR) for North Carolina Central University 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 grades 9–12:

1. In English, four course units emphasizing grammar, composition, and literature;
2. In Mathematics, four course units including Algebra I, Algebra II, Geometry, and a higher level mathematics course for which Algebra II is a prerequisite;
3. 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;
4. In Social Studies, two course units, including one unit in United States History;
5. At least two course units of one foreign language. It is also recommended that prospective students take one mathematics course unit in the twelfth grade.

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

For a transfer student at the undergraduate level, admissions to the University is governed by the following standards:

- The transfer applicant must not presently be on probation at the last or current school of attendance and must submit the required Statement of Confidential Information Form from the LAST institution enrolled. The transfer applicant has not 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 transferring and is eligible to return to that institution.

- Leadership and service opportunities. Evidence of participation in scholastic, community and civic organizations including leadership participation.

Transfer students who have attended another college or university, but have earned less than thirty (30) semester hours of specific acceptable credit, must meet all freshmen requirements. However, transfer applicants may be exempt from freshman requirements and from sending high school transcripts and/or standardized test scores who fall under the following categories:

- Category 1: Applicants who were awarded the high school diploma prior to 1988 and/or are at least twenty four (24) years old prior to the beginning of classes and have completed thirty (30) semester hours of degree creditable work.

- Category 2: Applicants who have the associate of arts, the associate of science, or the associate of fine arts, the baccalaureate or any higher level degree.
• Category 3: Applicants who have completed a degree under an articulation agreement.

• Category 4: Applicants who have completed eight (8) semesters of degree creditable work in each of the following areas: English, Mathematics, the Natural Sciences, and the Social and Behavioral Sciences and Foreign Language.

No course is accepted as a transfer course in which a grade below "C" is earned. Accepted courses are recorded to the student's transcript: grades and grade points are not calculated. The University does not accept transfer credit from challenge examination programs or for course work where grades of P/F have been given. The maximum number of transferable credits is 64 semester hours from a 2-year college. There is currently no limit for transferring credits from 4-year institutions.

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. No quality points or grades are listed for work accepted as transfer credit.

• 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 enclosed.

• 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.

Admissions | Former NCCU Students

Former North Carolina Central University students who wish to return to the University should apply for admission prior to August 1 for the fall semester or December 1 for the spring semester.

• 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.

Admissions | Former NCCU Students

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 | Former NCCU Students

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.
• No application fee is required for NCCU Re-Admit students who have not yet earned a degree. A student who has been expelled from NCCU for any reason cannot be re-admitted at NCCU or admitted to any UNC System institution.

• All students who withdraw from the University voluntarily or who are suspended must obtain permission to return before resuming their studies at the University. The request must be in the form of an application for re-admissions in the Office of the undergraduate admissions. Before a student who voluntarily leaves or withdraws is re-admitted, his or her academic record is reviewed. If the student did not attain the minimum academic performance level for the number of semester hours enrolled at the University, the request for re-admission is subject to be deny.

• Former students who have been dismissed from the University for failure to meet the scholastic eligibility requirements may appeal to the Academic Appeals Committee in the department or school of the student's major for a review of their case. The appeal should be addressed to the Committee in care of the Chair. Applicants should not present themselves for re-enrollment until they have received a reply from the Committee. Appeals should reach the Committee at least 30 days prior to the beginning of the term in which the applicant expects to register. Former students whose attendance has been interrupted by the University for disciplinary reasons must apply to the Vice Chancellor for Student Affairs for a review of their case for possible to re-admission.

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, along with a non-refundable $30.00 application fee, to the Office of Undergraduate Admissions. Applicants must also have an official transcript of all previous college work sent to the Admissions Office from their previous institutions. 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;

• Establishes competency 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; and

• 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 twelve 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 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 evaluation.

• If the student 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 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.
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. The Administrative Management Services (AMS) Plan enables students to pay all or part of the annual tuition and fees in installments without interest charges. The AMS Plan may be used to supplement all other forms of scholarships, grants or loans. A valuable feature of the AMS Plan is Tuition Payment Insurance, which is provided at no charge. This insurance guarantees payment of the unpaid AMS contract balance to the school in the event of the insured person’s death. Participation is on an annual basis. The annual enrollment fee is $55, which is non-refundable. A $20 late fee is incurred when a payment does not reach AMS by the 15th of each month.

The University Payment Plan is also offered to students with automatic enrollment when at least one-half (50%) of the current session’s charges are paid before the end of the regular registration and payment period. Financial Aid Deferments, verifiable third-party promises, or other methods of payment can be used to cover the required one-half (50%) payment. There is a $25.00 administrative charge to all accounts on the University Payment Plan. The Plan provides the student two additional payment dates for the remaining 50% account balance, which are September 10 and October 10 for the Fall Term, and February 12 and March 12 for the Spring Term. A $20.00 late fee is incurred when payments are late under the University Payment Plan. In cases where a student will not be able to pay the full amount for a semester or summer session, he/she should secure assistance far enough in advance to avoid delay in registering or payment of bills when due. The State Legislature and the University of North Carolina Board of Governors may approve adjustments in tuition and fees as conditions warrant during the academic year.

Students who do not register and complete at least one-half (50%) payment prior to the regular registration and payment period listed in the Academic Calendar will be charged a $20 late fee.

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

Tuition and Fees (In Effect at the Time of Publication)

The University requires all continuing students (students enrolled the previous semester) 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. Students who do not complete payment by the end of the payment period will have all classes cancelled and will have to register again during the late registration period and pay a $50 late registration charge. This may result in a change of the student’s previous schedule if classes are closed. There is a payment plan available through an outside agency. Students interested can obtain information from the Student Accounting Office and complete all arrangements before the date listed in the academic calendar as the final date of the “Registration and Payment Period.”

Students are expected to have their bills paid in full before the first day of classes. Students who are receiving financial aid are expected to pay any portion of their bill not covered by financial aid before the first day of classes. Those students whose bills are not paid in full by the first day of classes or have not made payment arrangements, such as the payment plan, will be charged a late registration charge.

Students whose financial aid (including scholarships) is deemed to be reasonably assured by the Office of Scholarships and Student Aid will be granted a Financial Aid Deferment for the amount of the expected aid, if the student requests the deferment. Students with financial hardships should go to the Office of the Comptroller for advice.

Money orders, cashier’s checks, or personal checks should be made payable to “North Carolina Central University.” The Social Security number of the student should be indicated on the money order or check to ensure credit is given to the correct student’s account. MasterCard and VISA are also accepted. Payments may be made in advance, in person, by mail, or on-line with credit cards.

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 student to retain current classes. It is a student’s responsibility to verify receipt of a mail payment in the Cashier’s Office by calling, coming by, or checking with the bank for check clearance.

No grades, transcript, degree, or diploma will be released to students 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 or to a collection agency for collection.

A student is not officially registered in any classes until all tuition and fees are paid for the semester. Students enrolled in classes are subject to being dropped for the semester if all tuition and fees are not 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 next semester.

**Undergraduate Fees and Expenses**

**2005-2006 Academic Year (Semester Basis)**

**Undergraduate Tuition, Fees And Charges (Subject To Change)**

<table>
<thead>
<tr>
<th></th>
<th>In-State Students</th>
<th>Out-of-State Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,889.00</td>
<td>$6,761.00</td>
<td></td>
</tr>
</tbody>
</table>

Post-baccalaureate students not in a master’s 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.

<table>
<thead>
<tr>
<th>Charge</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application for Admission</td>
<td>$30.00</td>
</tr>
<tr>
<td>Certification-Only Applications</td>
<td>25.00</td>
</tr>
<tr>
<td>for School of Education</td>
<td></td>
</tr>
<tr>
<td>(Plus $10.00 for each specialty area)</td>
<td></td>
</tr>
<tr>
<td>Telephonic Registration</td>
<td>10.00</td>
</tr>
<tr>
<td>Dormitory Damage Deposit (One-time)</td>
<td>50.00</td>
</tr>
<tr>
<td>Dormitory Security (Annual Charge)</td>
<td>75.00</td>
</tr>
<tr>
<td>Graduation (Diploma) Application Charge*: Undergraduate students</td>
<td>10.00*</td>
</tr>
<tr>
<td>First professional law and graduate students</td>
<td>12.00*</td>
</tr>
<tr>
<td>Late Registration</td>
<td>50.00</td>
</tr>
<tr>
<td>Transcripts</td>
<td>5.00</td>
</tr>
<tr>
<td>Thesis Binding (4)</td>
<td>40.00</td>
</tr>
<tr>
<td>Student Records Copying Charge/per page (Other than transcripts)</td>
<td>.50</td>
</tr>
</tbody>
</table>

**I.D. Card Replacement** 20.00

**Key Duplication** 25.00

**New Key Replacement (Cylinder and Key)** 25.00

**Vehicle Registration and Parking**

<table>
<thead>
<tr>
<th>Annual Charge</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Health &amp; Accident Insurance</td>
<td>150.00</td>
</tr>
<tr>
<td>Mail Box Rental</td>
<td>30.00</td>
</tr>
<tr>
<td>Returned Check for Insufficient Funds</td>
<td>25.00</td>
</tr>
<tr>
<td>Administrative Charge (University Payment Plan)</td>
<td>25.00</td>
</tr>
<tr>
<td>Late Charge (University Payment Plan)</td>
<td>20.00</td>
</tr>
</tbody>
</table>

*Diploma fees are charged every term a student applies for graduation. If a student does not graduate during the term for which he/she applies, no adjustment is made on 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 and must be paid for that term. Diplomas are ordered whenever a student applies for graduation. If the student does not complete the requirements for graduation that term, the diploma is invalid.

**Student Health Services Treatment and Procedures**

Miscellaneous fees are charged by Student Health Services for a variety of 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>Charge</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational and Technology Fee</td>
<td>$289.00</td>
</tr>
<tr>
<td>Student Athletic Fee</td>
<td>345.00</td>
</tr>
<tr>
<td>Student Health Services</td>
<td>174.00</td>
</tr>
<tr>
<td>Student Activities Fee - Undergraduate</td>
<td>328.00*</td>
</tr>
<tr>
<td>Special Student Activities Fee - Graduate</td>
<td>304.00*</td>
</tr>
<tr>
<td>Special Student Activities Fee - Law</td>
<td>403.00*</td>
</tr>
<tr>
<td>Student Government Fee</td>
<td>.50</td>
</tr>
<tr>
<td>Special ADA Dietetic Internship Program</td>
<td>425.50</td>
</tr>
<tr>
<td>Special Nursing Technology Support</td>
<td>120.00</td>
</tr>
<tr>
<td>Special Transit Fee</td>
<td>50.00</td>
</tr>
<tr>
<td>Debt Service Fee</td>
<td>81.00</td>
</tr>
</tbody>
</table>

*Includes support for the Student Union (Campus Center)

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

All undergraduates who carry twelve or more hours and graduate or 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
2005-2006 ACADEMIC YEAR

Resident Undergraduate: (Subject to Change)

<table>
<thead>
<tr>
<th></th>
<th>In-State</th>
<th>Out-of-State</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 hour</td>
<td>$626.96</td>
<td>$1,844.96</td>
</tr>
<tr>
<td>2 hours</td>
<td>677.68</td>
<td>1,895.68</td>
</tr>
<tr>
<td>3 hours</td>
<td>728.40</td>
<td>1,946.40</td>
</tr>
<tr>
<td>4 hours</td>
<td>779.09</td>
<td>1,997.09</td>
</tr>
<tr>
<td>5 hours</td>
<td>829.83</td>
<td>2,047.83</td>
</tr>
<tr>
<td>6 hours</td>
<td>1,115.32</td>
<td>3,551.32</td>
</tr>
<tr>
<td>7 hours</td>
<td>1,166.03</td>
<td>3,602.03</td>
</tr>
<tr>
<td>8 hours</td>
<td>1,216.75</td>
<td>3,652.75</td>
</tr>
<tr>
<td>9 hours</td>
<td>1,502.22</td>
<td>5,156.22</td>
</tr>
<tr>
<td>10 hours</td>
<td>1,552.94</td>
<td>5,206.94</td>
</tr>
<tr>
<td>11 hours</td>
<td>1,603.65</td>
<td>5,257.65</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 students enrolled. On average, for each full-time student enrolled in an institution of the University of North Carolina, the State of North Carolina appropriates $8,486 per year in public funds to support the education programs offered.

On-campus Students

The University has the capacity to house approximately 2,000 students. Dining facilities are available for use by all students.

The rate for residence halls is $1,294.00 per semester for a non air-conditioned room, and $1,357.00 per semester for an air-conditioned room. The rate for the new residence halls with air condition is $1,419.00 per semester, and the suite room with air condition is $1,544.00 per semester. A limited number of apartments with cooking facilities are also available for graduate and law students. Single room apartments with air condition are $1,607.00 per semester for George Street Apartments and $2,363.00 per semester for Martha Street Apartments.

Boarding Students

Undergraduate students who live in residence halls are required to purchase a meal plan that entitles them to eat in the University cafeteria. The Director of Food Service will work with students who have dietary problems, as far as it is feasible, in planning the necessary meals prescribed.

There are four meal plans available from the campus cafeteria for students. The 21-meal plan covers all meals each day of the week and costs $969.68 per semester. The 15-meal plan covers all meals Monday through Friday and costs $905.10 per semester. The 11-meal plan is for seniors only and costs $858.38 per semester. The 10-meal plan is for privatized housing residents only and costs $717.50 per semester. Food service is also available with a 20 meals-per-month plan for off-campus students and costs $65.63 per month.

Students who plan to reside in a residence hall must submit a complete application for room and board along with a $50 non-refundable deposit by July 1 for a one-year residency beginning with the fall semester. For spring semester residency, the $50 non-refundable deposit must be submitted by December 1. If the student enrolls, the $50 will be credited to his or her bill. A one-time $50 damage fee is due at the time the student moves into the room. The housing contract is binding if a student enrolls in the University. Room reservations should be made early since there is usually a waiting list for campus housing.

On-campus students receive mail in a private key-locked mailbox located in the Student Union Building. The annual mailbox rental charge is $30, and $8 per summer session.

The University’s Board of Trustees can change the on-campus living rate or the required deposit at any time without prior notice. To obtain additional information or to obtain an application, please contact:

Residence Operations
North Carolina Central University
Durham, NC 27707

Student Insurance

Health and Accident Insurance is mandatory for ALL students at the current cost of $311.00 per semester, or $622.00 annually for a 12-month period from August 14 to August 14. The cost is subject to change each year. The Student Health and Accident Insurance Policy is underwritten by the MegaLife and Health Insurance Company, and the carrier is subject to change or renewal each year. The plan has been designed to supplement the medical care furnished by the University’s Student Health Services. Full information concerning benefits under this health and accident plan may be secured from Student Health Services.

Students with accident and sickness insurance are eligible to waive the insurance plan provided by the University. An insurance waiver may be obtained from the Student Health Services Office located in the Old Health Building, 1st Floor.

The deadline for submitting the insurance waiver for students enrolled for both fall and spring terms is before the first day of late registration. A new waiver is not required for the spring or summer terms for students who were enrolled in the
previous fall term. The deadline for submitting the insurance waiver for students enrolled only in the spring term is before the first day of late registration. A new waiver is not required for the summer terms for students who were enrolled in the previous spring term. The deadline for submitting the insurance waiver for students enrolled only in the Summer I term is before the first day of late registration. A new waiver is not required for the Summer II term. The deadline for submitting the insurance waiver for students enrolled only in the Summer II term is before the first day of late registration. A new waiver must be submitted each academic year, which begins with the fall term.

Students in the School of Law and the School of Library and Information Sciences must present their individual insurance cards to their respective schools to show proof of coverage and complete the Insurance Waiver Form. The approved waiver form will be forwarded to the Student Health Services Office by the respective schools before the first day of late registration.

Motor Vehicle Registration and Parking Fees

Every motor vehicle (including motorcycles) parked on the campus by a North Carolina Central University student must be registered with the University. Registration forms may be obtained from the University Police Department and fees paid in the Cashier’s Office in room 012 of the Hoey Administration Building.

Evidence of vehicle registration shall be the North Carolina Central University sticker or hang tag. The sticker must be displayed in the lower right front windshield of the motor vehicle or the rear fender of the motorcycle. The hang tag should be hung from the mirror on the front windshield facing outward. The current annual vehicle registration and parking fee for each vehicle operated is $150. The payment of this fee gives the privilege of parking on campus; it is not a guarantee of a parking space. Student parking is confined to Zone A which consists of the following areas: Latham Hall parking lot, Chidley Hall parking lot, Nelson Street parking lot, Brant Street parking lot and St. Titus Church parking lot located on Moline Street. The fee for evening parking only (4 p.m. and later) is also $150. Parking charges for summer sessions are prorated.

Only the following classifications of undergraduate students may own, operate and park motor vehicles on University grounds:

1. Undergraduates who have completed a minimum of 24 semester hours;
2. Commuter students who, upon academic registration, reside one or more miles from campus;
3. Undergraduates who provide documentation of off-campus employment to the University Police Office; and
4. Undergraduates who have a temporary or permanent disability and are registered with the Office of Student Support Services.

All undergraduate students must meet one of the above criteria (1-4) in order to own, operate and park motor vehicles on campus. Freshmen are not allowed to own, operate and park motor vehicles on campus unless criteria 2-4 apply as specified above. Students who have secured permission to operate automobiles are prohibited from using automobiles for travel to and from residence halls to classes, the cafeteria, the library, athletic events on campus and all other activities on campus, except between the hours of 5:00 p.m. and 7:00 a.m. weekdays and on holidays. Students who are found to have provided false information for purposes of securing on-campus parking will be fined and/or subject to disciplinary action under the Student Code of Conduct. Any such charges should be directed to the Dean of Students. Any exception to this policy must be made by the Student Welfare Advisory Board.

For information on the appeal process for citations, one should contact the University Police Department at (919) 530-5023.

Special Financial Information

Application Charge

Each application for admission to the University must be accompanied by a non-refundable deposit of $30.

Refunds of Tuition and Fees

Withdrawals

Students must officially withdraw from the University to receive a refund of tuition and fees.

If a student officially withdraws prior to the end of the official drop/add, late registration period (the first seven days of the semester), all tuition and other fees will be refunded.

If a student officially withdraws after the end of the official drop/add, late registration period until two weeks after the end of the drop/add period, 40% of tuition and fees will be refunded. From two weeks after the end of the official drop/add period until four weeks after the end of the drop/add period, 20% of tuition and fees will be refunded. Tuition and fees are not refundable 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 portion of the aid may need to be refunded to the Title IV programs or the student may need to repay a portion of the award funds received.

**Reduced Loads**

A student who drops courses such that the student is no longer full-time, or a part-time student who drops courses resulting in a reduced tuition level, will have the 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 will be adjusted accordingly. A student must carry 12 credit hours each semester of the academic year and at least six credit hours during each summer session to qualify for financial aid. Undergraduate students must carry at least six credit hours and graduate students must carry at least 4.5 credit hours to qualify for financial aid during summer sessions.

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

**Refunds of Room and Board Charges**

Students who officially withdraw from the University will receive a refund of room (housing) and board (food) fees according to the following schedule and in accordance with the University's Student Disbursement Policy:

- Room deposits are non-refundable.

- Within two weeks after the first official boarding day, 80% of the room and board fees will be refunded.

- Within four weeks after the first official boarding day, 40% of the room and board fees will be refunded.

- Within six weeks after the first official boarding day, 20% of the room and board fees will be refunded.

- Room and board fees are not refundable after six weeks from the first day meals are served.

**Refunds**

Financial aid deferments are not considered as payments but are used as temporary credits for registration processing. Refunds will be issued from the Cashier's Office bi-monthly. If a student desires to have the refund mailed, the student must call the Student Accounting Office, (919) 530-5070, to provide a correct address for mailing. As a general policy, refund review for processing checks will be on Monday of each week and will be issued by the Cashier's Office or directly deposited into the student's requested bank account on Friday of each, unless otherwise published. The Cashier's Office hours are from 8:30 a.m. to 4:00 p.m., Monday through Friday, with extended hours on Tuesdays until 7:00 p.m.

**Breakage**

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 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 is a resident or a nonresident 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 become a legal resident and remain a legal resident for at least twelve months immediately prior to classification. Thus, there is a distinction between legal residence and residence for tuition purposes. Furthermore, twelve months legal residence means more than simple abode 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 of establishing facts which justify classification of a student as a resident entitled to state tuition rates is on the applicant for such classification, who 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 individual, irrespective of age, has living parent(s) or court-appointed guardian of the person, the domicile of such parent(s) or guardian is, prima facie, the domicile of the individual; but this prima facie evidence of the individual’s domicile may or may not be sustained by other information. Further, non-domiciliary status of parents is not deemed prima facie evidence of the applicant child’s status if the applicant has lived (though not necessarily legally resided) in North Carolina for the five years preceding enrollment or re-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 residency intent. 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 twelve-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 domicile simply by reason of such service. Students from the military may prove retention or establishment of residence by reference, as in other cases, to residency acts accompanied by residency intent.

In addition, a separate North Carolina statute affords tuition rate benefits to certain military personnel and their dependents even though not qualifying for the in-state tuition rate by reason of twelve months legal residence in North Carolina. Members of the armed services, while stationed in and concurrently living in North Carolina, may be charged a tuition rate lower than the out-of-state tuition rate to the extent that the total of entitlement for applicable tuition costs available from the federal government, plus certain amounts based under a statutory formula upon the in-state tuition rate, is a sum less than the out-of-state tuition rate for the pertinent enrollment. A dependent relative of a service member stationed in North Carolina is eligible to be charged the in-state tuition rate while the dependent relative is living in North Carolina with the service member and if the dependent relative has met any requirement of the Selective Service System applicable to the dependent relative. These tuition benefits may be enjoyed only if the applicable requirements for admission have been met; these benefits alone do not provide the basis for receiving those derivative benefits under the provisions of the residence classification statute reviewed elsewhere in this summary.

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 twelve months measured from the date on which North Carolina legal residence was lost. If the twelve months end during an academic term for which the person is enrolled at a State institution of higher education, the grace period extends, in addition, to the end of that term. The fact of marriage to one who continues domicile outside 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 domicile of their parents, but certain special cases are recognized by the residence classification statute 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 North Carolina. A minor thus deemed to be a legal resident will not, upon achieving majority 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 eighteenth
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 reacquired domicile into re-enrollment at an institution of higher education, may re-enroll at the instate tuition rate without having to meet the usual twelve-month duration 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 thereafter (with corresponding change in billing rates) 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 institution to which he or she is transferring 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 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 the 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 in the University College on the third floor of the School of Education Building, or they may write to: Summer School Office, University College; 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 “The University College” section of this catalog under “Academic Programs and Institutes.”

Refunds will be made only at the end of Summer School. 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. Refunds will be issued after a written request for a refund is submitted to the Dean of the University College.

Scholarships and Student Aid (SSA)
The North Carolina Central University Scholarships and Student Aid Office (SSA) makes every effort to assist students in the financing of their education through the students’ financial aid programs.

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 the available funds. To apply for financial aid, students must complete the FAFSA (Free Application for Federal Student Aid) at www.fafsa.ed.gov as soon as possible.
Students are encouraged to apply for financial aid electronically for rapid processing at www.fafsa.ed.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 high schools, colleges and universities, and libraries.

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

**Deadlines**

March 15 - FAFSA (Free Application for Federal Student Aid) must be processed in order to be considered for the NC Student Incentive Grant and UNC Grant.

April 1 - Priority filing date for financial aid for the fall term or academic year

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

July 1 - Signed Award Notification and Promissory Notes must be received by SSA in order for financial aid (grants and/or loan proceeds) to be available for fall registration.

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

Dec 10 - Signed Award Notification and Promissory Notes must be received by SSA in order for financial aid (grants and/or loan proceeds) to be available for spring registration.

**Types of Financial Aid Available**

**Federal Funded Programs**

**Pell Grant:** Undergraduate students only. Eligibility for Pell Grant is based on financial need as determined by the U.S. Department of Education. Student applies by filling out the Free Application for Federal Student Aid or the Renewal Application at www.fafsa.ed.gov. Pell Grant payments may range from $400 to $4,050. 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. Students must be enrolled at least part-time. The grant will be reduced for students who enroll for less than full-time. Grants are generally $1,000 per school year. Student applies by filling out the Free Application for Federal Student Aid or the Renewal Application.

**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.

**National Science Scholars Program (NSSP):** This scholarship program is for undergraduates majoring in the physical, life, and computer sciences, mathematics or engineering at postsecondary institutions. Graduating high school students or students who have obtained the GED (General Education Development) certificate may apply for the scholarship. Recipients must be U.S. citizens or residential nationals. They must have demonstrated outstanding academic achievement in an area of math or science and must declare an intent to major in a course of study and pursue a career in the sciences. Two students, one of whom must be female, from each Congressional District may be chosen annually. Awards are valued up to $5,000 per year, but may not exceed the cost-of-attendance. Applications are available from the high school guidance counselors of public and private high schools in North Carolina.

**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 located in the Office of the Registrar, Hoey Administration Building (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 $800 per month for 36 months of service or $650 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, and served on active duty sometime during the period October 19, 1984, and June 30, 1985, and 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.

**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.

**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.

**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 $670 per month for full-time enrollment. Proportionate amounts are awarded for less than full-time enrollment.

**NORTH CAROLINA CENTRAL UNIVERSITY SCHOLARSHIPS:**
Funded by NCCU, NCCU Foundation, and External Sources

**Chancellor’s Cycle Of Success Scholarships**
All incoming freshmen are considered for the following scholarships when they apply. The earlier they apply for admissions, the better their chances are for a scholarship. Scholarships are awarded until the funds are depleted.

**Soaring Eagle Scholarship**
Incoming freshmen designated National Achievement, Hispanic, or Merit Semifinalists by the National Merit Corporation and incoming freshmen who have at least a 3.50 high school GPA and scores of 1300 on the SAT or 29 on the ACT will receive the following over four years: 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 1200 on the SAT or 27 on the ACT and a 3.50 high school GPA will receive the following over four years: Tuition and fees, room, board, and if Pell Grant eligible, a $500/semester stipend.

**Eagle In Flight Scholarship**
Incoming freshmen who have scores of 1100 on the SAT or 23 on the ACT and a 3.00 high school GPA will receive the following over four years: $1,000 a semester.
Eagle In Flight Scholarship 2
Incoming freshmen who meet the above criteria and majoring in Biology, Chemistry, Physics, Mathematics, or Computer Information Systems will receive over four years: $1,500 a semester.

Please contact the Office of Enrollment Management for additional information: (919) 530-7651 or 7353. Email: rgaines@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.

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, 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, you 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 $2,700.

C.M. and M..D. Suther Scholarship: To be eligible for this award, the student 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.

The Frances A. Kornegay Community Relations Award: Award is $500. A nominee must be at least a sophomore in classification, enrolled full-time, and have made outstanding contributions to the NCCU campus and the community at large.

The I. Gregory Newton Scholarship Award: Award is $500. A nominee must be a political science major, have a grade point average of 3.0 or better, be enrolled full-time, and possess good character.

Clarence H. Ellis Scholarship: Applicant must be a legal resident of Durham or Wilson County be a high school senior or an undergraduate student, enrolled in or planning to enroll at NCCU, have a cumulative grade point average of 3.0 or be in the upper percentile of their high school graduating class.

Minority Biomedical Research Support (MBRS): Award usually provides payment of tuition and fees.

UNC Campus Based Grant: To be eligible, one must meet all of the University admissions requirements. This grant is available to NC resident. The value of the award varies and applicants are required to complete the FAFSA and submit supporting documentation, if selected for verification. New entering freshmen and transfer students must apply with the Undergraduate Admissions Office. Recommendations are submitted to the Office of Scholarships and Student Aid for awarding. Continuing students who received the UNC Campus Grant previously may re-apply by completing the FAFSA. Students are recommended and awarded by the Office of Scholarships and Student Aid. Note: A recommendation does not guarantee an award for the UNC Campus 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.

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.
District of Columbia Leveraging Educational Assistance Partnership (DC LEAP): The DC Leveraging Educational Assistance Partnership was created in 1975 by Title IV of the Higher Education Act of 1965. The grant awards funds to needy residents attending postsecondary institutions around the country. DC LEAP is funded through matching funds by the District of Columbia and the Federal government. Eligible applicants receive an award of up to $1,500 per year. DC Web site provides useful information on the program. It can be found at the following address: www.tuitiongrants.dc.gov.

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 demonstration of financial need. Additional information can be obtained by emailing: dccapoff@aol.com.

Glaxo Scholarship: Award is $1,000 per academic year. Recipients must have a major in biology, chemistry, or psychology. Applicants must have a grade point average of 3.0 or better. Awards are renewable. Entering freshmen qualify based upon SAT scores, class rank, grades as well as letters of recommendation from science teachers.

SDS (Scholarships for Disadvantaged Students): 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 $2000.

Other Scholarships Available

- Academic Excellence
- Addie Bailey
- Alcoa
- Bank of America Scholarship
- Burger King
- William Bell
- Carolina Power and Light
- Chambers Scholarship
- Class of 1947
- Class of 1978
- Dudley E. Flood Book Fund
- Roy Gwyn Book Fund
- Kenan Charitable Trust Scholarship
  - Endowment Family
  - a. Nationsbank Scholarship
  - b. Bishop Eddie Long Scholars
  - c. Carl Biggs Scholarship
  - d. Beverly A. Bryant Scholarship
  - e. Patsy Perry Scholarship
  - f. Catherine Wallace Scholarship
  - g. N.C. Mutual Life Insurance Scholarship
  - h. Trudi Bond Scholarship
  - i. O'Brien/Atkins Scholarship
- Elner T. Cooper Scholarship
- Dickson Scholarship
- Marching Band Scholarships
- NCCU Foundation Scholarships
- NCCU Teaching Fellows
- Polaroid Scholarship
- Riley Scholarship
- ROTC
- Nancy R. Rowland Scholarship
- Charles & Ann Sanders Scholar
- Maceo Sloan Award
- Otelia J. Stewart Memorial Scholarship
- Wachovia Scholarship

State or Private Scholarships:

American Indian Student Legislative Grant (AISLG):
Eligibility for this program is based on financial need and you must be a member of an Indian tribe recognized by the State of N.C. or by the federal government. You must also be classified as a N.C. resident for tuition purposes. Funds will appear as a credit on your 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.

**NCCU Grant:**
Eligibility for this program is based on financial need. You must be classified as a N.C. resident for tuition purposes. Awards are at least $1,000 per academic year, but will be reduced if you do not maintain a full time load. Funds will appear as a credit on your account.

**N.C. Student Incentive Grant (NCSIG):**
To be eligible, you must be a U.S. citizen, a N.C. Resident, enrolled or accepted for enrollment on a full-time basis at a North Carolina postsecondary institution and maintain satisfactory academic progress. Award is available to undergraduates who demonstrate “substantial financial need.” Students must complete the Free Application for Federal Student Aid (FAFSA), indicate on the form that N.C. is his/her state of legal residence. The deadline for applying is March 15 of each year; however, funds are typically exhausted by the end of February. The annual award is $700.

**Special Talent Award:**
To be eligible, one must be an out-of-state student and have a special talent deemed by the University. The maximum award for undergraduate students is $950. Graduate and professional students are awarded the difference between the cost of out-of-state tuition and in-state tuition (fees are excluded). Awards for undergraduate students are administered in the Office of Scholarships and Student Aid. Graduate and Professional students are recommended by the Dean of the appropriate college or school.

**Paul Douglas Teacher Scholarship Program (PDTS):**
Recipient must be a United States citizen or National admitted to enroll or enrolled in an eligible institution of higher education. Student must have been ranked in the top 10% of the high school graduating class or have GED test scores ranked in the top 10% of the state or national test takers in the year of qualification. An outstanding record of leadership and service in extracurricular activities is a prerequisite. Awards are valued at $5,000 per year, but may not exceed the cost of attendance.

**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, 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.

**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 $5,000 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.

**North Carolina Veterans Scholarships:**
Award is available to certain children of certain deceased or disabled veterans who were listed as POW/MIA. Veteran must have been a legal resident of North Carolina and resided there continuously. Full scholarships provide for four academic years of free tuition, room and board allowances and mandatory fees at state-supported institutions. Limited scholarships provide free tuition and mandatory fees. Awards may be used for either undergraduate or graduate study. For more information concerning this scholarship program, contact the North Carolina Division of Veterans Affairs at (919) 733-3851.

**Nurse Scholars Program (NSP):**
This program is a competitive, merit-based scholarship/loan program available to students who have chosen to enter the nursing profession. An 11-member Nurse Scholars Commission selects recipients for the award on the basis of superior academics, leadership potential, and desire to practice nursing on a full-time basis in North Carolina. Recipients must be U.S. citizens and North Carolina residents. The annual value of the award is from $3,000 to $5,000. The scholarship is renewable.

**Prospective Teacher Scholarship Loans (PTSL):**
Recipients must be North Carolina residents and are selected on the basis of GPA, SAT scores, class rank, congressional district, and licensure areas of need. Recipients in teaching fields receive up to $2,500 per academic year for up to four years of undergraduate study. Applications are available in December and must be submitted by the second Monday in February.
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), or is currently active in North Carolina law enforcement. 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.

Nurse Education Scholarship Loan Program (NESLP):
This loan is based upon financial need and other factors such as academic performance. Loans range from $400 to $5,000, depending upon financial need. Repayment may be made in practice service in N.C. or in cash. The interest rate is 10% from the date of disbursement. Student has up to seven years to repay the loan in service, or ten years to repay the loan in cash.

North Carolina Student Loan Program for Health, Science, and Mathematics:
Student must be a legal resident of North Carolina and accepted as full-time students in an undergraduate or master’s program leading to a degree in the sciences. Award recipients are chosen according to major, academic capabilities, and financial need. Maximum loans range from $3,000 to $8,500 a year depending on the degree level.

Loans are renewable annually based on financial need and satisfactory academic progress.

Teacher Assistant Scholarship:
The 2001 North Carolina General Assembly allocated one million dollars to a teacher assistant scholarship program that will enable full-time public school teacher assistants attending four-year colleges and universities (public or private) to receive a scholarship of up to $4,800 per year including summer school. Assistants must be enrolled at colleges and universities with teacher education programs and working toward a baccalaureate and teacher licensure. Recipients will receive $1,600 per fall and spring semester; in addition recipients may receive up to $1,600 for summer enrollment, depending on the number of semester hours attempted during the summer session(s). The new program is a scholarship and does not require repayment in cash or service. Applications and procedures may be downloaded from the Web at www.ncseaa.edu.

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, 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.

Employment

Federal Work-Study (FWS):
This is an award for which a student must work. Money is earned hourly and the student is paid monthly. 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 your 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 $7.00 per hour. The average FWS graduate/professional employee works ten to thirty hours per week and typically earns from $1,000 to $4,000 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. 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 monthly. 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.

Off-Campus Employment:
This program is coordinated by the Career Counseling and Placement Center. Students interested in using the services of this office should register with the Center to establish a credential file.

Satisfactory Academic Progress Undergraduate 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 students’ responsibility to stay informed of the university’s SAP standards and to monitor their progress. For SAP purposes, students’ 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).

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.

Cumulative Grade Point Average (GPA)*

<table>
<thead>
<tr>
<th>Hours Earned</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-23</td>
<td>1.3</td>
</tr>
<tr>
<td>24-55</td>
<td>1.5</td>
</tr>
<tr>
<td>56-89</td>
<td>1.7</td>
</tr>
<tr>
<td>90 and above</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Hours Earned (Compared to Hours Attempted)

The recommendation is that undergraduate students attempt to earn at least 31 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 yearly (fall and spring) hours attempted for previous enrollment period as indicated below:

Percentage of Yearly Hours Attempted that must be completed:

67%

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.

**Annual Satisfactory Academic Progress Reviews**

At the end of the final session of summer school, a year-end review is completed. 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 at their permanent addresses as listed in official university records in the Registrar’s Office. Satisfactory Academic Progress and eligibility for financial aid are determined each academic year after the summer school grades are available.

**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.

**Summer School**

Satisfactory Academic Progress for Summer School will be based on the student's eligibility for the previous academic year. A student who meets the requirements for fall and spring will also qualify for financial aid for the summer sessions. However, if students are deemed ineligible during the summer session, they will not qualify for financial aid for the upcoming fall semester and any future terms until they are meeting the satisfactory academic progress policy.

**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. Students should contact the Office of Scholarships and Student Aid Office to obtain an Appeal for Reinstatement of Eligibility form. Forms are also available on the University’s website.

This SAP policy was approved June 2003, and SAP was measured by this policy at the end of Spring 2004. This policy replaces all previous SAP policies. For further information regarding Satisfactory Academic Progress, the student should contact:
**Penalties and Academic Warning**

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.
Division Of Student Affairs

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 in addition to serving as Dean of Students. 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 support services for students with disabilities is provided by the Assistant Vice Chancellor for Student Affairs. This individual, in concert with the Associate Vice Chancellor, assists the SSAO in developing, advocating, assessing and implementing programs and services supportive of student learning and a quality campus environment.

Office of the Dean of Students

Administration of campus judicial programs and services rests with the Dean of Students. This office is also responsible for the coordination of counseling services in the residence halls, the planning and implementation of moral and character development activities, and the training of various on-campus hearing boards/panels. The Dean of Students and the Assistant Deans are responsible for enforcement of the Student Code of Conduct. This office is also responsible for the Eagle Care Program, a substance abuse prevention and education program.

Additional Student Affairs Offices

Focused attention is provided to the learning and development needs of first and second year resident students through the Office of Student Learning. This office oversees the Freshman First Program in addition to advisory/leadership assistance to Phi Eta Sigma National Honor Society for Freshman Students and the Parent’s Association.

A comprehensive leadership development program is available to students through the Office of Leadership Development. A Student Resource Library serves as a resource to this area. Programs included in this area include The Rising Star Leaders Program and Fall and Spring Leadership Development Symposium. This office is also responsible for the coordination of Greek Affairs.

Support Services for Students with Disabilities

The development and coordination of programs/services offered to international and minority students are provided through the Office of Diversity and Multicultural Services. A primary responsibility of this office involves foreign student advisement.

The Office of Student Support Services (SSS) was created as a part of the Division of Student Affairs to respond to Section 504 of the Rehabilitation Act of 1973. The University’s charge is to serve students with disabilities, to ensure that they have reasonable accommodations and services, and to offer them equal opportunities for a successful and satisfying college experience. All currently enrolled students with documented disabilities are eligible for services.

Student support services may include reader and attendant services; interpreter services; campus orientation, mobility, and accessibility services; adaptive transportation; parking; tutoring; and counseling. To provide these specialized services, North Carolina Central University maintains an office for the Director of Student Support Services/Section 504 Coordinator and a Learning Activity Center in Suite G20 Student Services Building, where appropriate educational assistance is available to students with documented disabilities, including but not limited to learning disabilities, visual and/or auditory impairments, and other physically disabling conditions.
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 Support 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, 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 (5) 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 Support Services
Section 504 Coordinator
Suite G20 Student Services Building
North Carolina Central University Durham, NC 27707
(919) 530-6325

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 Support 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).

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.

United Christian Campus Ministry

Rev. Michael D. Page, Campus Minister
525 Nelson Street
telephone: (919) 530-6380
fax: 530-7993
Office Hours: 9:00 a.m. – 2:00 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 given unity of the Christian Church 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 serves, 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.

International Student Services
International Student Services (ISS) is responsible for assisting F-1 students with their immigration services prior to entry into the United States, and help them to maintain a legal status while pursing a full course of study at North Carolina Central University. ISS advises F-1 students on the interpretation of immigration rules and regulations of I-20, pre-arrival information, orientation information, check-in process, travel, program extension employment information, curricular practical training, optional practical training and transfers.

International Student Services is located in Suite 234, Student Services Building
Phone: (919) 530-7492

To enter the United States and study at NCCU, a prospective F-1 student must meet academic admission requirements to either the graduate program or undergraduate program.

All international students are required to apply for a full course of study. Part-time applicants are not accepted.

Apply for Academic Admission
Complete the application process and requirements for admission to the program

• Submit application, to the appropriate program with the appropriate admission requirement for that program.
• Financial Statement
• Official TOEFL (Test of English as a Foreign Language), if English is not your First Language
• North Carolina Central University will not evaluate transcripts from universities outside the United States. If you have completed courses or degree at an institution outside the United States and want to transfer the credits to North Carolina Central University, an education evaluation must be performed by Educational Credential Service.

• Must provide evidence of ability to cover the cost of education and living expense for a full-time course of study. Part-time study is not accepted. These documents must be dated within 6 months of anticipated enrollment. Only Original documents are accepted. Official documentation must show sufficient fund for at least one year of tuition, fees and living expenses for yourself and dependent family members, if applicable. Bank statements must be in US dollars. If family is traveling with you, student must show enough funds for family.

No Financial Aid Available to International Students.

Once admitted to North Carolina Central University, international students will receive letter of admission and Certificate of Eligibility (I-20) to apply for an F-1 Visa.

It is important that the information you provide on your application and financial statement is correct.

Transfer Students
F-1 students currently in the United States, planning to transfer to a different institution in the United States without leaving the US.

First, Contact the International Student Services at the current school you are attending and inform them of your intent to transfer to North Carolina Central University. Ask the International Student Advisor at your present school to complete Section II of the F-1 Student Visa Transfer Clearance Form and provide a released date for SEVIS files from your present institution.
Complete and submit a F-1 Student Visa Transfer Clearance Form with attached copies of current immigration documents (F-1 visa, I-20, I-94 passport) to International Student Services.

Review the Financial documentation for a Certificate of Responsibility (1-20) for NCCU

Make an appointment with International Student Services within the first 5 days of beginning attendance at NCCU to complete the transfer process: bring your SEVIS Form I-20, passport with the valid F-1 visa, and I-94 Arrival/Departure Card.

The transfer must be updated in USCIS. Contact International Student Services at (919) 530-7492.

Change of Status

United States Citizenship and Immigration Services (USCIS) adjudicate the application for the change to F-1 status, based on the same requirements for applicant applying for F-1 status. “Non-immigrants with C, D, K, or M visa or those who entered the United States under the Visa Waiver Pilot Program, cannot change to F-1 Status in the US. Non-immigrants in J status with 2-year home country physical-presence requirement may not change status in US.”

There are two ways to apply for change of status:

- You may leave the United States and apply for a new F-1 visa at the US embassy in your county and reenter the US with the proper documentation.

You may apply for change of non-immigrant status with the United States Immigration Citizenship and Immigration Services. Prospective students wishing to apply for change of status in the United States, contact International Student Services at (919)530-7492.

B1/B2 Visa

Non-immigrants with a B1/B2 visitors/tourist visa can not enter the United States to pursue a course of study. B1/B2 status may experience difficulty in changing to F-1 visa status unless you have informed your consulate/embassy of your plans to pursue a course of study and “prospective student” is on the B1/B2 visa.

Reinstatement

F-1 student must maintain status while in the United States. Failure to follow immigration regulations, whether deliberate or not will cause you to be “out of status”. Being “out of status” terminates your ability to work or travel. Failure to maintain the terms and conditions of F-1 status are grounds for removal from the United States under INA §237(2) (1) (c) (i).

To apply for reinstatement you may travel & re-enter with a new initial SEVIS 1-20 or apply for reinstatement in United States which will require the completion of application process for a new SEVIS 1-20. Contact International Student Services(919)530-7492.

Immunization

Immunizations are required for general admission to the United States. Immunizations are mandatory and by law in the state of North Carolina and cannot be waived. Submit immunization record immediately to the Student Health Service when you arrive. If the required immunizations are not completed within 30 days of enrollment, your registration will be cancelled by Student Health Services, which may affect your visa status. Immunization appointments can be made in Student Health Services. Call (919) 530-6317 to schedule an appointment. To complete a Medical History form, go to www.nccu.edu/campus/shcs/medialhistory.pdf

Health Insurance

North Carolina Central University requires international students to enroll in the university health insurance plan through Student Health Services. Contact Student Health Services (919) 530-6317 for more information.

Housing

All students are responsible for locating their own housing. To apply for on-campus housing you may contact Residential Life at 1-919- 530-6337 or www.nccu.edu/studentlife/residentiallife.shtml

Student Health and Counseling Services

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

Student Health Services is located in the south end of the Old Health Building across from Pearson Cafeteria. Parking is very limited; therefore, one may want to have a friend bring him or her to health service, contact Campus Police for transportation, or, when feasible, walk to the Health Service.

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 nurse is on duty 24 hours beginning 7 a.m. Monday through Sunday. A physician is on call to the nurse after 5 p.m. weekdays and on weekends. The door to the health service is locked after 5 p.m. for security reasons. For your
safety, contact Campus Police or a friend to escort you to the Student Health Services. Ring the doorbell for admittance. 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. The health service is closed on the weekends. A physician is on call for consultation.

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 in Suite 120, First Floor, Student Services Building.

**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 student health and accident insurance is mandatory for all students at the current cost of $138 per semester, or $276 annually for a 12-month period. The policy is subject to renewal each year.

Students who wish to have the Health and Accident Insurance waived for the semester 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 by Student Health Services and taken to the Student Accounting Office before the student’s account is adjusted.

The insurance is designed to supplement the services provided by Student Health Services and other health plans. It provides twenty-four-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.

Two observation beds are available for overnight observation of minor illnesses. More extensive observation is limited to family and close friends. 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 Service provider.

Excuses for classes are granted only if the student has been seen by a Student Health Services provider and has been advised not to attend classes or has a note from an external health care provider on his/her stationary or excuse pad.

**Student Activities Office and Union Programs**

The Alfonso Elder Student Union is the meeting place of students, faculty, administration, alumni and guest. The Union is the point where the academic, cultural, social 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 the 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 discussion, 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 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-direction and self-realization are encouraged, where valuable lessons in citizenship, social responsibility and leadership can be learned. The Union is meant to be, and should be, both many things to people and a unifying force - the center of campus life at North Carolina Central University.

**Student Union Advisory Board and Student Activites Board**

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

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

Student Government Association

The Student Government Association affords the opportunity for students to participate democratically in the government of certain extracurricular activities affecting the entire student body of the institution. Upon registration each student becomes a member of the 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 (NCCUSGA) organization and how you can participate as a student, contact the office of the Director in the Student Activities/Student Union operation. Membership on the board is open to any student enrolled at North Carolina Central University.

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. In 2004, the print and online editions won a record eight 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. 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. Production facilities at the Campus Echo have state-of-the-art computers and desktop publishing and graphics software. Student photojournalists at the paper can 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.

WNCU 90.7 FM

WNCU 90.7 FM is a 50,000-watt non-commercial, non-profit, full-service radio station licensed to North Carolina Central University. WNCU operates twenty-four hours a day, seven days a week, and provides its listeners with music, news and information as an alternative to the radio services currently available to the Triangle area.

WNCU’s coverage area includes the Triangle Metro area (Durham, Raleigh, and Chapel Hill) as well as portions of twelve other counties (Chatham, Granville, Vance, Person, Wake, Orange, Caswell, Alamance, Lee, Franklin, Warren and Hoke).

Since its debut in August 1995, WNCU, 90.7 FM, has consistently fulfilled its mission to provide quality cultural programming to public radio listeners in the Triangle area. The format of this listener supported public radio station entertains the jazz aficionado, educates the novice jazz listener, and disseminates news and information relative to the community-at-large.

WNCU continues to provide students with a professional experience in radio through one-on-one and hands-on training and instruction. It is our goal to provide a quality, responsive radio service while providing a realistic radio environment for our students to learn the operation of one of the world’s most powerful forms of media.

For more information, call 919-530-7445 or log on to www.wncu.org.

Audionet: Campus Access Radio

AudioNet: Campus Access Radio is the student voice of North Carolina Central University. A student-operated radio station, AudioNet is an extension of WNCU-FM. It serves the student population of NCCU by providing music, news and information through NCCU’s closed circuit cable network channel 9 and on the Internet. AudioNet’s purpose is to give students who are interested in radio and broadcast journalism an opportunity to be trained in radio production in an educational and fun environment.

AudioNet’s format is primarily Urban Contemporary; however, AudioNet serves the student population with a variety of specialty music programming including Gospel, Hip-Hop, Reggae, Go-Go, R&B Oldies and Alternative Rock. AudioNet also offers entertainment and talk/public affairs programming. Students who have worked at AudioNet have gone on to work professionally at commercial radio and television stations.
AudioNet: Channel 9 provides viewers with photographs of campus life, information about upcoming events, and photos and other information about the artists and the music aired on the station.

AudioNet: Campus Access Radio Online provides students with an alternative means of listening to AudioNet. Information on programming, DJs, and campus news and events can all be found online. From the site, students can listen to the station via Real Player or WinAmp.

At the beginning of each semester, the staff and management of AudioNet interview and hire new volunteer staff members. All potential staff members, including work study, media practicum, and volunteers, are required to attend a one-week training session and to pass a written examination before becoming an official staff member. For more information about AudioNet: Campus Access Radio, one may call 919-530-7592 or email the station at audionet@nccu.edu.

Residential Life

The Department of Residential Life, located on the ground floor of the Student Services Building, is responsible for the quality of life within the residence halls. The University has housing facilities for approximately 786 males and 1405 females. All rooms include cable tv, individual phones, and two computer port jacks. All residential halls feature laundry facilities, tv lounges, and fully staffed offices. Undergraduate Residence hall students are required to register for a meal plan in the University cafeteria.

Room Reservations

Room reservations are made by Residential Life 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 reservation 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 $50 must be submitted to the Bursar’s Office to reserve space for the fall and/or spring semesters. New students arriving for the fall and/or spring semester are also required to pay a one-time $50 damage fee. The damage fee will remain on deposit until the student either graduates or officially withdraws from the University. 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/contracts 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: The Department of Residential Life/NCCU
Durham, NC 27707
(919) 530-6227

Food Services

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

North Carolina Central University offers on-campus students a modified board plan in the W. G. Pearson Cafeteria. These board plans are basically for students who are housed in the University dormitories. Students not living on campus, and others, may purchase meals on a cash basis/points basis.

The Deli, a cash/point operation located in the annex of the W. G. Pearson Cafeteria, offers breakfast, a variety of delicatessen items, sandwiches, salad bar, and daily luncheon specials. The Eagle’s Nest Food Court, a cash/point operation, is located in the lower level of the Student Union Building. The Eagle’s Nest contains Li’l Dino’s Subs & Sandwiches, Pizza Inn Express, and Firehouse Grill featuring Strutters Chicken. 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 you 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 University Student Store, located on the ground floor of the Alfonso Elder Student Union, 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 your support of Student Stores makes an important contribution to the academic mission of the University. By shopping with us, you’re helping to fulfill a lifelong dream of many of our students and their families, and thus we all win.

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 all 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 located in the Alfonso Elder Student Union and is responsible for the centralization of ordering, inventory control, and 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, Student Affairs/Student Life, etc. The NCCU Ticket Office is responsible for conducting advance and day-of-event sale of tickets, 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 office further introduces new technologies and automation to the University community which makes services more accessible to the customers we serve.

The University Theatre

The award-winning University Theatre has been a campus treasure over the years because of the high quality theatrical productions for which it is famous. In 1991 the Department of Dramatic Arts ranked among the top five college and university theatre producers in the nation out of 850 competitors in the American College Theatre Festival, which culminated theatre producers in the nation out of 850 competitors in the American College Theatre Festival, which culminated with performances at the John F. Kennedy Center for the Performing Arts in Washington, DC.

The University Theatre presents four performances each season. These can include musicals, dramas, comedies, 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 and choir, and in the brass, woodwind, guitar and handbell ensembles. Participation by non-music majors may be supplemented by private lessons for which the 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. The band, composed of approximately 175 individuals, is the highlight of all NCCU home football games, many away football games, and many parades in and out of the city of Durham. The versatility of the band is extraordinary. One moment the band is executing a precision drill routine and the next moment it is serenading the audience with one of the most beautiful ballads one could ever expect to hear. The finale of each half-time performance by the NCCU band is its execution of intricate dance steps. The band's dance routine is awaited by all, for everyone knows that they are about to see band entertainment at its best.

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

- The String Ensemble performs all types of literature written for strings.

- The Brass Ensemble performs all types of literature written for brass.

- The Woodwind Ensemble performs all types of literature written for woodwinds.

- The Jazz Ensembles are comprised of 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.

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 sponsors concerts by prominent vocalists, instrumental artists, musical organizations, dramatic and dance groups, and art exhibitions.

The University Art Museum

The NCCU Art Museum, dedicated in 1977, is a handsome, free-standing facility designed especially to house the University's growing art collections and temporary exhibitions. Emphasis has been placed upon the promotion of art exhibits to expose the campus community, in an educational manner, to 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, as a consequence, built a collection which focuses on works by African Americans. The collection, however, is not limited to these artists' works. Through gifts, fine art creations by European artists, traditional African art and some Oceanic works have been acquired. 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
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 in 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 eligible.

Pi Gamma Mu, National Social Science Honor Society. The purpose of this society is to improve scholarship in the 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 a non-secret organization whose purpose is the promotion of scholarly activities in mathematics among students in academic institutions and among the staffs 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 North Carolina Central University in 1960, Psi Chi is devoted to the purpose of 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 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 North Carolina Central University 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.

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
- Phi Beta Sigma
- Omega Psi Phi
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 so doing, we seek to strengthen the integration of athletic program objectives with academic development objectives.

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

North Carolina Central University’s athletic programs have enjoyed regional and national recognition for years. Seven women’s sports and six men’s sports participate in the National Collegiate Athletic Association (NCAA) and the Central Intercollegiate Athletic Association (CIAA) at the Division II level.

NCCU competes in men’s and women’s basketball, men’s and women’s cross country, football, softball, men’s and women’s indoor and outdoor track, men’s and women’s tennis, women’s volleyball, and men’s golf, and women’s bowling. In 1989, NCCU became the first Durham basketball team to win an NCAA title by claiming the NCAA Division II Men’s Basketball National Championship.

NCCU teams have also enjoyed recent success in conference play, winning CIAA Championships and competing in NCAA regionals in men’s tennis (1998), women’s softball (1998 and 1999), men’s cross country (2004) and women’s volleyball (1999 and 2004). Many track and field student-athletes have captured individual conference and national titles. Elisha Marshall (1998) and Jason Smoot (2002) both became national champions by winning the women’s and men’s 100-meter dash at the NCAA Division II Outdoor National Championships.

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 practitioner, John B. McLendon, 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, 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.

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, McLendon-McDougald Gymnasium lights-up with men’s and women’s basketball excitement.

The university’s physical education department also provides a wide range of indoor and outdoor athletic and recreational opportunities for students not involved at the intercollegiate level.
Academic Regulations

Policies and Procedures for Undergraduate Studies

Orientation

All new students (first-time college students and transfer students) are strongly encouraged to attend an orientation program after they are admitted to the university and prior to the semester they enroll. Orientation sessions are scheduled for June and July for those enrolled for the fall semester and 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 college 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 by mail 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

All students who have not declared a major, as well as students in the pre-criminal justice programs, are advised by advisors from the Student Academic Advising Service, located in Suite 205 of the Alexander-Dunn Building. Students who have declared a major are assigned an advisor by their major department or school. Students must consult with their advisors before registering for classes. The University strongly expects all students to assume major responsibility for their academic progress. This includes becoming very familiar with the specific requirements for their chosen majors, meeting with their academic advisors at least once each semester to discuss their progress, giving their academic work the highest priority and carefully planning their course sequences and selections.

Placement Testing

All freshmen, and those transfer students who do not transfer courses that are the equivalents to ENG 1210 and MATH 1070, are required to take placement tests in English, mathematics, and reading before they can register for classes. Freshmen may be exempt from the placement tests if they score high enough on the math and/or verbal portions of the SAT.

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.

Registration

There are two main ways of registering for courses at North Carolina Central University. During the summer of 1991, North Carolina Central University became the third institution of higher education in North Carolina to implement telephone registration and grade reporting for its students (EAGLELINE). Along with EAGLELINE came new procedures and timetables for registration and bills.

Beginning with Summer and Fall 2001 registration, NCCU students were introduced to Web for Student. Eagles Online (EOL) web registration gives students more access to a vast array of academic information which once meant a telephone call or an office visit.

Students are able to register, view class schedules, institutional (NCCU) transcripts, student account information, and grades, track academic progress using degree audits, and update their local addresses. Financial Aid information is also accessible.

Registration for any semester begins on the day that Eagles Online open for students to begin entering classes for that semester, and is limited to the periods listed in the NCCU CLASS SCHEDULE and other days as may be announced by the Registrar’s Office. The period for regular registration usually consists of four weeks during the fall and spring semesters, with Eagles Online being open a week for each undergraduate class. Graduate and professional students are permitted to enter their classes at all times Eagles Online is open. Special students not officially admitted into a degree program are not allowed to register during this period, but may register during the week before classes begin.

Student consultation with academic advisors is a vital part of the registration process. Not only do the academic advisors advise students on the best courses of study for their program, but students are required to meet with their advisors in order to obtain the personal identification number (PIN) which is required for online registration. The PIN for each student is changed every semester to insure security and to encourage the student and the advisor to meet at least twice each academic year to review the student’s progress.

After the initial four-week registration closes in the fall semester, Eagles Online will remain open for all students to register for the spring semester. Eagles Online is open most of the summer for all students to register for the summer sessions and the fall semester. Registration officially ends on the day designated as the last day...
of the Registration and Payment Period for continuing students to register and pay their bills. All continuing students are required to register and pay their bills before this date. Continuing students who have not registered by this date will be charged a late registration fee. Students who have registered, but have not completely paid their bills by this date, will have their classes dropped, will be charged a late registration fee, and must begin registration again.

There is a late registration period that begins the first day of classes. All students who have not completed registration and paid their bills in full before the first day of classes are charged a late registration fee. A drop/add period begins with the first day of classes and continues for about nine class days as noted in the “Calendar of Events.” Classes may not be added after the last day to add as indicated in the Calendar.

Course Loads

Regular (degree-seeking) undergraduates must carry a minimum of 15 credit hours per semester in order to be classified as full-time students and to meet graduation requirements in four years. No regular undergraduate, therefore, will be permitted to carry fewer than 15 credit hours unless special permission to do so is granted by the dean of that student’s college or school.

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, and the student will then be responsible for the payment of any tuition and/or fees.

Students with a 3.0 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 periods, students may drop and/or add courses with the approval of the faculty advisor and the dean of their college or school. Students may drop classes online during the first week of the drop/add period and may add any class that is open. After the fifth class day, students may add classes only with a drop/add card signed by the advisor and the instructor and presented to the Registrar’s Office before the end of the last day of the drop/add period. Students may still 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 in the amount owed for classes dropped. Students may withdraw from individual classes with the permissions of the academic advisor and the dean by presenting a signed withdrawal form to the Registrar’s Office until the last day for students to withdraw from classes without penalty; however, there will be no adjustment in bills if classes are withdrawn during this period. The grade received for these withdrawn courses will be “WC.” 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 “withdraw from” courses by not attending classes after the last date for withdrawing from courses will receive the grade of “NF,” which computes the same as “F.”

CAUTION: Withdraw 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 credit on the student’s academic record. See “Auditing Courses” for 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 (two days during a summer session) after 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.

The Comprehensive Academic Support Center

In keeping with the mission of the University, the Comprehensive Academic Support Center provides assistance and support and gives students an opportunity to achieve maximal success during matriculation. It has, as one of its foci, the enhancement of student potential and tutorial assistance. In addition, it focuses on giving students the opportunity to enjoy a helping relationship with counselors, faculty and other resources on the campus and to receive encouragement to internalize learning experiences. It strives for a positive image through the use of positive approaches to improve academic skills.

All students may avail themselves of the following services: individual and group tutorial sessions, individual and group study programs, “How to Study” Programs, curriculum monitoring, computerized learning programs, counseling services, developmental skills programs and class attendance monitoring. Students availing themselves of these services will have an instilled sense of pride and responsibility to maintain satisfactory progress with the ultimate goal of 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 from the work of another student during an examination; and (7) 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 work 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. The penalty will be assessed 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.

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.

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.

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

The penalty for a second act of academic dishonesty committed anytime before the offender’s graduation may be as severe as suspension or expulsion.

Policy Regarding Student Academic and Disciplinary Records

So as 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 Performance

Deficiencies - Below standard performance in the academic program, which leads to an academic warning, probation or to suspension.

( Unsatisfactory earned grades, violation of the undergraduate class attendance policy, and withdrawal from large numbers of courses resulting in a deficiency in earned credit hours may contribute to academic performance deficiencies.)

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 which is non-academic in nature and which violates the Student Code of Conduct in force at the time of the infraction.

Academic Transcripts

Academic transcripts are permanent records documenting courses and degree programs completed at the University and student performance in them. Transcripts are maintained in the Office of the Registrar and printed on the authentic tamper-protected paper, become 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 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 Office of the Dean of Students. As with academic transcripts, a student’s disciplinary file will be released to third parties in a manner consistent with The Family Educational rights 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
Academic Regulations - Undergraduate

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. For classes that meet three times a week, this means after six absences.

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 hours and grade points.

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. Extemporaneous circumstances will be handled on an individual basis by the Division of Student Affairs, the Student Health Services, and academic deans.

Withdrawal Policy

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.

Student Initiated 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 Withdrawal Forms which may be obtained from the Office of the Dean of Students, Room 234 of the Student Services Building. After the forms have been completed and approved in that office, the student must distribute them to the respective offices indicated. Students who leave the University without completing and distributing the Official Withdrawal Forms will forfeit their eligibility for refunds of tuition and fees.

Students who are unable to appear in person may notify the Office of Student Life by letter of their intention to withdraw. Withdrawals are effective upon receipt of the letter by the Office of Student Life. The student identification card must be submitted with the withdrawal letter before refunds are made for tuition and fees.

Grades received as a result of officially withdrawing from the University are “W” or “WF.” Withdrawal from the University prior to the date listed in the Academic Calendar as the last day for undergraduates to withdraw from a class will result in a grade of “W” being recorded on the student’s transcript. No grade points or hours are counted for a grade of “W.” Withdrawal from the University after the last day for undergraduates to withdraw from courses 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 if they do not officially withdraw from the courses prior to the last day for withdrawing from courses.

Institutional 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. Official documentation is required of the student in such instances. 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 Student 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 of the Vice Chancellor for Academic Affairs.

Auditing Courses

Students may audit courses without credit with the permission of the Registrar and the instructor involved. 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 undergraduate
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 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 Council of the
  College of Arts and Sciences.
- 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.

8. During each semester or
summer session in which faculty
resources are available, challenges
must be completed by 5:00 p.m.
of the twelfth business day
following the first day of classes.

9. Department 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 #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 the same grades the
students earn 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.

**College-level Examination Program (CLEP) General Examinations**

North Carolina Central University is an approved national CLEP Testing Center through which students may arrange to take examinations in English composition, mathematics, humanities, natural sciences, and social sciences and history in order to receive credit and advanced placement in these areas. Baccalaureate students will be granted credit for each test in the battery 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 in the following scaled score ranges for the 90-minute General Examinations:

- **English Composition**: 530 - 610
- **Mathematics**: 421 - 500
- **Humanities**: 421 - 500
- **Natural Sciences**: 421 - 500
- **Social Sciences and History**: 421 - 500

For additional information on the CLEP examinations and a list of other CLEP examinations that are available, contact the University Testing Center, 530-7368.

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**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.

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**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 by inter-institutional registration, you 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 have obtained permission to take a course at Duke, N.C. State, UNC-G, UNC-CH, or UNC-Charlotte by inter-institutional registration must first complete their registration at NCCU and then present to the Registrar’s Office a copy of the dean’s approval. The Registrar’s Office will then prepare an Inter-Institutional Form for the student to present to the registration official at the other institution.

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**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
WC - student initiated withdrawal for a course
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 before the last day to drop a course 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 the 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

Receiving Grades

Grades 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 using the term code, their student ID number and their personal identification number (PIN):

- On the internet: Midterm and Final Grades may be accessed through Eagles on Line at http://eol.nccu.edu, at the University web site.
- By phone: Students may access the EAGLELINE telephonic voice response system by dialing 68Eagle or (919) 683-2453.
- In person: Students may come 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 Class Schedule or from the Registrar’s Office.

Undergraduate Grade 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 do well in all courses and to select them carefully so that they can graduate timely. If students elect to repeat a course, the following policies, effective Fall 1999 for new undergraduate students, will govern the awarding of credit and the computation of their GPAs.
Credit hours earned in a particular course will not be awarded more than one time, i.e., If a course in which hours have been earned is repeated, additional hours will not be awarded.

A student is allowed to repeat a maximum of five courses, once each without penalty. The lower grade for each repeated course is exempted from GPA computation. Thereafter, all grades will be calculated in the GPA.

Undergraduate students who receive a grade of “C” or higher in a course may not repeat the course but may audit it without credit.

Grade Appeals

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.

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 and listen to the instructor’s rationale. The meeting should be scheduled within ten class days of the incident, or two weeks after the student could reasonably be expected to know of the situation.

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 should 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 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: Upon conferring with the counselor, the student may choose to file a formal grievance.

Step 4: To file a formal grievance, the student must submit four (4) copies of the formal written statement to the counselor. This statement should be submitted on the form designed for that purpose. The statement must be filed with the counselor within twenty (20) class days of the initial meeting with the instructor. The statement must include the following: (a) date of incident (b) date of first meeting with instructor (c) details of argument for changing grade or taking other corrective action (d) copies of pertinent examinations, papers, and other relevant materials. (In cases of doubt concerning time limits, the Appeals Counselor will determine whether proper procedures have been followed.) Failure to meet these deadlines forfeits right of appeal under this policy. Further, it is understood that only issues documented in the grievance statement will be considered at the hearing which follows.

Step 5: After a formal appeal has been filed, the Appeals Counselor must, within two class days, forward a copy of the student’s appeal statement to the instructor, the instructor’s immediate supervisor and to the chairperson of the unit’s Grade Appeals Board.

Step 6: The chair of the unit’s Grade Appeals Board shall convene a meeting of the Board not sooner than five (5) nor later than ten (10) class days after receipt of the grievance statement. In a closed hearing, the student shall present the grievance, including any supporting evidence and pertinent arguments.

Decisions by the Appeals Board shall be determined by majority vote by both faculty and student members separately. An appeal fails if either group fails to support it. A tie vote by either faculty or student members shall be considered a vote in favor of the appeal.

Step 7-a: If an appeal is deemed unfounded at the hearing, the chair of the Appeals Board shall provide written notification of the fact to the student, the faculty member, and the immediate supervisor. Students appealing grades in courses offered in the Schools of Business and Education should contact the appropriate Dean.

Step 7-b: If an appeal is deemed valid, the board shall forward a written account of its deliberations, including recommendations for redress, to the appropriate dean. The Dean shall take whatever action is deemed appropriate.

Step 8: 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 (5) class days of notification of the decision of the Dean.

Exceptions to the procedure

If a student is unable to file an appeal because of the end of classes for the spring or a summer session, the student must, within
twenty days of the end of the session, notify the concerned instructor and department chair, in writing, of an 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 arbitrarily 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.

The Appeals Counselor

A Grade Appeals Counselor shall be selected by each of the following degree granting units: College of Arts and Sciences, School of Education, and School of Business. Each degree-granting unit will select an Appeals Counselor assuming the responsibilities of the office immediately upon election. The Appeals Counselor shall be an ex-officio non-voting member of the 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

Unit Grade Appeals Board

A Grade Appeals Board shall be selected by each of the following degree granting units: The College of Arts and Sciences, 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 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, 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 Appeals Board shall be kept in a file maintained and preserved by the chairperson of the Appeals Board.

Final Examinations

Final examinations periods are scheduled for each semester. The schedule is released about mid-semester and provides that examination periods be two 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.

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.
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 or school 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.

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. 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 96 hours; Senior—96 hours or more. Curricula plans require a minimum of 124 hours for graduation.

The academic performance of each student is evaluated at the end of each academic semester. A student who meets the minimum levels of performance in terms of grade point average is making satisfactory progress and may continue to enroll as a regular student and receive financial aid, if otherwise eligible. A student should be aware that satisfactory academic progress is required for continued eligibility for financial aid.

A student who is not successfully completing courses at the minimum levels is not making satisfactory progress. This policy has been established to enable a student to complete his/her undergraduate work within a reasonable period of time. A student expecting to graduate in eight semesters (four years) must average 15 to 16 completed hours each semester. A full-time student must complete all academic work for a degree within 14 semesters (seven years).

Undergraduate 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 in Column 2 (Suspension) for satisfactory progress toward graduation requirements. These standards are consistent with academic standards required for graduation.

Table 1
Total Hours Attempted at NCCU Plus Hours Transferred from Other Institutions

<table>
<thead>
<tr>
<th>Total Hours Attempted</th>
<th>Cumulative Probation GPA*</th>
<th>Cumulative Suspension GPA*</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 18</td>
<td>1.5</td>
<td>No Min.</td>
</tr>
<tr>
<td>19 - 39</td>
<td>1.7</td>
<td>1.3</td>
</tr>
<tr>
<td>40 - 69</td>
<td>1.8</td>
<td>1.5</td>
</tr>
<tr>
<td>70 - 96</td>
<td>1.9</td>
<td>1.7</td>
</tr>
<tr>
<td>97 - 123</td>
<td>2.0</td>
<td>1.9</td>
</tr>
<tr>
<td>123+</td>
<td>2.0+</td>
<td>2.0</td>
</tr>
</tbody>
</table>

*This standard is consistent with the university’s academic standards required for graduation.

Hours Earned (Compared to Hours Attempted)

Undergraduate students are recommended to attempt to earn at least 31 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 the percentage of hours shown in the chart below:

Table 2
Total Hours Attempted at Percentage of Yearly NCCU Plus Hours Transferred Hours Attempted That from Other Institutions Must Be Completed
0 - 55 50% 56 - 75% 75%

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

1. 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, NW, NF, AU, NU or NP, do not earn hours.

2. 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.

3. Audited courses count as attempted but not earned hours. Therefore, auditing classes will negatively affect students’ ability to satisfy the hours earned standard.

4. 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.

5. 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.

Annual Satisfactory Academic Progress Reviews

At the end of the 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 at their permanent addresses as listed in official university records in the
Regaining Eligibility for Financial Aid
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.

Summer School
Satisfactory Academic Progress for Summer School will be based on the student's eligibility for the previous academic year. A student who meets the requirements for fall and spring will also qualify for financial aid for the summer sessions. However, if a student is deemed ineligible during the spring semester, the student will not qualify for financial aid for the upcoming fall semester and any future terms until the student is meeting the satisfactory academic progress policy.

If a student is meeting the satisfactory academic progress policy during the annual satisfactory academic progress review, the student’s eligibility remains valid until the next review is conducted. Therefore, if Student X is meeting the satisfactory academic progress policy at the end of the spring semester and does poorly during the summer session, the student will be eligible for financial assistance for fall and spring.

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 an Appeal for Reinstatement of Eligibility form.

This SAP policy was approved April 2002, and SAP was measured by this policy at the end of Spring 2003. This policy replaces all previous SAP policies.

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
phone: (919) 530-5152 or 5153
fax: (919) 530-7959

Academic Warning
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 their 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.

Probation
Students who fail to maintain the required grade point averages for probation (Column 1) will incur the following penalties:

1. The first failure to meet the required GPA for the number of hours attempted will result in probation. The appropriate dean will send a letter notifying the student that he/she is on probation.

2. A second probation will result in suspension for one academic semester. After one semester, the student is eligible to apply for readmission under the conditions cited in the section of this policy entitled “Readmission.”

3. The third time a student is placed on probation, he/she will be suspended for one academic
year. After one year, the student is eligible to apply for readmission under the conditions cited in the section of this policy entitled “Readmission.”

**Suspension**

Students whose GPAs fall below the required minimum grade point averages for suspension (Table I, Column 2) for the number of hours attempted will be suspended. The suspension status will be recorded on the student's transcript. The first time the student fails to meet the criteria, he/she will be suspended for one semester. After one semester, the student is eligible to apply for readmission under the conditions cited in the section of this policy entitled “Readmission.” Students suspended for a second time will be suspended for one year. After one year, the student may apply for readmission under the conditions cited in the section entitled “Readmission.”

**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,” “W” 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.

Students who fail to achieve the GPAs required for the number of hours attempted will be notified of their suspensions within one week after grade reports are mailed at the end of the spring semester. A student must notify the chairperson of the University Academic Appeals Committee of her/his intent to appeal within 30 days after grades are mailed for the spring semester. A student who wishes to appeal his/her suspension must write the chairperson of the University Academic Appeals Committee, stating the basis for the appeal and including any documentation necessary to support the appeal. All written requests for appeal will be reviewed by the appropriate dean to determine whether further action on the appeal will be taken. The three possible actions are as follows: (1) the dean determine that the appeal is not warranted, in which case the suspension remains in force; (2) the dean may determine that the appeal can be decided by the full committee on the basis of the written documentation without a formal hearing; or (3) the dean may determine that the committee should hold a formal hearing on the appeal, with the student present. Following the decision by the dean and within 10 days of receipt of the written request for an appeal, the chairperson of the committee will notify each student, in writing, of the decision of the committee and of the date of the hearing if a hearing is to be held. This notification will be mailed within ten days of receipt of the written request for an appeal and at least ten days prior to the date scheduled for the hearing.

Students whose written appeals were reviewed by the committee without a hearing and those who have completed an appeal hearing will be notified, in writing, prior to the first day of classes for the subsequent fall semester, of the action of the University Academic Appeals Committee.

**Readmission**

A student who has been suspended for failure to meet the University’s satisfactory progress standards will be eligible for readmission (1) if her/his academic record is improved to a level which conforms to the probation standards (Table I, Column 1) for the number of hours attempted or (2) if the University Academic Appeals Committee rules to reinstate the student. Improvement of a suspended student’s academic record may be achieved only by enrolling in summer session classes at NCCU or through other NCCU approved instructional vehicles.

**Implementation**

Students will be evaluated for probation and suspension on a semester basis.

**Tuition Surcharge**

In 1993, the North Carolina General Assembly (Senate Bill 27-Section 89b) enacted legislation directing the Board of Governors to impose a 25% tuition surcharge on students who take more than 140 degree credit hours to complete the first undergraduate baccalaureate degree in a four-year program or more than 110% of the credit hours necessary to complete the degree in eight regular term semesters or the equivalent (or ten semester hours for five-year programs).

All undergraduate degree-seeking students admitted to NCCU beginning Fall 1994 are affected. The surcharge applies to transfer, freshmen, and in-state and out-of-state students. Students enrolled prior to Fall 1994 are exempt.

The following are used to compute the 140 attempted hours:

a. All regular semester degree creditable courses taken at NCCU, including repeated courses, failed courses, and those courses dropped after the last day to add a course:
b. Transfer credit hours (up to 98 semester hours) except those taken at another UNC institution through summer school or through degree credit extension.

The following are excluded from the 140 attempted hours limit:

a. Advanced Placement (AP) and CLEP credit (e.g. math or foreign languages), institutional Advanced Placement credit, summer term credits earned at a UNC institution, and credits earned through the degree-credit extension division at a UNC institution.

b. All transfer credits will count toward the 140 attempted hour limit except credit earned in summer school at NCCU or at another UNC school.

The 140-attempted hour limit applies only to students who take longer than eight regular term semesters to earn a 4-year baccalaureate degree. If a student has 140 attempted hours or more, the surcharge is 25% of his or her tuition (only tuition, not fees.) Students are charged the tuition surcharge in the first semester in which enrollment exceeds 140 attempted hours.

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 seeks to give talented and highly motivated students an opportunity for a broad and comprehensive intellectual experience. An effort is made to bring together on each level of the undergraduate school students and faculty who are committed to standards of excellence and who welcome the opportunity for curricula innovation and scholarly research. The University Honors Program is not an accelerated program. It tends to enrich rather than to accelerate the learning experience. It endeavors to meet the needs of those who would responsibly mold themselves by providing them with every possible opportunity for reaching a level of maturity, independence, and scholarly achievement that might not be possible without such a program.

The four specific goals of the University Honors Program are as follows: (1) to foster the growth of intellectual independence and initiative; (2) to offer the opportunity for independent study and research; (3) to cultivate interest in a broad variety of disciplines through interdisciplinary seminars; and (4) to promote academic achievement. Participation in the University Honors Program is by invitation. Academically talented freshmen are invited to participate on the following bases: SAT or ACT scores, high school record, commitment to the University Honors Program contract, and letters of recommendation from teachers, principals and guidance counselors. Students who matriculate without admission to the program may apply for admission to the University Honors Program at any time after the end of their first semester, but normally not later than the end of their sophomore year. Applicants must have attained a cumulative GPA of 3.5 or better. Transfer students may be admitted on the basis of their previous college record subject to the approval of the director of the program.

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 should contact the Deans of the College of Arts and Sciences, School of Education, School of Business, or the Director of Undergraduate Research Program for additional information.

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, 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 is the University’s top academic award and is given each year during Honor’s Convocation. The recipient must be eligible to complete the requirements for graduation during the current academic year, must 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 fifty 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. 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. The Community Service requirement for graduation is 120 hours. (See the Academic Community Service Learning Program on pages 21-26)

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 are held bi-annually 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 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 readmission, or change of major.

**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 only one diploma, but 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 major 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 three degrees with distinction to graduating students based on all work attempted in meeting requirements for the baccalaureate degree as follows:

Cum Laude - an overall grade point average of 3.0 - 3.299
Magna Cum Laude - an overall grade point average of 3.3 - 3.699
Summa Cum Laude - an overall grade point average of 3.7 - 4.0

First degree transfer students who meet the above GPAs on work completed at North Carolina Central University will be granted a degree with distinction if they have earned a minimum of 60 semester hours of credit at NCCU.

First degree transfer students who have earned between 30 - 59 semester hours of credit at NCCU will be considered for a degree with distinction if they meet the above GPAs both at NCCU and at all of the institutions previously attended.

Second degree students who meet the above GPAs on work completed at North Carolina Central University will be granted a degree with distinction if they have earned a minimum of 30 semester hours of credit at NCCU toward the second degree.

Transcripts

Copies of a student’s academic transcript are available upon payment of a $5 fee and a signed written request to the Office of the Registrar. Request forms are available in the Registrar’s Office or mail requests may be sent to:

Office of the Registrar
North Carolina Central University
1801 Fayetteville Street
Hoey Administration Building Rm 102
Durham, NC 27707

Transcripts are mailed within three working days of receipt of the request (except during times of registration and graduation when the processing time may be 5 to 6 working days). Upon request and the payment of an additional $5 fee, a transcript will be faxed to the recipient. However, students should be aware that not all institutions will accept a faxed transcript as official. If an official, follow-up transcript is required, the student must pay another $5 fee.

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.

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.
Academic Programs & Institutes

North Carolina Central University offers undergraduate programs leading to the following degrees.

The College of Liberal Arts
The College of Science and Technology
The College of Social Sciences and Behavioral Studies

- Bachelor of Arts (B.A.)
- Bachelor of Arts in Public Administration
- Bachelor of Science (B.S.)
- Bachelor of Science in Family and Consumer Sciences (B.S.FCS.)
- Bachelor of Science in Nursing (B.S.N.)
- Bachelor of Music (B.M.)
- Bachelor of Social Work (B.S.W.)

The School of Business

- Bachelor of Business Administration (B.B.A.)

The School of Education

- Bachelor of Arts (B.A.) degree

Major Areas of Concentration

**Majors offered for the Bachelor of Arts Degree**
Art
Elementary Education
English
French
History
Mass Communications
Middle Grades Education
Music
Political Science
Psychology
Public Administration
Social Sciences
Sociology
Spanish
Theatre

**Majors offered for the Bachelor of Science in Human Sciences Degree**
Biology
Chemistry
Computer and Information Science
Criminal Justice
Environmental Science
Geography
Health Education
Mathematics
Nursing
Parks and Recreation Management
Physical Education
Physics

Minor Areas

Any undergraduate student has the option to declare a minor in an academic area offered through the College of Arts and Sciences. The minor will consist of not less than twenty (20) semester hours designated by the College’s departments and programs. The minor field will be indicated on student 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
- Computer Science
- English (Literature or Writing)
- Family and Consumer Sciences Education
- French
Academic Programs & Institutes - Undergraduate

Geography
German
Health Education
History
Mass Communications
Mathematics
Music
Philosophy
Physical Education
Physics
Political Science
Public Administration
Spanish
Sociology
Textiles and Apparel
Theatre

Admission to the Professional Programs

Undergraduate students seeking admission to the School of Business, the School of Education, the Department of Nursing, or the Criminal Justice Program should submit applications to the appropriate school or department generally during the third semester of enrollment. The student should consult the section of this catalog pertaining to the area in which he or she is interested for specific requirements for admission to these areas and details in applying.

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 (3) academic years and the Georgia Institute of Technology for approximately two (2) 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.

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 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 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 at Georgia Tech 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.

The Dual Degree Program student will be required to complete a Georgia Tech 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 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. Such transfer credit shall not exceed more than one-half of the official study program at Georgia Tech.

The Evening/Weekend Studies Program
(http://www.nccu.edu/ewsp)

Patrick R. Todd, Director
telephone: (919) 530-7914
telefax: (919) 530-7915
e-mail: ptodd@nccu.edu

The Evening/Weekend Studies Program is dedicated to promoting the mission of the University by providing an intellectual campus environment during the evenings and weekends where traditional and nontraditional students may pursue a professional degree, certificates, or individual courses that will enhance their skills and knowledge as part of a lifelong learning process. Courses are offered at the undergraduate and graduate levels with some degree programs being offered in their entirety.

The Office of the Evening/Weekend Studies Program is in Room 102, Old Senior Dorm, located on Lawson Street (see Building # 19 at www.nccu.edu/map).

NOTE: Call first as this location will change in the near future.

Presently, the Evening /Weekend Studies Program offers courses in the following Undergraduate Studies:
• Accounting
• Business Administration (General Business)
• Computer Information Systems
• Computer Science
• Criminal Justice
• Early Childhood Education (B-K)
• Elementary Education*
• Hospitality and Tourism
• Mathematics
• Public Administration
• Middle Grades Education*
• NC Teach
• Social Work
• Teacher Licensure

*Field experiences and student internships are completed during regular, daytime school hours.
The Graduate/Professional Offerings include:
- Business Administration (MBA)
- Criminal Justice
- Earth Sciences
- Education Counseling (School, Agency, Career, Rehabilitation), Communication Disorders, Curriculum and Instruction (Elementary or Middle Grades), Educational Technology, School Administration, and Special Education
- English
- Family and Consumer Sciences (Licensure, Dietetic Internship Program)
- History
- Information Sciences
- Law (J.D.)
- Library Sciences
- Mathematics
- Physical Education and Recreation (Physical Education, Licensure, Athletic Administration, Recreation Administration, Therapeutic Recreation)
- Psychology
- Public Administration
- Sociology
- Joint J.D./M.L.S.
- Joint MBA/M.I.S.

Some other programs are currently being developed and will be initiated once they are approved. These are:
- Bioinfomatics
- Computer and Information Sciences

Other Evening Programs - Distance Education-University College
In addition to the above on-campus programs, the University College at NCCU offers many off-campus evening courses taught at various locations throughout the Triangle Area. For more information on these offerings and “e-Learning” opportunities, call 530-7442/6324/7593 or, see www.nccu.edu/univcoll/dised/courses.

Admission - Undergraduate
To be admitted as an undergraduate to the Evening/Weekend Studies Program, a student must meet the same requirements as any student applying to North Carolina Central University. Basically, he/she must have evidence of graduating from an approved or accredited high school, or possess a GED certificate and must complete and submit an official application to the Office of Undergraduate Admissions. There are two types of admission—as a regular, degree-seeking student or as a special student. Special students are allowed to take only up to 12 semester hours of course work. At that point they must obtain admission as a regular, degree-seeking student. For detailed information on freshman, special, transfer, returning, second degree, and international students and senior citizens, see the “Admissions” section of this catalogue. An application can be completed online, at the Admissions Office (corner of Lawson and Lincoln Sts.), or by calling Admissions at 919-530-6298 or 1-877-667-7533 and having one mailed.

For information on Military Personnel and Veterans of the Armed Forces of the United States, see the information in the “Admissions” section of this catalog.

Admission - Graduate/Professional
Applications for graduate/professional programs can be obtained by calling or visiting the Office of Graduate Studies, (919) 530-7396. Students can also contact the individual College/Schools, (College of Arts and Sciences or Schools of Business, Education, Law, and Library and Information Sciences) for applications and requirements. See the “Graduate Studies” catalog.

Academic Requirements
All students admitted to the Evening/Weekend Studies Program are required to meet the same academic and degree requirements as other students at North Carolina Central University. Consult the appropriate sections of the University Catalogue for information concerning academic policy and degree requirements. (See the section on “Academic Regulations.”)

Julius L. Chambers Biomedical/Biotechnology Research Institute
North Carolina Central University's Julius L. Chambers Biomedical/Biotechnology Research Institute (JLC-BBRI) is the culmination of years of intensive planning to expand the University's research capacity, particularly in the biomedical and biotechnology areas. The JLC-BBRI, a 40,000 square foot, state-of-the-art building, houses scientists working in an environment designed to support research in four broad areas: (1) cardiovascular diseases, (2) drug abuse, (3) cancer/environmental toxicology, and (4) genomics. In addition to modern research laboratories, the building includes an auditorium with capability for full motion videoconferencing, a science library, a molecular sciences core facility, a visualization and imaging laboratory, and several laboratories for conducting safety/efficacy studies. Academically strengthening activities sponsored by the JLC-BBRI are enhancing NCCU undergraduate and graduate curricula in areas such as Biology, Business, Chemistry, Environmental Science, Health Education, Human Science, Law, and Nursing.

Development of the JLC-BBRI was achieved through collaborations with Duke University, The University of North Carolina, 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. Continuing these relationships and establishing new cooperative ventures with research-related enterprises are important elements of the JLC-BBRI’s strategic approach to achieving its long-term vision.

The Institute for the Study of Minority Issues

On July 1, 1992, the Institute for the Study of Minority Issues became the operational name of the former Institute on Desegregation.

The Institute began in 1969 as The Center for the Study of Desegregation, with a series of meetings initiated by Dr. Albert N. Whiting, then President and now former Chancellor of North Carolina Central University.

The initial and subsequent meetings by faculty and staff members of North Carolina Central University and The University of North Carolina at Chapel Hill formed the basis from which a series of research studies and grants were developed. These initiatives served to focus attention and efforts towards resolving problems related to school desegregation. To reflect the mission and the research efforts of the faculty, the Center for the Study of Desegregation was changed to the Institute on Desegregation.

Twenty years later, in 1992, the Institute leadership began to develop a new set of strategies in response to transformations of societal institutions. Many of these changes resulted from mandated desegregation—the force that facilitated the emergence of the New South.

Subsequently, the name and mission of the Institute for the Study of Desegregation were changed to make its purpose more relevant and responsive to the issues facing minorities in the late twentieth and early twenty-first centuries.

Mission and Goals

The mission of the Institute for the Study of Minority Issues is to promote faculty, student and institutional research related to minorities, particularly African Americans, in the New South. The research addresses social and economic issues, health, education, and psychological, technological and environmental policies. The ISMI staff and members evaluate community development models, provide technical support, and conduct program evaluations for organizations and other institutions.

In pursuit of its goal to conduct research related to the New South, ISMI has set the following objectives:

- Developing research proposals which can be funded by outside agencies to obtain release time for NCCU faculty and faculty from other ISMI affiliated institutions;
- Serving as a clearinghouse for demographic materials, working papers, articles and curriculum guides;
- Disseminating research data and published reports to public and private institutions, agencies, schools and community organizations;
- Providing opportunities which involve students in research and training;
- Facilitating forums to discuss issues related to minorities in the New South, e.g. diversity, race relations, multicultural, and alternative schools; and
- Identifying and developing models, techniques, and approaches that are relevant to community

General Education Curriculum

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 analysis and analytical skills for the globally competitive, technologically-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 language.

A. 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.

B. 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)
   JAPN 1172 Japanese III (3)
   SPAN 1152 Spanish III (3)
   MFL 1182 Critical Languages (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 1070  College Algebra Concepts: Modeling with Technology (3)
   or MATH 1100  College Algebra and Trigonometry I (3)
   or One or two courses from below
   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 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)
- SCI 1220 Science Odyssey (4)

### 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)
  - HIST 1530 The Black Experience to 1865 (3)
  - HIST 1540 The Black Experience Since 1865 (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)

### 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)
  - GERM 2104 Introduction to German Civilization (3)
  - GERM 2105 Introduction to German Literature (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)

### 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)

### 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)

### 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 ENG 1250 (Elements of Speech) or ENG 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.
The University College

Tun Nyein, Acting Dean
telephone: (919) 530-7261
fax: (919) 530-5220
e-mail: tnyein@nccu.edu

General Description

The University College is composed of 6 divisions: (1) Distance Education/e-Learning, (2) Continuing Education, (3) Summer School and (4) Summer Academic and Sports Program (5) Evening and Weekend and (6) Community Engagement. Administrative offices are located in the new School of Education Building – University College Suite 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 108 of the Farrison-Newton Communications Building.

Distance education/e-learning instruction offers courses via academic programs and training (which may be taken for CEU credit) at sites away from the campus for non-degree and degree-related credit. These courses may be scheduled and executed at various times during the year. The University can award semester-hour credit to students enrolled in the Distance education division. 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 interactive video, the Internet, CD-ROM, videocassette, and computer-mediated instruction.

The Continuing Education Division 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. The activities or courses, offered generally by specific request, may be held at sites on or away from the NCCU campus and may be scheduled at various times during the year. Institutions, agencies and individuals are encouraged to contact the University College to arrange a planning session for the development of continuing education activities.

North Carolina Central University Summer School has its origin in the earliest history of the institution, beginning in 1910. Its primary goal is 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; 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, persons in professional fields who wish to keep abreast of new developments and trends. Additionally, the Summer School takes the opportunity to pioneer in the offering of new courses in the form of workshops and institutes to meet the community's particular needs. 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 mean admission as a degree-seeking student. Each non-NCCU student planning to attend NCCU during the summer must notify the Summer School Office of the University College of his or her desire to do so by completing and returning a Summer School application form.

Distance Education / E-learning Instruction

The Distance Education and e-Learning Division of the University College offer both credit and non-credit courses at various times during the academic year. These courses are held at sites away from the campus, and tuition for these activities is set by the University.

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 the Distance Education/e-Learning Division of the University College 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 the Distance Education/e-Learning Division of the University College 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 (SSA) 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. Paper FAFSA's may be obtained from high schools, colleges, universities, and libraries.

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.

Deadline

March 15
FAFSA (Free Application for Federal Student Aid) must be processed in order to be considered for the NC Student Incentive Grant and UNC Grant

April 1
Priority filing date for financial aid for the fall term or academic year

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

July 1
Signed Award Notification and Promissory Notes must be received by SSA in order for financial aid (grants and/or loan proceeds) to be available for fall registration

November 30
Priority filing date for students whose first enrollment is the spring term

December 1
Signed Award Notification and Promissory Notes must be received by SSA in order for financial aid (grants and/or loan proceeds) to be available for spring registration

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 statute 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.
- Students enrolled in colleges or universities on or before July 1, 1986.

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. If after July 1, 1986, the exempt student transfers, interrupts study for six (6) months or more, or graduates, the statute is applicable upon re-entry to a college or university.

The Student Health Service is an outpatient service available to all regularly enrolled students. Hours are 8 a.m. - 11 a.m. and 2 p.m. - 4 p.m., Monday through Friday. In emergency cases, students may contact the University Police after these hours. Services include medical consultations, laboratory services, minor surgical procedures, and physical therapy.

All registered students taking credit hours on campus will automatically be enrolled in the insurance plan during the official registration period. The premium, negotiated annually, will be added to each student’s account each term (including enrollment in summer sessions). Students who show evidence of valid insurance coverage may request a waiver of the insurance premium, if they feel they will not need coverage by our Student Health Services.

To request a waiver of the insurance premium, the following steps must be taken:

- Secure an insurance waiver form;
- Complete the form accurately and entirely;
- Show proof of coverage and obtain appropriate validation signature;
• Submit pink copy to Student Health Services;
• Submit the white form to Student Accounting located in Hoey Administration Building; and
• Retain the yellow copy for your records.

Students may inquire and receive the Insurance Waiver form from the Distance Education/e-Learning Instruction Division of the University College or Student Health Services.

Distance Education / E-Learning Instruction Academic Regulations

The academic regulations which govern students during the regular academic year are also applicable to 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. Recognizing that faculty training and support are pivotal to the full integration of technology into the learning process, the Faculty Den is devoted to training faculty in the use of multimedia and distance education technologies. The Den is responsible for the management of the Blackboard\textsuperscript{TM} Learning System. Faculty and students receive access to Blackboard through the Den staff. The Den is equipped with computers, scanners, printers, digital cameras, CD-ROM writers/recorders, and instructional software that faculty can use to enhance and develop course materials.

The Distance Education/e-Learning Division of the University College 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 student 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 Faculty Development Den at 530-7667.

Continuing Education

The Continuing Education Division 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 and/or an agency certification renewal. They include in-service training for teachers, health workers, and other professions; corporate-sponsored training; training programs for units of government or industry; and personal enrichment programs and courses.

Some of the programs offered by the University College's Division of Continuing Education include International Trade, Computer Skills, SAT Preparation Workshops, Conversational Spanish, English as a Second Language, and Non-Profit Management. Programs or courses that are requested by an agency or organization are held at sites on or away from the University's main campus and are customized to meet the specific needs of the customer.

Among the ongoing programs in the University College's Continuing Education Division are the Summer Enrichment Academic Program (SEAP) and Chautauqua Conference.

Summer Enrichment Academic Program (Seap)

The SEAP is a three-week, intensive, pre-college program that introduces high school students to a college environment. These students attend scheduled classes designed to meet their cognitive skills. It is designed to enhance student performance in English, technology, mathematics, and SAT test preparation.

The program also offers supplemental activities in study habits and skills, counseling, research, and recreation. Interested persons are encouraged to contact the University College for more information.

Summer School

Admission to Summer School
The North Carolina Central University Summer
School is open to all students. Students who are not enrolled in an NCCU degree program must be formally admitted for summer-only study through the Summer Sessions 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**

Since the Summer School 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.

Refunds will be made only at the end of Summer School. 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. 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. A written request for a refund should be submitted to the Dean of the University College.

**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.

A student who plans to reside on campus should file a housing application along with a $5 deposit for each session that housing is desired. This application is available from the Residential Life Office and should be filed with the Bursar’s Office by May 1. The Bursar must have a separate application and $5 (cash, official checks or money orders only) for each session the student plans to attend. The deposit is credited to the student’s account for the session in which it is submitted. Students should claim their room reservations by midnight on the last day of registration for the session they plan to attend. Students unable to meet the deadline should send a letter of explanation to the Office of Residence Operations in order to have the room held. Failure to observe this deadline will forfeit both the room reservation and deposit, and the room can be assigned to another student. Living accommodations are not available on campus for married couples or for children of students.

**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. The Department of Education will forward a paper Student Aid Report to the address listed on the FAFSA and an electronic file to the institution within 3 to 4 weeks. Applicants must 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 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 June 30th. The deadline date for the FAFSA appears prior to the start date for the second session of summer school.

Also, students interested in receiving a Stafford loan must complete the master promissory note and entrance loan counseling session online at http://dienote.ed.gov.

**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 who have registered for summer school. The applications will be available on March 15th.

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 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.
An initial award notification will be printed and mailed to each student; however, revisions will not be printed or mailed. Students may view updates and changes to financial aid awards online at www.nccu.edu; select Web for students.

**Summer School Meals**

The 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. It is required that all undergraduates living on campus participate in a campus meal plan. Meal plans may be purchased in the Cashier’s Office, 012 Hoey Administration Building.

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 and visiting faculty and staff who do not pay a parking fee during the regular academic year must purchase a parking permit for their vehicles at a cost of $35 for faculty and staff and $25 for students. Parking permits are available in the Cashier’s Office.

**Summer School Student Health Services**

The Student Health Service is an outpatient service available to all regularly enrolled students. Hours are 8 a.m. - 11 a.m. and 2 p.m. - 4 p.m., Monday through Friday. In emergency cases, students may contact the University Police after these hours. Services include medical consultations, laboratory services, minor surgical procedures, and physical therapy.

**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 and the Dean of the University College.

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, and/or to make any other changes in Summer School courses or instructors that are deemed necessary.

**Summer Academic and Sports Program**

The Summer Academic and Sports Program serves over 1,200 students through educational and service activities designed for diverse groups ranging from children to older adults. North Carolina Central University (NCCU) seeks to expand on-campus instruction through a variety of academic and enrichment opportunities, to make more effective use of its facilities year-round, to increase the number of future students and institutional supporters, and to utilize fully the talents of faculty and staff.

In keeping with the University’s public service mission, NCCU offers an outreach program of academic enrichment opportunities and challenging recreational activities for children, youth and adults. Furthermore, the Summer Academic and Sports Program aims to compliment the diverse educational and cultural environment of the University, capitalize on existing resources and particular strengths, and enhance relations between the University and community.

**Registration Information**

A $50.00 non-refundable fee is required to guarantee placement in all fee-related activities. The fee shall be applied towards the cost of the activity. All registrations received by March 31 of each year, will receive a 10% discount.

Cancellations received within ten (10) working days prior to the activity will be granted a refund, minus the $50.00 non-refundable administrative fee. Cancellations received after the ten-day period are non-refundable but funds may be applied to another camp or activity.

In the event that a camp or activity is canceled, a full refund may be made in 4-6 weeks or fees may be transferred to another camp.

**Methods of Registration**

Registration begins February 1 of each year. Students may call (919) 530-6324 or 530-7621 between the office hours of 8:00 a.m. and 5:00 p.m. After office hours and weekends, students may leave registration information on voice mail.

To register via fax, students should dial (919) 530-5220 and call to confirm transmission.

To register via the Web, students should enter our web address: www.nccu.edu/univcoll/ and follow the appropriate prompts.

A confirmation letter will be mailed to you after your registration materials are received.
Undergraduate Programs

College of Liberal Arts
College of Science and Technology
College of Social Sciences and Behavioral Studies
School of Business
School of Education
Reorganization of the College of Arts and Sciences

The College of Arts and Sciences was divided into three colleges the College of Liberal Arts, the College of Science and Technology, and the College of Social Sciences and Behavioral Studies, effective August 2006. As a result of the restructuring of the college of Arts and Sciences a more effective and efficient operation of departments will be evident with enhancements of the following areas:

- Direct reporting of resource needs and resources to the Vice Chancellor for Academic Affairs
- Increase in retention and graduation rates through consistent and persistent advising
- External funding opportunities within colleges and between colleges
- Better execution of reports and data analysis
- Improved budgeting and management operations
- Increase in degree offerings (BS, MS, & PhD), course development and concentration areas
- More mutual accountability
- Increase in scholarship efforts within and between the Colleges

Mission and Goals

The three Colleges comprise the principal academic units of North Carolina Central University. Through their departments, these Colleges provide the General Education Curriculum (GEC), the degree programs in the liberal arts and sciences and social sciences, and other special and professional programs, both graduate and undergraduate. These Colleges are committed to a continuing search for excellence in these programs so that it may serve well the many and diverse needs of their students.

In keeping with the heritage of the University as expressed in its motto, the Colleges will engage in the search for truth through research, community involvement, and scholarly activity, as well as use their resources to serve humanity. To fulfill their mission, the Colleges will secure and develop faculty who are dedicated to the pursuit of excellence in teaching and in service and who are strongly committed to the full development of their students. The Colleges will seek and nurture students who will strive for excellence, and acquire and maintain the best possible resources to support programs of high quality. Through student and service programs, the Colleges will strive to serve the needs of society. The accomplishment of this mission will be confirmed by the continuing record of achievements and contributions by both students and faculty of the three Colleges.

**Goal 1:** To recruit, enroll, retain, and graduate students.

**Goal 2:** To improve academic advising.

**Goal 3:** To provide a favorable academic environment for student learning, research, and service.

**Goal 4:** To provide support for faculty to pursue excellence in teaching, in research, and in service.

**Goal 5:** To provide the support system which will enable students to enter, to participate in, and to complete programs of study consistent with their needs and the needs of society.

**Goal 6:** To develop, through the teaching, research, and service functions of the College, interactive relations with other components of the University and with institutions, agencies and private firms of North Carolina and the nation.

**Goal 7:** To facilitate, administer, develop, and implement procedures and policies to achieve all goals.

Major Departments And Programs

Art  
Biology  
Chemistry  
Criminal Justice  
English and Mass Communication  
Environmental Science  
Geography and Earth Sciences  
Health Education  
History  
Human Sciences  
Mathematics and Computer Science  
Modern Foreign Languages  
Music  
Nursing  
Physical Education and Recreation  
Physics  
Political Science  
Psychology  
Public Administration  
Social Work  
Sociology  
Social Work  
Theatre
College of Liberal Arts

Dr. Linda Norflett, Interim Dean
telephone: (919) 530-6794
fax: (919) 530-6790
e-mail: lnorflett@nccu.edu

Aerospace Studies
Art
English & Mass Communication
General Education Curriculum (GEC)
History
Modern Foreign Languages
Military Science
Music
Theatre
Academic Departments and Programs

Aerospace Studies

M. Jay Delaney, Director of Undergraduate Studies
telephone: (919) 660-1862
g: (919) 660-1871
e-mail: jnds@duke.edu

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 offers a four-year and a two-year curriculum leading to a commission as a second lieutenant. 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 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.

AFROTC courses are currently taught at Duke University, and freshman and sophomore classes are offered at North Carolina Central University. Students will register for these classes at NCCU just as they do for any other course. Leadership Laboratory is mandatory for all Air Force ROTC cadets and must be taken each semester.

Cadets may compete for two- and three-year scholarships. These scholarships pay up to full tuition, books, and a monthly tax-free stipend of up to $400. All members of the POC receive the nontaxable stipend. Upon graduation, all cadets are assigned to active duty with the US Air Force for a period of at least four years. Direct inquiries to the Department of Aerospace Studies, 303 North Building (Duke’s west campus), (919) 660-1862.
Art

Melvin J. Carver, Chairperson
telephone: (919) 530-6391
fax: (919) 530-7632
e-mail: mcarver@nccu.edu

The goals of the Department of Art are: (1) to assure 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 insure that students meet the requirements of accrediting agencies and professional groups, (4) to offer programs that provide high returns on college investments.

The Art Education Program is designed to prepare the student for a career in the teaching of art at the elementary and secondary levels. The student who completes this program receives an 'A' teaching certificate in art.

The General Art Program contains three concentrations: 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.

The 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

Art Education Program:
1. A minimum of 124 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).

3. Art core requirements: ART 1200, 1500, ARTF 2110, 2120, 2310, 2320.

4. Art Education Program requirements: ARTE 2610, 2620, 3610, 4610, and 4620; ARTF 3210, 3410, 3510, 3710, and 4310; one course in Art History to be selected from either ART 2010, 2020, 3010, or 3020; ARTF 3210, 3410, 3510, 3710, 4310, and EDU 2800, 3000, 3010, 3020, 3210, 3310, 3330, 3350, 3370, 4101, 4202, and 4520.

5. Completion of courses from one of the following three art areas:
   3-D: ARTE 3710, 3720, ARTF 3410, 3510, and either 3420 or 3520.
   Graphics: ARTF 2830, 2150 and 4320
   Drawing/Painting: ARTF 3100, 3210, 3220, and either 3410 or 4200.

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. Freshman and sophomore years: Completion of the General Education Curriculum (GEC).

3. Core requirements: ART 2110, 2120, 2310, 2320, 1200, 1500.

4. Visual communications concentration requirements: ARTV 2150, 2830, 3150, 3800, 3830, 3810, 3820, 3850, 3860, 4150, 4820, 4840, 4880, ENGM 3580 and a 3hrs Mass Communications 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 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 1200, 1500, 2110, 2120, 2310, and 2320.

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. 15 hours of general art electives for a total of 60 art hours.

Non-art majors may be admitted to art courses with the consent of the instructor.
## Four-Year Curriculum Plan for Art Education with a Concentration in Graphics

### Freshman Year

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### Senior Year

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*Fall Only **Spring Only
Four-Year Curriculum Plan for Art Education with a Concentration in Painting/Drawing

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*Fall Only     **Spring Only

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*Fall Only     **Spring Only
### Four-Year Curriculum Plan for Art Education with a Concentration in Sculpture and Ceramics

#### Freshman Year

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<td>ART 1500 Survey of Art* 3</td>
<td>ART 1200 African Amer Art 3</td>
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<td>ARTF 2110 Drawing I 3</td>
<td>ARTF 2120 Drawing II** 3</td>
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#### Sophomore Year

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<td>ARTE 2610 Art Education I* 3</td>
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<td>ARTF 3410 Ceramics I 3</td>
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<td>ARTE 4610 Education III* 3</td>
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*Fall Only

**Spring Only
## Four-Year Curriculum Plan for Studio

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*Fall Only  **Spring Only

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*Fall Only  **Spring Only
## Four-Year Curriculum Plan for Visual Communications

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*Fall Only

**Spring Only
### Four-Year Curriculum Plan for General Art Concentration

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*Fall Only  
**Spring Only
The Department of English and Mass Communication offers programs of study leading to baccalaureate degrees in English and in Mass Communication. The Department also offers a graduate program leading to the Master of Arts in English and the Master of Arts in English with Licensure. A major in English or 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. The Department's offerings and related activities in English seek to enhance students' understanding of vital cultural and aesthetic achievements of writers throughout the ages. Mass Communication majors specialize in the theory and practice of print and broadcast media. The Department is also responsible for the Philosophy curriculum.

Students majoring in English or Mass Communication must complete one of the concentrations in the academic program. The academic concentrations for the English major include (1) Literature and (2) English Education. The concentrations for the Mass Communication major are (3) Journalism, (4) Broadcast Media, and (5) Communication Studies. These concentrations share a core of required courses in English and American literature and language.

Students may minor in Literature, Writing, Mass Communication or Philosophy. The courses required for the minor are listed elsewhere in this document.

Composition courses offered in the General Education Curriculum are required of all NCCU students. Students majoring in English or Mass Communication must complete ENG 1110 English Composition I, ENG 1210 English Composition II, and ENG 1250 Elements of Speech or English 2200 Public Speaking; however, these communication skills courses do not count in the required credit hours for the major or the minor in English or in Mass Communication.

Students who are majoring in English must earn the grade of C or better in ENG 1110, 1210, 1250 or 2200, 1300, 1400 and 1500. Students who are majoring in Mass Communication must earn the grade of C or better in ENG 1110, 1210, 1250 or 2200, 1500, and MSCM 2400. The grade of C or better must be obtained in these courses before students are eligible to register for upper level ENG and MSCM courses for which these courses are prerequisites.

The Department of English and Mass Communication 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.

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 G.P.A. of 2.0. Students must earn grades of C or better in the following courses: ENG 1110, 1210, 1250 or 2200, 1300, 1400, 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 (GEC) 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 ENG 1250 or ENG 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, 3400, 3410, 3420, 4000, 4300
   d. ENG 4110 or 4120
   e. ENG 4320 or 4420
   f. Two electives to be selected from the following: English 3505; 3605; 3700 or 3800; 4200; 4700; a second course in the novel; a second course in drama

Course Requirements Of A Bachelor Of Arts In English, English Education

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 G.P.A. of 2.5. Students must earn grades of C or better in the following courses: ENG 1110, 1210 or 2200, 1300, 1400, 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 (GEC) Program as detailed elsewhere in this
catalog. ENG 1110, 1210 or 2200 and 1250 must be completed with a grade of C or better. English Education majors must take ENG 1250 or ENG 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, 1400, and 1500 (Each must be completed with a grade of C or better.)
   b. ENG 2310 and 2320
   c. ENG 2115 or 4000
   d. ENG 3110, 3120, 3310, 3320, 3420, 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, 4950
   b. EDU 4109 and 4209

4. Earn a passing rate on the PRAXIS Examination.

**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 English (ENG) courses and Mass Communication (MSCM) courses with a minimum G.P.A. of 2.0. Students must earn grades of C or better in the following courses: ENG 1110, 1210, 1250 or 2200, 1500, MSCM 2400 and MSCM 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 (GEC) 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 ENG 1250 or ENG 2200 to meet the "speaking intensive" requirement of the General Education Curriculum.

3. Complete the following core English requirements:
   a. ENG 1500 (Must be completed with a grade of C or better.)
   b. ENG 2310 or 2320
   c. ENG 3110
   d. ENG 3310 or 3320
   e. ENG 3300 or 4000
   f. ENG 3410 or 3420

4. Complete the following Mass Communication core and program requirements:
   a. MSCM 2400, 2430, 2440, 3570, 3580, 4600, 4610, 4620
   b. Choose two concentration electives from the following: MSCM 2460, 2470, 2480, 3450, 3460, 3500, 3505, 3540, 3560, 3590, 3600, 3610, 4625, 4630, 4635, 4640, 4641, 4645, 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 English (ENG) courses and Mass Communication (MSCM) courses with a minimum G.P.A. of 2.0. Students must earn grades of C or better in the following courses: ENG 1110, 1210, 1250 or 2200, 1500, MSCM 2400 and MSCM 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 (GEC) 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 ENG 1250 or ENG 2200 to meet the "speaking intensive" requirement of the General Education Curriculum.

3. Complete the following core English requirements:
   a. ENG 1500 (Must be completed with a grade of C or better.)
   b. ENG 2310 or 2320
   c. ENG 3110
   d. ENG 3310 or 3320
   e. ENG 3300 or 4000
   f. ENG 3410 or 3420

4. Complete the following Mass Communication core and concentration requirements:
   a. MSCM 2400, 2430, 2440, 3510, 3520, 3525, 4600, 4610, 4620, 4645
   b. Choose two concentration electives from the following: MSCM 2105, 2460, 2470, 2480, 3450, 3460, 3500, 3505, 3535, 3540, 3590, 3600, 3610, 4150, 4630, 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 English (ENG) courses and Mass Communication (MSCM) courses with a minimum G.P.A. of 2.0. Students must earn grades of C or better in the following courses: ENG 1110, 1210, 1250 or 2200, 1500, MSCM 2400, and MSCM 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 (GEC) Program as detailed elsewhere in this catalog. ENG 1110 and 1210 must be completed with a grade of C or better. Mass Communications majors must take ENG 1250 or ENG 2200 to meet the “speaking intensive” requirement of the General Education Curriculum.

2. Complete the following core English program requirements:
   a. ENG 1500 (Must be completed with a grade of C or better.)
   b. ENG 2310 or 2320
   c. ENG 3110
   d. ENG 3310 or 3320
   e. ENG 3300 or 4000
   f. ENG 3410 or 3420

3. Complete the following Mass Communication core and concentration requirements:
   a. MSCM 2400, 2430, 2440, 4600, 4610, 4620
   b. Choose Six concentration electives from the following: MSCM 2105, 2460, 2470, 2480, 3450, 3460, 3500, 3520, 3525, 3535, 3560, 3590, 3600, 3610, 4105, 4650, 4670, 4680
   c. General electives

For all concentrations in the Department of English and Mass Communication, variations are possible as long as prerequisites are met.
Note: Community Service Hours requirement must be met each semester.

Minors in English and Mass Communication

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 English 1110, 1210, 1250 or 2100, 1300, 1400, and 1500 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 English 1110, 1210, 1250 or 2200, and 1500 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 Writing:
   a. ENG 1500 and 3120
   b. ENG 2115 or 3110
   c. ENG 3700 or 3800
   d. Choose any three courses (that have not been chosen above) from the following courses: ENG 2105, 2115, 2200, 3110, 3700, 3800, 4105; MSCM 2440, 3520, 3525, 3540; Drama 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 2100, 2110, 2120, 3120, 3210, 3220, 4210.

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 MSCM 2400 and MSCM 2440 before students are eligible to register for courses for which these courses are prerequisites.

The following courses are required for the minor in Mass Communication:
   a. MSCM 2400, 2430, 2440, 4610
   b. Two MSCM electives
   c. One production course: MSCM 3520, 3525, 3570, or 3580
Four-Year Curriculum Plan in English, Literature Concentration

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<td>or ENG 2200 Public Speaking</td>
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*General Education Curriculum
**Based on Placement Results

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<th>Spring Semester</th>
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<td>ENG 1300 World Literature I</td>
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<td>ENG 3400 Junior-Senior Seminar</td>
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<td>ENG 3310 American Literature I</td>
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<td>**ENG 4110 The 19th-Century Novel</td>
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<td>**ENG 4320 English Drama</td>
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Minimum number of hours needed for graduation =124
**ENG 4300, Shakespeare, may be taken in either semester. Only one of the two courses in the novel is required; similarly only one of the two courses in the drama is required. Concentrators must take electives to replace the courses not selected in a given semester in order to meet the requisite number of hours.

***A concentrator must complete two from this list of English electives: ENG 3505, Women’s Literature; ENG 3605, Contemporary Literature; ENG 3700 Creative Writing-Prose or ENG 3800, Creative Writing-Poetry; ENG 4200, Modern African Literature; ENG 4700, 20th-Century British Literature; a second course in drama (ENG 4320, 4420); a second course in the novel (ENG 4110, 4120).
Four-Year Curriculum Plan in English, English Education Concentration

GPA required = 2.5 or above

**Freshman Year**

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<td>or ENG 2200 Public Speaking</td>
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**Sophomore Year**

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<td><strong>Pass PRAXIS I; Admission to SOE</strong></td>
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**Junior Year**

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<td>EDU 4020 ESL &amp; Second Language Literacy</td>
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**Senior Year**

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<td>EDU 4109 Methods &amp; Materials in Teaching English</td>
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<td>EDU 4209 Directed Teaching of English</td>
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<td>EDU 3150 Instructional Planning</td>
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<td>EDU 3170 Assessment of Learning</td>
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Minimum Number of Hours Needed for Graduation = 124
Four-Year Curriculum Plan in Mass Communication, Broadcast Media Concentration

*General Education Curriculum

**FRESHMAN YEAR**

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<td>HEDU 1531 Health</td>
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<td>or ENG 2200 Public Speaking</td>
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**SOPHOMORE YEAR**

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<td>MSCM 2440 Reporting and Writing</td>
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**SENIOR YEAR**

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Minimum Number of Hours Needed for Graduation = 124
### Four-Year Curriculum Plan in Mass Communication, Journalism Concentration

#### Freshman Year

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<td>ENG 1250 Elements of Speech</td>
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<tr>
<td>HEDU 1531 Health</td>
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<td>or ENG 2200 Public Speaking</td>
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#### Sophomore Year

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#### Junior Year

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Minimum Number of Hours Needed for Graduation = 124
### Four-Year Curriculum Plan in Mass Communication, Communication Studies Concentration

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<td>MSCM Concentration Electives</td>
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<td>ENG or MSCM Electives</td>
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Minimum Number of Hours Needed for Graduation = 124
Philosophy

Contact:
Louise Maynor, Chairperson
Department of English and Mass Communications
telephone: (919) 530-6221
fax: (919) 530-7991
e-mail: lmaynor@nccu.edu

Although not available as a major, Philosophy is available as a minor, and Philosophy courses are among the requirements for the General Education Curriculum and for certain majors. The courses also provide valuable skills and knowledge as electives. The course offerings are administered by the Department of English and Mass Communications.
The Department of History offers a major and minor in history at the baccalaureate level. The primary mission of the department is to 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. 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 for 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 Curriculum. 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.
   j. Concentration (24 hours). At least 9 hours must be in the same area.
      a. African American Studies
      b. African Diaspora
      c. Anthropology
      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. Mass Communications
      m. Psycho History
      n. Public Speaking / Reporting

4. Double Major (at least 24 hours)
   a. Criminal Justice
   b. English-Literature
   c. Mass Communications-Journalism
   d. Mass Communications-Communication Studies
   e. Geography
   f. Health Education
   g. Family and Consumer Sciences
   h. Modern Foreign Languages-French
   i. Modern Foreign Languages-Spanish
   j. Political Science
   k. Psychology
   l. Sociology

Minor in History

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. Freshman and sophomore years complete the General Education Curriculum. See the “General Education” section in this catalog.
3. A minimum GPA of 2.0 is required for the major.
4. 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” or “F” grades must be repeated.
History, Secondary Education

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 Curriculum. See the “General Education” section in this catalog.
3. Complete the following courses:
   a. POLS 2100 or 2120.
   b. GEOG 1000 or 1100 or 2100.
   c. ECON 2200 or 2300.
   d. BIOL 1101 or 1201 or CHEM 1100.
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, 3020, 3120, 3130, 3150, 3170, 4114, 4214.
   c. A GPA of 2.0 is required for the major.
### Four-Year Curriculum Plan in History

#### Freshman Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
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<td><em>ENG 1110 English Comp</em></td>
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<td><em>HUSC 1521 Dimens of Learning</em></td>
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<tr>
<td></td>
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#### Sophomore Year

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<tr>
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<td>HUM GEC Requirement</td>
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<td>HIST 2220 U.S. Since 1865</td>
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<td>ENG 1250 Speech (SI)</td>
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#### Junior Year

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<td>HIST Afri/Eur/Lat Am Hist</td>
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#### Senior Year

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*GEC=General Education Curriculum
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 Mathematics Requirements.
Total Minimum Credit Hours = 126
### Four-Year Curriculum Plan in History, Licensure

#### FRESHMAN YEAR

<table>
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<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
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<tbody>
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<td>*ENG 1110 English Composition</td>
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<td>*HIST 1320 World Societies</td>
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<td>*HUSC 1521 Dimensions of Learn</td>
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<td>*HUM Arts &amp; Humanities I or II</td>
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<tr>
<td>*PEDU 1541 Fitness</td>
<td>2</td>
<td>*HEDU 1531 Health</td>
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<td>MATH GEC Requirement</td>
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<td>HIST 2210 U.S. History to 1865</td>
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#### SOPHOMORE YEAR

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<td>HUM GEC Requirement</td>
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#### JUNIOR YEAR

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<td>SOCI 2000 or 2100</td>
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<td>HIST European History</td>
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<td>HIST Elective</td>
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<td>HIST African/African Amer</td>
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<tr>
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<td>EDU 3150 Applicat &amp; Theories</td>
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<td>EDU 3010 Human Growth</td>
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<td>POLS 2100 American Gov</td>
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#### SENIOR YEAR

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<td>EDU 4126 Meth &amp; Materials</td>
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<td>EDU 3120 Intro. To Except.</td>
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<td>EDU 3130 Cultural Diversity</td>
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<td>ECON 2200/2300</td>
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*GEC=General Education Curriculum
SI = Speaking Intensive Course
WI= Writing Intensive Course
Total Minimum Credit hours = 126

**Placement scores will determine if students are required to complete MFL I or II before MFL III and MATH 1000 before the GEC Mathematics Requirements.
The Department of Modern Foreign Languages offers the B.A. degree in French and in Spanish (with or without licensure); a Minor in French, German and Spanish; and courses in Elementary Japanese. The department thus not only prepares students who are interested in being certified as foreign language teachers, but also those who are planning any professional career in which knowledge of foreign languages and cultures is essential or desirable or who intend to pursue graduate work in the fields of foreign literatures and linguistics.

French 1142, Spanish 1152, German 1162, and Japanese 1172 satisfy the foreign language requirement of the General Education Curriculum. They develop functional communication skills in 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 of that language. Students with less than two years of preparation and those wishing to begin a new language should register for either French 1140, Spanish 1150 or German 1160. Enrollment in Japanese 1170, 1171 or 1172 is by permission of the Modern Foreign Language Department only. Interested students must make an appointment with the department chair to obtain permission.

Teacher Education. Students who want to become French or 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 French or 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 for the Bachelor of Arts in French**

General French Program (Non-Certification)
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 beyond the 2100 level, including a senior seminar. They must also take 15 additional hours of advised electives. (These are waived for double majors such as Criminal Justice and French.
   a. FREN 2200, 2300, 3000, 3080, 3100, 3110, 4110, 4200, 4210 or 4220, and 4800
   b. One course from the following: FREN 4210 or 4220, 4230, 4300, 4400, 4420, 4500, 4600, 4610, 4900
   c. FREN 4700 Study Abroad with variable credit may apply.

French, Secondary Education Program (Certification):
1. Complete a minimum of 124 semester hours with a cumulative GPA of 2.5 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 beyond the 2100 level, including a senior seminar. (The 15 additional hours of advised electives are waived for double majors such as Criminal Justice & French and for the Teacher Education Option).
   a. FREN 2200, 2300, 3000, 3080, 3100, 3110, 4110, 4200, either 4210 or 4220, 4800.
   b. one course from the following: FREN 4210 or 4220, 4230, 4300, 4400, 4420, 4500, 4550, 4900.
   c. FREN 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.

**Course Requirements for the Bachelor of Arts in Spanish**

General Spanish Program (Non-Certification):
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 beyond the 2100 level, including a senior seminar. They must also
The Minor in French, German, or 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 French, German, or Spanish consists of at least 21 semester hours in the target language. This includes the first two General Education Curriculum (GEC) courses (or placement course) plus five additional courses. In French and Spanish, the GEC course should be followed immediately by the 2100 and 2200 courses. In German, the GEC courses may be followed by any 2000-level German course.

International Studies in Modern Foreign Languages

Students at NCCU may register for off-campus classes in critical languages that are not offered on our campus. Opportunities for study abroad are also available.
- Foreign Language 4600 (FL4600) Off Campus.
- Foreign Language Study (variable credit)
- French 4700 Study Abroad Programs
- Spanish 4700 Study Abroad Programs
- German 4700 Study Abroad Programs

Spanish, Secondary Education Program (Certification):
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 2100 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 additional course from the above choices or from other SPAN courses above SPAN 2100.
   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.

Spanish, Secondary Education Program (Certification):
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 2100 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 additional course from the above choices or from other SPAN courses above SPAN 2100.
   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.
### Four-Year Curriculum Plan in French Without Licensure

#### Freshman Year

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<td>ENG 1110 English Comp I</td>
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<td>FREN 1142 GEC French III</td>
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<td>FREN 2100 Inter French I</td>
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<td>MATH GEC Math I</td>
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<td>SOCI GEC Soc Science II</td>
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<tr>
<td>SOCI GEC Social Science I</td>
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<td>MATH 1531 GEC Math II</td>
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<tr>
<td>HUSC 1521 Dimensions of Learn</td>
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<td>HEDU 1531 Health</td>
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#### Sophomore Year

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<td>FREN 2200 Inter French II</td>
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<td>SCI GEC Science I</td>
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#### Junior Year

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<td>FREN 4110 Adv Gram &amp; Comp</td>
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<td>FREN 3100 Oral/Written Exp I</td>
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<td>FREN 3110 His/Civ</td>
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#### Senior Year

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<tr>
<td>FREN 4210/4220 Survey Fren Lit</td>
<td>3</td>
<td>FREN 4800 Senior Seminar</td>
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33 Credit hours are required in French.
TOTAL CREDIT HOURS: 124
Students must also complete 15 credit hours of Area Electives.
## Four-Year Curriculum Plan in French with Licensure

### Freshman Year

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<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>ENG 1110 English Comp I</td>
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<td>FREN 1142 French III</td>
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<tr>
<td>MATH GEC Math I</td>
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<td>HUSC 1521 Dimensions of Learn</td>
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### Sophomore Year

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<tbody>
<tr>
<td>ENG 1250 Elements of Speech</td>
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<td>HUM GEC Arts &amp; Hum II</td>
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<td>FREN 2200 Inter French II</td>
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<td>FREN 2300 Francophone Lit.</td>
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<td>3</td>
<td>FREN 3000 Phonetics</td>
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<td>EDU 2600 Orientation to Teach</td>
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<td>EDU 2800 Comp/Instru Tech</td>
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<td>EDU 3000 Ed Psychology</td>
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<td>EDU 3010 Hum Growth/Devel</td>
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<tr>
<td>HIST 1320 World Societies</td>
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<td>SCI GEC Science I</td>
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### Junior Year

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<th>Fall Semester</th>
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<tbody>
<tr>
<td>FREN 3080 Syntax/Comp</td>
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<td>FREN 4110 Adv Gram &amp; Comp</td>
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<tr>
<td>FREN 3100 Oral/Wr Prac</td>
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<td>FREN 3110/3120 Hist/Civ</td>
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<td>EDU 3020 Foundations</td>
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<td>EDU 3150 Instruc Planning</td>
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<td>EDU 3170 Assessment</td>
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### Senior Year

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<tbody>
<tr>
<td>FREN 4210/4220 Survey Span Lit</td>
<td>3</td>
<td>FREN 4800 Senior Seminar</td>
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<td>FREN Elective</td>
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<td>EDU 4950 SpecTopics/2nd Lan</td>
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<td>EDU 4110 Mat/Meth K-12</td>
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</table>

**TOTAL CREDIT HOURS: 124**

33 credit hours are required in Spanish.
# Four-Year Curriculum in Spanish Without Licensure

### Freshman Year

<table>
<thead>
<tr>
<th></th>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>ENG 1110</td>
<td>English Comp I</td>
<td>3</td>
<td>ENG 1210</td>
<td>English Comp II</td>
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<td>SPAN 1152</td>
<td>GEC Span III</td>
<td>3</td>
<td>SPAN 2100</td>
<td>Inter Span I</td>
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<tr>
<td>MATH</td>
<td>GEC Math I</td>
<td>3</td>
<td>SOCI GEC</td>
<td>Social Science</td>
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<tr>
<td>SOCI</td>
<td>GEC Social Science I</td>
<td>3</td>
<td>MATH GEC</td>
<td>Math II</td>
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<td>HUSC 1521</td>
<td>Dimensions of Learn</td>
<td>2</td>
<td>HEDU 1531</td>
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### Sophomore Year

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<tbody>
<tr>
<td>ENG 1250</td>
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<td>3</td>
<td>HUM GEC</td>
<td>Arts &amp; Hum II</td>
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<tr>
<td>SPAN 2200</td>
<td>Inter Span II</td>
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<td>SPAN 2300</td>
<td>Hispanic Lit</td>
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<tr>
<td>HUM 1541</td>
<td>GEC Arts &amp; Hum I</td>
<td>3</td>
<td>SCI 1320</td>
<td>GEC Science</td>
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<tr>
<td>PEDU 1521</td>
<td>Fitness</td>
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<td>HIS 1320</td>
<td>World Societies</td>
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<tr>
<td>Area Elective</td>
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<td>SCI 1320</td>
<td>Area Elective</td>
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### Junior Year

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<tr>
<td>SPAN 3080</td>
<td>Syntax/Comp</td>
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<td>SPAN 3210/3220/3300</td>
<td>Lit/Afro-His Lit</td>
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<td>SPAN 3100</td>
<td>Oral/Written Prac</td>
<td>3</td>
<td>SPAN 4110</td>
<td>Adv Gram &amp; Comp</td>
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<tr>
<td>SPAN 3110/3120</td>
<td>Latin Am Cult</td>
<td>3</td>
<td>SPAN 4200</td>
<td>Oral/Writ Exp II</td>
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### Senior Year

<table>
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<th>Fall Semester</th>
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<th>Credits</th>
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<td>SPAN 4210/4220</td>
<td>Survey Span Lit</td>
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<td>SPAN 4800</td>
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<td>SPAN</td>
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33 Credit hours are required in Spanish.
TOTAL CREDIT HOURS: 124
Students must also complete 15 credit hours of Area Electives.
# Four-Year Curriculum Plan in Spanish with Licensure

## Fresman Year

<table>
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<tr>
<th>Fall Semester</th>
<th>Credits</th>
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<td>ENG 1110 English Comp I</td>
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<td>SPAN 1152 GEC Span III</td>
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<td>MATH GEC Math I</td>
<td>3</td>
<td>SOCI GEC Soc Science II</td>
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<tr>
<td>SOCI GEC Social Science I</td>
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<td>MATH GEC Math II</td>
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<tr>
<td>HUSC 1521 Dimensions of Learn</td>
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<td>HEDU 1531 Health</td>
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<td>PEDU 1541 Fitness</td>
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## Sophomore Year

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<th>Fall Semester</th>
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<tr>
<td>ENG 1250 Elements of Speech</td>
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<td>HUM GEC Arts &amp; Hum II</td>
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<td>SPAN 2200 Inter Span II</td>
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<td>SPAN 2300 Hispanic Lit</td>
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<td>EDU 2600 Orientation to Teach</td>
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<td>EDU 3010 Hum Growth/Devel</td>
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<td>SCI GEC Science I</td>
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<td>HIST 1320 World Societies</td>
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## Junior Year

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<tr>
<td>SPAN 3080 Syntax/Comp</td>
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<td>SPAN 3100 Oral/Written Prac</td>
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<td>SPAN 4110 Adv Gram &amp; Comp</td>
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<td>SPAN 3110/3120 Hist/Civ</td>
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<td>SPAN 4200 Oral/Written Exp II</td>
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<td>SCI GEC Science II</td>
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<td>EDU 3150 Instruc Planning</td>
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## Senior Year

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<tbody>
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<td>SPAN 4800 Senior Seminar</td>
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<td>SPAN Elective</td>
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<td>EDU 4110 Mat/Meth K-12</td>
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<tr>
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</table>

TOTAL CREDIT HOURS: 124

33 credit hours are required in Spanish.
Military Science (Army ROTC)

Major Gary Hill, Chairperson
telephone: (919) 530-7195
fax: (919) 530-7194
e-mail: ghill@nccu.edu

The Department of Military Science offers students from all disciplines within the university the opportunity to study the following subjects: leadership (theory and practice), management (time, personnel, and materiel), ethics and the military profession, the role and responsibility of the military in a democratic society, the philosophy and practice of military law, strategy, and tactics. The Army ROTC Program at NCCU is a joint program with Duke University, and some of the classes and laboratories are taught at Duke’s East Campus.

The Army ROTC program is made up of a two-year basic course of study (freshman and sophomore level), which is taken without obligation by non-scholarship students, 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. Direct entry into the advanced course is sometimes permitted if an applicant has previous military training or experience, or when a four-week Leader’s Training Course is completed. To be eligible for participation in the advanced course, students must successfully complete the basic course (unless direct entry is permitted), 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.

Upon commissioning, the service obligation may be fulfilled on active duty, in the Army Reserve, or in the Army National Guard, as directed by the Secretary of the Army. At the beginning of the senior year, cadets submit a preference statement concerning the method by which they wish to fulfill their service obligation and the specialty in which they desire to serve. A request to delay the fulfillment of the service obligation in order to attend graduate or professional schooling is also possible.

Cadets are encouraged to compete for Army ROTC scholarships, which pay full tuition and fees, a $900 textbook and equipment allowance, and $250-$400 per month for each month in school (up to $4,000 per year). Non-scholarship Advanced Course cadets also receive the $200-$400 monthly stipend. All of the above benefits are tax-free.
Music

Paula Harrell, Chairperson
telephone: (919) 530-6319
fax: (919) 530-7540
e-mail: pharrell@nccu.edu

The Department of Music offers a strong, diversified curriculum leading to the Bachelor of Arts degrees in Music and Music Education with NC State licensure, and the Bachelor of Music degree in Jazz Studies. The Bachelor of Arts in Music offers concentrations in the areas of Sacred Music and Music Industry. In addition, the department also offers a minor in music at the baccalaureate level. The department emphasizes cultural diversity, thorough musical preparation, and professionalism. The curriculum provides a major in music that includes the cultivation of requisite skills, the acquisition of professional knowledge, and the development of aesthetic appreciation. The music department provides opportunities for undergraduate research and internships with professional organizations as a foundation for further educational advancement, employment opportunities and graduate study.

Students who desire to major in music are required to audition before the music faculty to demonstrate the extent of their music proficiency. Audition dates are posted on the web site and are also available in the chairperson’s office.

Unless special permission is granted by the department, all students with a major in music shall be required to continue individual instruction in some phase of musical performance throughout the four years of their degree curriculum, and are required to perform in student recitals or workshops in their primary performance area at least twice each semester. Unless special permission is granted, music majors are also required to participate in one of the music ensembles each semester (See “Ensembles” described in this section of the catalog) and, in their senior year, to perform on their primary instrument or voice in a public recital approved by the faculty. Music majors with a concentration in Music Industry are required to present a significant related project approved by the faculty. Music Industry majors may also 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 clock hours of community service each semester.

Degree Requirements for Bachelor of Arts in Music, Liberal Arts

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, 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 for eight semesters.

   • Enrollment in workshops/recitals every semester.

   • Piano Proficiency Examination

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 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, 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 for eight semesters.

   • Enrollment in workshops/recitals every semester.

   • Piano Proficiency

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, and one 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, ENGM 2430, 2440, 3570, 3580 (if Media track) 12 ECON 2200, 2300, MKT 3210, 3350 (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

THE FACULTY OF THE DEPARTMENT OF MUSIC RESERVES THE RIGHT TO CHANGE, WITHOUT NOTICE, THE PROGRAM REQUIREMENTS AND POLICIES OF THE CONCENTRATIONS IN MUSIC INDUSTRY AND SACRED MUSIC.

Degree Requirements for Bachelor of Arts in Music Education with K-12 Licensure, Instrumental Concentration

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.

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 musical ensemble every semester except the student teaching semester.

• 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.

• Education requirements:

EDUC 3000, 3010, 3020, 3120, 3130, 4118, 4218.

The student must have a grade point average of 2.50 or higher for admission to the NCCU Teacher Education Program.

Degree Requirements for Bachelor of Arts in Music Education with K-12 Licensure, Voice or Keyboard Concentration

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, 1220, 1600, 2110, 2120, 2210, 2220, 2405, 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 musical ensemble every semester except the student teaching semester.

• Enrollment and participation in workshops/recitals every semester except the student teaching semester.
Praxis I test taken at the end of the sophomore year.

- Education requirements:
  
  EDUC 3000, 3010, 3020, 3120, 3130, 4118, 4218.

  The student must have a grade point average of 2.50 or higher for admission to the NCCU Teacher Education Program.

- Piano Proficiency passed.

**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 the last six semesters of the degree program.

   - Enrollment in workshops/recitals every semester.

   - Enrollment in Jazz Ensemble every semester.

Note: Students majoring in both the Jazz Studies and Music Education with licensure programs are required to take three (3) semesters of concert or marching band (MUSL 1511).

**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 semesters of participation in ensembles (vocal or instrumental) and four semesters of participation in an applied music primary class are required.

5. Electives may be selected from other music courses, 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 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 appropriate to their major area of concentration. Voice and piano majors must perform in the University Choir; 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 lessons are open to all music majors and to other students in the university upon permission of the instructor. Students with a major in music shall complete at least eight semesters of applied primary lessons and students in music education must complete seven semesters. 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 Education, Instrumental Concentration

## Freshman Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
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<th>Spring Semester</th>
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## Sophomore Year

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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 School of Education.**

## Junior Year

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***Student teachers must be formally admitted into School of Education one academic year (this semester) before placement.

## Senior Year

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*Strongly recommended Completion of Piano proficiency is required for graduation.** Writing intensive course = WI
# Four-Year Curriculum Plan in Music Education, Voice Concentration

## Freshman Year

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## Sophomore Year

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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 School of Education.

## Junior Year

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***Student teachers must be formally admitted into School of Education one academic year (this semester) before placement.

## Senior Year

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*Strongly recommended
Completion of Piano proficiency is required for graduation.
** Writing intensive course = WI
# Four-Year Curriculum Plan in Music Education, Keyboard Concentration

## FRESHMAN YEAR

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## SOPHOMORE YEAR

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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 School of Education.

## JUNIOR YEAR

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<td>EDUC 3010 Hum Grow/Dev</td>
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## SENIOR YEAR

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*Strongly recommended

** Writing intensive course = WI

Completion of Piano proficiency is required for graduation.
## Four-Year Curriculum Plan in Jazz Studies

**Freshman Year**

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* Strongly recommended

**Writing intensive course = WI**

Completion of Piano proficiency is required for graduation.
## Four-Year Curriculum Plan in Sacred Music Concentration, Voice

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*Strongly recommended

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# Four-Year Curriculum Plan in Sacred Music, Piano/Organ Concentration

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### Four-Year Curriculum Plan in Music Liberal Arts, Music Industry Concentration - Business Concentration

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<tr>
<td>HUSC 1521 Dim of Learning</td>
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<td>MUSL 1000 Survey of Music*</td>
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**Sophomore Year**

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<tr>
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**Junior Year**

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**Senior Year**

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129/131 hrs

*Strongly recommended

**Writing intensive course = WI

Completion of Piano proficiency is required for graduation.
## Four-Year Curriculum Plan in Music Liberal Arts, Music Industry Concentration-Media/Communications Concentration

### Freshman Year

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### Sophomore Year

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### Junior Year

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### Senior Year

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*Strongly recommended

** Writing intensive course = WI

Completion of Piano proficiency is required for graduation.
# Four-Year Curriculum Plan in Music Liberal Arts

## Freshman Year
### Fall Semester

<table>
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<tr>
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## Sophomore Year
### Fall Semester

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<td>ENG 1250**<em>Speech</em></td>
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## Junior Year
### Fall Semester

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## Senior Year
### Fall Semester

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* Strongly recommended
** Writing intensive course = WI
***voice majors
Completion of Piano proficiency is required for graduation.
Theatre

Johnny B. Alston, Chairperson
telephone: (919) 530-6144
fax: (919) 530-5117
e-mail: johnalston@nccu.edu

The national award winning NCCU Department of Theatre 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, 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 degree track in theatre education. A seventh concentration in musical theatre is under development. It will require courses in the Department of Music and in Dance. 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 as graduate students in advanced degree programs. A degree in theatre does not limit a student's ability to work in other areas. 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 other media areas such as Radio and Film. An undergraduate degree in Theatre prepares a young adult for the professional work force through personal discipline, organizational skills, a creative outlook, an ability to collaborate and work with others, 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 the quest to represent the very best in theatre.

Majors are accepted into the department after interviews and observation by the faculty. Entry into the preformance and technical divisions are based on auditions and portfolio presentation.

Course Requirements for the Bachelor of Arts in Theatre and Theatre Arts Education

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. (Choice of Concentration cannot be changed after first semester of junior year.)

a. Social Science Requirement:
   Complete PSY 2100 and SOCI 2100 (except Teacher Education).

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 (except Teacher Education).

c. DRAM 3330 - two semesters (one semester for Teacher Education).

d. Required major’s lab every week.

   General Theatre Concentration
   · DRAM 2070, 4110, 4210.
   · One course selected from: DRAM 3220, 3240, 4230.
   · One course selected from: DRAM 3310, 3410.

   Technical Theatre Concentration
   · ART 2300; DRAM 3220, 3230, 3240, 3260, 3410, 4210, 4230.
   · One course selected from: MUSL 1260, 3300.
   Performance Concentration
   · DRAM 3310, 3410; MUSL 1260, 3300.
   · Complete either DRAM 4040 or DRAM 4500.
   · One course selected from: DRAM 3220, 3240, 4210, and 4230.

   Theatre Administration Concentration
   · DRAM 4110, 4210; ECON 2200, 2300; ACCT 2400, 2500, 3100; MGT 3000, 3700, 4510; MKT 3210, 3350.

   Theatre Communications Concentration
   · DRAM 3220; ENGM 2410, 2430, 2440, 3560, 3570, 3580, 3590.

   Theatre Arts Education (K – 12) Program
   (Must have a GPA of 2.5 or higher)
   · EDU 2600, 2800, 3000, 3010, 3020, 3120, 3130, 3150, 3170, 4106, 4206; DRAM 3410, 4110, 4140, 4210; MUSL 1200 or 3300.
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
(The minor in Theatre requires the completion of 21 semester hours.)

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 Communications

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*(SI) = Speech Intensive
*(WI) = Writing Intensive
### Four-Year Curriculum Plan in General Theatre

#### Freshman Year

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#### Sophomore Year

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#### Junior Year

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#### Senior Year

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*(SI) = Speech Intensive
*(WI) = Writing Intensive
## Four-Year Curriculum Plan in Theatre, K-12 Education

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### Sophomore Year

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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.

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* (SI) = Speech Intensive  
*(WI) = Writing Intensive
## Four-Year Curriculum Plan in Theatre, Concentration in Management/Administration

### FRESHMAN YEAR

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### SOPHOMORE YEAR

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*(SI) = Speech Intensive  
*(WI) = Writing Intensive
Four-Year Curriculum Plan in Theatre, Concentration in Performance

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<td>Oral Interpretation (SI)</td>
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*(SI) = Speech Intensive
*(WI) = Writing Intensive
College of Science and Technology

Dr. Ceasar R. Jackson, Interim Dean
telephone: (919) 530-7082
fax: (919) 530-5361
e-mail: crjackson@nccu.edu

Biology
Chemistry
Environmental, Earth and Geospatial Sciences
Mathematics & Computer Science
Physics
Biology

Amal Abu-Shakra, Chairperson
telephone: (919) 530-6407
fax: (919) 530-7773
e-mail: abushak@nccu.edu

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 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), with the exception of MATH 1070. 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 MATH 1200 (or MATH 1410) and MATH 2010
   b. CHEM 1100 and CHEM 1200
   c. CHEM 3100 and CHEM 3120
   d. CHEM 3310 and CHEM 3320
   e. PHYS 2110 and PHYS 2120

4. Departmental required courses: BIOL 1101, 1201, 2105, 2200, 3100, 3200, 4040, 4550, 4620, 4930.

5. Elective courses: complete 8 hours from the following: BIOL 3300, 4000, 4200, or 4250.

Minor In Biology

The minor in biology consists of 21 semester hours in biology, including the following required courses: BIOL 1101, 1201, 2200, and 3100.

Biology, Concentration in Biopharmaceutical Science

1. Minimum of 127 semester hours.

2. Completion of the General Education Curriculum (GEC). Science and mathematics courses are required for the major to satisfy GEC science and mathematics requirements.

3. 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 3120
   d. CHEM 3310 and 3320
   e. CHEM 4500
   f. CHEM 4520
   g. PHYS 2110 and 2120

4. Departmental required courses: BIOL 1101, 1201, 2105, 2200, 3100, 3200, 4040, 4550, 4620, 4930.

5. Elective courses: complete 8 hours from the following: BIOL 3300, 4000, 4200, or 4250.

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 2.75 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.

c. 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

d. Complete at least one of the following specialized upper-level courses: BIOL 4110, 4350, 4400, 4500, 4510, 4620, 4650, 4750, 4850, 4900, or 4930
3. Freshman and sophomore years: complete the General Education Curriculum (GEC). Science and mathematics courses are required for the major to 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 3120
   d. CHEM 3310 and 3320
   e. PHYS 2110 and 2120

5. Departmental required courses: BIOL 1101, 1201, 2200, 3100, 4040, and 4310.

6. Elective courses: complete 17 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, or 3400.
   b. Complete at least one of the following courses emphasizing cell biology, molecular biology, or physiology: BIOL 2020, 2105, 3300, 4000, 4100, 4300, 4550, 4610, or CHEM 4500.
   c. Complete at least one of the following courses emphasizing biomedical science: BIOL 3200, 4110, 4350, 4620, 4750, 4930, CHEM 4150, or 4550.

Biology, Concentration in Biotechnology

1. Minimum of 124 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)
3. Non-departmental requirements - complete all of the following groups:
   a. MATH 1100 and 1200 (or MATH 1410)
   b. CHEM 1100 and CHEM 1200
   c. CHEM 3100 and CHEM 3120
   d. PHYS 2110 and PHYS 2120
   e. GEOG 2100 and GEOG 2350
4. Departmental required courses:
   a. BIOL 1101, 1201, 2200, 3100, and 4040
   b. Complete either BIOL 2600 or 3400
   c. Complete either BIOL 4000 or 4300
5. Elective courses: complete 8 hours from the following: BIOL 2500, 2600, 2700, 3200, 3300, 3400, 3430, 3600, 4000, 4010, 4040, 4100, 4110, 4200, 4250, 4300, 4400, 4500, 4510, 4520, 4610, 4650, 4700, 4750, 4800, 4850, 4900, 4910, 4920, 4930; CHEM 4500, or 4520.
6. Education required courses: EDU 2600, 2800 3000, 3010, 3030, 3120, 3170, 3840, 4102, and 4202.
# Four-Year Curriculum Plan for Biology

## Freshman Year

<table>
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<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
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<tbody>
<tr>
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<td>HUSC 1521 Dimensions of Learning</td>
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<td>ENG 1250 Elements of Speech</td>
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<td>MATH 1100 College Algebra/Trig I</td>
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<td>CHEM 1100 General Chemistry I</td>
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<td>BIOL 1101 General Biology I</td>
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## Sophomore Year

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## Junior Year

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## Senior Year

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*Based on placement examination

Total Semester Hours = 124/Minimum GPA = 2.0 in Major and 2.0 Overall
## Four-Year Curriculum Plan for BRITE:
Concentration in Biopharmaceutical Science

### Freshman Year

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Bridge to BRITE CGMP Laboratory (Optional)

### Sophomore Year

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<td>PEDU 1541 Fitness</td>
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Bridge to BRITE Immunology/Virology (Optional)

### Junior Year

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Required Internship

### Senior Year

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*Based on placement examination
Total Semester Hours = 127/Minimum GPA = 3.0 in Major

There are 6 BRITE Seminars, one in each semester.

Seminar 1: Overview for the drug industry, credit hour: 1
Seminar 2: FDA-regulations, credit hour: 1
Seminar 3: Quality Assurance, credit hour: 1
Seminar 4: Introduction to GMP, credit hour: 1
Seminar 6: Team Work Environment, credit hour: 1

BRITE Lab Modules (I & II): total credit hours: 8
(1) Microbial and Protein Sciences
(2) Mammalian Cell Genomic Sciences
(3) Bio-analytical Chemistry
(4) High throughput science and biosensors

Concentration requirement: BRITE seminars 1-6, BRITE Lab Module (I and II), Quantitative Analysis, Bioethics and Biochemistry and Biochemistry Lab. Total: 26 credit hours.

**BRITE Seminars**

BRITE Seminar 1: Overview of the Drug Industry
This course will detail the process of the drug industry starting from a drug target validation, discovery process, drug development in clinical trials, and drug manufacture.

BRITE Seminar 2: FDA Regulations
This course will detail the regulations from the Food and Drug Administration (FDA). These include information for Investigation of New Drug (IND) and New Drug Application (NDA) to document the safety and efficacy of a drug for human usage.

BRITE Seminar 3: Quality Assurance
This course will detail the criteria for quality of the final product through a manufacture process which involves many specifications and documentations.

BRITE Seminar 4: Introduction to GMP
This course will detail the definition of Good Manufacture Practice, the documentation and regulation of GMP facility.

This course will detail the intellectual properties and patent laws in the biomanufacture and biotechnology business, ways to protect the intellectual properties by documentation, and ways to respect the patent laws.

BRITE Seminar 6: Team Work Environment
This course will detail the people interaction to work in a team setting and the importance to work in a team, to work with supervisors, co-workers and direct reports, and to resolve conflict situations in a team environment.

**BRITE Lab Modules**

Microbial and Protein Sciences:
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:
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 gene for immunoglobulin, express of industrial scales of monoclonal antibodies in stable cell lines, genetic modification of production hosts to increase cell viability.

Bio-analytical Chemistry:
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 are not limited to HPLC, LC/MS/MS, TOF-MS, capillary electrophoresis (CE), and pressure assisted capillary electrochromatography (PEC).

High Throughput Sciences and Biosensor Technology:
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.
Four-Year Curriculum Plan for Pre-Medicine and Pre-Dentistry

<table>
<thead>
<tr>
<th>Freshman Year</th>
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<th>Spring Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 2410</td>
<td>Arts &amp; Humanities I OR</td>
<td>3</td>
<td>Social Sciences Elective</td>
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<tr>
<td>HUM 2420</td>
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<td>Arts &amp; Human Elective</td>
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<tr>
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<td>Health</td>
<td>2</td>
<td>PEDU 1541</td>
<td>Fitness</td>
</tr>
<tr>
<td>PHYS 2110</td>
<td>General Physics I</td>
<td>4</td>
<td>PHYS 2110</td>
<td>General Physics II</td>
</tr>
<tr>
<td>BIOL 3100</td>
<td>Genetics</td>
<td>4</td>
<td>BIOL 4310</td>
<td>Adv Hum Anat &amp; Phys</td>
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<tr>
<td></td>
<td>General Elective</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>Senior Year</th>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Biology Electives</td>
<td>7</td>
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<td>General Electives</td>
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<tr>
<td>BIOL 4040</td>
<td>Senior Seminar</td>
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</table>

Total Semester Hours = 124/Minimum GPA = 2.75 Overall with no grades lower than “C” in the major.

*Based on placement examination
## Four-Year Curriculum Plan for Biotechnology

### Freshman Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1110 English Comp I</td>
<td>3</td>
<td>ENG 1210 English Comp II</td>
<td>3</td>
</tr>
<tr>
<td>HUSC 1521 Dimensions of Learning</td>
<td>2</td>
<td>ENG 1250 Elements of Speech</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1100 College Alg/Trig I</td>
<td>3</td>
<td>MATH 1200 College Alg/Trig II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 1100 General Chem I</td>
<td>4</td>
<td>CHEM 1200 General Chem II</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 1101 General Bio I</td>
<td>4</td>
<td>BIOL 1201 General Bio II</td>
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### Sophomore Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Mod Foreign Lang III*</td>
<td>3</td>
<td>HIST 1320 World Societies</td>
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<tr>
<td>MATH 2010 Calculus I</td>
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<td>CHEM 3100 Organic Chem I</td>
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<td>CHEM 3310 Organic Chem II</td>
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<td>BIOL 2200 Molecular Bio of Cells</td>
<td>4</td>
<td>BIOL 3200 Microbiology</td>
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### Junior Year

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<thead>
<tr>
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<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HUM 2410 Arts &amp; Humanities I or Social Sciences Elective</td>
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<tr>
<td>HUM 2420 Arts &amp; Humanities II Arts &amp; Human Elective</td>
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</tr>
<tr>
<td>HEDU 1531 Health General Physics II</td>
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<tr>
<td>PEDU 1541 Fitness Intro to Research</td>
<td>3</td>
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<tr>
<td>PHYS 2110 General Physics I Sem in Biotechnology</td>
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<tr>
<td>BIOL 3100 Genetics</td>
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<tr>
<td>BIOL 4620 Bioethics</td>
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### Senior Year

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<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOL 4930 Scientific Writing General Elective</td>
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<tr>
<td>Biotechnology Elective</td>
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<td>CHEM 4500 Biochemistry</td>
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<td>CHEM 4520 Biochemistry Lab Biotechnology Elective</td>
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Total Semester Hours = 124/Minimum GPA = 2.5 in the major and 2.0 overall.

*Based on placement examination
Four-Year Curriculum Plan in Secondary Education-Comprehensive Science Licensure

### FRESHMAN YEAR

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 1110 English Composition I</td>
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<td>ENG 1210 English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>Mod Foreign Lang III*</td>
<td>3</td>
<td>ENG 1250 Elements of Speech</td>
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<tr>
<td>HUSC 1521 Dimensions of Learning</td>
<td>2</td>
<td>HUM 2410 Arts &amp; Humanities I or II</td>
<td>3</td>
</tr>
<tr>
<td>HEDU 1531 Health</td>
<td>2</td>
<td>HUM 2420 Arts &amp; Humanities II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1100 College Algebra/Trig I</td>
<td>3</td>
<td>PEDU 1541 Fitness</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 1101 General Biology I</td>
<td>4</td>
<td>MATH 1200 College Algebra/Trig II</td>
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<tr>
<td></td>
<td></td>
<td>BIOL 1201 General Biology II</td>
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### SOPHOMORE YEAR

<table>
<thead>
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<th>Spring Semester</th>
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</thead>
<tbody>
<tr>
<td>Social Sciences Elective</td>
<td>3</td>
<td>HIST 1320 World Societies</td>
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</tr>
<tr>
<td>CHEM 1100 General Chemistry I</td>
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<tr>
<td>HUM 2420 Arts &amp; Humanities II</td>
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<td>Biology Elective</td>
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<tr>
<td>BIOL 2200 Molecular Bio of Cells</td>
<td>4</td>
<td>EDU 2800 Instructional Technology</td>
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<tr>
<td>EDU 2600 Orientation to Teaching</td>
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<td>EDU 3000 Educational Psychology</td>
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### JUNIOR YEAR

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<tbody>
<tr>
<td>GEOG 2100 Physical Geography</td>
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<td>BIOL 3100 Genetics</td>
<td>4</td>
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<tr>
<td>CHEM 3100 Organic Chem I</td>
<td>3</td>
<td>BIOL 2600 Environmental Biol or</td>
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</tr>
<tr>
<td>CHEM 3120 Organic Chem I Lab</td>
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<td>BIOL 3400 Ecology</td>
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<tr>
<td>PHYS 2110 General Physics I</td>
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<td>BIOL 4000 Cell Physiology or</td>
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<tr>
<td>EDU 3010 Human Growth &amp; Dev</td>
<td>3</td>
<td>BIOL 4300 Vertebrate Physiology</td>
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<tr>
<td>EDU 3030 Diversity, Pedagogy, and Social Change</td>
<td>3</td>
<td>PHYS 2120 General Physics II</td>
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<td></td>
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<td>EDU 3120 Inclusive Teaching</td>
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### SENIOR YEAR

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</thead>
<tbody>
<tr>
<td>Biology Elective</td>
<td>3-4</td>
<td>EDU 4202 Dir Teaching of Biology</td>
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<tr>
<td>GEOG 2350 Earth Science</td>
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<td>EDU 4102 Meth &amp; Mat</td>
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<td>BIOL 4040 Senior Seminar</td>
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<tr>
<td>EDU 3170 Assess of Learning</td>
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<tr>
<td>EDU 3840 Inst. Plan/Prog. Sci.</td>
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</tbody>
</table>

Total Semester Hours = 128/Minimum GPA = 2.5 in Major and 2.5 Overall

*Based on placement examination
The Department of Chemistry offers courses leading to the Bachelor of Science and Master of Science degrees in Chemistry. The Department is approved by the American Chemical Society (ACS), the chemists' organization which sets professional and educational standards for chemists in the United States of America, to certify graduates who have completed an ACS-approved set of courses. Approval by the ACS demonstrates that this department maintains an undergraduate program capable of developing chemists and chemistry graduates who are prepared with a thorough training in the fundamentals of chemistry and their applications to modern life.

The courses are arranged to address needs of students intending to enter such professions as chemistry, engineering, pharmacy, medicine, dentistry, biotechnology, nursing, and 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. Suggested biology courses are entered in the four-year plan.

Proficiency in mathematics is a prerequisite for all courses except CHEM 1000 and CHEM 1500. Demonstrated proficiency for entrance into CHEM 1100: College Algebra, MATH 1100; CHEM 1200: College Algebra, MATH 1200 or a passing grade or better on placement examination. Demonstrated proficiency for entrance into CHEM 4010: A grade of C or better in MATH 2010 and 2020.

Course Requirements For The Bachelor Of Science Degree In Chemistry With ACS Certification

A minimum of 124 semester hours with a cumulative grade point average of 2.0 or higher is required. The last 30 semester hours must be completed at NCCU. Including the general education curriculum.

Departmental Requirements: Completion of the following courses:

- CHEM 1200, 2020, 3100, 3120, 3200, 3310, 3320, 4010, 4020, 4250, 4400, 4500, 4520, 4700, 4800, 4801, 4900, and 4920, as well as two of the following advanced courses: CHEM 4100, 4150, 4200, 4300, 4350, 4450 and 4550.

Cognitive requirements are MATH 2010 and 2020, PHYS 1310, 2310, 2410 and 2420.

Bachelors Of Science Degree In Chemistry

A minimum of 124 semester hours with a cumulative grade point average of 2.0 or higher is required. (The last 30 semester hours must be completed at NCCU). This includes completion of the general education curriculum.

Departmental Requirements: Completion of a minimum of 38 semester hours in chemistry courses with a cumulative GPA of 2.0 or higher. The student must complete the following: CHEM 1200, 2020, 3100, 3120, 3200, 3310, 3320, 4010, 4400(4520) and 4800(4801). Non-departmental requirements are: MATH 2010, 2020; PHYS 2110 and 2120 for students majoring in the life sciences.

Chemistry Secondary Education Comprehensive Licensure

A student who chooses the teacher certification program in Chemistry must have a minimum of 124 semester hours with a cumulative grade point average of 2.5 or higher. The 124 semester hours includes completion of the General Education curriculum. The last 30 semester hours must be completed at NCCU. Chemistry requirements consist of completion of a minimum of 32 semester hours in chemistry courses with a cumulative GPA of 2.0 or higher in the chemistry courses. The following courses must be completed: CHEM 1200, 2020, 3100, 3120, 3200, 3310, 3320, 4010, and 4800(4801). 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. Non-departmental requirements consist of the following: MATH 2010 and 2020, and PHYS 2110 and 2120, BIOL 1101 and 1201, and GEOG 2100 and 2350.

Minor In Chemistry

The minor in chemistry consists of 23 semester hours, including the courses CHEM 1100, 1200, 2020, 3100, 3120, 3310, and 3320. Two courses at the 3000 or 4000 level may be substituted for CHEM 2020.

Requirements For A Second Baccalaureate Degree

The Chemistry Department offers the “Second Degree in Chemistry” program of study to those students possessing a prior baccalaureate degree. Since cases may be different, prospective candidates should contact the departmental chairperson at (919) 530-6456 for a detailed discussion and evaluation.
# Four-Year Curriculum Plan for Chemistry, ACS Certified

## Freshman Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHEM 1100 Gen. Chem I (SCI GEC Requirement)</td>
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<td>CHEM 1200* Gen Chem II (SCI GEC Requirement)</td>
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<td>MATH 2010** Cal &amp; Anal Geom I (Math GEC Requirement)</td>
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<td>MATH 2020** Cal &amp; Anal Geom II (MATH GEC Requirement)</td>
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</tr>
<tr>
<td>ENG 1110 English Composition I</td>
<td>3</td>
<td>ENG 1210 English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>PEDU 1541 Fitness</td>
<td>2</td>
<td>PHYS 1310** Gen Phys for the Phys Sci &amp; Eng I</td>
<td>3</td>
</tr>
<tr>
<td>HEDU 1531 Health</td>
<td>2</td>
<td>PHYS 2410** Lab I</td>
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<tr>
<td>HUSC 1521 Dimensions of Learning</td>
<td>2</td>
<td>PHYS 2410** Lab I</td>
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## Sophomore Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 3100* Org Chem I</td>
<td>3</td>
<td>CHEM 3120* Org Chem II</td>
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<tr>
<td>CHEM 3310* Org Chem Lab I</td>
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<td>CHEM 3320* or 4250* Inst. Analysis/Sci.Inst.</td>
<td>4 or 5</td>
</tr>
<tr>
<td>CHEM 2020* Quant Analysis</td>
<td>4</td>
<td>CHEM 4400* or 4250* Inst. Analysis/Sci.Inst.</td>
<td>4 or 5</td>
</tr>
<tr>
<td>PHYS 2310** Gen Phys for the Phys Sci &amp; Eng II</td>
<td>3</td>
<td>HIST 1320 World Societies</td>
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</tr>
<tr>
<td>PHYS 2420** Lab II</td>
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<td>HIST 1320 Mod Foreign Lang III</td>
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<tr>
<td>ENG 1250 Elem of Speech (SI GEC Requirement)</td>
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## Junior Year

<table>
<thead>
<tr>
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<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 4010* Phy Chem I</td>
<td>4</td>
<td>CHEM 4020* Phy Chem II</td>
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</tr>
<tr>
<td>CHEM 3200* Inorganic Chem</td>
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<td>HUM 2410 or HUM 2420</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 4900* Applied Math or</td>
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<td>CHEM 4801+ WI GEC Requirement</td>
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<tr>
<td>BIOL 1101 or 1300</td>
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<td>SOSC GEC Requirement</td>
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<td>BIOL 2400 or Adv. Elective+</td>
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<tr>
<td>CHEM 4500* Biochemistry</td>
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<td>CHEM (BIOL) Electives</td>
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<td>CHEM 1100 or 1300</td>
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<td>General Electives</td>
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<tr>
<td>CHEM 4700+ Intro to Chem Res</td>
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## Senior Year

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<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHEM 4150+, 4550+ (or Adv. Elective)</td>
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<td>CHEM 4920*</td>
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<td>PHIL 2210 Ethics (HUM GEC Requirement)</td>
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<td>CHEM 4300+ Adv Inorg Chem(or Adv. Elective)</td>
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</tr>
<tr>
<td>CHEM 4500* Biochemistry</td>
<td>3</td>
<td>CHEM (BIOL) Electives</td>
<td>6-8</td>
</tr>
<tr>
<td>CHEM 4520* Biochemistry Lab</td>
<td>2</td>
<td>General Electives</td>
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<tr>
<td>CHEM 4700+ Intro to Chem Res</td>
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</table>

Required cognitive courses for majors in chemistry are PHYS 1310, 2310, and 2410, 2420.

* Required chemistry course for ACS Certified B.S. degree in Chemistry
** Required cognitive course for ACS Certified B.S. degree in Chemistry
+ Advanced chemistry course electives for ACS certification
# Four-Year Curriculum Plan in Chemistry

## Freshman Year
### Fall Semester

<table>
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<tr>
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<th>Course Title</th>
<th>Credits</th>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
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<td>CHEM 1200</td>
<td>Gen Chem II or SCI GEC Requirement</td>
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<td>(Prerequisite: MATH 1100)</td>
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<td>(Prerequisite: MATH 1200)</td>
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<td>BIOL 1300</td>
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<td>MATH 2010</td>
<td>Calculus I</td>
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<td>BIOL 2200</td>
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<td>English Composition I</td>
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### Spring Semester

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<th>Course Title</th>
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<tbody>
<tr>
<td>CHEM 1200</td>
<td>Gen Chem II or SCI GEC Requirement</td>
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</tr>
<tr>
<td>MATH 2020</td>
<td>Calculus II</td>
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<tr>
<td>BIOL 2200</td>
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</tr>
<tr>
<td>ENG 1210</td>
<td>English Composition II</td>
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## Sophomore Year

### Fall Semester

<table>
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<th>Course Title</th>
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<td>CHEM 3100*</td>
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<td>CHEM 3310*</td>
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<td>PHYS 2110**</td>
<td>General Physics I</td>
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<tr>
<td>BIOL 3200</td>
<td>Microbiology</td>
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<tr>
<td>SOSC GEC Requirement</td>
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### Spring Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 3120*</td>
<td>Org Chem II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 3320*</td>
<td>Org Chem Lab II</td>
<td>2</td>
</tr>
<tr>
<td>PHYS 2120**</td>
<td>General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>ENG 1250</td>
<td>Elements of Speech</td>
<td>3</td>
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<tr>
<td>SOSC GEC Requirement</td>
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<tr>
<td>HUSC 1521</td>
<td>Dimensions of Learning</td>
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## Junior Year

### Fall Semester

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<tr>
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<tbody>
<tr>
<td>CHEM 3200*</td>
<td>Inorganic Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 2020</td>
<td>Quantitative Analysis</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 4500</td>
<td>Biochemistry</td>
<td>3</td>
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<tr>
<td>CHEM 4520</td>
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<tr>
<td>HIST 1320</td>
<td>World Societies</td>
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### Spring Semester

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<tr>
<td>CHEM 4400*</td>
<td>Instrumental Analysis (or 4250</td>
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<tr>
<td></td>
<td>or SCI. Instr.</td>
<td></td>
</tr>
<tr>
<td>PHYS 2120**</td>
<td>Gen Phys II</td>
<td>4</td>
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<tr>
<td>HUM 2410 or 2420</td>
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<td>3</td>
</tr>
<tr>
<td>BIOL 4310</td>
<td>Adv Anat Phys</td>
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## Senior Year

### Fall Semester

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHEM 4010*</td>
<td>Phy Chem I</td>
<td>4</td>
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<td>CHEM Elective</td>
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<tr>
<td>PHIL 2210</td>
<td>(HUM GEC Requirement)</td>
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<tr>
<td>CHEM 4900*</td>
<td></td>
<td>2</td>
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<tr>
<td>BIOL 3100</td>
<td>Genetics or Biostatistics</td>
<td>4</td>
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<tr>
<td>CHEM 4550</td>
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### Spring Semester

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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHEM 4020*</td>
<td>Phy Chem II</td>
<td>4</td>
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<tr>
<td>BIOL 4310</td>
<td>Adv. Human Antatomy</td>
<td>4</td>
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<tr>
<td>or BIOL 4000 Cell Physiology</td>
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<td>CHEM (BIOL) Electives</td>
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<td>3-4</td>
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<tr>
<td>BIOL 4200</td>
<td>Biostatistics</td>
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### Notes

- Required cognitive courses for majors in Chemistry are PHYS 2110 and 2120
- * Required chemistry course for B.S. degree in Chemistry
- ** Required cognitive course for B.S. degree in Chemistry
Four-Year Curriculum Plan for BRITE: Concentration in Biopharmaceutical Science

### Freshman Year

<table>
<thead>
<tr>
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<th>Credits</th>
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<tbody>
<tr>
<td>ENG 1110 English Comp I</td>
<td>3</td>
<td>ENG 1210 English Comp II</td>
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<tr>
<td>MATH 1200 Col Algebra/Trig II</td>
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<td>MATH 2010 Calculus I</td>
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<tr>
<td>CHEM 1100 Gen Chemistry I</td>
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<td>CHEM 1200 General Chemistry II</td>
<td>4</td>
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<td>BIOL 1100 Gen Biology I</td>
<td>4</td>
<td>MATH 2400 Intro to Statistics</td>
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<td>HUM 1521 Dimensions of Learn</td>
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<td>HEDU 1531 or PEDU 1541</td>
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<td>BRIT Seminar 1</td>
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<td>BRIT Seminar 2</td>
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Bridge to BRITE CGMP Laboratory (Optional)

### Sophomore Year

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<tr>
<td>MATH 2020 Calculus II</td>
<td>5</td>
<td>Mod Foreign Lang III</td>
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<td>CHEM 3100 Organic Chemistry I</td>
<td>3</td>
<td>CHEM 3120 Organic Chemistry II</td>
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<td>CHEM 3310 Organic Chem I Lab</td>
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<td>CHEM 3320 Organic Chem II Lab</td>
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<td>BIOL 2200 Molecular Bio of Cells</td>
<td>4</td>
<td>HEDU 1531 or PEDU 1541</td>
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<td>Arts and Humanities I or II</td>
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<td>BIOL 3200 Microbiology</td>
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<td>BRIT Seminar 3</td>
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<td>BRIT Seminar 4</td>
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Bridge to BRITE Immunology/Virology (Optional)

### Junior Year

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<tr>
<td>CHEM 2020 Quantitative Analysis</td>
<td>4</td>
<td>CHEM 4250 Scientific Instrumentation</td>
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<td>PHYS 2110 General Physics I</td>
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<td>PHYS 2120 General Physics II</td>
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<tr>
<td>CHEM 3200 Inorganic Chemistry</td>
<td>4</td>
<td>CHEM 4500 Biochemistry</td>
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<tr>
<td>CHEM 4550 Techniques Mol Biol</td>
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<td>CHEM 4520 Biochemistry Lab II</td>
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<td>BRIT Seminar 5</td>
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<td>BIOL 4930 Scientific Writing</td>
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<td>BRIT Seminar 6</td>
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Required Internship

### Senior Year

<table>
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<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHEM 4500 Bio Chemistry</td>
<td>3</td>
<td>BRITE Speech Component: ENG 1250</td>
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<td>BRIT I (Lab Module)</td>
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<td>CHEM 4020 Physical Chemistry II</td>
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<td>CHEM 4010 Physical Chemistry I</td>
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<td>BRIT II (Lab Module)</td>
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<tr>
<td>BIOL 4620 Bioethics</td>
<td>3</td>
<td>HIST 1320</td>
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<tr>
<td>CHEM 4920 Applied Math for Chem</td>
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</table>

Total credit hours: 127
*Based on placement examination
Total Semester Hours = 127/Minimum GPA = 3.0 in Major

There are 6 BRITE Seminars, one in each semester.

Seminar 1: Overview for the drug industry, credit hour: 1
Seminar 2: FDA-regulations, credit hour: 1
Seminar 3: Quality Assurance, credit hour: 1
Seminar 4: Introduction to GMP, credit hour: 1
Seminar 6: Team Work Environment, credit hour: 1

BRITE Lab Modules (I & II): total credit hours: 8
(1) Microbial and Protein Sciences
(2) Mammalian Cell Genomic Sciences
(3) Bio-analytical Chemistry
(4) High throughput science and biosensors

Concentration requirement: BRITE seminars 1-6, BRITE Lab Module (I and II), Quantitative Analysis, Bioethics and Biochemistry and Biochemistry Lab. Total: 26 credit hours.

**BRITE Seminars**

BRITE Seminar 1: Overview of the Drug Industry
This course will detail the process of the drug industry starting from a drug target validation, discovery process, drug development in clinical trials, and drug manufacture.

BRITE Seminar 2: FDA Regulations
This course will detail the regulations from the Food and Drug Administration (FDA). These include information for Investigation of New Drug (IND) and New Drug Application (NDA) to document the safety and efficacy of a drug for human usage.

BRITE Seminar 3: Quality Assurance
This course will detail the criteria for quality of the final product through a manufacture process which involves many specifications and documentations.

BRITE Seminar 4: Introduction to GMP
This course will detail the definition of Good Manufacture Practice, the documentation and regulation of GMP facility.

This course will detail the intellectual properties and patent laws in the biomanufacture and biotechnology business, ways to protect the intellectual properties by documentation, and ways to respect the patent laws.

BRITE Seminar 6: Team Work Environment
This course will detail the people interaction to work in a team setting and the importance to work in a team, to work with supervisors, co-workers and direct reports, and to resolve conflict situations in a team environment.

**BRITE Lab Modules**

Microbial and Protein Sciences:
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:
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 gene for immunoglobulin, express of industrial scales of monoclonal antibodies in stable cell lines, genetic modification of production hosts to increase cell viability.

Bio-analytical Chemistry:
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 are not limited to HPLC, LC/MS/MS, TOF-MS, capillary electrophoresis (CE), and pressure assisted capillary electrochromatography (PEC).

High Throughput Sciences and Biosensor Technology:
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.
### Four-Year Curriculum Plan in Secondary Education - Comprehensive Science Licensure

#### FRESHMAN YEAR

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
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<tr>
<td>ENG 1110</td>
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<td>ENG 1210</td>
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<tr>
<td>CHEM 1100</td>
<td>4</td>
<td>SOC 2000</td>
<td>3</td>
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<tr>
<td>HUSC 1521</td>
<td>2</td>
<td>HUM 2410</td>
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<td>MATH 2010</td>
<td>5</td>
<td>CHEM 1200</td>
<td>4</td>
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<td>HIST 1320</td>
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<td>MATH 2020</td>
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#### SOPHOMORE YEAR

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<tr>
<td>ENG 1250</td>
<td>3</td>
<td>CHEM 3120</td>
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<td>CHEM 3310*</td>
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<td>MFL III</td>
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<td>PHIL 2210 (HUM GEC)</td>
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<td>CHEM 3100*</td>
<td>3</td>
<td>PEDU 1541</td>
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<td>EDU 2600</td>
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<td>BIOL 1101</td>
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<td>BIOL 1201**</td>
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#### JUNIOR YEAR

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<tr>
<td>EDU 3000</td>
<td>3</td>
<td>CHEM 4801*</td>
<td>3</td>
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<td>CHEM 2020</td>
<td>4</td>
<td>GEOG 2350**</td>
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<tr>
<td>EDU 3130</td>
<td>1</td>
<td>GEOG 2100**</td>
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<td>PHYS 2110**</td>
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<td>PHYS 2120**</td>
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<td>EDU 3010</td>
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<td>EDU 3030</td>
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#### SENIOR YEAR

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<tr>
<td>CHEM 4010*</td>
<td>4</td>
<td>EDU 4102</td>
<td>3</td>
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<td>CHEM 4900*</td>
<td>2</td>
<td>EDU 4202</td>
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<td>CHEM 4500*</td>
<td>3</td>
<td>EDU 2800/4300</td>
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<td>EDU 3170</td>
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<td>EDU 3120</td>
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<td>EDU 3840</td>
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Total Semester Hours = 128/Minimum GPA = 2.5 in Major and 2.5 Overall

*Based on placement examination

** Comp. Sci requirement
Environmental, Earth and Geo-Spatial Sciences Department

Yolanda Banks Anderson, Chairperson
telephone: (919) 530-5296
fax: (919) 530-7990
e-mail: yandersn@nccu.edu

The Environmental Science Program is an interdisciplinary program leading to a Bachelor of Science degree in Environmental Science. Students take a common core of courses in the natural, human and social sciences, culminating in a senior seminar and internship in a governmental or private sector environmental organization. Students also select a concentration area to ensure that they bring a sound disciplinary perspective and accompanying skills to the understanding and solution of environmental problems. The program maintains a special focus on environmental problems faced by communities of color.

Environmental Science Program Requirements

Application to program: Students must complete the Declaration of Major form, indicating the selection of Environmental Science major and the selection of an area of concentration within the major. Majors will be advised by an Environmental Science faculty member and may also be advised by an advisor in the academic department offering the concentration courses for the major.

Degree Requirements--B.S. in Environmental Science:

1. Total hours required: 124 (General Education Curriculum: 40; Environmental Science Core: 42-43, Environmental Science Concentration: 27, Electives: 14-15)

2. Grades required: Students are required to achieve a minimum grade of “C” in all required environmental core and concentration courses in the major.

3. Amount of credit acceptable for transfer: Students transferring from a two-year institution may receive up to a total of 60 hours of academic credit from accredited institutions. Correspondence courses, advanced placement, College Level Examination Program (CLEP) credits, and military service credit are included in this maximum, provided they meet appropriate standards.

4. Other requirements: All students will participate in a minimum 2 credit-hour internship. The internship can be completed in agencies or organization such as the US EPA, NIEHS/NIH, CIIT, RTI, USDA Forest Service, or NC DENR, in the environmental division of city and county governments, or in the offices of environmental lawyers or environmental public interest groups. Programs will be tailored to the needs of individual students. Students are advised by an Environmental Science faculty member and may also be advised by a faculty in the department offering the concentration courses. Students are encouraged to enroll in elective environmental science courses taught at other local campuses.

5. Language requirements: The language requirements will be those standards acceptable to the General Education Curriculum.

6. Duration of program: A full-time student should be able to complete all academic work for the degree within four (4) years.

7. Minor: There is currently no minor available in environmental science.

Required Environmental Science Core Courses

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<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tr>
<td>BIOL 1300</td>
<td>Molecules and Cell Function</td>
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<td>BIOL 2600</td>
<td>Environmental Biology</td>
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<tr>
<td>or</td>
<td>BIOL 2700</td>
<td>Environmental Problems</td>
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<tr>
<td>CHEM 1500</td>
<td>Chemistry and Human Life¹</td>
<td>4</td>
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<tr>
<td>PHYS 1000</td>
<td>Physics with Application to</td>
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<tr>
<td></td>
<td>Environmental Topics²</td>
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<tr>
<td>GEOG 2100</td>
<td>Physical Geography</td>
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<td>GEOG 3435</td>
<td>Geographic Information Systems</td>
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<tr>
<td>MATH 1200</td>
<td>College Algebra &amp; Trigonometry II³</td>
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<td>MATH 2500</td>
<td>Statistical Methods⁴</td>
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<td>HEDU 3100</td>
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<td>SOCI 2300</td>
<td>Environment, Economy &amp; Society</td>
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<td>POLS 3999</td>
<td>Environmental Politics</td>
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<td>ENSC 4420</td>
<td>Environmental Science Seminar</td>
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<td>ENSC 4510</td>
<td>Environmental Science Internship</td>
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¹ Natural Science Concentration students must substitute CHEM 1100 (General Chemistry I, 4 hrs).

² Natural Science Concentration students must substitute PHYS 1310 (General Physics for Science and Pre-Engineering Majors I, 3 hrs) or PHYS 2110 (General Physics I, 4 hrs).

³ Natural Science Concentration students must substitute MATH 2010 (Calculus and Analytic Geometry I, 5 hrs).

⁴ Students may be advised to substitute BIOL 4200 (Introduction to Biostatistics, 3 hrs), GEOG 4110 (Quantitative Techniques in Geography, 3 hrs), or SOCI 3600 (Sociological Statistics, 3 hrs).

* The Environmental Science and Geography and Earth Sciences programs were combined into one department. Summer 2006
### Areas Of Concentration
- Environmental Biology
- Environmental Chemistry
- Environmental Physics
- Environmental Geography
- Environmental Sociology
- Environmental Political Science

### Natural Environmental Science Concentration Courses

#### Environmental Biology Concentration

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<th>Title</th>
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<td>CHEM 1200</td>
<td>General Chemistry II</td>
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<td>CHEM 3100</td>
<td>Organic Chemistry I</td>
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<td>CHEM 3310</td>
<td>Organic Chemistry I Laboratory</td>
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<tr>
<td>ENSC 4200</td>
<td>Principles of Toxicology</td>
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15 hrs from:
- BIOL 1610 Human Anatomy and Physiology I 4
- BIOL 1620 Human Anatomy and Physiology II 4
- BIOL 2100 General Zoology 4
- BIOL 2400 General Botany 4
- BIOL 3200 General Microbiology 4
- BIOL 3400 Ecology 3
- ENSC 4450 Environmental Chemistry 3
- ENSC 4400 Special Topics in Environmental Science 1-4

#### Environmental Chemistry Concentration

<table>
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<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHEM 1200</td>
<td>General Chemistry II</td>
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<tr>
<td>PHYS 2120</td>
<td>General Physics II</td>
<td>4</td>
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<tr>
<td>PHYS 2310</td>
<td>General Physics for Science and Pre-Engineering Majors II</td>
<td>3</td>
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<td>PHYS 2410</td>
<td>Physics Laboratory I</td>
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<td>ENSC 4450</td>
<td>Environmental Chemistry</td>
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16 hrs from:
- CHEM 2020 Quantitative Analysis 5
- CHEM 3100 Organic Chemistry I 3
- CHEM 3310 Organic Chemistry I Laboratory 2
- CHEM 3120 Organic Chemistry II 3
- CHEM 3320 Organic Chemistry II Laboratory 2
- CHEM 4250 Scientific Instrumentation 4
- CHEM 4500 Biochemistry 3
- CHEM 4520 Biochemistry Laboratory 2
- CHEM 3200 Inorganic Chemistry 4
- CHEM 4300 Advanced Inorganic Chemistry 3
- ENSC 4400 Special Topics in Environmental Science 1-4

#### Environmental Physics Concentration

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<td>PHYS 2310</td>
<td>General Physics for Science and Pre-Engineering Majors II</td>
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<td>PHYS 2410</td>
<td>Physics Laboratory I</td>
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<td>General Physics for Science and Pre-Engineering Majors III</td>
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<td>Physics Laboratory II</td>
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<td>PHYS 3290</td>
<td>Environmental Physics</td>
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16 hrs from:
- PHYS 3060 Electricity and Magnetism 3
- PHYS 3100 Principles of Electronics 3
- PHYS 3310 Modern Physics 4
- PHYS 3410 Computational Physics I 3
- PHYS 4250 Science Instrumentation 5
- PHYS 4410 Computational Physics II 3
- PHYS 4520 Applied Spectroscopy 3
- CHEM 4450 Environmental Chemistry 4
- ENSC 4400 Special Topics in Environmental Science 1-4

#### Social Environmental Science Concentration

#### Environmental Geography Concentration

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<tr>
<td>GEOG 2350</td>
<td>Earth Science</td>
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<tr>
<td>GEOG 3420</td>
<td>Aerial Photo Interpretation</td>
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<td>GEOG 3430</td>
<td>Principles of Remote Sensing</td>
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<tr>
<td>GEOG 2120</td>
<td>Geology</td>
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15 hrs from:
- GEOG 2020 On-Line Weather 3
- GEOG 2220 Economic Geography 3
- GEOG 3310 Climatology 3
- GEOG 3510 Urban Public Transportation 3
- GEOG 4010 Applied Geographic Information Systems 3
- GEOG 4220 Conservation of Natural Resources 3
- GEOG 4500 Social Geography 3
- GEOG 4800 Urban Geography 3
- GEOG 4980 Independent Study 3
- ENSC 4400 Special Topics in Environmental Science 1-4

#### Environmental Sociology Concentration

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<td>SOCI 2100</td>
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<td>SOCI 2400</td>
<td>Social Psychology</td>
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<td>SOCI 3200</td>
<td>The Development of Sociological Theory</td>
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<tr>
<td>SOCI 3700</td>
<td>Sociological Research</td>
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15 hrs from:
- SOCI 3210 Social Differentiation and Inequality 3
- SOCI 3310 Formal Organization 3
- SOCI 4210 Demography 3
- SOCI 4250 Society and Law 3
- SOCI 4320 Urban Society 3
- SOCI 4500 The Sociology of Education 3
- SOCI 4520 Medical Sociology 3
- SOCI 4900 Independent Study 3
- ENSC 4400 Special Topics in Environmental Science 1-4
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<td>POLS 2115</td>
<td>Introduction to International Politics</td>
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<td>POLS 2120</td>
<td>State Government in the United States</td>
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<td>POLS 3000</td>
<td>Scope, Methods, and Writing</td>
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<td>POLS 2110</td>
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<td>POLS 3310</td>
<td>The American Constitutional System</td>
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<td>American Political Parties &amp; Pressure Groups</td>
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<td>Public Opinion and Propaganda</td>
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<td>American Foreign Policy</td>
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<td>U.S. Congress: People, Power, &amp; Politics</td>
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<td>POLS 3710</td>
<td>The American Presidency</td>
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<td>POLS 3810</td>
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<td>ENSC 4400</td>
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## Four-Year Curriculum Plan in Environmental Science, Environmental Biology Concentration

### Freshman Year

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<td><strong>Fall</strong></td>
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<td>GEOG 2100 Physical Geography*</td>
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<td><strong>Fall</strong></td>
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<td>ENSC 4200 Principles Of Toxicology</td>
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<td>POLS 3999 Environmental Politics</td>
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* Meets General Education Curriculum Requirement.
** Students may substitute BIOL 2600 – Environmental Biology.
*** Students must take at least 15 hours from the following Biology Concentration Electives:
BIOL 1610 - Human Anatomy and Physiology I (4); BIOL 1620 - Human Anatomy and Physiology II (3); BIOL 2100 - General Zoology (4); BIOL 2400 - General Botany (4); BIOL 3200 - General Microbiology (4); BIOL 3400 - Ecology (3); ENSC 4400 – Special Topics in Environmental Science (1-4); ENSC 4450 - Environmental Chemistry.
# Four-Year Curriculum Plan in Environmental Science, Environmental Chemistry Concentration

## FRESHMAN YEAR

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<th>Spring Semester</th>
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<tbody>
<tr>
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<td>ENG 1110 English Comp I</td>
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<tr>
<td>MATH 1100 College Alg &amp; Trig I*</td>
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<td>CHEM 1200 General Chem II</td>
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<td>MFL Level III*</td>
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<td>HIST 1320 World Societies</td>
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<td>HUSC 1521 Dimensions of Learning</td>
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<td>HEDU 1531 Health</td>
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<td>PEDU 1541 Fitness</td>
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* Meets General education Curriculum Requirement.

## SOPHOMORE YEAR

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<tr>
<td>MATH 2010 Cal &amp; Anal Geom I</td>
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<td>ENG 1250 Elements of Speech*</td>
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<td>GEOG 2100 Physical Geography*</td>
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<td>BIOL 1300 Molecules and Cell Func</td>
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<td>CHEM Conc Elective***</td>
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** Students may substitute BIOL 2600 – Environmental Biology.

*** Students must take at least 15 hours from the following Chemistry Concentration Electives:
- CHEM 2020 – Quantitative Analysis (5)  
- CHEM 3100 – Organic Chemistry I (3)  
- CHEM 3310 -Organic Chemistry I Lab (2)  
- CHEM 3120 – Organic Chemistry II (3)  
- CHEM 3320 – Organic Chemistry II Lab (2)  
- CHEM 3200 – Basic Inorganic Chemistry (3)  
- CHEM 4250 – Scientific Instrumentation (4)  
- CHEM 4300 – Advanced Inorganic Chemistry (4)  
- CHEM 4500 - Biochemistry (3)  
- CHEM 4520 – Biochemistry Laboratory (2)  
- ENSC 4400 – Special Topics in Environmental Science (1-4).

## JUNIOR YEAR

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<td>GEOG Geographic Info Syst</td>
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* Meets General education Curriculum Requirement.

## SENIOR YEAR

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* Meets General education Curriculum Requirement.

** Students may substitute BIOL 2600 – Environmental Biology.

*** Students must take at least 15 hours from the following Chemistry Concentration Electives:
- CHEM 2020 – Quantitative Analysis (5)  
- CHEM 3100 – Organic Chemistry I (3)  
- CHEM 3310 -Organic Chemistry I Lab (2)  
- CHEM 3120 – Organic Chemistry II (3)  
- CHEM 3320 – Organic Chemistry II Lab (2)  
- CHEM 3200 – Basic Inorganic Chemistry (3)  
- CHEM 4250 – Scientific Instrumentation (4)  
- CHEM 4300 – Advanced Inorganic Chemistry (4)  
- CHEM 4500 - Biochemistry (3)  
- CHEM 4520 – Biochemistry Laboratory (2)  
- ENSC 4400 – Special Topics in Environmental Science (1-4).
### Four-Year Curriculum Plan in Environmental Science, Environmental Geography Concentration

#### FRESHMAN YEAR

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#### SOPHOMORE YEAR

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<td>GEOG 3435 Geog Inform Systems</td>
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<td>PHYS 1000 Phys Appl Envir Topics</td>
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#### SENIOR YEAR

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* Meets General Education Curriculum requirement.
** Students may substitute BIOL 2700 - Environmental Problems.
*** Students must take at least 15 hours from the following Geography Concentration Electives: GEOG 2010 - On-Line Weather (3); GEOG 2220 – Economic Geography (3); GEOG 3310 – Climatology (3); GEOG 3510 – Urban Public Transportation (3); GEOG 4010 – Applied Geographic Information Systems (3); GEOG 4220-Conservation of Natural Resources (3); GEOG 4230 – Minerals, Energy, and the Environment (3); GEOG 4500 - Social Geography (3); GEOG 4800 - Urban Geography (3); GEOG 4980 - Independent Study (1-3); ENSC 4400 - Special Topics in Environmental Science (1-4).
### Four-Year Curriculum Plan in Environmental Science, Environmental Physics Concentration

#### Freshman Year

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* Meets General Education Curriculum requirement.

#### Sophomore Year

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** Students may substitute BIOL 2600 - Environmental Biology.

#### Junior Year

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*** Students must take at least 16 hours from the following Physic Concentration Electives:
- PHYS 3060 – Electricity and Magnetism (3); PHYS 3100 – Principles of Electronics (3); PHYS 3310 – Modern Physics (4); PHYS 3410 – Computational Physics I (3); PHYS 4410 – Computational Physics II (3); PHYS 4250 – Science Instrumentation (5); PHYS 4520 – Applied Spectroscopy (3); ENSC 4400 – Special Topics in Environmental Science (1-4); ENSC 4450 – Environmental Chemistry.

#### Senior Year

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* General Electives | 9
### Four-Year Curriculum Plan in Environmental Science, Environmental Political Science Concentration

#### Freshman Year

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* Meets General Education Curriculum requirement.

#### Sophomore Year

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** Students may substitute BIOL 2700- Environmental Problems.

#### Junior Year

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<td>POLS 3000: Scope, Meth, &amp; Writing</td>
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<td>GEOG 3435: Geographic Info. Syst.</td>
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<td>PHYS 1000: Physics Appl. Envir Topic</td>
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*** Students must take at least 15 hours from the following Political Science Concentration.

#### Senior Year

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<td>SOC 3600: Sociological Statistics</td>
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* Meets General Education Curriculum requirement.

** Students may substitute BIOL 2700- Environmental Problems.

*** Students must take at least 15 hours from the following Political Science Concentration.

Electives: POLS 2110 - Comparative Politics (3); POLS 3210 - Public Opinion & Prop (3); POLS 3310 - The American Constitutional System (3); POLS 3320 - Amer Political Parties (3); POLS 3410 - Municipal Government (3); POLS 3700 - The U.S. Congress: People, Power, and Politics (3); POLS 3710 - The American Presidency (3); POLS 3810 Independent Study in Political Science; ENSC 4400 - Topics in Environmental Science (1-4).
### Four-Year Curriculum Plan Environmental Science, Environmental Sociology Concentration

#### Freshman Year

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#### Junior Year

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#### Senior Year

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* Meets General Education Curriculum requirement.

** Students may substitute BIOL 2700 – Environmental Problems.

*** Students must take at least 15 hours from the following Sociology Concentration Electives:
- SOCI 3210 – Social Differentiation and Inequality (3); SOCI 3310 – Formal Organization (3);
- SOCI 4210 – Demography (3); SOCI 4250 – Society and Law (3); SOCI 4500 – The Sociology of Education (3); SOCI 4520 – Medical Sociology (3); SOCI 4320 – Urban Society (3);
- ENSC 4400 – Special Topics in Environmental Science (1-4); SOCI 4900 – Independent Study (1-3).
Geography and Earth Sciences

Albert P. Barnett, Chairperson
telephone: (919) 530-6233
fax: (919) 530 7986
e-mail: abarnett@nccu.edu

The aim of the Department of Geography and Earth Sciences is to help students develop the analytical and methodological skills necessary to understand the earth's environment. It supports the educational needs of students seeking to develop skills in general and applied geography and other earth sciences while promoting the creation and application of new knowledge. More specifically, it supports the educational needs of students seeking to develop skills in applied geography and/or other earth sciences. The Department is committed to meeting the educational needs of students pursuing an education in general geography and/or other earth sciences in preparation for graduate work or as a rigorous background for current or planned occupations. Faculty and student research and publication in applied and general geography and other earth sciences are encouraged and promoted. Such activities provide continuing programs of research training for undergraduate, graduate, and non-traditional students.

Students may obtain a Bachelor of Science degree in Geography as an undergraduate major in Geography. Graduates may complete a Master of Science degree in Earth Sciences.

Course Requirements for the Bachelor of Science in Geography

General Geography Concentration:
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. Freshman and sophomore years: complete the General Education Courses (GEC) Program as listed in this catalog.
3. General Geography concentration requirements: complete a minimum of 33 semester hours from the following with a cumulative GPA of 2.0 or higher:
   a. Complete all of the following: GEOG 2130, 2350, 3310, 3435, 4010, 4110, 4920
   b. Complete two of the following: GEOG 2100, 2120
   c. Complete one of the following: GEOG 3420, 3430
   d. Complete one of the following: GEOG 4220, 4230

Earth Science Concentration:
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. Freshman and sophomore years: complete the GEC Program.
3. Earth Science concentration requirements: complete a minimum of 30 semester hours from the following with a cumulative GPA of 2.0 or higher:
   a. Complete all of the following: GEOG 2130, 2350, 3310, 3435, 4010, 4110, 4920
   b. Complete one of the following: GEOG 2100, 2120
   c. Complete one of the following: GEOG 3420, 3430
   d. Complete one of the following: GEOG 4220, 4230

Cartography Concentration:
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. Freshman and sophomore years: complete the GEC Program.
3. Cartography concentration requirements: complete a minimum of 34 semester hours from the following with a cumulative GPA of 2.0 or higher:
   a. Complete all of the following: GEOG 2130, 3320, 3430, 3435, 4010, 4110, 4320, 4920
   b. Complete one of the following: GEOG 3420 or 3430
   c. Complete one elective from any other geography course not used to meet a GEC or major requirement.
# Four-Year Curriculum Plan in Geography, General Geography Concentration

## Freshman Year

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## Junior Year

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## Four-Year Curriculum Plan in Geography, Concentration in Earth Science

### Freshman Year

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<td>Fitness*</td>
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<td></td>
<td>HUM 2410</td>
<td>Arts &amp; Humanities I*</td>
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<td>ENG 1250</td>
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<td></td>
<td>GEOG 2100 or 2120</td>
<td>Phy Geog/Geology</td>
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<td></td>
<td>MATH 1100</td>
<td>College Algebra &amp; Trig I</td>
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<td></td>
<td>HIST 1530</td>
<td>Black Experience to 1865*</td>
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<td>GEOG 2130</td>
<td>Adv Physical Geog</td>
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<td>ENG 2105</td>
<td>Intro to Technical Writing*</td>
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<td>GEOG 2350</td>
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### Junior Year

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<td>MATH 2010</td>
<td>Cal &amp; Analytic Geom I</td>
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<td></td>
<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>CHEM 1100</td>
<td>General Chemistry I</td>
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<td>GEOG 2140</td>
<td>Oceanography</td>
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<td>GEOG 3310</td>
<td>Climatology</td>
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### Senior Year

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<tbody>
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<td>GEOG 4220 or 4230</td>
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<td>Spring</td>
<td>GEOG 4920</td>
<td>Theory &amp; Methods</td>
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<td></td>
<td>GEOG 3435</td>
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<td>GEOG 4110</td>
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<td>PHYS 2120</td>
<td>General Physics II</td>
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<td></td>
<td>MATH 2020</td>
<td>Cal &amp; Analytic Geometry II</td>
<td>5</td>
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<td>GEOG 4010</td>
<td>Applied GIS</td>
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# Four-Year Curriculum Plan in Geography, Concentration in Cartography

## Freshman Year

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<td>MFL Level III</td>
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<td>MATH 1110</td>
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<td>MATH 1200</td>
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<td>HUSC 1521</td>
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<td>GEOG 1000</td>
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## Sophomore Year

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<th>Spring Semester</th>
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<td>PHYS 1000</td>
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<td>PEDU 1531</td>
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<td>PEDU 1541</td>
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<td>HUM 2410</td>
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<td>GEOG 2100</td>
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<td>ARTV 2150</td>
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<td>HIST 1530</td>
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## Junior Year

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<th>Spring Semester</th>
<th>Credits</th>
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<tbody>
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<td>ARTV 2150</td>
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<td>GEOG 2130</td>
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<td>COMP 1400</td>
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<td>GEOG 3420 or 3430</td>
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## Senior Year

<table>
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<th>Spring Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOL 2105</td>
<td>4</td>
<td>GEOG 4920</td>
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<tr>
<td>GEOG 4020</td>
<td>3</td>
<td>GEOG 4320</td>
<td>3</td>
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<tr>
<td>GEOG 4110</td>
<td>3</td>
<td>GEOG 4320</td>
<td>3</td>
</tr>
<tr>
<td>ARTF 2310</td>
<td>3</td>
<td>Electives</td>
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</table>
The Department of Mathematics and Computer Science offers programs of study leading to baccalaureate degrees in mathematics and in 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, and a certificate in computer programming. A minor is available in either mathematics or computer science. The department also offers a graduate program in mathematics leading to the Master of Science degree.

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) curriculum.

3. Major requirements: complete 40 semester hours within the Department of Mathematics and Computer Science with a minimum grade of “C” in each course, and complete 6 hours of calculus based physics.

The 40 hours within the Department consist of:

- Mathematics core courses:
  - MATH 2010, 2020, 2030, 3020, 4410, and 4920.
- 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 analysis option:
     - MATH 4310 and MATH 4320
     - 1 algebra elective from list I below
     - 1 applied elective from list II below

  3. An algebra option:
     - MATH 4420 and 4430, or 3500 and 4430, or 4440
     - 1 applied elective from list II below
     - 1 additional elective from list III 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 MATH 3100, 4200, 4940

   c. Computer science requirement: COMP 1070, 2200

The 6 hours of physics must be chosen from the following two options:
- PHYS 1310 and 2310, or PHYS 1310 and 2320.

Mathematics majors are encouraged to tailor the program to their career objectives by making judicious choices of the electives in requirement (b) 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 and 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 1510/1520, 2810, 4460. Such students should consider a minor in computer science. Employers find students who exceed the 40 hour minimum more attractive.

Mathematics, Secondary Education Licensure Program

1. Complete requirements 1, 2, 3a, and 3c 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 ten 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 Introduction to Exceptionalities
   - 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. Take the Praxis I (general knowledge and communication skills) at the end of their sophomore year, and apply for admission to the Teacher Education Program. A student must be admitted to the Teacher Education Program in order 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 completed ENG 1110, 1210, and a speaking intensive course (approved by his/her department) with at least a 2.5 average both cumulatively and in the required mathematics courses.

- 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

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) curriculum.

3. Major requirements: complete 55 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 55 hours within the Department consist of:

   a. Computer science core courses:
      COMP 1520, 2200, 2300, 2610, 2620, 2810, 3810, 4730, 4850, and 4920.

   b. Computer science electives:
      Three Comp courses numbered 3000 or higher except COMP 4940. MATH 3410 may be included among the elective courses.

   c. Mathematics requirement:
      MATH 2010, 2020, 2400 or 2500, 4410.

The allowed chemistry and physics sequences are: CHEM 1100 & 1200, PHYS 2110 & 2120, PHYS 1310 & 2310, PHYS 1310 & 2320.

Computer Science Program, Applications/Mathematical Programming Concentration:

1. Complete the requirements listed above for a computer science major by selecting MATH 2500 in the mathematics requirements and

2. 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 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 1520 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 1510, 1520, 2200, 2300, 2810 and two other computer science courses consistent with the student's interests and career objectives. Comp 2610 and 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 1510, 1520, 2610, 2810 and one of the combinations: COMP 2620 and COMP 4850; COMP 3810 and COMP 4920; COMP 3300 and MATH 3410. MATH 2000 is also required but may be replaced by any Computer Science course, if adequate knowledge of calculus is demonstrated.
### Four-Year Curriculum Plan in Mathematics

#### Freshman Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
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<tbody>
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<td>MATH 2010 Calculus I</td>
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<td>HUSC 1521 Dim of Learning</td>
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<td>COMP 2200 Logic for Math</td>
<td>3</td>
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<tr>
<td>ENG 1110 English Comp I</td>
<td>3</td>
<td>ENG 1210 English Comp II</td>
<td>3</td>
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<tr>
<td>MFL Foreign Language III</td>
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<td>HIST 1320 World Societies</td>
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<td>HEDU 1531 Health</td>
<td>2</td>
<td>PEDU 1541 Fitness</td>
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#### Sophomore Year

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<tbody>
<tr>
<td>MATH 2020 Calculus II</td>
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<td>MATH 2030 Calculus III</td>
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<td>COMP 2300 or Math 2400</td>
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<td>MATH 2500 SAS</td>
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<td>COMP 1070 Prog for Sci</td>
<td>3</td>
<td>Elective(C++)</td>
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</tr>
<tr>
<td>SI Speaking Intensive</td>
<td>3</td>
<td>WI Writing Intensive</td>
<td>3</td>
</tr>
<tr>
<td>HUM Arts &amp; Hum I or II</td>
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<td>HUM Arts &amp; Hum (GEC)</td>
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#### Junior Year

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<th>Spring Semester</th>
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<tbody>
<tr>
<td>MATH 3020 Diff Equations</td>
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<td>MATH 4420 Linear Algebra</td>
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<td>MATH 4410 Linear Algebra I</td>
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<td>PHYS 2310 &amp; 2410 Phys II</td>
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<td>PHYS 1310 Physics I</td>
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<td>Math Elective</td>
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<td>Social Sci (GEC)</td>
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<td>Math Elective</td>
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<td>COMP 2300 Math Elective (Comp 2300)</td>
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<td>Elective</td>
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#### Senior Year

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<td>Math Elective</td>
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*Or its equivalent, MATH 1100 followed by MATH 1200.*
# Four-Year Curriculum Plan in Mathematics Secondary Education

## Freshman Year

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<tbody>
<tr>
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<td>HUSC 1521</td>
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<td>COMP 2200</td>
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<tr>
<td>ENG 1110</td>
<td>English Comp I</td>
<td>3</td>
<td>ENG 1210</td>
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<td>HUM</td>
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<td>PEDU 1541</td>
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<tr>
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## Sophomore Year

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<tbody>
<tr>
<td>MATH 3020</td>
<td>Diff Equations</td>
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<td>HIST 1320</td>
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<td>MFL</td>
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<td>Arts/Hum (GEC)</td>
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<td>EDU 3010</td>
<td>Hu Grow &amp; Dev</td>
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<td>EDU 3030</td>
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## Junior Year

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<thead>
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<th>Credits</th>
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<tbody>
<tr>
<td>MATH 3500</td>
<td>Number Theory</td>
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<td>MATH 4200</td>
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<tr>
<td>COMP 1070</td>
<td>Prog for Sci</td>
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<td>Elective(C++)</td>
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<td>WI</td>
<td>Writing Intensive</td>
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<td>EDU 3150</td>
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<td>EDU 3120</td>
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## Senior Year

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<tr>
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<td>Geometries</td>
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<td>Senior Seminar</td>
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<td>PHYS 2320</td>
<td>Physics III</td>
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<tr>
<td>COMP 2300</td>
<td>Logic for Math</td>
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## Four-Year Curriculum Plan in Computer Science

### Freshman Year

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<th>Credits</th>
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<tbody>
<tr>
<td>COMP 1070</td>
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<td>MATH 1410*</td>
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<td>COMP 2200</td>
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<td>HEDU 1531</td>
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### Sophomore Year

<table>
<thead>
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<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Elective(Java)</td>
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<td>COMP 2610</td>
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<tr>
<td>COMP 2300</td>
<td>3</td>
<td>COMP 2810</td>
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<td>MATH 2020</td>
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<td>ENG 1250</td>
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<td>MATH 2500</td>
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### Junior Year

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<td>COMP 3810</td>
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<td>COMP 4850</td>
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<td>MATH 4410</td>
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<td>PHYS 2310</td>
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<td>PHYS 1310</td>
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<td>HUM</td>
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<td>HUM</td>
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<td>Arts &amp; Hum (GEC)</td>
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### Senior Year

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<tr>
<td>HIST 1320</td>
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<td>COMP 4920</td>
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<td>Comp Sci Elective</td>
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<td>Comp Sci Elective</td>
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<tr>
<td>Comp Sci Elective</td>
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<td>Comp Sci Elective</td>
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<tr>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
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</table>

*Or its equivalent, MATH 1100 followed by MATH 1200.
A major in Physics prepares students for advanced degrees in physics or related fields, for employment in government or industry, or for licensure to teach at the secondary school level.

The Department of Physics offers programs of study leading to a B.S. degree in Physics, a B.S. degree in Physics with teacher certification; a dual degree in Physics and Engineering with Duke University and Georgia Institute of Technology; and a two-year Pre-Engineering program.

Students in the B.S. degree program have the opportunity to select from the following concentrations: applied physics or computational physics.

**Course Requirements for the Bachelor of Science in Physics**

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).

3. Non-departmental major requirements: CHEM 1100 and 1200. MATH 2010, 2020, 2030, 4410* A programming course (C++ or Fortran).

4. Departmental major requirements: Complete the following required courses with a grade of “C” or higher: PHYS 1310, 2310, 2320, 2410, 2420, 3060, 3110, 3210, 3220, 3310, 3200, 3410, 4110, and 4300.

5. Education requirements:

   Complete the General Education Curriculum (GEC) program with a minimum GPA of 2.5.

   Complete ENG 1110, 1210, and 1250 with a minimum grade of “C” in each course.

   Complete other requirements as outlined under the School of Education.

   Complete the following required courses: EDU 2600, 2800, 3000, 3020, 3100, 3150, 3170, 4650, and 4660.

   * Placement in mathematics courses will depend on the students’ performance on their placement tests and their high school records.

**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 1310, 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 1310, 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).

2. Non-departmental major requirements:
   CHEM 1100 and 1200.
   MATH 2010, 2020, 2030, 4410. *
   A computer language (C++ or Fortran).

3. Departmental major requirements: Complete the following required courses with a grade of “B” or higher: PHYS 1310, 2310, 2320, 2410, 2420, 3060, 3110, 3200, 3210, 3220, 3310, 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 Physics I**

### Freshman Year

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<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
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<td>ENG 1110 English Composition I</td>
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<td>ENG 1210 English Composition II</td>
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<tr>
<td>Elective</td>
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<td>HUM 2410 Arts &amp; Humanities I</td>
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<tr>
<td>HUSC 1521 Dimensions of Learning</td>
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<td>PEDU 1541 Fitness</td>
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<tr>
<td>MATH 2010* Calculus &amp; Analytic Geometry I</td>
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<td>MATH 2020 Calculus &amp; Analytic Geometry II</td>
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<tr>
<td>PHYS 1310 Gen Phys for Scientists &amp; Eng I</td>
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<td>PHYS 2310 Gen Phys for Scientist &amp; Eng II</td>
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<tr>
<td>PHYS 2410 Laboratory I</td>
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### Sophomore Year

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<td>ENG 1250 Elements of Speech</td>
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<td>HIST 1320 World Societies</td>
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<td>HEDU 1531 Health</td>
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<td>HUM 2420 Arts &amp; Humanities II</td>
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<tr>
<td>CHEM 1100 General Chemistry I</td>
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<td>MATH 2030 Calculus &amp; Analytic Geom. III</td>
<td>3</td>
<td>MATH 4410 Linear Algebra I</td>
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<tr>
<td>PHYS 2320 Gen Phys for Scientist &amp; Eng III</td>
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<td>PHYS 3310 Modern Physics</td>
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<td>PHYS 2420 Laboratory II</td>
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<tr>
<td>WI GEC Course</td>
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<td>Modern Foreign Language III</td>
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<tr>
<td>SOCI 2000 Society/Human Behav</td>
<td>4</td>
<td>PHYS 3060 Electricity/Magnetism</td>
<td>3</td>
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<tr>
<td>PHYS 3110 Mechanics</td>
<td>3</td>
<td>PHYS 3200 Data Acquisition/Anal</td>
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<td>PHYS 3210 Laboratory III</td>
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<td>PHYS 3220 Laboratory IV</td>
<td>2</td>
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<tr>
<td>PHYS 3410 Computational Physics</td>
<td>3</td>
<td>COMP 1510 Programming I</td>
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### Senior Year

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<tr>
<td>PHYS 4110 Statistical Mechanics</td>
<td>3</td>
<td>PHYS 4300 Intro to Quantum Mech</td>
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<td>Physics Elective</td>
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<td>Physics Elective</td>
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</tbody>
</table>
College of Social Sciences and Behavioral Studies

Dr. Elwood Robinson, Interim Dean
telephone: (919) 530-7465
fax: (919) 530-6385
e-mail: robin@nccu.edu

Criminal Justice
Health Education
Human Sciences
Physical Education & Recreation
Political Science
Public Administration
Psychology
Sociology
Social Work
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 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 system, its agencies, personnel, and historical foundation. The department seeks to educate students as well as personnel currently working in the criminal justice field. Students who major in criminal justice have many opportunities open to them in criminal justice and related agencies. Through both classroom and field experience students are prepared for responsible positions in criminal justice and related agencies.

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 21 credit hours of course work with a grade of “C” or higher: ENG 1110, ENG 1210, MATH 1070, SOCI 2100, PSY 2100, POLS 2100, and CRJU 2250.
2. Have an overall GPA OF 2.0 or higher.

Major Course requirements

1. Complete all criminal justice courses in the Criminal Justice Core Curriculum and in one of the Criminal Justice Concentrations with a grade of “C” or higher. Criminal Justice courses in the Core Curriculum include 23 semester hours: CRJU 2650, 3000, 3060, 4060, 4061, 4110, 4111, 4600 and CRJU 4000 (a practicum course required of Criminal Justice Majors without one (1) year of criminal justice experience)

*Note: Students must see their designated advisor at least once each semester prior to class registration, and they are responsible for knowing their requirements for graduation. We also advise students to have a second major based on their career interest.
### Four-Year Curriculum Plan for Criminal Justice

#### Freshman Year

<table>
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<tr>
<th>Fall Semester</th>
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<tbody>
<tr>
<td>ENG 1110 English Comp. I</td>
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<td>MATH 1070 College Algebra</td>
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<td>*Foreign Language II</td>
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<tr>
<td>HUSC 1521 Dimen. of Learning</td>
<td>3</td>
<td>HIST 1320 World Societies</td>
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<tr>
<td>*Foreign Language I</td>
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<td>MATH 1200 Finite Mathematics</td>
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<tr>
<td>PEDU 1541 Fitness</td>
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<td>HEDU 1531 Health</td>
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<td></td>
<td>CRJU 2250 Intro to Crim Justice</td>
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#### Sophomore Year

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<tr>
<td>HUM 2410 or 2420 Arts &amp; Hum.</td>
<td>3</td>
<td>POLS 2100 Amer Govt</td>
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<td>SCI 1220 Science Odyssey</td>
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<td>SOCI 2100 Intro to Sociology</td>
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<td>PSY 2100 Intro to Psychology</td>
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<td>CRJU 2350 (LE) or 2450 (Cor)</td>
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<td>CRJU 3060 Ethics in Crim Justice</td>
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<td>or HLS 3000</td>
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<td>CRJU 3000 C J Theory</td>
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<td>Foreign Language III</td>
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#### Junior Year

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<tr>
<td>ENG 1250 Elements of Speech</td>
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<td>CRJU 2650 Juvenile Justice</td>
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<td>CRJU or HLS Concentration</td>
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<td>CRJU or HLS Concentration</td>
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<tr>
<td>CRJU 4060 Statistics</td>
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<td>CRJU 2510 Comm. Corrections</td>
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<tr>
<td>CRJU 4061 Statistics Lab</td>
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<td>CRJU 4110 Research Methods</td>
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<td>Humanities Elective</td>
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<td>CRJU 4111 Research Meth Lab</td>
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#### SENIOR YEAR

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<tr>
<td>CRJU 4250 Criminal Law</td>
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<td>CRJU 4510 Criminal Procedure</td>
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<tr>
<td>CRJU 4600 Senior Seminar</td>
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<td>CRJU or HLS Concentration</td>
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<td>CRJU 4000 Practicum</td>
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<td>CRJU or HLS Concentration</td>
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</table>

Required Total Semester Credit Hours for Graduation: 124

*If this course is not required, credit hours are necessary.
Health Education

Lahoma Romocki, Interim Chairperson
telephone: (919) 530-6404
fax: (919) 530-7985
e-mail: Iromocki@nccu.edu

The Department of Health Education offers a professional preparation program leading to the Bachelor of Science in Health Education. Students take a common core of courses and do further study in the behavioral and biological sciences, education and public health.

Mission
The mission of the Department of Health Education is to prepare students, academically and professionally, to assume leadership positions in public health. The Department provides students with proficiency in the application of theory, content, and skills to promote, support and enable healthy communities. The health education program is designed to prepare professional health educators for practice in a variety of settings, such as official public health agencies, voluntary health agencies, healthcare agencies, corporate and business work-sites and community-based settings.

A secondary mission is to promote the health and well being of communities through departmental course offerings, faculty research and community service.

The Department of 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
3. Approved course work and experiences leading to eligibility to take certifying examinations, e.g. Certified Health Education Specialist (CHES).

Additionally, students are provided with opportunities to gain knowledge and skills to

1. Promote self-directed behaviors and lifestyles conducive to health
2. 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
3. Advocate for policies supportive of health and a more equitable distribution of the resources necessary for health.

The Health Education major prepares the student for baccalaureate level work as a community health educator. Students may choose an area of concentration within this major. Advisors in the Department will counsel the student in selecting an area of concentration and in planning his/her program of study.

Course Requirements for the Bachelor of Science in Health Education

1. Earn a cumulative grade point average of 2.25 or higher for admission or transfer to the program.
2. Complete a minimum of 128 semester hours. The last 30 hours must be completed at NCCU.
3. Freshman and sophomore years: complete the General Core Curriculum Program.
4. Non-departmental requirements: complete the following:
   a. BIOL 1300, 1610, 1620, and 3200.
   b. One course from SCI 1220, CHEM 1000, 1100, 1500, or BIOL/CHEM 2105.
   c. One course from ECON 2200 or 2300.
   d. One course from PSY 3100 or 3200.
   e. FOOD 2200.
   f. One course from SOCI 3210, 3220, 4000, or 4520.
   g. EDUC 3020 and 3010.
   h. One course from EDU 3700 or PSY 2400.
5. Departmental major requirements: the following must be completed prior to HEDU 4420 with a cumulative GPA of 2.5 or higher:
   a. HEDU 2000, 2100, 2200, 3020, 3100, 3210, 3220, 3400, 3420, 3600, 4000, 4110, 4120, 4220, 4300 and a 4000-level elective.
   b. HEDU 3210 and 3220 must be taken in sequence.
   c. HEDU 4420, Field Work in Community Health Education-students cannot be employed and can take only one other academic course while they are enrolled in this course.
   d. Students must earn a minimum grade of C in HEDU 4420 in order to graduate.

Courses recommended for a minor in Health Education are HEDU 2000, 2100, 3100, 3210, 3220, 3400, 3420, 4110 and 4300.
### Four-Year Curriculum Plan in Community Health Education

**Freshman Year**

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<tr>
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<th>Credits</th>
<th>Spring Semester</th>
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<tr>
<td>ENG 1110 English Composition I 3</td>
<td>ENG 1210 English Composition II 3</td>
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<tr>
<td>BIOL 1300 Molecules and Cell Function 4</td>
<td>MATH 1070 Mathematics 3</td>
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<tr>
<td>HEDU 2000 Intro to Health Education 2</td>
<td>Foreign Language - Level III 3</td>
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<tr>
<td>HUSC 1521 Dimensions of Learning 2</td>
<td>SOCI 2000 or SOCI 2100 or POLS 2100 3</td>
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<tr>
<td>Foreign Language - Level II or III 3</td>
<td>HUM 2410 Arts and Humanities I 3</td>
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<td>PEDU 1541 Fitness 2</td>
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**Sophomore Year**

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<tbody>
<tr>
<td>MATH 1210 Finite Mathematics 3</td>
<td>BIOL 1620 Hum Anat and Physi II 3</td>
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<tr>
<td>BIOL 1610 Human Anatomy and Phys I 4</td>
<td>BIOL 3200 General Microbiology 4</td>
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<td>HEDU 2100 Community Health 2</td>
<td>HEDU 3020 Met/Applic of Grp Leader 2</td>
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<tr>
<td>HEDU 2200 Health Behav/Effective Living 3</td>
<td>SCI 2200 Science 3</td>
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<td>HIST 1320 World Societies 3</td>
<td>EDU 3020 Educational Foundations 3</td>
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<tr>
<td>Arts and Humanities Core Course 3</td>
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**Junior Year**

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<th>Spring Semester</th>
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<tbody>
<tr>
<td>HEDU 3100 Environmental Health 3</td>
<td>HEDU 3600 Plan for Hlth Promotion Edu 3</td>
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<tr>
<td>HEDU 3210 Foundations of Public Health I 3</td>
<td>HEDU 3420 Prin of School Health 3</td>
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<tr>
<td>HEDU 3400 Theory/Prac Comm Hlth Educ 3</td>
<td>HEDU 3220 Foundat Public Hlth II 3</td>
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<tr>
<td>FOOD 2200 Intro to Human Nutrition 3</td>
<td>EDU 3700 Intro to Stat Met or Psy 2400 3</td>
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<tr>
<td>ECON 2200 or ECON 2300 3</td>
<td>PSY 3200 Mental Hygiene or PSY 3100 3</td>
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<tr>
<td>HEDU 4000 Level Elective Course 3</td>
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**Senior Year**

<table>
<thead>
<tr>
<th>Fall Semester</th>
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<th>Spring Semester (First 8 Weeks)</th>
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<tr>
<td>HEDU 4000 Communicating Hlth Info 3</td>
<td>HEDU 4120 Org/Adm of School/Com Hlth 3</td>
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<tr>
<td>HEDU 4110 First Aid and Safety 3</td>
<td>HEDU 4220 Senior Seminar in Hlth Educ 2</td>
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<tr>
<td>HEDU 4300 Research Methods and Eval in Public Health 3</td>
<td>HEDU 4500 Ind Study: Spec Topics</td>
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<tr>
<td>SOCI 3210 or SOCI 3220, 4000, or 4520 3</td>
<td>(Second 8 weeks)</td>
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<tr>
<td>EDU 3010 Human Growth and Develop 3</td>
<td>**HEDU 4420 Field Work in Public Health Edu 6</td>
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<tr>
<td>HEDU 4700 Current Trends: Hlth Promotion/1-3 Disease Prevention</td>
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</tr>
</tbody>
</table>

1. *Block courses open only to majors eligible for Field Work.
2. **2.5 GPA in Health Education required to do Field Work.
3. **Field Work in Health Education is a full-time position (eight or more hours per day) and may include night and/or weekend agency responsibilities. Student may not be gainfully employed or take other academic course while enrolled in Field Work.
4. Student may not enroll in more than three Public Health Education Classes per semester without permission from the Department
5. 15 hours of Community Service required each semester
6. Pending graduation requirement: National Certified Health Education Specialist Exam (CHES)
7. Courses recommended for the minor in health education are HEDU 2000, 2100, 3100, 3210, 3220, 3400, 3420, 3600, 4110.
The Department of Human Sciences offers competitive programs of study leading to Bachelor of Science degrees in Family and Consumer Sciences, Birth Through Kindergarten Teacher Education (B-K), and Family and Consumer Sciences Education. Experiential learning is utilized in each program to include diverse, multi-cultural, and interdisciplinary perspectives of family studies.

The degree in Family and Consumer Sciences offers three areas of specialization: Child Development and Family Relations, Foods and Nutrition, and Apparel Design. 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 referrals 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 and institutional management with supporting courses in biology, chemistry, and business. The Didactic Program in Dietetics is approved by the American Dietetic Association (ADA). 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 focus on Institutional Management prepares students for employment in school and commercial food service management.

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 degree in Birth Through Kindergarten (B-K) Teacher Education 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.

The degree 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.

STUDENTS MUST PASS A DEPARTMENTAL COMPETENCY EXAMINATION PRIOR TO ENROLLING IN THE PRACTICUM COURSE. A GRADE OF “C” OR BETTER MUST BE EARNED IN ALL FAMILY AND CONSUMER SCIENCES COURSES. Students are required to participate in professional organizations related to program areas, and attend area meetings.

Requirements for the Degree in Family and Consumer Sciences

Requirements for the specialization in Child Development and Family Relations:
1. Complete a minimum of 124 semester hours with a cumulative grade point average of at least 2.0. The last 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, 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 124 semester hours with a cumulative grade point average of at least 2.0. The last 30 hours must be completed at NCCU.
2. Freshman and sophomore years: complete the General Education Curriculum (GEC) Program.
3. For Science requirements: complete CHEM 1100 and CHEM 1200.
4. Non-departmental requirements: complete the following:
   a. One statistics course from BIOL 4200, EDU 3700 or CRIM 4050.
   b. CHEM 3100.
   c. ACCT 2400; BIOL 1610, 1620; CHEM 4500, 4520.
5. Computer Elective: One course from FCSC 2150, CIS 1100, COMP 4500, PADM 3130.
6. Departmental required courses: FCSC 1000, 4200, 4900; CLTX 2420.
7. Foods and Nutrition required courses: FOOD 2200, 2310, 2320, 2340, 3200, 3410, 3510, 3520, 4210, 4600, 4630, 4660, 4670, 4671, 3 credit hours of electives.
8. Suggested Electives: CHEM 1500, 3120, 3310; FOOD 4800; MGT 3000.
Concentration in Institutional Management:
1. Complete a minimum of 124 semester hours with a cumulative grade point average of at least 2.0. The last 30 hours must be completed at NCCU.
2. Freshman and sophomore years: complete the General Education Curriculum (GEC) Program.
3. Non-departmental requirements: complete the following:
   a. One statistics course from BIOL 4200, EDU 3700 or CRIM 4050.
   b. ECON 2200 and 2300.
   c. ACCT 2400, 2500; FIN 3200; MGT 3000, 3700, 4510 or HADM 3800; PSY 2100.
5. Departmental required courses: CLTX 2420; FCSC 1000, 4200, 4900.
6. Institutional Management required courses: FOOD 2200, 2310, 2340, 3200, 3410, 3510, 3520, 4670, 4671, 4700, 4710, 4800, 6 credit hours of food/management/hospitality electives.

Requirements for the specialization in Apparel Design:
1. Complete a minimum of 124 semester hours with a cumulative grade point average of at least 2.0. The last 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 2200 or 2300; FCSC 1000, 4200, 4900.
5. Textiles & Apparel required courses: CLTX 2410, 2420, 2510, 2620, 3010, 3020, 3030, 3820, 4400, 4410, 4420, 4510, 4520, 4550.

Minor In Family & 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 1000, 2170, 2810, 2900, 3000, 3210, 3300, 3320, 3610, 4200, 4620, 4730, 4810, 2170, 4920.
- Family and Consumer Sciences Education (Licensure):
  CLTX 2410, 2510, 3110; FOOD 2200 or 2300; FCSC 1000, 3320, 3300, 3900, 4200, 4500, 4810, 4910.
- Foods and Nutrition (Dietetics):
  FOOD 2200 or 2300, 2310, 2320, 3200, 3410, 3510, 3520, 4210, 4600, 4630, 4660, 4670, 4671, 4700.
- Foods and Nutrition (Institutional Management):
  FOOD 2200 or 2300, 2310, 2340, 3200, 3510, 3520, 4670, 4700, 4710
- Apparel Design:
  CLTX 2410, 2420, 2510, 2620, 3010, 3020, 3030, 3110, 3820, 4410, 4420, 4510, 4520, 4550.
### Four-Year Curriculum Plan in Family and Consumer Sciences
#### Specialization in Child Development and Family Relations

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
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<tr>
<td>*ENG</td>
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<td>*ENG</td>
<td>1210 English Comp</td>
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<td>GEC Requirement</td>
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<td>*MATH</td>
<td>GEC Requirement</td>
<td>3/4</td>
<td>*SCI</td>
<td>GEC Requirement</td>
</tr>
<tr>
<td>*HUSC</td>
<td>1521 Dimensions of Learning</td>
<td>2</td>
<td>*ENG</td>
<td>1250 Elements of Speech (SI)</td>
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<tr>
<td>*PEDU</td>
<td>1541 Fitness</td>
<td>2</td>
<td>+FCSC</td>
<td>2150 Computer Applications</td>
</tr>
<tr>
<td>+FCSC</td>
<td>1000 Intro to Fam/Consum Sci (WI)</td>
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<tr>
<th>Sophomore Year</th>
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<th>Spring Semester</th>
<th>Credits</th>
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<tr>
<td>*SOSC</td>
<td>GEC Requirement</td>
<td>3</td>
<td>*HIST</td>
<td>1320 World Societies</td>
</tr>
<tr>
<td>*HUM</td>
<td>Arts &amp; Humanities I or II</td>
<td>3</td>
<td>*HUM</td>
<td>GEC Requirement</td>
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<tr>
<td>*HEDU</td>
<td>1531 Health</td>
<td>2</td>
<td>*SCI</td>
<td>GEC Requirement</td>
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<tr>
<td>+FOOD</td>
<td>2300 Nutrition &amp; Health Promotion</td>
<td>3</td>
<td>+CLTX</td>
<td>2420 Clothing and People</td>
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<tr>
<td>=FCSC</td>
<td>2900 Prenatal/Infant/Toddler Dev</td>
<td>3</td>
<td>=FCSC</td>
<td>2810 Intro to Ed of Yng Child</td>
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<td>&amp; Elective</td>
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<td>3</td>
<td>=FCSC</td>
<td>3210 Creative Act f/Yng Child</td>
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<th>Junior Year</th>
<th>Fall Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>=FCSC</td>
<td>3000 Middle Childhood/Adol</td>
<td>3</td>
<td>=FCSC</td>
<td>3320 Family Policy</td>
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<tr>
<td>=FCSC</td>
<td>3610 Cur/Inst for Yng Children</td>
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<td>=FCSC</td>
<td>4810 Persp on Dis/Spec Needs</td>
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<td># Minor Elective</td>
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<td># Minor Elective</td>
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<table>
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<th>Senior Year</th>
<th>Fall Semester</th>
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<tbody>
<tr>
<td>+FCSC</td>
<td>4200 Family and Social Systems</td>
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<td>=FCSC</td>
<td>4620 Practicum in Hum Dev</td>
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<tr>
<td>=FCSC</td>
<td>4730 Admin/Sup of Hum Dev Prog</td>
<td>3</td>
<td>=FCSC</td>
<td>4920 Parent Education</td>
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<tr>
<td>+FCSC</td>
<td>4900 Senior Seminar</td>
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<td># Minor Elective</td>
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<td># Minor Elective</td>
<td>3</td>
<td># Minor Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>&amp; Elective</td>
<td></td>
<td>3</td>
<td>&amp; Elective</td>
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</tbody>
</table>

TOTAL MINIMUM CREDIT HOURS: 124

Distribution of Hours

* Core Curriculum Courses - 41
+ Family & Consumer Sciences Required Courses - 17
= 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 or better prior to enrolling in FCSC 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

### Freshman Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>*ENG 1110  English Comp</td>
<td>3</td>
<td>*ENG 1210  English Comp</td>
<td>3</td>
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<tr>
<td>*MFL Level III</td>
<td>3</td>
<td>*MATH GEC Requirement</td>
<td>3/4</td>
</tr>
<tr>
<td>*MATH GEC Requirement</td>
<td>3/4</td>
<td>*HUSC 1521 Dimensions of Learning</td>
<td>2</td>
</tr>
<tr>
<td>*CHEM 1110  General Chemistry I</td>
<td>4</td>
<td>*HEDU 1531 Health</td>
<td>2</td>
</tr>
<tr>
<td>+FCSC 1000  Intro to Fam/Cons Sci (WI)</td>
<td>3</td>
<td>*PEDU 1541 Fitness</td>
<td>2</td>
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<tr>
<td></td>
<td></td>
<td>=FOOD 2200 Intro to Human Nutrition</td>
<td>3</td>
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### Sophomore Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>*ENG 1250 Elements of Speech (SI)</td>
<td>3</td>
<td>*HIST 1320 World Societies</td>
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<td>*SOSC GEC Requirement</td>
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<td>%CHEM 1200 General Chemistry II</td>
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<td>%BIOL 1620 Hum Anatomy &amp; Phys II</td>
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<tr>
<td>%BIOL 1610 Hum Anatomy/Physiology I</td>
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<td>=FOOD 2310 Food Sel/Prep/Meal Mgt</td>
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<td>+Computer Elective</td>
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<td>=FOOD 2320 Intermediate Nutrition</td>
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### Junior Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>*HUM Arts &amp; Humanities I or II</td>
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<td>*HUM GEC Requirement</td>
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<tr>
<td>%CHEM 3100 Organic Chemistry I</td>
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<td>%Statistics</td>
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<td>=FOOD 2340 Intermediate Meal Mgt</td>
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<td>%ACCT 2400 Principles of Account I</td>
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<tr>
<td>=FOOD 3410 Food Sci/Experim Foods (O)</td>
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<td>=FOOD 3200 Sanitation &amp; Safety (E)</td>
<td>2</td>
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<tr>
<td>=FOOD 3510 Inst/Qty Food Purchasing</td>
<td>3</td>
<td>=FOOD 3520 Inst Mgt &amp; Organization</td>
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<tr>
<td></td>
<td></td>
<td>+CLTX 2420 Clothing and People</td>
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### Senior Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>=FOOD 4210 Applied Nutrition</td>
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<td>=FOOD 4630 Clinical Nutrition II (O)</td>
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<td>=FOOD 4600 Clinical Nutrition I (E)</td>
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<td>=FOOD 4660 Clinical Nut Practicum</td>
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<td>=FOOD 4670 Nutrition Education (O)</td>
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<td>=FOOD 4671 Community Nutrition (E)</td>
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<tr>
<td>%CHEM 4500 Biochemistry</td>
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<td>+FCSC 4200 Family and Soc Systems</td>
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<tr>
<td>%CHEM 4520 Biochemistry Lab</td>
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<td>+FCSC 4900 Senior Seminar</td>
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<tr>
<td>&amp; Elective</td>
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</table>

TOTAL MINIMUM CREDIT HOURS: 124

Distribution of Hours

* Core Curriculum Courses - 42
+ Family & Consumer Sciences Required Courses - 14
= Foods & Nutrition Required Courses - 40
% Non-departmental Required Courses - 25
& Electives - 3
< Students must pass Competency Exam or have a 3.0 GPA in major & 2.75 Cumulative GPA to obtain Verification Statement
(O) = Odd years; (E) = Even Years
Suggested Electives:

- CHEM 1500 Chemistry and Human Life (3); CHEM 3120 Organic Chemistry II; CHEM 3310 Organic Chemistry Laboratory I (2); FOOD 4800 Food Service/Plan: Layout/Equip (3); MGT 3000 Organization and Management (SI) = Speaking Intensive; (WI) = Writing Intensive
# Four-Year Curriculum Plan in Family and Consumer Sciences Specialization in Foods and Nutrition with a Concentration in Institutional Management

## Freshman Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>*ENG 1110 English Comp</td>
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<tr>
<td>*MATH GEC Requirement</td>
<td>3/4</td>
<td>*HUSC 1521 Dimensions of Learning</td>
<td>2</td>
</tr>
<tr>
<td>*SCI GEC Requirement</td>
<td>4</td>
<td>*HEDU 1531 Health</td>
<td>2</td>
</tr>
<tr>
<td>+FCSC 1000 Intro to Fam/Cons Sci (WI)</td>
<td>3</td>
<td>*PEDU 1541 Fitness</td>
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<tr>
<td></td>
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<td>=FOOD 2200 Intro to Human Nutrition</td>
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## Sophomore Year

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<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>*ENG 1250 Elements of Speech (SI)</td>
<td>3</td>
<td>*HIST 1320 World Societies</td>
<td>3</td>
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<tr>
<td>*SCI GEC Requirement</td>
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<td>*HUM GEC Requirement</td>
<td>3</td>
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<tr>
<td>*HUM Arts &amp; Humanities I or II</td>
<td>3</td>
<td>+CLTX 2420 Clothing and People</td>
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<tr>
<td>% Statistics</td>
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<td>%PSY 2100 General Psychology</td>
<td>3</td>
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<tr>
<td>+ Computer Elective</td>
<td>3</td>
<td>=FOOD 2310 Food Sel/Prep/Meal Mgt</td>
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## Junior Year

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<td>*ECON 2200 Prin of Macroeconomics</td>
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<td>%ECON 2300 Prin of Microeconomics</td>
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<tr>
<td>%ACCT 2400 Principles of Accounting I</td>
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<td>%MGT 3000 Organization &amp; Mgt</td>
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<tr>
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<td>%ACCT 2500 Prin of Accounting II</td>
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<tr>
<td>=FOOD 3520 Inst Mgt &amp; Organization</td>
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<td>=FOOD 3510 Inst/Qty Food Purchas</td>
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## Senior Year

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<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>=FOOD 4670 Nutrition Education (O)</td>
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<td>=FOOD 4671 Community Nutrition (E)</td>
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<tr>
<td>=FOOD 4800 Food Ser/Plan: Layout/Equip</td>
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<td>=FOOD 4700 Qty Food Prod &amp; Service</td>
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<tr>
<td>+FCSC 4200 Family and Social Systems</td>
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<td>=FOOD 4710 Food Service Practicum</td>
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<td>%MGT 3700 Organizational Behavior</td>
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<td>+FCSC 4900 Senior Seminar</td>
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<tr>
<td>%MGT 4510 Human Resource Management</td>
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<td>%FIN 3200 Principles of Finance</td>
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<tr>
<td>or HADM 3800 Human Resources Mgt</td>
<td></td>
<td>&amp; Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL MINIMUM CREDIT HOURS: 124

Distribution of Hours
- Core Curriculum Courses - 42
- Family & Consumer Sciences Required Courses - 14
- Foods & Nutrition Required Courses - 35
- Non-departmental Required Courses - 27
- Electives - 6
- (O) = Odd years;  (E) = Even Years

Suggested Electives:
- HADM 1110 Intro to Hospitality (2)
- HADM 1100 Lodging Mgt/Oper (3)
- RECR 1000 Intro to Recreation (3)

Students must pass a specialty area competency exam prior to enrolling in Practicum 4710 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 Apparel Design

### Freshman Year

<table>
<thead>
<tr>
<th></th>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>*ENG 1110</td>
<td>English Comp</td>
<td>3</td>
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<tr>
<td>*MFL Level III</td>
<td>3</td>
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<tr>
<td>*MATH GEC</td>
<td>3/4</td>
<td></td>
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<tr>
<td>*HUSC 1521</td>
<td>Dimensions of Learning</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*SCI GEC</td>
<td>3/4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>+FCSC 1000 Intro to Fam/Cons Sci (WI)</td>
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### Sophomore Year

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<thead>
<tr>
<th></th>
<th>Fall Semester</th>
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<th>Spring Semester</th>
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<tbody>
<tr>
<td>*ENG 1250 Elements of Speech (SI)</td>
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<tr>
<td>*HIST 1320 World Societies</td>
<td>3</td>
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<tr>
<td>=CLTX 2510 Consumer Textiles (O)</td>
<td>3</td>
<td></td>
<td></td>
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</tr>
<tr>
<td># Minor Elective</td>
<td>3</td>
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### Junior Year

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<tr>
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<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>+ Computer Elective</td>
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<tr>
<td>=CLTX 3010 Fashion Illustration (O)</td>
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<tr>
<td>=CLTX 3020 Apparel Design I (E)</td>
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<tr>
<td>=CLTX 3820 Fashion Buying (E)</td>
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<tr>
<td>=CLTX 4510 Fashion Merchandising I (O)</td>
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### Senior Year

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<tr>
<th></th>
<th>Fall Semester</th>
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<th>Spring Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>=CLTX 4420 Tailoring (E)</td>
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<tr>
<td>=CLTX 4550 Trends in Tex &amp; Apparel (E)</td>
<td>3</td>
<td></td>
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<tr>
<td>+FCSC 4200 Family and Social Systems</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>+FCSC 4900 Senior Seminar</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Minor Elective</td>
<td>3</td>
<td></td>
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</tbody>
</table>

**TOTAL MINIMUM CREDIT HOURS:** 124

**Distribution of Hours**
- *Core Curriculum Courses* - 41
- + Family & Consumer Sciences Required Courses - 14
- = Textiles and Apparel Required Courses - 48
- # Minor Electives - 21
- < (O) = Odd years; (E) = Even Years
- < Suggested Electives:
  - ARTF 2110, 2150
  - CLTX 3020, 3030, 3110
  - FCSC 4550, 4820, 4910
- < Students must pass a specialty area competency exam prior to enrolling in Practicum 4710 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

## Degree in Birth Through Kindergarten Teacher Education (B-K)

### Freshman Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>*ENG 1110 English Comp</td>
<td>3</td>
<td>*ENG 1210 English Comp</td>
<td>3</td>
</tr>
<tr>
<td>*MATH GEC Requirement</td>
<td>3/4</td>
<td>*SCI GEC Requirement</td>
<td>3/4</td>
</tr>
<tr>
<td>*MFL Level III</td>
<td>3</td>
<td>*MATH GEC Requirement</td>
<td>3/4</td>
</tr>
<tr>
<td>+HUSC 1521 Dimensions of Learning</td>
<td>2</td>
<td>*ENG 1250 Elements of Speech (SI)</td>
<td>3</td>
</tr>
<tr>
<td>+PEDU 1541 Fitness</td>
<td>2</td>
<td>%EDU 2800 Comp Util in Inst Tech</td>
<td>3</td>
</tr>
<tr>
<td>+FCSC 1000 Intro to Fam/Cons Sci (WI)</td>
<td>3</td>
<td></td>
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</table>

### Sophomore Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>*SOSC GEC Requirement</td>
<td>3</td>
<td>*HIST 1320 World Societies</td>
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</tr>
<tr>
<td>*HUM Arts &amp; Humanities I or II</td>
<td>3</td>
<td>*HUM GEC Requirement</td>
<td>2/3</td>
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<tr>
<td>*HEDU 1531 Health</td>
<td>2</td>
<td>*SCI GEC Requirement</td>
<td>3/4</td>
</tr>
<tr>
<td>+FCSC 2800 Health, Nut &amp; Safety in EC</td>
<td>3</td>
<td>%EDU 3020 Foundations in Educ</td>
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<tr>
<td>=FCSC 2900 Prenatal/Infant/Toddler Dev</td>
<td>3</td>
<td>=FCSC 2810 Intro to Ed of Yng Child</td>
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<tr>
<td>&amp; Elective</td>
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<td>=FCSC 2910 Typical/Atyp Presch Dev</td>
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### Junior Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
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<tr>
<td>=FCSC 3600 Guiding Behav in Yng Child</td>
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<td>=FCSC 3630 Pro Dev for Presch/Kind</td>
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<td>=FCSC 3620 Program Dev Infants/Toddlers</td>
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<td>=FCSC 3631 Practicum Presch/Kindergarten</td>
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<td>=FCSC 3621 Practicum with Infants/Toddlers</td>
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<td>=U FCSC 3640 Assess/Eval in Ear Child</td>
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<td>+FCSC 4200 Family and Social Systems</td>
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<td>=U FCSC 3650 Lang/Lit in Early Child</td>
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<tr>
<td>%EDU 3000 Intr to Educational Psychology</td>
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<tr>
<td>&amp; Elective</td>
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<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>=U FCSC 4930 Reading/Research/Early Child</td>
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<td>= U FCSC 4990 Directed Teaching</td>
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<td>=U FCSC 4940 Families/Prof &amp; Communities</td>
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<tr>
<td>=U FCSC 4941 Practicum with Families</td>
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<tr>
<td>+FCSC 4900 Senior Seminar</td>
<td>2</td>
<td></td>
<td></td>
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<tr>
<td>&amp; Elective</td>
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<tr>
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</tbody>
</table>

** Requirements for this major may change to satisfy certifying agencies

**TOTAL MINIMUM CREDIT HOURS: 124**

Distribution of Hours

* Core Curriculum Courses - 41
+ Family & Consumer Sciences Required Courses - 11
= Birth Through Kindergarten Required Courses - 45
% Non-departmental Required Courses - 9
& Electives - 18
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
**Four-Year Curriculum Plan in Family and Consumer Sciences**  
Degree in Family and Consumer Sciences Education

### Freshman Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
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<th>Credits</th>
</tr>
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<tbody>
<tr>
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</tr>
<tr>
<td>*HUSC 1521 Dimensions of Learning</td>
<td>2</td>
<td>*PEDU 1541 Fitness</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>+FCSC 1000 Intr Fam/Cons Sci (WI)</td>
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<tbody>
<tr>
<td>*ENG 1250 Elements of Speech (SI)</td>
<td>3</td>
<td>*HIST 1320 World Societies</td>
<td>3</td>
</tr>
<tr>
<td>*ECON 2200 Principles of Macroeconomics</td>
<td>3</td>
<td>*CHEM 1000 Phy Sci Related to Chem</td>
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<tr>
<td>*HEDU 1531 Health</td>
<td>2</td>
<td>%PSY 2100 General Psychology</td>
<td>3</td>
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<tr>
<td>%EDU 2800 Comp Util in Instruction Tech</td>
<td>3</td>
<td>%EDU 3020 Foundations in Educ</td>
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<tr>
<td>%EDU 3000 Intro to Edu Psychology</td>
<td>3</td>
<td>+FOOD 2200 Intro to Human Nutrition</td>
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<tr>
<td>%EDU 3010 Human Growth &amp; Develop</td>
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<td>=FCSC 2000 Obsv in Vo Fam/Con Sc</td>
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### Junior Year

<table>
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<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>=CLTX 2510 Consumer Textiles</td>
<td>3</td>
<td>=FOOD 2310 Food Sel/Prep/Meal Mgt</td>
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<tr>
<td>=FCSC 3900 Mgt Theories/Principles</td>
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<td>=CLTX 2410 Apparel Construct/Mgt</td>
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<tr>
<td>=FCSC 4100 Cooperative Education</td>
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<td>=FCSC 4110 Cur &amp; Program Planning</td>
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<tr>
<td>+FCSC 4200 Family and Social Systems</td>
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<td>=FCSC 4500 Economic Principles</td>
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<td>&amp; Elective</td>
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<td>=FCSC 4910 Housing, Furn &amp; Equip</td>
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<td>%ART 2300 Basic Design</td>
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### Senior Year

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<tbody>
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<td>%EDU 3120 Intro to Exceptionalities</td>
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<td>%EDU 4215 Directed Teaching</td>
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<td>%EDU 3130 Cultural Diversity</td>
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<td>%EDU 3150 Instructional Planning</td>
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<tr>
<td>%EDU 3170 Assessment of Learning</td>
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<tr>
<td>+FCSC 4900 Senior Seminar</td>
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</tbody>
</table>

**Requirements for this major may change to satisfy certifying agencies**

**TOTAL MINIMUM CREDIT HOURS: 124**

**Distribution of Hours**

* Core Curriculum Courses - 41  
+ Family & Consumer Sciences Required Courses - 11  
= Fam & Consumer Sciences Educ Required Courses - 31  
% Non-departmental Required Courses - 35  
& 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
Physical Education and Recreation

Beverly J. Allen, Chairperson
telephone: (919) 530-6186/5383
fax: (919) 530-6156
e-mail: ballen@nccu.edu

The Department of Physical Education and Recreation offers courses leading to both the bachelors and masters degree in physical education and in recreation, and the bachelors degree in Athletic Training Education.

The physical education program is designed to provide students/candidates with:
• Professional and pedagogical knowledge, skills, and dispositions required for teacher certification in K-12 physical education;
• Preparation for graduate study in physical education or related professions (physical therapy, exercise physiology, etc.);
• Knowledge and skills required to pass the National Athletic Training Association Board of Certification exam;
• Skills for planning and implementing physical education programs in K-12 schools; and
• Skills for preparing and implementing recreational and leisure services in community and private agencies.

The major outcomes of the Physical Education program are to provide opportunities for students/candidates to develop:
1. An understanding of the scientific and philosophical bases of physical education;
2. Skill in assessing and analyzing human movement and performance;
3. Ability to perform a wide range of motor and sports skills;
4. Skill in applying principles of learning and utilizing materials and equipment (including technology) specific to the field in the teaching/learning process;
5. Skill in planning, organizing, supervising, evaluating, and interpreting various aspects of a balanced physical education program;
6. Knowledge, skills and dispositions in applying research-based concepts of personal, school, and community health; and
7. Knowledge, skills and dispositions in applying research-based concepts and principles to the teaching/learning process when working with diverse populations in physical education.

The Park, Recreation, and Leisure Studies 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, campus and therapeutic recreation. The Parks, Recreation, and Leisure Studies Administration Program includes study in administration and management, finance, human resources, marketing, risk management, and computers. 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.

Physical Education

A student majoring in Physical Education must complete one of the three programs within physical education: the K-12 teacher education program, the general physical education program or athletic training.

The Physical Education Teacher Education (PEDU) concentrations are:
• Health Promotion and Wellness
• English
• History
• Psychology
• Sociology

The general physical education concentrations are:
• Fitness and Wellness
• Exercise and Sport Science

These concentrations share a core of required courses in physical education.

Recreation

A student majoring in Recreation must complete one of the three concentrations within the recreational administration program. The recreational program concentrations are:
• Parks and Recreation Management
• Recreational Sport Management
• Therapeutic Recreation

These concentrations share a core of required courses in Recreation.

**Athletic Training**

Students majoring in Athletic Training must first declare their major as Physical Education. Students then must apply to the Athletic Training Program in the fall of their sophomore year. Upon acceptance into the Athletic Training Program, students will change their major to Athletic Training.

A physical fitness course, PEDU 1541, offered in the Physical Education Recreation Department is required of all NCCU students. The physical fitness course will count within the required hours for the second concentration health promotion and wellness in the Physical Education Teacher Education Program only.

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 minimum grade point average (GPA) in order to be admitted to the Teacher Education Program. Students within general physical education must maintain 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 minimum grade point average of 2.5 to be admitted into the program. A grade point average of 2.0 or higher in the recreation administration program is required for graduation. All students must have a 2.0 or higher GPA to graduate from the University.

**Course Requirements of the Bachelor of Science in Physical Education**

**Physical Education Program: Teacher Education Certification Program**

The Physical Education Teacher Education 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 2.5 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 ENG 1110, 1210, and 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 four-year course of study.

3. Complete the following Physical Education Program requirements:

   **Non-departmental requirements:**
   BIOL 1610; BIOL 4620; HEDU 3420

   **Departmental requirements:**
   PEDU 2095, 3100, 3750, 3760, 3050, 4400, 4600;
   PEDU 2000, 3500, 3000, 4020, 4110, 4120, 4030,
   4410, 4500; DANC 4500

   **Professional Education requirements:**
   EDU 2600, 2800, 3000, 3010, 3020, 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 Core Curriculum with a minimum grade of “C” in ENG 1110, 1210, and 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, 4500, and 4600.

6. Complete a concentration in one of the following areas:

   • Health Promotion and Wellness: BIOL 1300, 1610, 4620; FOOD 2300; HEDU 3420
   • English: ENG 1100, 1210, 1250, 1300, 1400, 2310
   • History: 1100, 1320, 2000, 2210
   • Psychology: 2120, 3100
   • Sociology: 2100, 3330, 4500, ELECTIVE

7. Repeat “D” or “F” grade in major courses.

8. Demonstrate an intermediate swimming proficiency.

**General Physical Education Program: Fitness and Wellness Concentration**

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. Freshman and sophomore years: complete
the General Education Curriculum required by the university as detailed on the four-year course of study.

3. Complete the core Physical Education Program requirements:
   • Non-department requirements: BIOL 1610, 1620; PSY 2100; FOOD 2200, 2300.
   • Departmental requirements: PEDU 1080, 1130, 2000, 2010, 2100, 2101, 2070, 2080, 2200, 3000, 3500, 4030, 4050, 4110, 4120, 4130, 4270, 4410, 4500, 4800, 4640; RECR 3900, 4100, 4270, 4610, 4900

4. Repeat “D” or “F” grade in major courses.

5. Demonstrate an intermediate swimming proficiency.

**General Physical Education Program: Exercise Sport Science Concentration**

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. Freshman and sophomore years: complete general courses required by the university as detailed on the four-year course of study (41 hours).

3. Complete the core Physical Education Program requirements:
   • Non-department requirements: BIOL 1300, 1610, 1620, Elective; CHEM 1100, 1200; PHYS 2110, 2120; MATH 1100, 1200, 2500; FOOD 2200 or 2300; PSY 2100, 3100
   • Departmental requirements: PEDU 2000, 2010, 2200, 2250, 2300, 2070, 3000, 3500, 4110, 4120, 4130, 4410, 4500, 4640, 4800

4. Earn a grade of “C” or better in all major courses. “D” or “F” grades in major courses must be repeated.

5. Demonstrate swimming proficiency at the intermediate level.

**Athletic Training Education Program (Atep)**

The mission of the NCCU Athletic Education 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 national Athletic Trainers’ Board of Certification (NATABOC) exam. The ATEP is committed to promoting intellectual curiosity, ethical practice, critical thinking and professional responsibility. Successful completion of this program and passing the NATABOC exam will qualify students to be employed in a variety of collegiate, professional, industrial, clinical and community settings.

**Program Goals and Objectives**

1. To provide each student with an opportunity to develop the skills as specified in the Competencies in Athletic Training for the following areas: risk management and injury prevention, pathology of injury and illness, assessment and evaluation, acute care of injury and illness, pharmacology, therapeutic modalities, therapeutic exercise, general medical conditions and disabilities, nutritional aspects of injury and illness, psychosocial intervention and referral, health care administration, and professional development and responsibility.

2. To continue to seek the highest quality in instructional techniques and clinical experiences: to provide all students with the opportunity to develop skills with equipment intensive sports, upper extremity sports, lower extremity sports and in general medical situations.

3. To offer field 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.

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 NATABOC exam.

**General ATEP Procedures**

1. 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 ENG 1110, 1210, and 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 four-year course of study.

2. First semester sophomore year: enroll in Musculoskeletal Anatomy, Introduction to Athletic Training, Anatomy/Physiology I, First Aid and Safety, and Humanities I.

   • Apply to the ATEP with a grade point average of 2.5 or higher.
• Meet all criteria for admission into the program (See website for most current admission criteria http://www.nccu.edu/artsci/pe/AthleticTraining.html).

3. Upon acceptance into the ATEP the student must complete a minimum of 124 semester hours with a cumulative grade point average of 2.5 or higher. The student must complete the following requirements:
   • Non-departmental requirements: BIOL 1300, 1610, 1620; FOOD 2200; HEDU 1531, 2100, 4110; PHYS 2110 or CHEM 1100; PSY 2100.

ATEP Admission Procedures

In order to be considered for admission to the ATEP, applicant must meet the following criteria:

1. Hold at least a sophomore status.
2. Have completed or be enrolled in BIOL 1610, PEDU 2010, HEDU 4110, and PEDU 2250.
3. Submit a complete application which includes:
   a. NCCU ATEP Application for Admission
   b. College transcript indicating the required GPA of a 2.5 or higher
   c. Resume including work experiences
   d. Three letters of recommendation
   e. Training room observation sheet (minimum 20 hours)
   f. Signed copy of the ATEP technical standards form
   g. Proof of HBV vaccination series or declination letter
4. Complete an interview.
5. Once accepted the student must:
   a. Maintain a minimum 2.5 GPA
   b. Complete at least 150 clinical hours per semester
   c. Receive a physical before the end of the fall semester.
   d. Purchase annual liability insurance
   e. Provide a $30 one-time fee for uniforms
   f. Maintain CPR and First Aid certification ($5/year)
   g. Recognize that additional costs associated with transportation may be incurred when participating in clinical education experiences that are located off campus.
6. Applications are accepted during the first two weeks of October for students who wish to begin the program during the following spring semester.

The application process is completed with a formal interview. Athletic training faculty, the department chairperson and other faculty may serve on the interview committee. The program director will make all final decisions regarding program acceptance.

8. Students are notified of their status during the first week of November so that they can schedule the appropriate courses for the next semester.

9. The NCCU ATEP is a highly competitive program. Even if all admission requirements are met, admission into the ATEP is NOT guaranteed.

10. Students must commit themselves to a minimum of 5 semesters and a minimum of 150 clinical hours per semester for the completion of course work and clinical experience.

11. A minimum GPA of 2.5 is required for unconditional acceptance into the ATEP. Conditional admission may be granted with a GPA less than 2.5. Students who do not attain the minimum required 2.5 GPA by the end of summer school of the year of acceptance into the program will be removed from the ATEP.

12. Transfer students are eligible to apply for admittance into the ATEP and are required to meet the aforementioned admission policies. ATEP specific classes and/or clinical hours must have been completed at a CAAHEP accredited institution to be considered for transfer credit. A transcript and course descriptions must be submitted to the NCCU ATEP Director who will make the final decision as to the acceptance of ATEP specific classes. The final 30 hours of a student’s degree must be completed at NCCU.

13. Student-athletes are eligible to apply for admittance to the ATEP. It will not be possible to complete the program requirements without full cooperation from the athlete’s coaching staff. No exceptions will be made to course sequencing or completion of acceptable clinical experiences. Clinical hours during the athletes’ in-season may be deferred to a later semester. Student-athletes will not be permitted to participate in the clinical site assignment if the respective sports conflicts with the clinical. Student-athletes must note that they may be required to attend additional semesters at NCCU in order to complete their necessary clinical experiences.

14. The ATEP does not discriminate based upon race, color, national origin, religion, sex, age or disability. The ATEP adheres to the North Carolina Central University equal opportunity/affirmative action/nondiscrimination policy.

Progress Evaluation and Retention
**Requirements**

1. The student’s faculty advisor, the ATEP Director, and Clinical Education Coordinator will monitor normal progress toward completion of the required courses and clinical rotations. There will be a personal performance evaluation each semester.

2. Students falling below a 2.5 (cumulative) GPA will be placed on a one-semester probation and may be removed from their clinical assignment. The ATS will be required to attend 5 hours per week of Academic Support. The ATS must maintain a 2.50 GPA for one semester to remain in the ATEP and return to the clinical setting.

3. No grade lower than a C will be accepted in any athletic training course and all practical competencies must be passed with a minimum of 80% in order to advance to the next athletic training course.

4. Students must demonstrate, throughout the clinical rotations, a continued improvement and eventual achievement of proficiency mastery as an entry-level athletic trainer.

5. If an athletic training student is unable to complete the minimum of 150 clinical hours, but is able to complete all of the other requirements for the associated clinical class, the ATS will have the opportunity during the following semester to make up the required hours by working with an ACI outside of their normal clinical time.

6. Students must maintain CPR, AED and First Aid certification throughout the duration of the ATEP.

7. Students must have received the Hepatitis B vaccination, show proof that they have begun the series during the first month within the ATEP, or sign a waiver denying the HBV.

For a full and complete listing of all evaluation and retention requirements, please refer to the ATEP website at http://www.nccu.edu/artsci/pe/AthleticTraining.html.

Effective January 1, 2004, any student wishing to take the NATABOC certifying examination must be a graduate of a CAAHEP accredited ATEP. The NCCU ATEP has completed the self-study and subsequent site visit. At the time of printing for this catalog, the NCCU ATEP is awaiting the decision of the CAAHEP Accreditation Board. More information regarding the status of accreditation or general information on the NCCU Athletic Training Education Program can be found by contacting the ATEP Director at (919) 530-7239 or on the web at http://www.nccu.edu/artsci/pe/AthleticTraining.html.

**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, 3000, 3200, 3760, 4020, 4110, and 4150.
# Four-Year Curriculum Plan in Physical Education with Licensure Concentration: Health Promotion and Wellness

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## Four-Year Curriculum Plan in Physical Education with Licensure Concentration: English

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### Four-Year Curriculum Plan in Physical Education with Licensure Concentration: History

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### Four-Year Curriculum Plan in Physical Education with Licensure Concentration: Psychology

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Four-Year Curriculum Plan in Physical Education with Licensure Concentration: Sociology

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### Four-Year Curriculum Plan in Physical Education: Exercise Sport Science Concentration

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# Four-Year Curriculum Plan in Physical Education: Fitness and Wellness Concentration

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# Four-Year Curriculum Plan in Athletic Training Education

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## Senior Year

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The Parks, Recreation and Leisure Studies Administration Program is nationally accredited by the National Recreation and Parks Association and the American Association for Leisure and Recreation. The program is focused on three specialized areas of study – Recreation Management, Therapeutic Recreation and Sports Management. The 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 public recreation and parks, therapeutic recreation, sports management, and graduate study in recreation administration. 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, as well as pursue graduate studies.

Course Requirements of A Bachelor of Science In Parks, Recreation and Leisure Studies Administration Program

Parks, Recreation and Leisure Studies Administration Program, Management Concentration
1. Complete a minimum of 124 semester hours with a minimum 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 with a minimum of 42 credit hours.
3. Complete the following core Parks, Recreation and Leisure Studies Administration Program requirements:
   • Major requirements: RECR 1000, 2120, 3100, 3120, 3230, 3245, 3250, 3900, 4100, 4150, 4270, 4600, 4610, 4630, and 4900
   • Department requirements: PEDU 1100, 3500, 3640
   • Non-department requirements: PSY 3310 or EDUC 3100
   • Recreation and Park Management requirements: PEDU 1050; POLS 2100; PSY 2100; PADM 2400
   • Complete ten (10) credit hours of approved electives (approved by advisor)
4. A grade of “C” is required for all major courses. Repeat all “D” or “F” grades in major courses.

Parks, Recreation Administration and Leisure Studies Program, Therapeutic Recreation 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 as detailed on the four-year course of study with a minimum grade of “C” in ENG 1110, 1210, and 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 four-year course of study.
3. Complete the following core Recreation Administration Program requirements:
   • Major requirements: RECR 1000, 2120, 3100, 3120, 3230, 3245, 3250, 3900, 4100, 4270, 4600, 4610, 4630, and 4900
   • Department requirements: PEDU 1100, 3500, 3640
   • Non-department requirements: PSY 3310 or EDUC 3100
   • Therapeutic Recreation Concentration requirements: PEDU 3000, 4500; BIOL 1610, 1620; RECR 4140; PSY 2100, 2120, 3100; SOC 2100, and Sociology Elective
4. A grade of “C” is required for all major courses. Repeat all “D” or “F” grades in major courses.

Parks, Recreation and Leisure Studies Administration Program, Recreation 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 required by the university.
3. Complete the following core Recreation Administration Program requirements:
   • Major requirements: RECR 1000, 2120, 3100, 3120, 3230, 3245, 3250, 3900, 4100, 4270, 4600, 4610, 4630, and 4900
   • Department requirements: PEDU 1100, 3500, 3640
   • Non-department requirements: PSY 3310 or EDUC 3100
   • Recreation and Park Management requirements: PEDU 1050; POLS 2100; PSY 2100; PADM 2400
   • Complete ten (10) credit hours of approved electives (approved by advisor)
4. A grade of “C” is required for all major courses. Repeat all “D” or “F” grades in major courses.
4. Students in the Recreational Sport Management Concentration are required to obtain a Business Minor. Business requirements: CIS 1100, ECON 2200, and ACCT 2400; Required Electives: 12 hours from following courses: ACCT 2500, ACCT 3100, DSC 2010, ECON 2300, FIN 3200, MKT 3210, MGT 1100, MGT 2100, MGT 3100, MGT 3000.

5. A grade of “C” is required for all major courses. Repeat all “D” or “F” grades in major courses.

**Minor in Parks, Recreation and Leisure Studies 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, 3245, 3250, 4100, 4270 and 4600.
### Parks, Recreation and Leisure Studies Administration Program:
#### Parks and Recreation Management Concentration

#### Freshman Year
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## Parks, Recreation and Leisure Studies Administration Program:
Parks and Therapeutic Recreation Concentration

### FRESHMAN YEAR

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<td>RECR 4270 Adv Con/Rec/Lei Stu</td>
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<td>RECR 3245 Prac/Rec/Lei Ser Org</td>
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<td>RECR 3900 Mgt of Exer, Sport and Rec Fac</td>
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### Senior Year

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## Parks, Recreation and Leisure Studies Program:
### Recreational Sport Management Concentration

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<td>ECON 2200 Principles of Macroeconomics</td>
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</table>
**Political Science**

Jeffrey Elliot, Chairperson
telephone: (919) 530-5303
course: (919) 530-6246
e-mail: jelliot@nccu.edu

The Department of Political Science prepares students for:
- the legal profession
- government service
- media/journalism
- the private sector
- non-profit employment
- graduate school
- foreign service
- teaching
- civic engagement

The curriculum includes courses in American government and politics, international affairs, political theory, and political methodology.

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 several law schools that conduct interviews on our campus. In addition, the department offers assistance with the Law School Admission Test (LSAT).

**Departmental Requirements**

To earn the undergraduate degree in Political Science, students must complete the core curriculum, pass a minimum of 30 credit hours in political science as outlined below, have a GPA of 2.0 or higher overall and in the major, and complete non-departmental requirements as outlined below. Students who wish to minor in Political Science must complete a minimum of 21 semester hours (See courses listed below under “Courses Required for Minor”), as well as the required courses for a major in their respective departments.

**Departmental Courses Required**

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; 3900; 3990; 3995; 4000; 4100; 4200; 4310; 4330; 4340; 4500; 4520; 4600; 4880; 4990; 4995.

3. Non-departmental requirements. Students must make a “C” or better in either ECON 2200 or ECON 2300.

**Courses Required for Minor**

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

### Freshman Year

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<td>MATH 1070 or MATH 1100</td>
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<td>SCI 1220</td>
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<tr>
<td>HIST 1320</td>
<td>3</td>
<td>MATH 1200</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language II</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>HUSC 1521 Dimensions of Learning</td>
<td>2</td>
<td>HUM 2410 or 2420</td>
<td>3</td>
</tr>
<tr>
<td>POLS 2100 American Government</td>
<td>3</td>
<td>HEDU 1531 Health</td>
<td>2</td>
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</tbody>
</table>

### Sophomore Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFL Foreign Language III</td>
<td>3</td>
<td>POLS Electives+</td>
<td>6</td>
</tr>
<tr>
<td>ART 1000 or 1200 or 1500+</td>
<td>3</td>
<td>ECON 2200 Macroeconomics or</td>
<td>3</td>
</tr>
<tr>
<td>POLS 2120 State Government</td>
<td>3</td>
<td>2300 Microeconomics</td>
<td></td>
</tr>
<tr>
<td>PEDU 1541 Fitness</td>
<td>2</td>
<td>POLS 2110 Comparative Govt</td>
<td>3</td>
</tr>
<tr>
<td>Science Requirement II*+</td>
<td>3</td>
<td>POLS 4120 Political Theory II</td>
<td>3</td>
</tr>
<tr>
<td>POLS 3000 Scope/Method</td>
<td>3</td>
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### Junior Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 3310 American Con System</td>
<td>3</td>
<td>Electives (2-3)+</td>
<td>6-9</td>
</tr>
<tr>
<td>POLS 2115 International Rel.</td>
<td>3</td>
<td>POLS 3990 Research**</td>
<td>3</td>
</tr>
<tr>
<td>POLS 4100 Internship**</td>
<td>3</td>
<td>POLS 3810 Indep Study**</td>
<td>3</td>
</tr>
<tr>
<td>POLS 3800 Junior Thesis**</td>
<td>3</td>
<td>English Elective**+</td>
<td>3</td>
</tr>
<tr>
<td>History Elective**+</td>
<td>3</td>
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### Senior Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 4400 Prob. of Contem. Gov't</td>
<td>3</td>
<td>PHIL Elective</td>
<td>3</td>
</tr>
<tr>
<td>POLS 4110 Political Theory I</td>
<td>3</td>
<td>POLS Electives (2)+</td>
<td>6</td>
</tr>
<tr>
<td>POLS Elective+</td>
<td>3</td>
<td>Electives (2)+</td>
<td>6</td>
</tr>
<tr>
<td>Electives (2)+</td>
<td>6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Consult General Education Curriculum + Consult with Academic advisor
**Recommended
Public Administration

Ronald G. Penny, Chairperson
telephone: (919) 530-5202
fax: (919) 530-6447
e-mail: rgpenny@nccu.edu

The undergraduate Public Administration Program is designed to provide students with an opportunity to pursue careers in public sector employment fields or to continue their education in a graduate public administration program. The primary focus of this growing field is to produce highly qualified and competent people for employment in government service. Graduates choosing this concentration pursue 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.

The program is also designed to integrate theory and practice which is vital to the student's overall preparation for this profession. 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.

Course Requirements for the Bachelor of Arts in Public Administration

1. Complete a minimum of 125 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 ECON 2200, ECON 2300, ENG (Tech Writing Course), POLS 2100 and POLS 4110 or POLS 4120 with a grade point average of 2.0 or higher.

4. Departmental major requirements:
   a. 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 PADM 2400, 3130, 3400, 3460, 3470, 3490, 4130, 4230, 4240, and POLS 2100.
   b. In addition, students may select four other public administration courses as electives: PADM 3420, PADM 4300, PADM 4310, PADM 3520, PADM 3540, PADM 4620, PADM 4630.

5. 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 for Public Administration

**Freshman Year**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1110 English Composition I</td>
<td>3</td>
<td>ENG 1210 English Composition</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language III</td>
<td>3</td>
<td>SOCI</td>
<td>GEC Requirement</td>
</tr>
<tr>
<td>MATH 1070 College Algebra</td>
<td>3</td>
<td>MATH 1200 College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1320 World Societies</td>
<td>3</td>
<td>MATH 1200 &amp; Trigonometry</td>
<td>3</td>
</tr>
<tr>
<td>PEDUH 1541 Fitness</td>
<td>2</td>
<td>HUM</td>
<td>Arts &amp; Humanities</td>
</tr>
<tr>
<td>HUSC 1521 Dimensions of Learning</td>
<td>2</td>
<td>POLS 2100 Introduction to</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>American Govt</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HEDU 1531 Health</td>
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**Sophomore Year**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>SCI GEC Requirement</td>
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<td>SCI GEC Requirement</td>
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<tr>
<td>HUM GEC Requirement</td>
<td>3</td>
<td>ENG 2105 Intro to Tech Writing (WI)</td>
<td>3</td>
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<tr>
<td>ENG 1250 Elements of Speech (SI)</td>
<td>3</td>
<td>ECON 2300 Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 2200 Macroeconomics</td>
<td>3</td>
<td>PADM 3490 Intergovernmental Admin</td>
<td>3</td>
</tr>
<tr>
<td>PADM 2400 Introduction to Public Admin</td>
<td>3</td>
<td>POLS 2120 State Government</td>
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**Junior Year**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PADM 3130 Computer Apps in PA I</td>
<td>3</td>
<td>PADM 4130 Computer Apps in PA II</td>
<td>3</td>
</tr>
<tr>
<td>PADM 3400 Public Financial Administration</td>
<td>3</td>
<td>PADM 3470 Public Admin. &amp; Public Policy</td>
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</tr>
<tr>
<td>PADM 3460 Public Personnel Administration (WI)</td>
<td>3</td>
<td>PADM 3520 Urban Planning</td>
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<tr>
<td>GEOG Elective</td>
<td>3</td>
<td>PADM Elective</td>
<td>3</td>
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<tr>
<td>PADM Elective</td>
<td>3</td>
<td>General Elective</td>
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**SENIOR YEAR**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PADM 4230 Admin. &amp; Organizational Theory</td>
<td>3</td>
<td>PADM Elective</td>
<td>3</td>
</tr>
<tr>
<td>POLS 3310 American Const. System</td>
<td>3</td>
<td>PADM Elective</td>
<td>3</td>
</tr>
<tr>
<td>POLS 4120 Political Theory I or II</td>
<td>3</td>
<td>GEOG Elective</td>
<td>3</td>
</tr>
<tr>
<td>POLS 3410 Municipal Govt.</td>
<td>3</td>
<td>POLS General Elective</td>
<td>3</td>
</tr>
<tr>
<td>PADM 4240 Seminar in Public Administration</td>
<td>3</td>
<td>General Elective</td>
<td>3</td>
</tr>
</tbody>
</table>
Psychology

Les Brinson, Interim Chairperson
telephone: (919) 530-5166
fax: (919) 530-6385
e-mail: les@nccu.edu

The general goals of the Department of Psychology 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 in order to give students an 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 hours 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.

Departmental courses required are: PSY 2120, 2400, 3100, 3300, 3400, 4100, 4410, 4920.

Course 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. Earn grades no less than “C” in all courses required in major.

3. Complete the General Education Curriculum requirements.
## Four-Year Curriculum Plan in Psychology

### Freshman Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1110 English Comp I**</td>
<td>3</td>
<td>ENG 1210 English Comp II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1070 or 1100***</td>
<td>3</td>
<td>MATH 1210</td>
<td>3</td>
</tr>
<tr>
<td>HUSC 1521 Dimensions of Learning</td>
<td>2</td>
<td>Foreign Language I, II, or III*</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language I, II, or III*</td>
<td>3</td>
<td>SOCI 2100 Prin of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1320 World Societies</td>
<td>3</td>
<td>PEDU 1541 Fitness</td>
<td>2</td>
</tr>
<tr>
<td>HEDU 1531 Health</td>
<td>2</td>
<td>PSY 2120 Adv Gen Psy****</td>
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### Sophomore Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 1250 Elements of Speech</td>
<td>3</td>
<td>HUM 2410 or 2420</td>
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<tr>
<td>Foreign Language I, II, or III*</td>
<td>3</td>
<td>PSY 3100 Abnormal Psychology</td>
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<tr>
<td>PSY 2400 Intro to Statistics</td>
<td>3</td>
<td>PSY 3300 Experimental Psychology</td>
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<tr>
<td>PHYS 1000 or CHEM 2105</td>
<td>3</td>
<td>BIO 1300</td>
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<tr>
<td>Elective</td>
<td>3</td>
<td>ART 1000 or DRAM 1000</td>
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### Junior Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSY 3400 Psy of Measurement</td>
<td>4</td>
<td>PSY 4100 Psy of Learning</td>
<td>3</td>
</tr>
<tr>
<td>PSY 4410 Interm Statistics</td>
<td>3</td>
<td>PHIL 2210 Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PHIL1000 Intro to Philosophy</td>
<td>3</td>
<td>Psychology Elective</td>
<td>3</td>
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<tr>
<td>Psychology Elective</td>
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<td>Psychology Elective</td>
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<tr>
<td>Psychology Elective</td>
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<td>General Elective</td>
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### Senior Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 4900 Undergrad Thesis</td>
<td>3</td>
<td>PSY 4920 Senior Seminar</td>
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<tr>
<td>PSY 4210 Undergrad Internship</td>
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<td>Psychology Elective</td>
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<tr>
<td>Elective Minor, or 2nd Major</td>
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<td>General Electives</td>
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<tr>
<td>General Electives</td>
<td>9-10</td>
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<td></td>
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</table>

*Students are placed on the bases of placement test results; they could be placed at any level of they can "place out."

**Students who are placed on the bases of their SAT verbal scores or AP credit can be exempt from ENG 1110.

***Students who are required to complete MATH 1070 must earn a grade of “C” or better to take the GEC math.

****Section 101 will be arranged and taught such that it will satisfy the Writing Intensive (WI) requirement of the University.
Sociology

Miles Simpson, Chair
telephone: 919) 530-6222
fax: (919) 530-6450 (fax),
e-mail: msimpson@nccu.edu

The Department of Sociology offers courses leading to the Bachelor of Arts and Master of Arts degrees in sociology. The curriculum provides students with the following:

1. Understanding of the causes and consequences of social change;
2. Competence in analysing and interpreting social data;
3. An understanding of the effects of culture and social structure on individual and group behavior;
4. Opportunity to explore the spatial organization of social life;
5. Sound preparation for graduate study in sociology and related disciplines;
6. Basic professional preparation for those who will seek employment after graduation;
7. Social and intellectual experiences designed to promote effective social participation.

Course Requirements for the Bachelor of Arts in Sociology

General Sociology 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. Freshman and sophomore years: Complete the General Education Curriculum as detailed here.
3. Social science electives: Complete two courses from GEOG 1000, POLS 2100, and PSY 2100
4. Complete the following major requirements:
   SOCI 2100, 2400, 3200, 3210, 3600, 3700, and one other sociology course chosen as an elective.
   One course from SOCI 3600, EDU 3700, and MATH 2500
   Three courses selected from any undergraduate sociology courses not previously used
   Only SOCW 2500, SOCW 3410 and SOCW 3500 may be used as sociology electives without departmental permission.
   Students who choose to minor in sociology must complete a minimum of 21 semester hours in sociology courses in addition to their major requirements. Students choosing this minor must
## Four-Year Curriculum in Sociology

### Freshman Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>ENG 1110 English Comp I</td>
<td>3</td>
<td>ENG 1210 English Comp II</td>
<td>3</td>
</tr>
<tr>
<td>MAT 1100 College Algebra</td>
<td>3</td>
<td>GEOG 1000 Intro. of Geography</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 2000 Society and Behavior</td>
<td>3</td>
<td>HUM 2410 Arts &amp; Humanities I</td>
<td>3</td>
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<tr>
<td>HUSC 1512 Dimensions of Learning</td>
<td>3</td>
<td>HEDU 1531 Health</td>
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<tr>
<td>MFL</td>
<td>3</td>
<td>PHIL 1000 Intro to Philosophy</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>or GEC 1000 Foreign Lit</td>
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### Sophomore Year

<table>
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<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HUM 2420 Arts &amp; Humanities I</td>
<td>3</td>
<td>PHIL 2210 Ethics</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1320 World Societies</td>
<td>3</td>
<td>SOCI 2400 Social Science</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 2100 Principles of Sociology</td>
<td>3</td>
<td>PSY 2100 Intro to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1410 Pre-Calculus Math</td>
<td>5</td>
<td>or POLS 2100 Amer Gov</td>
<td>3</td>
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<tr>
<td>GEOG 2100 Physical Geography</td>
<td>3</td>
<td>PEDU 1541 Fitness</td>
<td>2</td>
</tr>
<tr>
<td>PHYS 1000 Physics with Appl. or</td>
<td>3</td>
<td>or PHYS 1210 Th Lang of Sci</td>
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### Junior Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>SOCI 3600 Statistics</td>
<td>3</td>
<td>SOCI 3700 Social Research</td>
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<tr>
<td>SOCI 3220 Minority Groups</td>
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<td>SOCI 3200 Theory</td>
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<td>General Elective</td>
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<tr>
<td>General Elective</td>
<td>3</td>
<td>General Elective</td>
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<tr>
<td>General Elective</td>
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### Senior Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SOCI 4210 Demography</td>
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<td>Sociology Elective</td>
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<tr>
<td>General Elective</td>
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<td>General Elective</td>
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</tbody>
</table>
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 ten courses or 34 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, social human behavior and the social environment, 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 the basic skills essential for professional practice.

The major objective of the Social Work program is to prepare students for generalist professional social work practice. Specialized objectives for the program include:

1. Prepare students to work with families in poverty and minority populations;
2. Prepare students for graduate social work education;
3. Prepare students for graduate education in related areas;
4. Expose non-majors to the field of social welfare and to social work profession; and
5. Impact the local community outside the university through social services valuation research and active participation in empowerment efforts.

Program Statement of Generalist Social Work

The Social Work Program 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 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 Social Work Program 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 a multiplicity of groups and organizations. The work of society is done through the many roles that individuals play 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 “front line” 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 Social Work Program at the end of the sophomore year. Students return to NCCU for their junior year as proud and fully accepted social work majors. The curriculum
during the junior year includes concurrent courses in the Social and Behavior Science Foundation component and Professional Social Work courses. 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 Placements Practicum, Research, and the Senior Seminar in Social Work. Senior Seminar in Social Work serves to coordinate and focus Field Practicum and Research on outcome assessment and evaluative methods. Students end their learning experience at NCCU by demonstrating that they can apply the knowledge, skills, and values base of generalist social work practice to assessing the outcomes of social work intervention.

**Admission Policy**

Students desiring to enter the Social Work 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 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) SOCW 3410 (Social Welfare as an Institution). In addition to usual course work, students enrolled in SOCW 2500 are required to complete 30 hours of pre-professional (volunteer) service in a social agency approved by the instructor.

2. A minimum GPA of 2.5 in the above listed prerequisite courses.

3. A cumulative GPA of 2.5, or a SWAI (Social Work Admission Index) score of 75 or higher.

The following are factors making up the SWAI score:

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Point Average</td>
<td></td>
</tr>
<tr>
<td>Cumulative GPA</td>
<td></td>
</tr>
</tbody>
</table>

- A on 4.0 scale = 30
- B on 4.0 scale = 20
- C on 4.0 scale = 10

- Combined Social Work GPA

- A on 4.0 scale = 20
- B on 4.0 scale = 15
- C on 4.0 scale = 10

- Two letters of reference
  - Two favorable letters of reference 5 points/letter
  - One or more unfavorable 0 points

- Quality of narrative statement
  - Excellent = 15
  - Good = 10
  - Fair = 5

- Quality of pre-professional experience in SOCW 2500
  - Excellent = 15
  - Good = 10
  - Fair = 5

- Membership in Professional Organizations
  - Two = 10
  - One = 5

Suggested Social Work Organization:
• NCCU Social Work Society—Second and Fourth Wednesdays at noon, Room 302 Edmonds Classroom Building.

* Student Chapter of the National Association of Social Workers
### Four-Year Curriculum Plan in Social Work

#### Freshman Year

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Fall</td>
<td>ENG 1110</td>
<td>English Comp I</td>
<td>3</td>
<td>Spring</td>
<td>ENG 1210</td>
<td>English Comp II</td>
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<tr>
<td></td>
<td>SPAN 1152</td>
<td>Spanish III</td>
<td>3</td>
<td></td>
<td>MATH 1210</td>
<td>Finite Mathematics</td>
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<td></td>
<td>MATH 1070</td>
<td>College Algebra</td>
<td>3</td>
<td></td>
<td>PHYS 1210</td>
<td>The Language of Concepts Modeling and Technology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>HEDU 1531</td>
<td>Health</td>
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<td>PHYS 1210</td>
<td>Earth Science</td>
<td>3</td>
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<tr>
<td></td>
<td>PEDU 1541</td>
<td>Fitness</td>
<td>2</td>
<td></td>
<td>HIST 1320</td>
<td>World Societies</td>
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<tr>
<td></td>
<td>HUSC 1521</td>
<td>Dimensions of Learning</td>
<td>2</td>
<td></td>
<td>SOCI 2100</td>
<td>Principles of Sociology</td>
<td>3</td>
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#### Sophomore Year

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<tr>
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<th>Course Title</th>
<th>Credits</th>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Fall</td>
<td>BIO 2105</td>
<td>Computational Science And Information or CHEM 2105</td>
<td>3</td>
<td>Spring</td>
<td>PHIL 2210</td>
<td>Ethics</td>
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<td>SOCW 2500</td>
<td>Social Work as a Prof Computational Sci and Information</td>
<td>3</td>
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<td>SOCI 3700</td>
<td>Human Diversity in Social Work Practice</td>
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<tr>
<td></td>
<td>PSY 2100</td>
<td>General Psychology</td>
<td>3</td>
<td></td>
<td>HIST 3510</td>
<td>History to 1865 or African American History since 1865</td>
<td>3</td>
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<tr>
<td></td>
<td>HIST 2210</td>
<td>U.S. History to 1865 or U.S. History Since 1865</td>
<td>3</td>
<td></td>
<td>SOCW 3410</td>
<td>Social Welfare as an Institution</td>
<td>3</td>
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<tr>
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<td>HIST 2220</td>
<td>U.S. History Since 1865</td>
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<td>POLS 2100</td>
<td>American Government</td>
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<td></td>
<td>HUM 2410</td>
<td>Arts &amp; Humanities</td>
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#### Junior Year

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<tbody>
<tr>
<td>Fall</td>
<td>SOCI 4210</td>
<td>Demography</td>
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<td>Spring</td>
<td>ENG 2105</td>
<td>Introduction to Tech Writing</td>
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<td></td>
<td>ENG 1250</td>
<td>Elements of Speech</td>
<td>3</td>
<td></td>
<td>SOCI 3600</td>
<td>Human Behavior and Social Environment II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SOCW 3420</td>
<td>Social Policy and Community Resources</td>
<td>3</td>
<td></td>
<td>SOCI 3610</td>
<td>Interactive Methods in Helping Professions I</td>
<td>3</td>
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<tr>
<td></td>
<td>SOCI 4600 or Math 2500</td>
<td>Introduction to Statistics For Social Workers</td>
<td>3</td>
<td></td>
<td>SOCW 4300</td>
<td>Applied Research in Social Work</td>
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<tr>
<td></td>
<td>SOCW 3500</td>
<td>Human Behavior and Social Environment I</td>
<td>3</td>
<td></td>
<td>ENG 2340</td>
<td>Intro to African American Literature</td>
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<tr>
<td></td>
<td>Elective</td>
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#### Senior Year

<table>
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<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Fall</td>
<td>SOCW 3620</td>
<td>Interventive Methods in Helping Profession II</td>
<td>3</td>
<td>Spring</td>
<td>SOCW 4410</td>
<td>Senior Seminar</td>
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<tr>
<td></td>
<td>SOCW 4400</td>
<td>Evaluative Methods in Social Work Practice</td>
<td>3</td>
<td></td>
<td>SOCW 4120</td>
<td>Field Practicum II</td>
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<td>SOCW 4110</td>
<td>Field Practicum I</td>
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<td>Electives</td>
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<td>GEOG 3435</td>
<td>Geography</td>
<td>3</td>
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<td>14</td>
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</tr>
</tbody>
</table>

Total Credit Hours = 124
Nursing

Lorna Harris, Chairperson
telephone: (919) 530-7232
fax: (919)530-5343
e-mail: lhharris@nccu.edu

The Department of Nursing offers an upper division Bachelor of Science Degree Program. Graduates may apply to write the National Council Examination (NCLEX-RN) for licensure as a registered nurse. The Nursing Program is 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, social sciences humanities and pre-nursing content. The upper division is the nursing major. The baccalaureate program establishes the basis for graduate study in nursing.

The purpose of the program is to enable students to acquire the knowledge and skills needed to function as professional nurses in a variety of health care settings. Throughout the curriculum the student will obtain competencies for professional nursing practice including critical thinking, decision making, communication, leadership, and high-tech procedures to respond to changing needs and environments in today's health care settings.

Course Requirements for the Bachelor of Science in Nursing

1. Completion of a minimum of 127.5 semester hours with a cumulative grade point average (GPA) of 2.0 or higher. The last 30 hours of course credit must be completed at NCCU.

2. Completion of the General Education Curriculum.

3. The prerequisite courses for the nursing major are:

   MATHEMATICS and SCIENCE

   BIO 1300 Molecules and Cellular Function (4)
   MATH 1100 College Algebra and Trig I (3)
   CHEM 1000 and CHEM 1500 (6)
   BIO 1610 Human Anatomy and Physiology I (4)
   BIO 1620 Human Anatomy and Physiology II (3)
   BIO 3200 Microbiology (4)
   FOOD 2200 Intro to Human Nutrition (3)
   NURS 2010 Concepts of Professional Practice (5)
   NURS 2020 Health Assessment (3)
   NURS 2201 Pathophysiology (2)

4. Completion of the following major requirements and other support courses: NURS 3001, NURS 3120, NURS 3301, NURS 3460, NURS 3461, NURS 3462, NURS 3470, NURS 3471, NURS 4000, NURS 4001, NURS 4002, NURS 4102, NURS 4140, NURS 4201, NURS 4410, NURS 4470, NURS 4471, PSY 2100, and a course in statistics.

Admission to the Nursing Major (Upper Division)

Traditional Nursing Student

1. Admission to the University does not guarantee admission to the nursing program. 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 influences 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. Traditional nursing student applicants must complete a pre-admission assessment examination.
   b. A cumulative GPA of 2.5 and also a GPA of 2.5 in the required Mathematics and Natural Sciences: Biology 1300, 1610, 1620, 3200; Chemistry 1000, 1500; and Mathematics 1100.
   c. Completion of all nursing prerequisite courses listed under Course Requirements for the Bachelor of Science in Nursing.
   d. Completion of a minimum of 56 semester hours to achieve Junior status.
   e. Current documentation of sound physical and mental health.
   f. Completion of the application process for admission to the upper division.

3. Once a student has received verification of admission into the Nursing program they must provide:

   a. Current immunizations and Hepatitis B vaccination or waiver.
   b. Documented criminal background check.
   c. Basic Life Support Cardio-Pulmonary Resuscitation certification.
Registered Nurses (RN-BSN)

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. Admission requirements of the University and nursing major are the same for RNs and traditional students. In addition, RNs must provide evidence of:

* Graduation from an approved basic nursing program.
* Current and unrestricted license to practice as a registered nurse in North Carolina.

1. Course Requirements for the Bachelor of Science in Nursing for Registered Nurses

   a. Completion of a minimum of 132 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. Satisfactory completion of NURS 4520. Students will receive 32.5 SH of advanced placement credits upon successful completion of this course and satisfaction of all admission requirements.

   d. Satisfactory completion of NURS 4140, NURS 4530, NURS 4540, NURS 4550, NURS 4560, NURS 4570 and NURS 4580 and two nursing electives.

2. Transfer Credit Policy

   1. Transfer credits may be granted for individual non-nursing courses completed at an accredited and approved institution.

   2. For students enrolled in the Traditional nursing curriculum, the following science courses must have been taken no more than 3 years before admission to NCCU: Anatomy & Physiology, Microbiology, Chemistry, and Mathematics.

   3. Students are required to submit a transcript with grades of “C” or better.

   4. The Natural Science courses and auxiliary courses will be evaluated by the Department of Nursing. The student may be required to provide a course description.

   5. If a student receives a second failing grade (D or F), the student will be permanently dismissed from the nursing program.

   6. Decisions regarding repeating a course will be based on the following:

      a. Student’s past academic performance

      b. Evidence of potential for successful performance.

   7. If a student receives a second failing grade (D or F), the student will be permanently dismissed from the nursing program.

   8. Decisions regarding repeating a course will be based on the following:

      a. Student’s past academic performance

      b. Evidence of potential for successful performance.

Policies for Readmission Following Withdrawal

1. Any student in good academic standing who withdraws from the nursing program for personal, financial or any other reason must follow University policy and may request readmission.

2. Students who leave the program are not given a refund for 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 clinical space and other 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 office of Student Support in the Department of Nursing to plan a program of study.

Progression in the Upper Division Nursing Major

1. Nursing majors must achieve a minimum of C (75%) in each nursing course in order to continue in the program sequence. Nursing majors must also achieve a minimum of Satisfactory for clinical performance in order to pass a clinical course. If a student receives an Unsatisfactory clinical assessment, a grade of F is assigned for the course.

2. 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 must withdraw from the nursing sequence on academic warning. Continuing nursing advisement will be provided.

3. When a student receives an 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.

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), the student will be permanently dismissed from the nursing program.
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. 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 for Nurses, and/or Departmental policies.

8. All upper division nursing students in the traditional curriculum must participate in the Diagnostic Testing Program to progress in the nursing sequence. Students who do not participate will receive a grade of I (unless a grade of D or F was earned) for the designated nursing course.

9. All upper division nursing students in the traditional curriculum must pass a competency examination with 75% proficiency following Junior level course completion to progress to the senior level. At the end of the senior level courses all students must demonstrate 75% proficiency on a capstone competency examination to graduate from the nursing program.

**Progression in the Lower Division Nursing Major – Pre-nursing**

1. Pre-nursing courses NURS 2010, NURS 2020, and NURS 2201 or NURS 4520 can only be repeated once.

2. If a student receives a second failing grade (D or F) in courses NURS 2010, NURS 2020, NURS 2201 or NURS 4520, the student will be ineligible for admission to the upper division of nursing.
# Four-Year Curriculum Plan for Traditional Nursing Students

## Lower Division Freshman Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 1110</td>
<td>3</td>
<td>ENG 1210</td>
<td>3</td>
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<tr>
<td>MATH 1100</td>
<td>3</td>
<td>*Language Requirement</td>
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</tr>
<tr>
<td>BIO 1300</td>
<td>4</td>
<td>BIO 1610</td>
<td>4</td>
</tr>
<tr>
<td>HUSC 1521</td>
<td>2</td>
<td>CHEM 1000</td>
<td>4</td>
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<tr>
<td>SOCI 2000</td>
<td>3</td>
<td>HUM 2410</td>
<td>3</td>
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<tr>
<td>HEDU 1531</td>
<td>2</td>
<td>PEDU 1541</td>
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## Sophomore Year

### Junior Year

<table>
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<th>Credits</th>
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</tr>
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<tbody>
<tr>
<td>NURS 3460</td>
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<td>NURS 3461</td>
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<td>NURS 3470</td>
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<td>NURS 3301</td>
<td>3</td>
<td>NURS 3471</td>
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<td>NURS 3001</td>
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<td>NURS 3120</td>
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<tr>
<td>PSY 2100</td>
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### Senior Year

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<td>NURS 4001</td>
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<td>NURS 4140</td>
<td>1.5</td>
<td>Nursing Elective (Optional)</td>
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### Community Service Requirement: 15 Clock Hours per Semester

*Students who are successful with foreign language placement tests will be required to enroll in Foreign Language III only.

** An introductory course in statistics may be taken in any university department where offered.
### Four-Year Curriculum Plan for Registered Nurses

#### Freshman Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>ENG 1110 English Comp I</td>
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<td>ENG 1210 English Comp II</td>
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<tr>
<td>MATH 1100 College Algebra Concepts</td>
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<td>PSYCH 2100 General Psychology</td>
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<td>BIOL 1610 Human Anatomy &amp; Physiology I</td>
<td>4</td>
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<tr>
<td>HUSC 1521 Dimensions of Learning</td>
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<td>CHEM 1000 Phy. Sci. Related to Chem.</td>
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<tr>
<td>PEDU 1541 Fitness</td>
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<td>HUM 2410 Arts/Humanities I</td>
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#### Sophomore Year

<table>
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<th>Fall Semester</th>
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<th>Spring Semester</th>
<th>Credits</th>
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<tr>
<td>ENG 1250 Elements of Speech</td>
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<td>BIO 3200 General Microbiology</td>
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<td>SOCI 2000 Society of Human Behavior</td>
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<td>HEDU 1531 Health</td>
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<td>CHEM 1500 Chemistry of Human Life</td>
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<td>HUM 2420 Arts/Humanities II</td>
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<tr>
<td>BIO 1620 Human A&amp;P Dev II</td>
<td>3</td>
<td>***Statistics</td>
<td>3</td>
</tr>
<tr>
<td>FOOD 2200 Introduction to Human Nutrition</td>
<td>3</td>
<td>NURS 4520 ***Intro. To Professional Nursing</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Junior Year (Advance Placement Credits)

Credits After Successful Completion of NURS 4520**

| NURS 3460 *The Adult I | 7  |
| NURS 3470 *Junior Seminar I | 1  |
| NURS 3301 *Pharmacology | 3  |
| NURS 3001 *Applied Nursing Principles | 0.5|
| NURS 3461 *The Adult II | 7  |
| NURS 3462 *Psychiatric/Mental Health | 5  |
| NURS 3471 *Junior Seminar II | 1  |
| NURS 3120 *Applied Nursing Principles II | 0.5|
| NURS 4002 *The Family | 7  |
| NURS 4001 *Applied Nursing Principles III | 0.5|

#### Senior Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 4540 Special Health Care Problems</td>
<td>6</td>
<td>NURS 4580 Community/Mental Health</td>
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<tr>
<td>NURS 4530 Health Assessment</td>
<td>3</td>
<td>NURS 4570 Senior Seminar for RN's</td>
<td>1</td>
</tr>
<tr>
<td>NURS 4550 Nursing Research</td>
<td>3</td>
<td>NURS 4560 Prof. Role Development</td>
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<tr>
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<td>3</td>
<td>NURS 4140 Independent Study</td>
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<td>Nursing Elective</td>
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<td></td>
<td>Nursing Elective</td>
</tr>
</tbody>
</table>

*Students who are successful with foreign language placement tests will be required to enroll in Foreign Language III only.

**Students will receive 32.5 advance placement credit hours after successful completion of NURS 45.

***NURS 4520 may be offered other than Spring Semester.

****An introductory course in statistics may be taken in any university department where offered.

COMMUNITY SERVICE REQUIREMENT: 15 CLOCK HOURS PER SEMESTER
School of Business

Bijoy Sahoo, Interim Dean
telephone: (919) 530-6458
fax: (919) 530-6163
e-mail: bsahoo@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 of Collegiate Business Schools and Programs (ACBSP).

Mission

The School of Business at North Carolina Central University provides dynamic, global management education to a diverse student population.

WE achieve our mission through innovative teaching, supported by research and professional service, with a focus on experiential learning, technology integration, business partnering, and community service.

WE provide a professional, caring, and intellectually stimulating learning environment through small classes, faculty accessibility, and teamwork.

WE capitalize on the unique opportunities provided by our location in the Research Triangle area.

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.

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

Qualified freshmen may be admitted directly into the School of Business, subject to the availability of space. Freshman applicants interested in admission to the School of Business, with fewer
than 15 semester hours of acceptable credits, must have satisfied requirements for admission to North Carolina Central University. In addition, applicants will be evaluated based on SAT scores (at least 750) and high school cumulative grade point averages (at least 2.00). (ACT scores may substitute as equivalent SAT scores.) Applicants not accepted may reapply after completing at least 15 semester hours of study at North Carolina Central University in another school or college.

Admission from Another School or College At North Carolina Central University

University students with an interest in one of the business baccalaureate degree programs who were not admitted to the School of Business as freshmen may seek admission to the School of Business after completing at least 15 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:

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. Nonetheless, under special conditions, NCCU students may be approved to complete, at other institutions, up to two courses that satisfy the business course requirements. 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 from the Office of the Dean, School of Business, the document “Guidelines for Transfer Credits.”

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,
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
   - ENG 1250 Elements of Speech 3
   - Foreign Language (Level III) 3

II. Mathematics and Science (15-17 credit hours)
   - MATH 1100 College Algebra/Trigonometry 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 Society and Behavior 3
   - HIST 1320 World Societies 3
   - PSY 2100 General Psychology 3
   - ECON 2200 Principles of Macroeconomics 3
   - ECON 2300 Principles of Microeconomics 3

IV. Arts and Humanities (6 credit hours)
   - HUM 2410 or 2420 Arts and Humanities I or II 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.) and the Bachelor of Science (B.S.) in Computer Information Systems degree 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 1100 Business Computer Applications
- MGT 1100 Professional Development I

**Second Year Courses**
- ACCT 2400 Principles of Accounting I
- ACCT 2500 Principles of Accounting II
- DSC 2010 Elementary Statistics
- MGT 2100 Professional Development II

**Third Year Courses**
- MGT 3000 Organization and Management
- MGT 3100 Professional Development III
- MKT 3210 Marketing
- DSC 3020 Statistical Analysis
- DSC 3300 Decision Sciences
- ACCT 3100 Legal Environments I
- MGT 3400 Business Communications
- FIN 3200 Principles of Finance

**Fourth Year Courses**
- MGT 4100 Professional Development IV
- MGT 4740 Business Policy

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, Computer and Information Systems, and Hospitality and Tourism Administration. The Business Administration major includes concentrations in business information technology, 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, and to provide students with an in-depth understanding of accounting theory and concepts, preparation and interpretation of financial statements, and techniques of financial
analysis. The Bachelor of Business Administration (B.B.A.) degree program with a major in accounting requires the satisfactory completion of the specified curriculum.

**Business Administration Program, Business Information Technology Concentration**

The Business Information Technology program is designed to assist students in preparing for entry-level positions in the expanding field of computers and information systems. The curriculum is structured such that the matriculating student will be provided the skills and experiences necessary for the analysis and design of computerized information systems. This program is designed to prepare students to function effectively as business analysts and customer support administrators.

**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 with a concentration in Finance requires the satisfactory completion of the specified curriculum.

**Business Administration Program, General Business Concentration**

Undergraduate students may elect to earn the Bachelor of Business Administration (B.B.A.) degree by completing a General Business concentration. The Bachelor of Business Administration (B.B.A.) degree program with a concentration in General Business requires the satisfactory completion of the specified curriculum.

**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.

**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 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 other organizations. The Bachelor of Business Administration (B.B.A.) degree with a concentration in Marketing requires the satisfactory completion of the specified curriculum.

**Computer Information Systems Program**

The Bachelor of Science (B.S.) in Computer Information Systems degree program is designed to assist students in preparing for entry-level positions in the expanding field of computers and information systems. The curriculum is structured such that matriculating students will be provided the skills and experiences necessary for the analysis, design, and implementation of computerized information systems. This program is designed to prepare students to function effectively as systems analysts/developers, business analysts, and customer support administrators.

**Hospitality and Tourism Administration Program**

The Bachelor of Science (B.S.) in Hospitality and Tourism Administration is a 128-semester hour professional management program. Students receiving the hospitality and tourism degree earn 23 semester hours in the business curriculum. 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. The job placement rate of graduates varies from 97% - 100% 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 empower a global and diverse population of students for leadership and professional roles within the hospitality and tourism industry, through academic excellence, community service, and industry work experience. The vision and objectives may be viewed on the School of Business website.

**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 1100; DSC 2010; ECON 2300; FIN 3200; MGT 3000, 3400; MKT 3210; and the series of Professional Development courses (MGT 1100, 2100, 3100, and 4100). All courses included in the minor must be passed with a grade of “C” or better.

**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 consist 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:
1. Be formally admitted to the School of Business;
2. Complete at least 124 semester hours of credit;
3. Satisfy the General Education Curriculum, Common-Body-of-Knowledge, and the major or concentration requirements;
4. Compile a minimum cumulative grade point average of 2.0 for all course work completed at North Carolina Central University;
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.

The program leading to the Bachelor of Science (B.S.) degree in Hospitality and Tourism Administration is comprised of 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 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);
2. Complete 1,000 hours of work experience through internships;
3. During the freshman and sophomore years, complete the General Education Curriculum requirements (except that students should take MATH 1100 rather than MATH 1070);
4. Complete the following courses in the business curriculum ACCT 2400, ACCT 2500, ECON 2200, ECON 2300, CIS 11000, DSC 2010; MGT 2100, and MGT 3000.
5. Complete the specified Hospitality and Tourism curriculum; and
6. Complete all major courses with a grade of “C” or better.

**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 stand the risk of forfeiting any credits they might earn.
Four-Year Curriculum Plan in Accounting

**Freshman Year**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>ENG 1110 English Composition I</td>
<td>3</td>
<td>ENG 1210 English Composition II</td>
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<tr>
<td>MATH 1100 College Alg/Trig I</td>
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<td>MATH 1210 Finite Mathematics</td>
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<tr>
<td>Modern Foreign Language III*</td>
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<td>SCI GEC Requirement</td>
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<td>CIS 1100 Business Computer Apps</td>
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<td>ECON 2300 Principles of Microeconomics</td>
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<td>HUSC 1521 Dimensions of Learning</td>
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<td>MGT 1100 Professional Development I</td>
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*Based on Placement Testing (Remedial credits cannot be used to satisfy School of Business degree requirements.)*

**Sophomore Year**

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<th>Fall Semester</th>
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<tr>
<td>SOCI 2000 Society &amp; Human Behavior</td>
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<td>DSC 2010 Elementary Statistics</td>
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<td>HIST 1320 World Societies</td>
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<td>HUM Arts &amp; Humanities I or II</td>
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<td>ECON 2200 Principles of Macroeconomics</td>
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<td>ACCT 2500 Principles of Accounting II**</td>
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<td>ACCT 2400 Principles of Accounting I***</td>
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<td>PSY 2100 General Psychology</td>
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<td>MATH 2000 Calculus</td>
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**Junior Year**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACCT 3600 Interm Accounting I</td>
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<td>ACCT 3620 Interm Accounting II</td>
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<td>ACCT 4110 Cost Accounting</td>
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<td>DSC 3300 Decision Science</td>
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<td>MGT 3400 Business Communications</td>
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<td>DSC 3020 Statistical Analysis</td>
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<td>MKT 3210 Principles of Marketing</td>
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**Senior Year**

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<tbody>
<tr>
<td>ACCT 3100 Legal Environments I</td>
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<td>ACCT 3120 Legal Environments II</td>
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<tr>
<td>ACCT 4300 Advanced Accounting</td>
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<td>ACCT 4320 Auditing</td>
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<tr>
<td>ACCT 4400 Federal &amp; State Income Tax</td>
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<td>MGT 4740 Business Policy</td>
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</table>

*Based on Placement Testing (Remedial credits cannot be used to satisfy School of Business degree 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 to be 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.
### Four-Year Curriculum Plan in Computer Information Systems

#### FRESHMAN YEAR

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
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<td>ECON 2300</td>
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*Based on Placement Testing (Remedial credits cannot be used to satisfy School of Business degree requirements.)

The Computer Information Systems elective may be selected from among the following courses: ACCT 3600, ACCT 3630, CIS 1200, CIS 2300, CIS 3600, CIS 4801, COMP 1350, COMP 1400, COMP 1510, COMP 4460, COMP 4500, GEOG 4020, LSIS 4010, LSIS 4450, MGT 4801, MKT 3310, PADM 3130, or PHIL 2300. Each course used to satisfy the Computer Information Systems 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.
# Four-Year Curriculum Plan in Business Information Technology

## FRESHMAN YEAR

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*Based on Placement Testing (Remedial credits cannot be used to satisfy School of Business degree requirements.)*

A Business Information Technology elective may be selected from among the following courses: ACCT 3600, ACCT 3630, CIS 1200, CIS 2200, CIS 3600, COMP 1350, COMP 1400, COMP 1510, COMP 4460, COMP 4500, GEOG 4020, LSIS 4010, LSIS 4450, MGT 4801, MKT 3310, PADM 3130, or PHIL 2300. Each course used to satisfy the Business Information Technology 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.
## Four-Year Curriculum Plan in Finance

### Freshman Year

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*Based on Placement Testing (Remedial credits cannot be used to satisfy School of Business degree 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.

### Sophomore Year

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### Junior Year

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<td>ACCT 3100 Legal Environment of Business I</td>
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### Senior Year

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*Based on Placement Testing (Remedial credits cannot be used to satisfy School of Business degree 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.”

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# Four-Year Curriculum Plan in General Business

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*Based on Placement Testing (Remedial credits cannot be used to satisfy School of Business degree requirements.)*

## SOPHOMORE YEAR

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Four-Year Curriculum Plan in Management

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</table>

<table>
<thead>
<tr>
<th>SENIOR YEAR</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Fall Semester</td>
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</tr>
<tr>
<td>MGT 3700</td>
<td>3</td>
<td>MGT 4550</td>
<td>3</td>
</tr>
<tr>
<td>MGT 4510</td>
<td>3</td>
<td>MGT 4740</td>
<td>3</td>
</tr>
<tr>
<td>MGT Elective</td>
<td>3</td>
<td>MGT Restricted Elective</td>
<td>3</td>
</tr>
<tr>
<td>SCI GEC Requirement</td>
<td>3</td>
<td>Management Elective</td>
<td>3</td>
</tr>
<tr>
<td>MGT 4100</td>
<td>1</td>
<td>Unrestricted Non-Business Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

*Based on Placement Testing (Remedial credits cannot be used to satisfy School of Business degree 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.
## Four-Year Curriculum Plan in Marketing

### FRESHMAN YEAR

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1110</td>
<td>English Composition I</td>
<td>3</td>
<td>ENG 1210</td>
</tr>
<tr>
<td>MATH 1100</td>
<td>College Alg/Trig I</td>
<td>3</td>
<td>ENG 2200</td>
</tr>
<tr>
<td>Modern Foreign Language III*</td>
<td>3</td>
<td>MATH 1210</td>
<td>Finite Mathematics</td>
</tr>
<tr>
<td>CIS 1100</td>
<td>Business Computer Applications</td>
<td>3</td>
<td>ECON 2300</td>
</tr>
<tr>
<td>HUSC 1521</td>
<td>Dimensions of Learning</td>
<td>2</td>
<td>SCI</td>
</tr>
<tr>
<td>MGT 1100</td>
<td>Professional Development I</td>
<td>1</td>
<td></td>
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</table>

*Based on Placement Testing (Developmental course credits cannot be used to satisfy School of Business degree requirements.)*

### SOPHOMORE YEAR

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 2000</td>
<td>Society &amp; Human Behavior</td>
<td>3</td>
<td>HUM</td>
</tr>
<tr>
<td>HIST 1320</td>
<td>World Societies</td>
<td>3</td>
<td>HUM</td>
</tr>
<tr>
<td>ECON 2200</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
<td>ACCT 2500</td>
</tr>
<tr>
<td>ACCT 2400</td>
<td>Principles of Accounting I</td>
<td>3</td>
<td>DSC 2010</td>
</tr>
<tr>
<td>MATH 2000</td>
<td>Calculus</td>
<td>3</td>
<td>PSY 2100</td>
</tr>
<tr>
<td>MGT 2100</td>
<td>Professional Development II</td>
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<td>HEDU 1531</td>
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### JUNIOR YEAR

<table>
<thead>
<tr>
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<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MKT 3210</td>
<td>Principles of Marketing</td>
<td>3</td>
<td>ACCT 3100</td>
</tr>
<tr>
<td>DSC 3020</td>
<td>Statistical Analysis</td>
<td>3</td>
<td>DSC 3300</td>
</tr>
<tr>
<td>MGT 3000</td>
<td>Organization &amp; Management</td>
<td>3</td>
<td>FIN 3200</td>
</tr>
<tr>
<td>MGT 3100</td>
<td>Professional Development III</td>
<td>1</td>
<td>MKT 3450</td>
</tr>
<tr>
<td>MGT 3400</td>
<td>Business Communications</td>
<td>3</td>
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</tr>
<tr>
<td>PEDU 1541</td>
<td>Fitness</td>
<td>2</td>
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### SENIOR YEAR

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MKT 4150</td>
<td>Sales Management</td>
<td>3</td>
<td>MGT 4740</td>
</tr>
<tr>
<td>MKT 3350</td>
<td>Promotion Management</td>
<td>3</td>
<td>MKT 4650</td>
</tr>
<tr>
<td>MKT 4450</td>
<td>International Marketing</td>
<td>3</td>
<td>MKT 4690</td>
</tr>
<tr>
<td>Marketing Elective</td>
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<td></td>
<td>Marketing Elective</td>
</tr>
<tr>
<td>SCI GEC Requirement</td>
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<td>Unrestricted Non-Business Elective</td>
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<tr>
<td>MGT 4100</td>
<td>Professional Development IV</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

*Based on Placement Testing (Developmental course credits cannot be used to satisfy School of Business degree 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.
## Four-Year Curriculum Plan in Hospitality and Tourism

### FRESHMAN YEAR

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1110</td>
<td>English Composition I</td>
<td>3</td>
<td>ENG 1210</td>
</tr>
<tr>
<td>MATH 1100</td>
<td>College Algebra/Trigonometry I</td>
<td>3</td>
<td>HUM</td>
</tr>
<tr>
<td>Modern Foreign Language III*</td>
<td>3</td>
<td>MATH 1210</td>
<td>Finite Mathematics</td>
</tr>
<tr>
<td>HADM 1000</td>
<td>Introduction to Hospitality</td>
<td>3</td>
<td>HADM 1100</td>
</tr>
<tr>
<td>HUSC 1521</td>
<td>Dimensions of Learning</td>
<td>2</td>
<td>CIS</td>
</tr>
<tr>
<td>MGT 1100</td>
<td>Professional Development I</td>
<td>1</td>
<td>HEDU 1531</td>
</tr>
<tr>
<td>PEDU 1541</td>
<td>Fitness</td>
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Summer Term

HADM 2900 Hospitality Work Experience I | 0

### SOPHOMORE YEAR

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SCI</td>
<td>Science Elective</td>
<td>3</td>
<td>GEOG. 1100</td>
</tr>
<tr>
<td>ECON 2300</td>
<td>Principles of Microeconomics</td>
<td>3</td>
<td>SCI</td>
</tr>
<tr>
<td>ACCT 2400</td>
<td>Principles of Accounting I</td>
<td>3</td>
<td>ACCT 2500</td>
</tr>
<tr>
<td>HIST 1320</td>
<td>World Societies</td>
<td>3</td>
<td>ECON 2200</td>
</tr>
<tr>
<td>HADM 2010</td>
<td>Applied Sanitation and Safety</td>
<td>1</td>
<td>HADM 2000</td>
</tr>
<tr>
<td>ENG</td>
<td>English 1250 or Eng. 2200</td>
<td>3</td>
<td>MGT 2100</td>
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Summer Term

HADM 3900 Hospitality Work Experience II

### JUNIOR YEAR

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
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</thead>
<tbody>
<tr>
<td>MGT 3000</td>
<td>Organ. &amp; Mgt.</td>
<td>3</td>
<td>PHIL 2210</td>
</tr>
<tr>
<td>HADM 3410</td>
<td>Meetings &amp; Convention Mgt.</td>
<td>3</td>
<td>HADM 3030</td>
</tr>
<tr>
<td>HADM 3000</td>
<td>Procure. in Lodging Fac. &amp; F&amp;B</td>
<td>3</td>
<td>HADM 3020</td>
</tr>
<tr>
<td>HADM 3010</td>
<td>Food, Beverage &amp; Labor Cntrl</td>
<td>3</td>
<td>HADM 3700</td>
</tr>
<tr>
<td>HADM 3500</td>
<td>Travel &amp; Tourism Management</td>
<td>3</td>
<td>HADM 3800</td>
</tr>
<tr>
<td>DSC</td>
<td>Elementary Statistics</td>
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Summer Term

HADM 4900 Hospitality & Tourism Intern | 3

### SENIOR YEAR

<table>
<thead>
<tr>
<th>Fall Semester</th>
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<th>Spring Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HADM 4400</td>
<td>Hosp. Financial Management</td>
<td>3</td>
<td>HADM 4300</td>
</tr>
<tr>
<td>HADM 4500</td>
<td>Food and Beverage Production and Operations</td>
<td>3</td>
<td>HADM 4200</td>
</tr>
<tr>
<td>HADM 4700</td>
<td>Facilities Management</td>
<td>3</td>
<td>HADM 4600</td>
</tr>
<tr>
<td>HADM 4100</td>
<td>Research Methods in Hospitality and Tourism</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

*Based on Placement Testing (Remedial credits cannot be used to satisfy School of Business degree 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.

School of Education

Cecelia Steppe-Jones, Dean
telephone: (919) 530-6466
fax: (919)530-5328
e-mail: csteppej@nccu.edu

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 year, 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 twenty 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.

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.
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 self-service room, which is designed to be a resource for candidates. It is equipped with iMAC, bulletin boards (one for student postings and one for faculty postings) and displays for students to obtain program and Praxis information. On the computer, students can check course availability, check grades, review program requirements, register for courses, send e-mail to faculty, and access other Eagle Online pages.

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 schools 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. A directory of services is published and disseminated annually.

Teaching Fellows Program

The Teaching Fellows Commission offers 400 scholarships/loans to residents of North Carolina who express an interest in the teaching profession. The Teaching Fellows are given a $26,000 scholarship ($6,500 per year). The recipients of this scholarship/loan are required to teach in North Carolina at least four years within seven years after graduating from the University. High school seniors who possess an above average academic standing, at least the state average on the SAT or ACT, good interpersonal skills, leadership ability, and a record of community service are encouraged to obtain an application from their high school counselor. The deadline for submitting the application is October 31st each year. The finalists for this scholarship/loan are selected by the Teaching Fellows Commission. For additional information, contact the Teaching Fellows Director at North Carolina Central University at (919) 530-5182 or the North Carolina Teaching Fellows Commission in Raleigh at (919) 781-6833.

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.

As of Spring 2000, NCCU offers the following approved licensure programs:

Elementary Education (K-6)

Undergraduate and Graduate

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 and Graduate

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 and Graduate
Mathematics
Undergraduate and Graduate
Comprehensive Science
Undergraduate
(with degrees in Biology Chemistry, Geography, or Phsyics) Undergraduate
Comprehensive Social Studies

Family and Consumer Sciences
Undergraduate and graduate

Special Subject Areas (K-12)
Academically and Intellectually Gifted
(Add on)
Art
Undergraduate
English-as-a Second Language
(Add on)
French
Undergraduate
Spanish
Undergraduate
Literacy (Reading Add on)
Media Coordinator
Graduate
Music
Undergraduate
Physical Education
(Concentration options: history, psychology, sociology) Undergraduate and Graduate
Theatre Arts
Undergraduate
Birth to Kindergarten (B-K)
Undergraduate and Graduate
Special Education (K-12)
Behavioral Emotional Disabilities
Graduate (Initial and Advanced)
Mental Disabilities
Graduate (Initial and Advanced)
Visual Impairment
Graduate (Initial and Advanced)
Learning Disabilities
Graduate (Initial and Advanced)
Special Service Areas
Counselor Education (School, Career, Agency Rehabilitation) 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., M.Ed.
• Middle Grades Education (6-9)
  B.A., M.Ed.
• Educational Technology
  M.A.
• School Administration
  M.S.A.
• Special Education (K-12)
  M.Ed., M.A.T.
    Behavioral Emotional Disabilities
    Mental Disabilities
    Visual Impairment
    Learning Disabilities
    Orientation and Mobility
    Birth-Kindergarten
• Communication Disorders
  M.Ed.
    Speech Language Impaired
• Counselor Education
  M.A.
    School Counseling
    Community Agency Counseling
    Career Counseling
    Rehabilitation Counseling
Undergraduate and Licensure-only Division

Sharon Spencer, Assistant Dean/Director of Teacher Education
telephone: (919) 530-5182
fax: (919)530-6372
e-mail: sspencer@nccu.edu

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 fourteen 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 (GEC). The student is eligible for formal admission to the undergraduate Teacher Education Program (TEP), a state requirement, if the applicant satisfies the following requirements:

1. Completes all course work in the General Education (GEC);
2. Completes course work with a minimum cumulative grade point average of 2.5;
3. Completes the English requirements in the General Education Curriculum with at least a minimum grade of "C" in each course;
4. Completes the Praxis I (PPST paper-pencil or computer-based version) at a level required by the N. C. Department of Public Instruction;
5. Completes the TEP application (available from the appropriate program coordinator); and
6. Successfully completes an interview with the program coordinator and other program faculty members.

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 obtain licensure information, prospective teacher education majors should contact the School of Education's Licensure Office. 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 NC 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 candidate already holds an advanced degree); however, the licensure-only candidate applies through the School of Education.

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 submits a letter and official transcripts to the Alternative Licensure Coordinator in the School of Education. (Second-degree students initially apply through Undergraduate Admissions.)
2. The Alternative Licensure Coordinator works with the appropriate program coordinator to evaluate the transcripts and develop a plan of study.
3. The Alternative Licensure Coordinator sends a letter and program of study to the candidate and meets with the candidate.
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 is advised within the program area in which licensure is desired. A candidate who does not have 2.5 in the bachelor's degree must pass Praxis I and earn a minimum grade point
average of 3.0 in 15 hours of nonrestricted courses determined by the program coordinator.

5. 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.

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 Licensure Office. 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 who choose elementary or middle grades education as a major are initially advised in the School of Education.

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 section of this catalog, “Academic Regulations,” 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.

Course Requirements for the Bachelor of Arts in Elementary Education

Dorothy Singleton, Chair
Department of Curriculum, Instruction and Professional Studies
telephone: (919) 530-6479
fax: (919) 530-5328
e-mail: dsingleton@nccu.edu

Elementary Education

Yolanda Dunston, Coordinator of Elementary Education
phone: (919) 530-7536
fax: (919) 530-5279
e-mail: ydunston@nccu.edu

Course requirements for the Bachelor of Arts in Elementary Education:

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. Freshman and sophomore years—complete the Critical Foundations in the Arts and Sciences (CFAS) Program with a minimum GPA of 2.5. ENG 1110, 1210 & 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).
4. Complete the Professional Education sequence, which includes the student teaching experience: EDU 2600, 2800, 3000, 3010, 3030, 3120, 3150, 3170, 4108, 4208.
5. Major requirements — Complete all of the required courses: EDU 3210, 3230, 3310, 3400, 3410, 3520, 3540 and PEDU 4400.
6. Complete 24 semester hours in one of the following academic concentration options: Art, biology (general), English (general), French, history, mathematics (general), social science, or Spanish.

Middle Grades Education

Gerrelyn Patterson, Coordinator of Middle Grades Education
phone: (919) 530-6604
fax: (919) 530-5279
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 (GED) Program with at least a minimum GPA of 2.5. ENG 1110, 1210 & 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).
4. Complete the Professional Education sequence, which includes the student teaching experience: EDU 2600, 2800, 3000, 3010, 3030, 3120, 3150, 3170, 4107, 4207.
5. Complete the Middle Grades Education specialty courses (12 hrs): EDU 3800, 3810 or 3820, 4010, and 4950.
6. Complete two academic concentrations in the four core areas of:
   b. Science: BIOL 1300, 2400, 2600 (or 2700); GEOG 2350 (or 2100), 2 science electives; PHYS 1210.
   c. Language Arts: ENG 1300 or 1400; ENG 1500; ENG 2310, 2320, or 2330; ENG 3110; ENG 3120; ENG 3310 or 3320; ENG 3410 or 3420.
   d. Social Studies: HIST 1100 or 1200, HIST 2210 or 2220; HIST 4310; 3410, 3510 or 3520; ECON 2200; GEOG 1100; POLS 2100; elective.

Department from which the degree will be earned. This application is to be completed, signed by the Department Chair, and filed with the Registrar’s Office on or before the dates specified in the University’s Academic Calendar. (See “Requirements for Graduation.”)
### Four-Year Curriculum Plan in Elementary Education

#### Freshman Year

##### Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1110</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1070</td>
<td>Foreign Language III</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1320</td>
<td>World Societies</td>
<td>3</td>
</tr>
<tr>
<td>SCI 1521</td>
<td>Dimensions of Learning</td>
<td>2</td>
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#### Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1210</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>SCI 1531</td>
<td>Math</td>
<td>3</td>
</tr>
<tr>
<td>ENG 1250</td>
<td>Elements of Speech (SI)</td>
<td>3</td>
</tr>
<tr>
<td>SCI 1540</td>
<td>GEC Requirement</td>
<td>3/4</td>
</tr>
<tr>
<td>HUM 2410</td>
<td>Arts/Hum. I or II</td>
<td>3</td>
</tr>
<tr>
<td>PEDU 1541</td>
<td>Fitness</td>
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#### Sophomore Year

##### Fall Semester

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>HEDU 1531</td>
<td>Orientation to Teaching</td>
<td>2</td>
</tr>
<tr>
<td>EDU 3000</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3520</td>
<td>Academic Concentration</td>
<td>3</td>
</tr>
<tr>
<td>SOC 3520</td>
<td>REG:2</td>
<td>3</td>
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#### Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
</table>
| Pass Praxis I for Admission to TEP
| EDU 2800/4300 Instructional Technology       | 3       |
| EDU 3010   | Human Growth & Dev                         | 3       |
| HEDU 1531  | Health                                    | 2       |
| Academic Concentration                       | 3       |
| Academic Concentration                       | 3       |
| Academic Concentration                       | 3       |

#### Junior Year

##### Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDU 3030</td>
<td>Cultural Diversity &amp; Sch</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3120</td>
<td>Teach Excep Children/Reg Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3510</td>
<td>Teaching Math*</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3540</td>
<td>Integrated Science, Math, Tech</td>
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<tr>
<td>LSIS 4505</td>
<td>Children’s Literature</td>
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#### Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDU 3150</td>
<td>Instructional Planning</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3170</td>
<td>Assessment of Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3210</td>
<td>Curriculum I (Art, Music, Drama)</td>
<td>3</td>
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<tr>
<td>PEDU 4400</td>
<td>Methods of Elementary P.E.</td>
<td>2</td>
</tr>
<tr>
<td>EDU 3310</td>
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#### Senior Year

##### Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDU 3230</td>
<td>Teaching Soc Studies*</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3400</td>
<td>Language Arts*</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3410</td>
<td>Teaching Reading*</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3520</td>
<td>Teaching Math*</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3540</td>
<td>Integrated Science, Math, Tech</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 4108</td>
<td>Methods &amp; Materials/El. Ed.*</td>
<td>6</td>
</tr>
<tr>
<td>EDU 4208</td>
<td>Directed Teaching in El. Ed. *</td>
<td>6</td>
</tr>
</tbody>
</table>

#### Pass Praxis II for licensure

Coaching sessions are provided during EDU 4108

*Enrollment is restricted to candidates who have been admitted to the Teacher Education program.

An approved 18-yr academic concentration is required. Some concentrations will require early admission to the TEP.
Four-Year Curriculum Plan in Middle Grades Education

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1110</td>
<td>English Composition I</td>
<td>3</td>
<td>ENG 1210</td>
<td>English Composition II</td>
</tr>
<tr>
<td></td>
<td>Foreign Language</td>
<td>3</td>
<td>MATH 1070 or 1100</td>
<td>Math GEC Requirements</td>
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<td></td>
<td></td>
<td></td>
<td>HIST 1320</td>
<td>World Societies</td>
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<td>SCI GEC</td>
<td>Requirement I</td>
<td>3/4</td>
<td>SCI GEC</td>
<td>Requirement</td>
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<tr>
<td>HUSC 1521</td>
<td>Dimensions of Learning</td>
<td>2</td>
<td>HUM 2410 or 2420 Arts/Hum. I or II</td>
<td>3</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>PEDU 1541</td>
<td>Fitness</td>
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</table>

<table>
<thead>
<tr>
<th>Sophomore Year</th>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEDU 1531</td>
<td>Health</td>
<td>2</td>
<td>Pass Praxis I for Admission to Teacher Education</td>
<td></td>
</tr>
<tr>
<td>PHIL 2210</td>
<td>Ethics HUM REQ 2)</td>
<td>3</td>
<td>EDU 2800/4300 Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDU 2600</td>
<td>Orientation to Teaching</td>
<td>2</td>
<td>EDU 3010</td>
<td>Human Growth &amp; Dev</td>
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<tr>
<td>EDU 3000</td>
<td>Educational Psychology</td>
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<td>Academic Concentration</td>
<td>3</td>
</tr>
<tr>
<td>SOC SCI REQ 2</td>
<td></td>
<td></td>
<td>Academic Concentration</td>
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</tbody>
</table>

Students should now 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, and passing scores on the Praxis I.

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 3030</td>
<td>Diversity Pedag., Soc. Change &amp; Schooling</td>
<td>3</td>
<td>EDU 3150</td>
<td>Instructional Planning*</td>
</tr>
<tr>
<td>EDU 3120</td>
<td>Teach Excep Children/Reg Clssrm</td>
<td>3</td>
<td>EDU 3170</td>
<td>Assessment of Learning*</td>
</tr>
<tr>
<td></td>
<td>Academic Concentration</td>
<td>3</td>
<td>EDU 3800</td>
<td>The Middle School*</td>
</tr>
<tr>
<td></td>
<td>Academic Concentration</td>
<td>3</td>
<td>EDU 4010</td>
<td>Reading Content Areas*</td>
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<tr>
<td></td>
<td>Academic Concentration</td>
<td>3</td>
<td>Academic Concentration</td>
<td>3</td>
</tr>
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<table>
<thead>
<tr>
<th>Senior Year</th>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cont Area Concentration Meth</td>
<td>3</td>
<td>EDU 4107</td>
<td>Meth &amp; Materials/Middle Grades</td>
<td>6</td>
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<tr>
<td>Academic Concentration</td>
<td>3</td>
<td>EDU 4207</td>
<td>Directed Teaching/Middle Grades</td>
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<tr>
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<tr>
<td>EDU 4950</td>
<td>Young Adult Lit</td>
<td>3</td>
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</table>

FRESHMAN YEAR

* 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.
## Academic Concentrations

### Social Studies

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 1100 or 1200</td>
<td>World History I or II</td>
<td>3</td>
</tr>
<tr>
<td>HIST 2210 or 2200</td>
<td>United States History I or II</td>
<td>3</td>
</tr>
<tr>
<td>HIST 3410</td>
<td>Afr History, or HIST 3510 or 3520: Afr Am Hist</td>
<td>3</td>
</tr>
<tr>
<td>HIST 4310</td>
<td>North Carolina History</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 1100</td>
<td>World Regional</td>
<td>3</td>
</tr>
<tr>
<td>POLS 2100</td>
<td>Introduction to American Government</td>
<td>3</td>
</tr>
<tr>
<td>ECON 2200</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3810</td>
<td>LA/SS Methods, or SOCI Elective</td>
<td>3</td>
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</table>

### Language Arts

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>ENG 1300 or 1400</td>
<td>Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 1500</td>
<td>Techniques in Critical Reading of Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 2310 or 2320 or 2330</td>
<td>English Lit I, II, or III</td>
<td>3</td>
</tr>
<tr>
<td>ENG 3110</td>
<td>Advanced English Grammar</td>
<td>3</td>
</tr>
<tr>
<td>ENG 3120</td>
<td>Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 3310 or 3320</td>
<td>American Literature I or II</td>
<td>3</td>
</tr>
<tr>
<td>ENG 3410 or 3420</td>
<td>African American Literature I or II</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3810</td>
<td>LA/SS Methods, or ENG Elective</td>
<td>3</td>
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### Mathematics

<table>
<thead>
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<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>MATH 2002</td>
<td>Concepts I</td>
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<tr>
<td>MATH 2003</td>
<td>Concepts II</td>
<td>3</td>
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<tr>
<td>MATH 1050</td>
<td>Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1100</td>
<td>Algebra &amp; Trigonometry I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1200</td>
<td>Algebra &amp; Trigonometry II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 2010</td>
<td>Calculus/Analysis Geometry</td>
<td>3</td>
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<tr>
<td>MATH 4200</td>
<td>History of Math, or MATH 1210: Finite Math</td>
<td>3</td>
</tr>
<tr>
<td>MATH 3820</td>
<td>Math/Science Methods, or MATH Elective</td>
<td>3</td>
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### Science

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1300</td>
<td>Molecules/Cell Functions</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2400</td>
<td>General Botany</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2600</td>
<td>Environ Science, or BIOL 2700: Environ Problems</td>
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<tr>
<td>GEOG 2350</td>
<td>Earth Science, or GEOG 2100: Phys Geography</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 1210</td>
<td>Language of Science</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3820</td>
<td>Math/Science Methods, or SCI Elective</td>
<td>3</td>
</tr>
<tr>
<td>Science Elective</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

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.
Accounting Course Descriptions

All prerequisite courses must be completed with a grade of “C” or better.

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 for 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
Aerospace Studies Course Descriptions

AERO 1110. Foundations of the US Air Force I (1.5)
Prerequisite: Consent of instructor. A survey course designed to introduce students to the US Air Force and Air Force Reserve Officer Training Corps. Topics include: mission and organization of the Air Force, officerhood and professionalism, military customs and courtesies, Air Force officer opportunities, and an introduction to communication skills. Leadership Laboratory (AERO 1110L) is mandatory for AFROTC cadets and complements this course by providing cadets with fellowship experiences.

AERO 1120. Foundations of the US Air Force II (1.5)
Prerequisite: Consent of instructor. A continuation of AERO 1110.

AERO 2110. The Evolution of US Air and Space Power I (1.5)
Prerequisite: Consent of instructor. 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. Topics also include Air Force Core Values and communication skills. Leadership Laboratory (AERO 2110L) is mandatory for AFROTC cadets and complements this course by providing cadets with fellowship experiences.

AERO 2120. The Evolution of US Air and Space Power II(1.5)
Prerequisite: Consent of instructor. A continuation of AERO 2110.

AERO 3140. Air Force Leadership and Management I (3)
Prerequisite: Consent of instructor. Leadership and management fundamentals, professional knowledge, Air Force doctrine, leadership ethics, and communication skills required of an Air Force junior officer. Topics include: training philosophy, counseling/feedback, leadership vs. management, leadership principles and perspectives, effective delegation, principle centered/situational leadership, case studies of different leadership styles, ethical behavior, and effective management tools to evaluate and improve processes. Leadership Laboratory (AERO 3140L) is mandatory for AFROTC cadets and complements this course by providing advanced leadership experiences in officer-type activities.

AERO 3150. Air Force Leadership and Management II (3)
Prerequisite: Consent of instructor. A continuation of AERO 3140

AERO 4140. Defense Studies I (3)
Prerequisite: Consent of instructor. 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, and national security issues. Officerhood, ethics, military law, Air Force issues, roles and missions, Air Force and joint doctrines, preparation for active duty, and advanced level briefings and papers. Leadership Laboratory (AERO 4140L) is mandatory for AFROTC cadets and complements this course by providing advanced leadership experiences and officer-type activities.

AERO 4150. Defense Studies II (3)
Prerequisite: Consent of instructor. A continuation of AERO 4140.

Art Course Descriptions

ART 1000. Introduction to the Study of Art (2)
An introduction to art appreciation and major styles, artists and art movements. An overview of these areas will include what constitutes a work of art: content, style 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 1500. Survey of the History of Art (3)
Art majors only. A selective survey of major stylistic developments in art history, from the beginning of art through the modern era. The criteria for producing written analysis of a work of art is emphasized.

ART 4100. 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 Byzantine, Romanesque and Gothic periods, including selected works of Islamic, Oriental, Mesa-American and African art.
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. Six studio hours per week. (Spring Only)

ARTV 2150. Computer Graphics I (3)
An inquiry into the fundamental concepts of computer graphics with emphasis on art and design. Keyboard experience is recommended. Art majors only or by consent of the instructor.

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: ARTV 2830. Art Majors Only. An introduction to the process, materials, and ideas of typography including the influences of other cultures. 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. Spring 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.

ART 3100. Figure Drawing III (3)
Prerequisite: ARTF 2120. A study of the human figure from the model. Six studio hours per week. Fall/Spring

ART 3140. Drawing IV (3)
Prerequisite: ART 3100. A continuation of the study of the human figure. Six studio hours per week. Fall/Spring.

ARTV 3150 Computer Graphics II (3)
Prerequisite: ARTV 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 continuation of the exploration of formal painting issues. Six studio hours. Fall/Spring.

ART 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.

ART 320. 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.

ARTV 3810. Advertising Design (3)
Prerequisite: ARTV 3800. A continuation of ART 3810. Six studio hours per week. Spring only.

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.

ART 3810. Advertising Design (3)
Prerequisite: ARTV 3800. The course examines the history of traditional advertisements. Studio problems include comprehensive rendering, layout and design of advertisements. Preparation of mechanical art and type for reproduction processes is emphasized. 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 includes the physical components of letters/words, and the rules of legibility and style for effective layouts. Students will explore how type enhances visual communications in a digital environment. Spring only.

ARTV 3850. Illustration I (3)  
Prerequisite: ARTF 2120, 3100, and 3210. An exploration of the 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 in the commercial environment. 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 4000. Art Study Tours (3)  
This course will expose students to the art and culture of other countries by traveling outside the U.S.

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.

ARTF 4150. Web Design (4)  
Prerequisite: ARTV 3150 This advanced course examines the organization and construction of web page design, internet access, and online interactive media.

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.

ARTF 4310. Printmaking I (3)  
Prerequisite: ARTF 2110, 2310. An introduction 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.

ARTF 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.

ARTF 4820. Problems in Visual Communications (3)  
Prerequisite: ARTF 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. Design projects at the senior level requiring utilization of graphic skills and images for commercial industry.

ARTV 4880. Internship in Art (3)  
Prerequisite: ARTV 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.

ARTF 4900. Advanced Studio (3)  
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.

**Biology Course Descriptions**

**BIOL 1000. Heredity and Society (3)**
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.)

**BIOL 1101. General Biology I (4)**
The first course for biology majors, other science 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 three laboratory hours per week.)

**BIOL 1201. General Biology II (4)**
Prerequisite: BIOL 1101. The second course for biology majors, other science 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 three laboratory hours per week.)

**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 1101, 1201, and 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 nonmajors 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. (Course may be repeated for credit, depending on the topic.)

**BIOL 2100. General Zoology (4)**
Prerequisites: BIOL 1101, 1201, and 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: BIOL 1101 and BIOL 1201. 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 three laboratory hours per week.)

**BIOL 2400. General Botany (4)**
Prerequisites: BIOL 1101, 1201, and 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 (4)**
Prerequisites: BIOL 1101, 1201, and 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 and two laboratory hours per week.)

**BIOL 2700. Environmental Problems (4)**
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: BIOL 1101, 1201, and 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 1101, 1201, and 2200. A study of the morphological and physiological characteristics of bacteria,
prototists, and fungi. General principles of infection, microbial control, and immunity are also discussed. (Three lecture hours and two laboratory hours per week.)

BIOL 3300. Molecular Cell Biology (4)
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 4330. 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 4040. Senior Seminar (1)
Prerequisite: advanced 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 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 but a total of three credits are allowed.

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 (4)
Prerequisites: BIOL 1101, 1201, and 2200. An interdisciplinary course 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 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 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.)

Biology Course Descriptions for Advanced Undergraduates

BIOL 4000. Cell Physiology (4)
Prerequisites: BIOL 2200, CHEM 2000 or 3010, and PHYS 2110. 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 and two laboratory hours 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: BIOL 2100. 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 1101, 1201, 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: BIOL 2100. 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, PHYS 2110. A study of the physiology and anatomy of human organ systems with emphasis on the role of molecular and cellular biology in understanding metabolic function, inclusive of transmembrane potentials and receptor dynamics, along with the relationship between form and function. (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 4500. Parasitology (3)
Prerequisite: BIOL 2100. A consideration of the fundamental principles governing animal parasites with emphasis on their taxonomy, biochemistry, morphology, development and life cycles, physiology and ecology. (Two lecture hours and two laboratory hours 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, PHYS 2110. 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 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, 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.)

BRITE

BRIT 1110. Overview of the Drug Industry (1)
This course will detail the process of the drug industry starting from a drug target validation, discovery process, drug development in clinical trials and drug manufacture.

BRIT 1120. FDA Regulations (1)
This course will detail the regulations from the Food and Drug Administration (FDA). These include information for Investigation of New Drug (IND) and New Drug Application (NDA) to document the safety and efficacy of a drug for human usage.

BRIT 2110. Quality Assurance (1)
This course will detail the criteria for quality of the final product through a manufacture process which involves many specifications and documentations.

BRIT 2120. Introduction to GMP (1)
This course will detail the definition of Good Manufacture Practice, the documentation and regulation of GMP facility.

This course will detail the intellectual properties and patent laws in the biomanufacture and biotechnology business, ways to protect the intellectual properties by documentation, and ways to respect the patent laws.

BRIT 3120. Team Work Environment (1)
This course will detail the people interaction to work in a team setting and the importance to work in a team, to work with supervisors, co-workers and direct reports, and to resolve conflict situations in a team environment.

BRIT 4010. Beginning Microbial and Protein Sciences (4)
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.

BRIT 4015. Advanced Microbial and Protein Sciences (4)
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.

BRIT 4020. Beginning Mammalian Cell Genomic Sciences (4) 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 gene for immunoglobulin, express of industrial scales of monoclonal antibodies in stable cell lines, genetic modification of production hosts to increase cell viability.

BRIT 4025. Advanced Mammalian Cell Genomic Sciences (4) 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 gene for immunoglobulin, express of industrial scales of monoclonal antibodies in stable cell lines, genetic modification of production hosts to increase cell viability.

BRIT 4030. Beginning Bio-Analytical Chemistry (4) 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 are not limited to HPLC, LC/MS/MS, TOF-MS, capillary electrophoresis (CE), and pressure assisted capillary electrochromatography (PEC).

BRIT 4035. Advanced Bio-Analytical Chemistry (4) 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 are not limited to HPLC, LC/MS/MS, TOF-MS, capillary electrophoresis (CE), and pressure assisted capillary electrochromatography (PEC).

BRIT 4040. Beginning High Throughput Sciences and Biosensor Technology (4) 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.

BRIT 4045. Advanced High Throughput Sciences and Biosensor Technology (4) 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.

Chemistry Course Descriptions

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: MATH 1100 (grade of C or better) or demonstrated proficiency on the mathematics entrance examination. A first course in chemistry designed for science majors, which includes three lecture and three laboratory hours per week. 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.

CHEM 1500. Chemistry and Human Life (3) Prerequisite: CHEM 1100. 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.

SCI 1220. Science Odyssey (4) An introduction 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 1200. General Chemistry II (4) Prerequisite: CHEM 1100, MATH 1200 (a grade of C or better) or demonstrated proficiency on the mathematics placement examination. A continuation of CHEM 1100; three lecture and three laboratory hours per week. 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.

CHEM 1500. Chemistry and Human Life (3) Prerequisite: CHEM 1100. 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 2020. Quantitative Analysis (4) Prerequisite: CHEM 1200. A survey of volumetric and gravimetric techniques addressing various types of equilibrium as well as an introduction to instrumental techniques is emphasized. (Three lecture and four laboratory hours per week.)

CHEM 2105. Computational Science & Informatics (3) A course 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 present new data. Students will design and complete their own computational projects using these skills. (Two hours of lecture and two-and-one-half laboratory hours per week).
CHEM 3100, 3120. Organic Chemistry I, II (3, 3)  
Prerequisite: CHEM 1200 or 1300. An in-depth study of the compounds of carbon. (Three lecture hours and one recitation hour per week.)

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 and one three-hour laboratory per week.)

CHEM 3310. Organic Chemistry Laboratory I (2)  
Pre or co-requisite: CHEM 3100. An introduction to common laboratory techniques used in the study of the compounds of carbon. (Five laboratory hours per week.)

CHEM 3320. Organic Chemistry Laboratory II (2)  
Prerequisite: CHEM 3310. The use of common laboratory techniques in the study of carbon compounds and for the preparation of organic compounds. (Five laboratory hours per week.)

CHEM 4100. Characterization of Organic Compounds (5)  
Prerequisite: CHEM 3320 or 3120. The classification and identification of organic compounds by the use of solubilities, class reactions, solid derivatives, and IR, UV, and NMR spectroscopic methods of analysis. (Three lecture and four laboratory 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 4910. Undergraduate Honors Seminar (2)  
A course intended for honors chemistry majors to discuss their research activities, to discuss topics of current medicinal chemistry interest, and to interact with faculty and outside medicinal chemists.

CHEM 4920. Chemistry Undergraduate Seminar (1)  
A required course of all ACS- and non-ACS certified chemistry majors. The student will make a formal oral presentation of laboratory research activities (ACS), or literature research (non-ACS). The oral presentation will be supplemented by a written report.

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 3020 or 3120. 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.

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.

CHEM 4400. Instrumental Analysis (5)  
Prerequisite: CHEM 2020 or consent of the instructor. Analytical chemical instrumentation with an emphasis on spectroscopic, potentiometric and chromatographic methods. (Three lectures and four laboratory hours per week.)

CHEM 4450. Environmental Chemistry (3)  
Prerequisite CHEM 3120, 2020; CHEM 4010 is highly recommended. A course designed 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 (3)  
Prerequisite: CHEM 3120. A study of the important biochemical natural products and general aspects of metabolism.

CHEM 4520. Biochemistry Laboratory (2)  
Prerequisite: CHEM 3320 or consent of instructor. Qualitative study of carbohydrates, proteins, fats, vitamins, and enzymes. (Four laboratory hours per week.)

CHEM 4550. Techniques in Biochemistry and Molecular Biology (4)  
Prerequisites: CHEM 1200 and BIOL 2200. An interdisciplinary course 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 4700. Introduction to Research (1-3)  
Prerequisite: Consent of the Department Chair and faculty member under whom the research will be done. A course that allows the student to participate in ongoing faculty research projects. Three research hours per week for

CHEM 4720. Independent Study in Chemistry (3)  
Prerequisite: Consent of the Department Chair and faculty member under whom the study will be done. An advanced course designed to allow a student to gain specialized knowledge in an area of chemistry. The independent
study may involve mastery of a subject or demonstrated proficiency in a chemical method and/or procedure. The student is expected to read selected topics independently, demonstrate a proficiency in the subject area, prepare a written report, and give an oral presentation based on his/her studies. The student is expected to use the teachings of CHEM 4700, CHEM 4800, and/or CHEM 4910/4920.

CHEM 4710. Selected Topics in Chemistry (1-3)
Prerequisite: Advanced standing or consent of instructor. Other prerequisites and credit will depend on the topic. Selected topics that will provide majors opportunities for detailed exploration of recent and actively developing areas of chemistry. (Course may be repeated for credit.)

CHEM 4800. Introduction to Chemical 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 and co-requisite: CHEM 4010. The application of calculus and advanced mathematical techniques to physical chemistry.

**Computer Information Systems Course Descriptions**

All prerequisite courses must be completed with a grade of “C” or better.

CIS 1000. Fundamental Computing (3)
Students get an essential jump start on learning to use a basic desktop computer by learning fundamental concepts, skills for assembly and installation of state-of-the-art computer software operating systems and literacy products for college use. Course includes supervised laboratory.

CIS 1100. Business Computer Applications (3)
(Formerly CIS 2700) Use of a desktop computer with current important and user software to solve problems within an organizational environment, including select word processing, spreadsheets, database management, presentation graphics, and basic internet applications; and, supervised structured laboratory exercises.

CIS 1200. Advanced Business Computer Applications (3)
Prerequisite: CIS 1100 or satisfactory grade on challenge test. Advanced techniques in the use of microcomputer applications, including desktop publication applications. Concepts introduced include data types, constants, variables, assignment statements, arithmetic expressions, string expressions, logical expressions, if statements, case statements, loop structures, database interface, and arrays.

CIS 2000. Business Programming I (3)
(Formerly 3420) Prerequisite: CIS 1300. This course introduces structured programming and algorithm development, as well as the design and implementation of a computer program through state-of-the-art languages. Students will be required to master the rudiments of procedural and object-oriented languages. Students develop elementary applications for a business environment to generate reports, validate data, and use screens for data entry.

CIS 2100. Business Programming II (3)
(Formerly CIS 3430) Prerequisite: CIS 2000. This course is a continuation of CIS 2000. It involves the manipulation of sequential files, databases, modular programming, arrays, and the design of subprograms via objects and modules with graphical and web-based user interfaces.

CIS 2200. Computer Organization for Business (3)
Prerequisite: CIS 1100. This course provides the hardware/software technology background to enable 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 2300. Advanced Internet Programming (3)
Prerequisite: CIS 1300. This course is a continuation of CIS 1300 featuring additional concepts and languages relating to web pages and database connectivity over the Internet. Master Client and Server Side programming will be fully discussed.

CIS 3400. Management Information Systems (3)
Prerequisite: CIS 1100 and co-requisite MGT 3000. This course provides the student with principles and uses of computer-based information systems. Includes personal, workgroup, enterprise wide and global systems; and, transaction processing, scheduled MIS, decision support, executive support, collaboration, office automation, and internet hands-on applications.

CIS 3440. Database Management Systems (3)
Prerequisites: CIS 1300 and CIS 3400. This course introduces the design of relational and object-oriented databases, and the implementation and use of these resulting databases. The design of databases will be done by traditional and data modeling techniques and tools. The students will implement their designs on the available computer systems.

CIS 3600. Special Topics in Computer Information Systems (1-3)
Approval of instructor. May be repeated for credit when the topic varies. Topics of current and special interest in information systems are presented.

CIS 4600. Systems Analysis and Design (3)
Prerequisites: CIS 3440, MGT 3400, or MGT 3100. This course utilizes the systems life cycle, rapid applications development, prototyping and project management concepts and tools to plan, analyze, design, and prototype computer-based systems, concurrently and dynamically. Mini real world cases are initiated by students as individual, group and teamwork assignments.

CIS 4640. Systems Design and Implementation (3)
Prerequisite: CIS 2100, CIS 2200, CIS 4600. This course is a continuation of 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.

CIS 4840. Telecommunications in Business (3)
Prerequisites: CIS 2200 and 3400. This course provides an in-depth knowledge of data communications and networking requirements including networking and
telecommunications technologies, hardware, and software. Emphasis is upon the analysis and design of networking applications in organizations. Management of telecommunications networks, cost-benefit analysis, and evaluation of connectivity options are also covered. Students learn to evaluate, select, and implement different communication options within an organization.

CIS 4860. Professional Certifications (3)
Prerequisites: CIS 1200, CIS 2100, CIS 4640. Student is acquainted with professional certifications available in the discipline and will be prepared to sit for certification examinations.

Computer Science Course Descriptions

COMP 1050L. Digital Communications Systems (3)
Prerequisite: C or better in MATH 1100. Preference is for students to take this course simultaneously with the Computer Networking course. One lecture and one lab per week. Introduction to local area and wide area networks. Course provides basic understanding of network concepts and router programming.

COMP 1051L. Computer Networking Technology (3)
Prerequisite: COMP 1050L. Students may take this course simultaneously with the Computer Networking course. One lecture and one lab per week. Introduction to local area and wide area networks. Course provides advanced study of local area and wide area networks.

COMP 1070. Programming for Science Majors (3)
An introductory course to algorithms and top-down problem solving. The course will provide an introduction to the C programming language including 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 I: Java (3)
Prerequisite: C or better in COMP 1070 or permission of department; Co-requisite: MATH 1100 or equivalent. An introduction to computer programming in Java, with an emphasis on algorithm development and problem solving. Development of Java applications and applets from specifications; control structures; classes and methods; data types and data abstraction; object-oriented programming and design are included.

COMP 1520. Programming II: C++ (3)
Prerequisite: C or better in COMP 1070 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, fundamental algorithms using arrays and vectors, file manipulation, dynamic memory management, inheritance, recursion, and simple GUI programming.

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 functions, 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, counters. Design of functional components of a computer including memory. ALU, control unit, and busses. 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 2810. Introduction to Data Structures and Algorithm Analysis (3)
Prerequisite: C or better in COMP 1520. An introduction to abstract data structures and their various implementations. Includes linked lists, stacks, queues, trees, and general graphs. Algorithms which use these data structures are described and analyzed, including recursive and non-recursive searching and sorting methods.

COMP 3300. Introduction to Database Systems. (3)
Prerequisite: C or better in COMP 2200 and 2810. 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. Advanced Data Structures and Algorithm Analysis (3)
Prerequisite: C or better in COMP 2810. A study of advanced algorithms and data structures that are not covered in COMP 2810. This course gives an overview of the algorithmic components that commonly occur in many important applications. It emphasizes selection/design of
algorithms that are appropriate for particular applications, and also emphasizes in-depth analysis of time and space efficiency.

COMP 3910. Undergraduate Honors Seminar (1-3)  
Prerequisite: 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 4400. (PHYS 4400.) Microelectronics Laboratory (3)  
Prerequisite: Permission of the instructor. A study on 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)  
Prerequisite: C or better in MATH 3410 and 4410. 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 are desirable.

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, logical programming and other paradigms.

COMP 4820. Raster Graphics (3)  
Prerequisite: 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 4830. Introduction to Computational Geometry (3)  
Prerequisite: 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, intrinsic affine invariants of parametric curves in affine hyperspace.

COMP 4840. Digital Image Processing and Computer Vision (3)  
Prerequisite: C or better in COMP 3810, MATH 2020 and MATH 4410. 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, conversion); image motion modeling, detection, interpretation, and understanding (dynamic or time-varying image analysis).

COMP 4850. Introduction to Operating Systems (3)  
Prerequisite: C or better in COMP 2610 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. This course provides 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)  
Content and prerequisites vary from semester to semester, interested students must consult the instructor or department chairperson prior to enrolling. Possible topics include computer graphics, compiler design, simulation, network programming/distributed processing, data base 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. 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.

Criminal Justice Course Descriptions

CRJU 2250. Introduction to Criminal Justice (3)  
Prerequisite for all Criminal Justice courses. An introduction to the philosophical and historical background, agencies, processes, and functions of criminal justice systems and law enforcement. An evaluation of corrections and law enforcement current trends and career orientations.

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 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 issues will be discussed.

CRJU 2500. Criminal Investigation and Forensic Science Application (3)
Prerequisite: CRJU 2350. Open to criminal justice majors only. 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.

CRJU 2650. Juvenile Justice (3)
An in-depth study of the juvenile justice system. Topics covered are the development of delinquent behavior, 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 overview of major criminological theories, theory construction, testing, and application. A critical analysis of the policy implications for varying theoretical perspectives will be discussed.

CRJU 3020. Introduction to Private Security (3)
Prerequisite: CRJU 2350 and 2500. 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. Community Relations (3)
Examination of problems with the criminal justice system, treatment of victims, police relations, community corrections, citizen involvement and community resources related to criminal justice programming.

CRJU 3060. Ethics in Criminal Justice (3)
The study of ethical diversity, critical thinking and moral reasoning with selective readings emphasizing a variety of ethical perspectives. The specific cultural ethical and specific problems associated with law enforcement, corrections, and the courts emphasizing legal and societal constraints and codes of conduct will be analyzed.

CRJU 3070. Correctional Theory and Practice (3)
This course will study theoretical application 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 4000. Criminal Justice Practicum (3)
Criminal Justice Seniors Only. Practicum is designed to functionalize theoretical knowledge with practical work by actually working with a criminal justice agency selected or approved by the faculty. Concurrent class attendance is mandatory to facilitate the integration of theory and practice. Midterm and final exams as well as a term paper are also required. Any student that has one year of full-time work experience from a criminal justice agency approved by the department may waive this requirement and take an elective CJ course.

CRJU 4010. Correctional Management Theory (3)
Prerequisite: CRJU 2450. This course is designed to give students 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)
Prerequisite: CRJU 2250. 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 1070. A statistics course that develops an understanding of statistical methods and procedures with an emphasis on criminal justice research and computer application. This course includes a laboratory for the application of statistical techniques and analysis.

CRJU 4061 Statistical Methods in Criminal Justice Laboratory (1)
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 and 4060. This course serves to develop the student’s research skills with an emphasis in analytical thought processes, research design and problem solving. This course includes a laboratory for the integration of statistical techniques and research methods.

CRJU 4111. Research Methods in Criminal Justice Laboratory (1)
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)
Prerequisites: CRJU 2450 and 3010: An overview and survey of counseling and rehabilitation approaches which are relevant to contemporary corrections. Techniques will be examined in the uses of treatment, counseling, and rehabilitative process of offenders.

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
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 in the process.

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 4250 Criminal Law for Criminal Justice Personnel (3)
A course designed to provide a basic concept of criminal law and to provide legal ground work 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)
Prerequisite: Permission of the instructor. 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 list of proposed reading and/or research topics to the director for approval 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 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)
Prerequisites: 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 Justice and Court Processes (3)
The structure and function of the criminal courts and the structure, definitions and interpretations of the most frequently used sections of the penal code and other criminal statutes.

CRJU 4600. Senior Seminar (3)
Criminal Justice seniors only with permission of the instructor. The course is designed to integrate the students’ skills and knowledge, and prepare them to analyze current issues they must face as professionals in the field. Emphasis will be placed on the administration and inter-relationships of criminal justice agencies, ethics, and sensitivity to the needs of victims and offenders. The course will also serve as a vehicle to prepare students for continued graduate study and/or the professional arena.

CRJU 4700. Criminal Justice CO-OP (1-12)
Permission from the department chair and junior or senior standing required. This course is designed to provide students with an opportunity to take a one or two semester work experience in an approved agency. The course will allow students to work 10-40 hours per week in an approved agency with approved supervision.

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, disco, etc.
DANC 2520. Intermediate Modern Dance (1)
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 (1)
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.

Decision Sciences Course Descriptions

All prerequisite courses must be completed with a grade of "C" or better.

DSC 2010. Elementary Statistics (3)
Prerequisite: MATH 2000. A course concerned with the application of statistical techniques to economic and business problems. Topics covered include description and numerical methods of describing data, probability concepts 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 multiple regression and model building, index numbers and time series, analysis of variance, sampling techniques, and non-parametric statistics.

DSC 3300. Decision Sciences (3)

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 2200. Principles of Macroeconomics (3)
Prerequisite: MATH 1100 or MATH 1070. Principles of economics for the student interested in business. The course will provide an introduction to the organization and functioning of modern economic systems. Attention will focus on production, employment, income levels, and policy tools. Students cannot earn credit for both ECON 2000 and ECON 2200.

ECON 2300. Principles of Microeconomics (3)
Prerequisite: MATH 1100 or MATH 1070. Principles of economics for the student interested in business. The course will provide an introduction to the organization and functioning of modern economic systems. Attention will focus on the principles of microeconomics and the development of an understanding of the roles of prices in the product and resources markets. Students cannot earn credit for both ECON 2010 and ECON 2300.

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 2200 or ECON 2300. 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 2200, 2300, and DSC 3300. This course is a study of the tools of analytical decision making that aid modern managers in solving their problems. Major consideration is given to incremental reasoning, marginal analysis, and linear programming approaches to decision making. Special related topics include demand analysis, production analysis, capital budgeting and investment analysis, and cost effectiveness and benefit-cost analysis.

Education Course Descriptions

EDU 2600. Orientation to Teaching (2)
This course focuses on Praxis I preparation in test taking skills and in all three subtest areas: Reading, Writing and Mathematics. Praxis I is required by the NC Department of Public Instruction for admission to all Teacher Education Programs. This course is open to all prospective teacher education students and is required in most program areas.

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 Teachers, (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 requires permission of instructor. This is an independent study to permit the pursuit of information on and 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 the diverse influences, which 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 twenty hours of field experience.

EDU 3120. Inclusive Teaching for Students with Special Needs (3)
Prerequisites: EDU 2600, EDU 2800, 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-five 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 2800, 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 the North Carolina Standard Course of Study. Students administer, score and complete item analyses of the results. Ten hours of field experience are required.

EDU 3210. Elementary Education Curriculum (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 curriculum. Field experience is required.

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 3310. Foundations In Literacy Assessment and Planning (3)
This course is a survey course 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, literacy strategies, and the planning of differentiated instruction. The course requires fifteen (15) hours of focused field experiences.

EDU 3410. Principles of Teaching Reading K-9 (3)
Prerequisite or concurrent: EDU 3400. This is a survey course in reading instruction. The course 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 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 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 program, 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 (15) 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: Literacy Assessment and Intervention, 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 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 effectively work 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: English as a Second Language and Second Language Literacy (3), 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)
Corequisite: 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. Attention is given to curriculum development and the management of related extracurricular dramatic activities.

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 4110 or permission of department. This is a competency-based course presenting theories, models, and practices of second-language teaching for kindergarden 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 (3)
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)
Completed concurrently with EDU 4226. 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 a knowledge of methods and materials used in the teaching of library lessons.

EDU 4200 SERIES
Pre-requisite: Students must be admitted 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 4230. 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 deals 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 conveyer 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 also 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, resonance, articulation, and audition is also covered.
EDU 4770. Hearing Science (2)
This course covers the subject of hearing from sound to sensation, including the structure and function of the auditory system.

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 impairment. Speech reading, auditory training, and amplification and other assistive listening devices are stressed.

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 need 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, resonance, 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 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)
EDU 4903. Independent Study in Counselor Education (1-3)
EDU 4905. Independent Study in Middle Grades Education (1-3)
EDU 4906. Independent Study in Special Education (1-3)
EDU 4907. Independent Study in Speech Language Impaired (1-3)
EDU 4908. Independent Study in Educational Technology (1-3)
EDU 4950. Special Topics in Education (3)
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.

**English Course Descriptions**

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 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 prose fiction, of drama, and of poetry; expository writing, documentation, and research in response to literary works. 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. (Fall, Spring)

ENG 1250. Elements of Speech Communication (3)
An introduction to the elements of interpersonal communication and public speaking, with emphasis on practical applications. (Fall, Spring)

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 1310. Introduction to the Humanities I (3)
Prerequisite: ENG 1210. An examination of the fundamentals and interrelations of the humanistic disciplines: literature, philosophy, the visual arts, music, dance, drama, film. Humanistic themes such as the concept of the individual, religion, gender, and love explored in some ancient western and non-western civilizations.

ENG 1320. Introduction to the Humanities II (3)
Prerequisite: ENG 1210. A continuation of ENG 1310. Fundamentals of and relations between the humanities re-examined and humanistic themes explored in the modern period. European, American, and Third World cultures included.

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 on analytical skills which enhance comprehension of various literary texts, especially poetry. English 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. (Fall, Spring)

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 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)

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 3105. 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 3110. Advanced English Grammar (3)  
Prerequisites: ENG 1210 and junior classification. An historical and descriptive study of English grammar. (Fall, Spring)

ENG 3120. Advanced Composition (3)  
Prerequisite: ENG 1210 and junior classification. A course that focuses on the writing of critical and informal essays and documented papers. (Fall, Spring)

ENG 3300. Applied Literary Criticism (3)  
Prerequisites: ENG 1500; 2310, 2320, or 2330 (one of the three). 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)  
Prerequisites: ENG 1210; ENG 1300 or 1400; 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)  
Prerequisites: ENG 1500. A survey of poetry and prose by major figures in African American literature from the beginning through the Harlem Renaissance. (Fall, Spring)

ENG 3420. African American Literature II (3)  
Prerequisite: ENG 1500. A survey of poetry and prose by major figures in African American literature since the Harlem Renaissance. (Fall, Spring)

ENG 3505. Women's Literature (3)  
Prerequisite: ENG 1500 or permission of the 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 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 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 comparisons 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 mankind.

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. 4000-Level English Language and Literature Courses

ENG 4000. The History of the English Language (3)  
Prerequisites: ENG 1110 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 the 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, 2320, or 2330; 3310 or 3320; 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 4200. Modern African Literature (3)  
Prerequisites: ENG 1500. A study of African literature from 1930 to the present.

ENG 4300. Shakespeare (3)  
Prerequisites: ENG 1500 and one of the following: 2310, 2320, 2330. A study of selected comedies, histories, and tragedies. (Spring)

ENG 4320. English Drama (3)  
Prerequisites: ENG 1500 and one of the following: 2310, 2320, 2330. 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 one of the following: 2310, 2320, 2330. 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, 2320, 2330. An intensive study of twentieth-century British poets and prose writers with emphasis on the major figures of the modernist period.

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)

Environmental Science Course Descriptions

ENSC 4400. Special Topics in Environmental Science (1-4)  
The selected topics for each offering will vary depending on the expertise of visiting faculty and other resident experts. Topics will be those not covered in other courses. Student participation will include written and oral presentations and laboratories when appropriate for the topic. Course may be taken two times for credit

ENSC 4200. Principles of Toxicology (3)  
Prerequisites: Consent of the instructor, CHEM 4500 highly recommended. This course introduces students to the fundamental concepts and principles of the multidisciplinary science of toxicology. It is designed to provide a foundation for matriculation in advanced courses in toxicology. Students learn about routes and processes for entry, biotransformation, and elimination of toxicants from the body; toxicity mechanisms; and toxicity testing procedures.

ENSC 4420. Environmental Science Seminar (1)  
Prerequisites: Senior status in Environmental Science major or consent of instructor. This course is a study of a contemporary environmental problem, its scientific, social, and policy dimensions, and its possible solutions. Students synthesize, integrate, and apply their broad environmental science backgrounds through interactions with expert guest speakers, field trips, and class discussions and presentations. Majors must take course two times for credit.

ENSC 4450. Environmental Chemistry (3)  
Prerequisites: CHEM 1100, CHEM 1200, CHEM 3100, CHEM 3120. CHEM 4010 highly recommended. This course includes the study of the sources, reactions, transport, and fates of chemicals in environmental media. It includes an in-depth study of how molecular interactions and macroscopic transport phenomena determine the distribution of compounds released into the natural environment in space and time.

ENSC 4510. Environmental Science Internship (2)  
Prerequisites: Senior standing in Environmental Science major. This is a study of the role and activities of government and private sector environmental organizations, acquired by serving as part-time, on-site intern in one of these organizations.

ENSC 4700 Independent Study (1-3)  
Prerequisite: Departmental approval. An advanced course designed to allow the student to gain specialized knowledge in an area within environmental science. The student is expected to develop the questions to be addressed through the independent study, read the literature on the selected topic and give oral and written reports of their readings.

See other course descriptions under their departmental listings in the catalog.

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. A study of the principles and practices involved in the organization and operation of the financial aspects of modern businesses. Primary attention is given to acquiring, allocating, and controlling use of funds in business enterprises.

FIN 3220. Financial Management (3)  
Prerequisites: FIN 3200, DSC 2010. The theory of financial management with practical applications of the theory concerning the acquisitions and allocations of funds.

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 the characteristics of various insurance contracts and fundamentals of selecting insurers.

FIN 3850. Principles of Real Estate (3)  
Prerequisites: ACCT 2500, ECON 2200, ECON 2300. 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)  
Prerequisites: FIN 3200. Principles of security investments, analysis of specific security investments and security markets, industry studies, portfolio construction, and management.

FIN 4150. Financial Institutions and Capital Markets (3)  
Prerequisites: FIN 3200. A study of the structures and functions of financial institutions and their relationships to the financial management of firms.
FIN 4220. Commercial Bank Management (3)
Prerequisites: FIN 3200. Principles underlying the
management of a commercial bank, capital funds, asset
and liability management, value maximization, legal and
operational considerations.

FIN 4300. Life and Health Insurance (3)
Prerequisite: FIN 3400. A study of life, health and annuity
contracts, rate making and group insurance, the role of life
and health insurance in personal financial planning and
their use in business.

FIN 4350. Property and Liability Insurance (3)
Prerequisites: FIN 3200, FIN 3400. A 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 risks.

FIN 4410. International Finance (3)
Prerequisite: FIN 3200. Principles, practices, problems, and
institutions of international financial markets, exchange
rates, balances of payments, and government policies.

FIN 4520. Financial Statement Analysis (3)
Pre-requisites: ACCT 2500, FIN 3200. A course dealing with
the analysis of information contained in a firm's financial
statements. The focus is on understanding this information and
using it to make investment decisions regarding the firm. These investment decisions involve valuation and
require analysis of the information contained in the firm's financial statements to forecast future earnings, dividends, and cash flows. The course will consider how the results of the firm's investing, financing, and operating activities can be analyzed to determine firm value.

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. A study of
recent developments in the financial management
literature as well as the application of financial theories and
techniques of analysis to the search for optimal
solutions to financial management problems.

French Course Descriptions

FREN 1000. Introduction to French Language and Culture (3)
A course 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; no
knowledge of French is needed.

FREN 1020. Francophone Culture (3)
A course 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; no knowledge of French is needed.

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 basis of the French language. Fundamentals of pronunciation, structure, and vocabulary prepare the students to carry on simple conversations in
everyday, concrete situations. The four communication
skills (listening comprehension, speaking, reading, 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, 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.

FREN 1142. Elementary French III (3)
Prerequisite: FREN 1141 or the equivalent. An interactive, proficiency-based course requiring the application of previously learned and new vocabulary and structures to the completion of a series of tasks. Students work individually and in groups to develop and present scenarios of conversations and interactions typical of real-life exchanges in a variety of settings.

FREN 2100. Intermediate French I (3)
Prerequisite: FREN 1141 or the equivalent. Emphasis on 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. Conducted
in French.

FREN 2200. Intermediate French II (3)
Prerequisite: FREN 2100 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 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 3000. Applied Phonetics (3)
Prerequisite: FREN 2200 or the equivalent. Formal study
and application of rules of French pronunciation. Use of
IPA in transcriptions. Listening and speaking practice.

FREN 3080. Syntax and Composition (3)
Prerequisite: FREN 2200 or the equivalent. Progressive
development of writing skills. Stress on functional
grammar, syntactical, 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. Conducted in French.

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 3100 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 4110 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. Conducted in French.

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 and 20th centuries. Conducted in French.

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 and 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. Conducted in French.

FREN 4400. French Literature of the Eighteenth Century (3)
A study of the growth and development of liberalism and the idea of progress in literature during the Age of Reason, Montesquieu, Voltaire, Rousseau, and the Encyclopedists. Conducted in French.

FREN 4420. French Literature of the Nineteenth Century (3)
A study of the major authors and literary trends in prose and poetry: Romanticism, Realism, Naturalism, Parnassianism, Symbolism, and the precursors of Surrealism. Conducted in French.

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, Mairaoux, Camus, and Sartre. Conducted in French.

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. Conducted in French.

FREN 4600, 4610. Techniques in Translation I and II (3)
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.

Geography and Earth Sciences Course Descriptions

SCI 1220. Science Odyssey (4)
An integration of basic elements of energy, atomic structure, data acquisition and interpretation, and life as self structured matter. Critical thinking and analytical skills are developed.

GEOG 1000. Introduction to Geography (3)
An introduction to the study of geography as spatial analysis. It includes an examination of geographic concepts, characteristics of selected countries and the relationships of natural environments, cultural backgrounds, economic conditions, and world problems.

GEOG 1100. World Regional Geography (3)
A general survey of the cultural, physical, economic, and political developments in various regions of the world. An analytical study of the resource bases of the nations and the utilization of the resources of people in all parts of the world will be a primary concern.

GEOG 1320. Map Reading and Interpretation (3)
An introductory level course that emphasizes a basic understanding of maps and how they are used as a means of communication. Students will complete a series of exercises focusing on the reading, analysis, and interpretation of various types of maps. No background in college geography and/or artistic experience is required.

GEOG 2000. Cultural Geography of Afro-America (3)
An investigation of the spatial characteristics of African-American culture in the Americas. It reveals through individual research, reports, projects and discussions the
role played by African Americans in the transformation of the physical and cultural earth.

GEOG 2010. Online Weather (3)
An introduction to applications and techniques employed in the study of atmospheric weather phenomenon. This is a meteorology course that uses real-time data offered from the federal government data sources via the Internet in partnership with college and university faculty. It also provides students with a comprehensive study of the principles of meteorology while providing classroom and laboratory applications focused on the current weather situations.

GEOG 2100. Physical Geography (3)
An introductory level course dealing with those physical elements that control the earth’s environment and thus influence plant, animal, and human life. This course offers a systems approach to understanding the global environment. The systems studied are atmospheric, biological, geological, and hydrological. (Two lecture and two laboratory hours per week.)

GEOG 2120. Geology (3)
An introduction to the general principles of the processes of nature by which the earth’s surface has been built-up, deformed and torn down, with special emphasis on the geologic history of North Carolina and its rocks and minerals; a study of the several weather elements; and a general study of the composition and distribution of the elements of climate. (Two lecture and two laboratory hours per week.)

GEOG 2130. Advanced Physical Geography (3)
Prerequisite: GEOG 2100. An analysis of the interior and exterior forces of the earth with major emphasis upon weathering agents and mass wasting. Advanced research in geomorphology is presented along with field research experiences. The use and operation of laboratory and field instruments are of major importance. (Two lecture and two laboratory hours per week.)

GEOG 2140. Oceanography (3)
An introduction to the physical and social variation caused by the oceans and their impact on man’s future needs and demands. A series of computer analyses and applications will guide exploration and study of this rapidly advancing science.

GEOG 2220. Economic Geography (3)
A study of the global economy through spatial analysis. The geographical distribution and production of raw materials are examined. Attention is given to the impact of economic activities on the environment.

GEOG 2350. Earth Science (3)
A survey of the processes that produce volcanoes, earthquakes, hurricanes, and floods. The earth’s lithosphere, atmosphere, hydrosphere, and biosphere are studied. Attention is also given to elements of astronomy. (Two lecture and two laboratory hours per week.)

GEOG 2600. Geography of North Carolina (3)
A study of the human and physical geography of North Carolina. Particular emphasis is placed on physiographic regions in terms of resources and natural environment. GEOG 2991, 2992, 2993, 2994. Cooperative Education (3, 6, 9, 12) Open to sophomores only. A program of vocation education for students who, through written cooperative arrangements between NCCU and one or more employers, receive instruction (including required academic instruction) by alternation of study and school with a job in an approved occupational field (but only if these two experiences are planned by the University and employer so that each contributes to the student’s education and employability). This course, an elective, may be taken up to four times for credit each time.

GEOG 3110. Political Geography (3)
An analysis of the organization and distribution of political phenomena in their areal expression. Emphasis is placed on the concept of geopolitics as it relates to power, strategy, and international relationships among the sovereign countries. Some consideration is given to the distribution of local and state political systems of North Carolina.

GEOG 3120. Geography of North America (3)
A survey of the major geographic regions of North America; an analysis of the economic activities in their relations to the natural environment; and a study of the interactions of selected variables over space.

GEOG 3220. Geography of South America (3)
An analysis of the natural setting, the distribution of the people, the important occupations, and the problems of future development in each of the several regions of Hispanic America.

GEOG 3310. Climatology (3)
An introduction to climate, weather and climatic elements with a strong emphasis on energy budget systems and climate regimes of the world. Consideration is given to understanding the variation of climates from region to region and the reciprocal relationship between climates and other primary elements of the natural environment. Particular emphasis is placed on instrumentation and interpretation of weather maps during the laboratory sessions. (Two lecture and two laboratory hours per week.)

GEOG 3320. Cartography (4)
An introductory course on the nature and use of maps, the use of computers to construct various map projections and their applications, and the preparation and use of maps for various types of analysis. (Two lecture and four laboratory hours per week.)

GEOG 3400. Geography of the West Indies and Environs (3)
A study of the cultural geography of the Bahamas, the islands adjacent to Mexico and Central America, and the Dutch islands of Aruba and Curacao are also given considerable attention.

GEOG 3420. Aerial Photo Interpretation (3)
An examination of the numerous skills necessary to interpret aerial photos as related to the field of geography. It covers the art and science of recognizing natural and cultural features, subtle as well as obvious, on the earth’s surface.

GEOG 3430. Principles of Remote Sensing (3)
An analysis of satellite imagery. The principal topics will include data collection, instrumentation, processing, and analysis of digitized information obtained from Landsat and varied platform mounted sensors. Applications in remote sensing will include crop inventory, forest cover mapping, water resources, geology, and other land resource topics. (Departmental permission required.)

GEOG 3435. Geographic Information Systems (3)
A survey of the use of geographic information systems (GIS)
to analyze spatially oriented data. Geographic information systems provide a means to integrate physical and/or social layers of spatial data into a composite for visual display and analytic modeling.

GEOG 3500. Population Geography (3)
An analysis of the spatial patterns of population size, density, distribution, and composition. It also examines the causes and consequences that the population explosion has had upon the total cultural landscape for selected developed and underdeveloped countries.

GEOG 3510. Urban Public Transportation Systems (3)
Analysis of transportation networks in populated regions presented in a clear and technical manner. Principles reviewed in this class are used by the local, regional and national transportation agencies. Thus students gain marketable skills directly transferable to the work force.

GEOG 3991, 3992, 3993, 3994. Cooperative Education (3, 6, 9, 12)
Open to juniors only. See course description for GEOG 2991.

GEOG 4010. Applied Geographic Information Systems (3)
Prerequisite: GEOG 3435. A course that provides instruction in the application of techniques and methods employed in spatial analysis using Geographic Information Systems. Students will plan and execute steps to complete several projects using GIS procedures. The student receives in-depth training in database design and development.

GEOG 4020. Computer Cartography (3)
Prerequisite: GEOG 3320. A review of the use of computer hardware and software in cartography. Special attention is focused on the digitizing, plotting, and pattern generation of selected data bases which are utilized in the spatial analysis of geographic problems.

GEOG 4110. Quantitative Techniques in Geography (3)
An introduction to the research process in solving problems in geography through statistical methods. Emphasis is placed on basic techniques used in collecting, analyzing, and presenting research data in the field of geography. Students will be exposed to research tools used in the behavioral and natural sciences.

GEOG 4120. Advanced Cartography (3)
Prerequisite: GEOG 3320. A focus on the problems of map making, production, and reproduction of non-topographic maps. This computer-based course further develops the methods of presenting spatial information using charts, graphs and tables. Another objective is the representation of cultural features at different scales and for different purposes. (Two lecture and two laboratory hours per week.)

GEOG 4220. Conservation of Natural Resources (3)
A study of the conservation of soil, water, wildlife, forest, mineral and energy resources in the United States and North Carolina. Emphasis is placed on practices employed in resource conservation and land use planning. Consideration is given to environmental problems derived from the usage of natural resources. The approach is through the interaction between population, power, production, pollution, and places.

GEOG 4230. Minerals, Energy and Environment (3)
Prerequisite: Sophomore standing or higher. A study of the accessibility of mineral and energy resources to population centers. The impacts of extracting and using mineral and energy resources on natural environments are examined. Conservation methods and planning strategies are analyzed. Particular attention is given to non-traditional energy sources as a means of pollution abatement.

GEOG 4310. Geography of Africa (3)
A survey of geographical facts and common myths associated with African history and development. Strong emphasis is placed on climates, physiography, natural resources, and social conditions in Africa. Occasionally, a comparative analysis is made between North America and Africa. Selected countries are discussed in detail.

GEOG 4320. Seminar in Cartographic Research (3)
Prerequisite: GEOG 3320. An investigation and application of specific topics in cartography. Some of the topics include map projections, mental mapping, generalization in large and small scale maps, computer graphics three-dimensional mapping, and military mapping systems.

GEOG 4500. Social Geography (3)
An analysis of the spatial and social processes which act in concert to bring about present-day social structures. In addition, this course will attempt to shed light on many of the social ills of the spatial and social environment.

GEOG 4600. Urban Geography (3)
A study of the city as a geographic unit. Emphasis is placed on urban functions and structure with particular reference to the growth, arrangement, and planning of commercial, industrial, and residential districts.

GEOG 4840. Geography of Asia (3)
A survey of the physical and human geography of China, Japan, the USSR, Southeast Asia, South Asia, and Southwest Asia (Mideast). Emphasis is placed on population patterns, agricultural organizations and production, natural resource base, industrial development, and the political relationships between nation-states.

GEOG 4900. Seminar in Geography (3)
Prerequisites: Junior or senior standing or permission of the department. Emphasis on research tools on specific geographical topics. Students are required to make reports on recent developments in geography.

GEOG 4920. Theory and Methodology (3)
A survey of the history of the discipline of geography and the wide ranging themes that define geography today. Major topics include: geography in a changing world, land-human relationships, regions, spatial interaction and mapping, and population, resources, and socioeconomic development.

GEOG 4980, 4990. Independent Study (3, 3)
Prerequisite: Departmental approval. An advanced course designed to help students gain depth in selected areas of geography. This is achieved by giving students the opportunity to become familiar with geographical literature, to read selected topics independently, and to give oral and written reports on their readings. The courses will involve the principles of research and scientific analysis.

GEOG 4991, 4992, 4993, 4994. Cooperative Education (3, 6, 9, 12)
Open to seniors only. See course description for GEOG 2991.

German Course Descriptions

GERM 1160. Elementary German I (3)
This is the first of a three-semester proficiency-based sequence (with GERM 1161 and 1162) to develop the
four communications skills (listening comprehension, speaking, reading, writing) and understanding of culturally determined attitudes and behaviors. An interactive classroom approach requires students to carry out tasks essential to functioning in the target culture.

GERM 1161. Elementary German II (3)
Prerequisite: GERM 1160 or the equivalent. This is the second of a three-semester proficiency-based sequence (with GERM 1160 and 1162) to further develop the four communications skills (listening comprehension, speaking, reading, writing) and understanding of culturally determined attitudes and behaviors. An interactive classroom approach requires students to carry out tasks essential to functioning in the target culture.

GERM 1162. Elementary German III (3)
Prerequisite: GERM 1161 or the equivalent. This course is an interactive, proficiency-based course requiring the application of previously learned new vocabulary and structures to the completion of a series of tasks. Students work individually and in groups to develop and present scenarios of conversations and interactions typical of real-life exchanges in a variety of settings.

GERM 2010. Masterpieces of German Literature in English Translation (3)
A survey of the masterpieces of German Literature in English translation. Includes text and cinematic materials. Given in English.

GERM 2101. Applied German (3)
Prerequisite: GERM 1161 or the equivalent. Extension and application of skills to materials individualized to match students major fields of study. Preliminary study of requisite grammar 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. Given in German.

GERM 2102. Conversational German (3)
Prerequisite: GERM 1161 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. Given in German.

GERM 2103. Grammar and Composition (3)
Prerequisite: GERM 1161 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. Given in German.

GERM 2104. Introduction to German Civilization (3)
Prerequisite: GERM 1161 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 1161 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 Post-War Germany designed to provide students from any field with an understanding of the dynamics of modern day Germany. Topics range from the Nazi legacy and consequences of the war to the economic miracle, the political division and reunification, the status of women, the educational system, artistic developments, religious life, daily customs and attitudes, the persistence of racism, and Germany in the new world order. Given in English.

GERM 3080. Syntax and Composition (3)
Prerequisite: GERM 2103 or the equivalent. Progressive development of writing skills. Stress on fundamental, functional grammatical, syntactical, and lexical concepts. Integration of writing and other skills.

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 4220. 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.

Health Education Course Descriptions

HEDU 1531. Health (2)
An interdisciplinary study of health promotion and disease prevention with emphasis on developing lifetime wellness programs.

HEDU 2000. Introduction to Health Education (2)
This is an introductory course to community and school health education. The basic philosophy, principles, and content of health education are discussed as background for suggested solutions to health problems. (One lecture
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 optimal 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 3020. Methods and Applications of Group Leadership for Health Personnel (2)
Prerequisite: HEDU 2200 or permission of the instructor. 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 3200, 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 aspects of the environment, e.g., water resources, excreta and waste waters, air, solid wastes, insects and rodents, food and physical energy. Attention is given to the role of the community resources, including health education, in the promotion of environmental health.

HEDU 3600. Planning for Health Promotion and Health Education (3)
Prerequisites: HEDU 2000, 2100, 2200, 3210, 3220, or permission of the instructor. This course focuses on the development of health programs for targeted populations. (Two lecture and two laboratory hours per week.)

Prerequisites: HEDU 2000, 2100, 2200 or permission of the instructor. The history, philosophy and principles of public health are covered. Special attention is given to the basic organization and practice of public health at local, state, national and international levels.

Prerequisites: HEDU 2000, 2100, 2200, 3210 or permission of the instructor. This course focuses on basic epidemiological principles and practices including data collection, analysis, interpretation, evaluation and implications for health education programming. (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, lifestyles, and attitudes.

HEDU 3310. Health of the School Child (2)
This course focuses on the role of the teacher in appraising and promoting the health status of pupils (K-12). The need for a familiarity with growth and development characteristics is emphasized. Responsibilities of school health personnel, parents, and school administrators in ascertaining and providing needed health services, a healthful environment, and related learning situations are included.

HEDU 3400. Theory and Practice of Health Education (3)
Prerequisites: HEDU 2000, 2100, 2200, 3100, and 3210. (coreq) The course is a study of theories often used in assessing the need for planning, implementing and evaluating community health education programs. Special attention will be given to the study of theories at the organizational and community levels.

HEDU 3420. Principles of School Health (3)
This course considers principles of a coordinated school health program. Methods and materials used in teaching health and integrating health with other subject matter areas are included.

HEDU 4000. Communicating Health Information: Procedures, Media, and Techniques (3)
Prerequisites: HEDU 2000, 2100, 2200 and at least one 3000 level course 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 materials appropriate for use with groups and/or individuals. (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)
A component of the Senior Semester in Teacher Education. 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, 3020, 3100, 3210, 3220, 3400, 3420, 3600, 4000, 4020 or permission of the instructor. 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; 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)
Prerequisites: 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. This course is a component of the Senior Seminar in Teacher Education.

HEDU 4220. The Senior Seminar: Trends and Directions in Health Education (2)
Prerequisites: HEDU 2000, 2100, 3020, 3100, 3210, 3220, 3400, 3420, 3600, 4000 or permission of instructor. The overall purpose of the seminar is to provide learning activities which provide the opportunity for students to integrate knowledge into a synthesis of the discrete elements including: ideas, concepts, methods, and techniques — in Health Education.

HEDU 4300. Research Methods and Evaluation in Public Health (3)
Prerequisites: HEDU 2000, 2100, 3400, and 3600. This course will provide an introduction to basic research methods and the evaluation of health promotion programs. Students will examine, compare and contrast qualitative and quantitative approaches to field research and data collection strategies. Discussions will also focus on the concepts and skills necessary to plan and conduct successful evaluations for improving program results.

HEDU 4420. Field Work in Community Health Education (6)
Prerequisites: Completion of all courses required for the major and GPA of 2.5 in health education or approval of the department. The student spends the first part of the semester in a seminar. The second part is spent full-time in field work in a community health agency where opportunities are provided for observing and performing a variety of community health education functions under the supervision of a professional public health educator. A student in field work may not be employed during this eight week period.

HEDU 4500. Independent Study: Special Topics in Health Education (1-6) Prerequisite: HEDU 1531 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)
This course will address a major health issue in the U.S. (e.g., tobacco, HIV/STDs, obesity) from a public health and public policy perspective. Against the backdrop of epidemiologic evidence concerning the effects of the problem on the American public, especially on African communities, students will be introduced to policy assessment, policy analysis and policy advocacy as methods of examining and addressing the problem.

History Course Descriptions

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 2080. Problems in the History of Women to 1750 (3)
An examination of selected problems in the history of women to 1750. Special attention will be given to changing historical interpretations of race, class, and gender in analyzing women’s experiences.

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 twentieth-century American history.

HIST 2410. African History to 1800 (3)
A general survey of African developments before 1800, with a discussion of the rise of African states and the impact of outsiders on the continent.

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 (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
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 3010. Topics 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 3020. Topics in American History (3)
Prerequisite: At least one American survey course and permission of the instructor. An intensive study of various problems in American 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. This course, an elective, may be taken up to three times for credit each time.

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 3410. Ancient Africa (3)
An in-depth study of the development of Ancient African civilizations and their influence in Africa and the rest of the world.

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. 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 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 relationships.

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 in 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 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 3710. Introduction to African Diaspora History (3)

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 study 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)
An examination of 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 4810. Oral History-Theory (3)
Prerequisite: HIST 2000. An advanced study of the theory of oral history, and how to develop and produce oral history studies.

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.

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 (2)
Co-requisite: HADM 1100. A survey of the hotel, restaurant and tourism industries; their history, problems, general operating procedures, management functions, and concepts in hospitality and tourism management. Executives from the hospitality industry sectors will be featured.

HADM 1100. Lodging Management and Operations (3)
Co-requisite: HADM 1000. An overview of the functions and operations of departments in various lodging facilities to include front office operations and guest services, housekeeping, accounting systems, and night audit. Personnel issues and regulations related to the provision of quality services will be examined and analyzed.

HADM 2000. Travel and Tourism Development (3)
Co-requisites: HADM 1000 and 1100. Perspectives on the definition and historical, psychological, economical, socio-cultural, and environmental trends related to tourism management and sustainable development.

HADM 2000. Introduction to Travel and Tourism (3)
Pre-requisite: HADM1000. This course provides a basic understanding of domestic and international trends in travel and tourism to include: the terminology, demographics, historical, economical, socio-cultural, and environmental trends related to tourism management and sustainable development.

HADM 2010 Applied Sanitation and Safety (1)
This course introduces students to the basic principles of sanitation, hygiene and safety as it relates to the
hospitality and tourism industry. Emphasis is placed upon training of supervisory personnel in sanitation procedures. Course meets standards for certified food safety manager certificate. Students must pass certification examination to receive credit.

HADM 2900. Hospitality Work Experience I (0)
Prerequisites: HADM 1000 and 1100. Professional work experience in various sectors of the hospitality and tourism industry. Students will identify management challenges and formulate strategies and plans for improvement. 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 Lodging Facilities and Food and Beverage Outlets (3)
Prerequisites: HADM 2010, ACCT 2500. This course covers purchasing of goods and services specifically for lodging facilities and food and beverage outlets. Emphasis on buying procedures, inventory control, standards and specifications, receiving and storing processes of goods, and ethical concerns is covered.

HADM 3010. Food, Beverage and Labor Cost Control (3)
Prerequisites: HADM 3000, ACCT 2500. 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. This is a certification course by the American Hotel and Motel Association.

HADM 3020. Food and Beverage Production (3)
Prerequisites: HADM 2010, 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. Laboratory uniforms are required. (One-hour lecture, and three hours laboratory).

HADM 3030. Advanced Lodging and Operations Management. (3)
This course provides opportunity for students to virtually operate a large hotel utilizing simulation software. The simulation software package covers: reservations, front office operations, accounting, and housekeeping functions.

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 3410. Meetings and Convention 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 Management (3)
Prerequisite: HADM 2000. This course takes a multidisciplinary look at various issues in present day travel and tourism including: tourism destinations and their attractiveness, tourist profiles and destination decisions, space travel, religious travel, new trends in marketing and promotion, and issues facing management from a global perspective.

HADM 3070. Resort and Recreational Management. (3)
The 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 3700. Leadership Colloquium in Hospitality and Tourism (2)
Prerequisite: (Junior Standing) An analysis and synthesis of current trends, business practices, and legislative and socioeconomic issues, impacting the hospitality and tourism industry. Students receive training in the 7 Habits of Highly Effective People resulting in a certificate. Executives from the hospitality industry provide students and faculty with insights into senior level managerial decision-making.

HADM 3800. Human Resources Management (3)
Prerequisites: MGT 3000 or FOOD 3520. 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.

HADM 3900. Hospitality Work Experience II (0)
Prerequisite: HADM 2900. A continuation of HADM 2900. Opportunity for students to continue obtaining professional work experience in the hospitality industry. (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, 2000, 3500, 3800, EDU 3700. This course introduces students to the research process and various research methods that would be appropriate in the analysis of problems in the hospitality and tourism industry. Basic concepts of research design, instrument development, data collection techniques, sampling issues and the analysis
and reporting of data will be reported.

HADM 4200. Hospitality Sales and Marketing (3)
Prerequisite: MKT 3210. An explanation of the design and delivery of a marketing plan for segments of the hospitality industry based on customer services to achieve guest satisfaction and competitive distinctiveness. The application of basic marketing concepts and research methods will be emphasized.

HADM 4300. Hospitality Law and Ethics (2)
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 the relationship of management to employees and guests, host duty at common law, tort concepts, and management liability of hospitality facilities. (Junior/Senior standing)

HADM 4400. Hospitality Financial Management (3)
Prerequisites: ACCT 2500, ECON 2300. 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-to-day decision-making. Students will also conduct a capital expenditure project.

HADM 4500. Food Service Production and Operations (3)
Prerequisites: HADM 2010, 3000, 3010, 3020. This course is a continuation of HADM 3000 Food and Beverage Production. Practical experience is provided in menu planning, food purchasing and quantity cooking methods, the use and care of equipment, sanitation and maintenance, and service techniques as they rotate through various positions commonly found in dining operations. Laboratory uniform required. (One hour lecture 3 hours laboratory)

HADM 4600. Hospitality and Tourism Seminar (3)
A capstone course focusing on the application of managerial, leadership, and operational concepts. Students work in groups to undertake a complex problem solving activity in cooperation with a participating hospitality/tourism industry organization. A seminar is presented as the final product. (Senior status and permission of the instructor.)

HADM 4700. Hospitality Facilities Management (3)
Pre-requisite: HADM 1100, 2010, 3000. This course introduces students to the concept of design, branding, basic engineering and building codes, in relation to hospitality facilities. Students are also introduced to concepts and strategies for securing financial resources. Students are required to complete a facilities design project encompassing: design, site appraisal, market research, and budgetary concerns.

HADM 4800. Profit Planning and Decision Making (2)
Prerequisite: 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, variance analysis, and tax consideration will be covered.

HADM 4900. Hospitality and Tourism Internship (3-5)
This course provides the student with supervised management work experience in lodging, travel and tourism food service or recreation/entertainment. Bi-weekly internet conferences and a comprehensive internship report are mandatory. This course may be taken for variable credits and satisfies 500 hours of the 1000 hours of work experience required. (Senior status)

Human Sciences Course Descriptions

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)
Prerequisite: CLTX 1000 or passing skill exam with 70% proficiency. 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 2620. 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)
Prerequisite: ARTF 2110. 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, and 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; ARTF 2150. 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)  
Prerequisites: MATH 1070, 1100 or 1200. 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, 4410, 4510, 4520. 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 3020. 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, 3020 or consent of instructor. The principles of tailoring including new methods of applications and various materials for construction. Laboratory required with garment design and construction are covered in this course.

CLTX 4510. Fashion Merchandising I (3)  
Co/Prerequisite: CLTX 3820. 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)  
Prerequisite: CLTX 4510. An advanced study of buying and merchandising practices, and the duties and responsibilities of individuals involved in visual merchandising, fashion communication, and fashion buying.

CLTX 4550. Trends in Textiles and Apparel (3)  
Prerequisite: CLTX 3820, 4510. 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.

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 2300. Nutrition and Health Promotion (3)  
Prerequisite: FOOD 2200; SCI 1220. 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. 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; MATH 1070 or MATH 1100; Co-requisite: CHEM 1200. An in-depth study of the nutrients in terms of their classification, functions, food sources, physiological and biochemical basis for nutrient requirements, dietary standards, nutrient quality interrelationships.

FOOD 2340. Intermediate Meal Management (4)  
Prerequisites: FOOD 2200, 2310. The principles essential to menu planning, production and management. Laboratory required.

FOOD 3110. Textiles and Designs for Interiors (3)  
Organizational structure, behavior and group dynamics are explored. Field trips to local food service establishments are emphasized.

FOOD 3200. 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 services.

FOOD 3410. Food Science and Experimental Foods (4)  
Prerequisites: FOOD 2200; SCI 1220. 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 3450. Sanitation and Safety (4)  
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 3510. Institutional and Quantity Food Purchasing (3)  
Prerequisite: FOOD 2310. 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)  
Prerequisites: FOOD 2310, 3510. 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; CHEM 3100; 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 4600. Clinical Nutrition I (3)  
Prerequisites: FOOD 2320, 4210; CHEM 3100. 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 4630. Clinical Nutrition II (3)
Continuation of FOOD 4600, Clinical Nutrition I. 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)
Prerequisite: Consent of the instructor. 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 (2)
Prerequisites: FOOD 2200 or 2300, 2310. A survey of the philosophy, principles and methods of nutrition education. Discussions include reliable sources of nutrition information, tools and skills used in conducting nutrition programs, and various aspects of nutrition surveillance, nutrition care and promotion. Portfolio required. Various aspects of nutrition surveillance, nutrition care and promotion. Portfolio required.

FOOD 4671. Community Nutrition (2)
Prerequisites: FOOD 2200 or 2300, 2310, 4670 (may be taken concurrently). 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. (Two lecture and two laboratory hours per week.)

FOOD 4710. Food Service Management Practicum (3-6)
Prerequisites: FOOD 3510, 3520. A supervised practicum required of all food service management students at senior level.

FOOD 4800. Food Service Planning: Layout and Equipment (3)
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.

THESE COURSES WERE FORMERLY HECO:

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. Observation and Participation in Vocational Family and Consumer Sciences (3)
A study of vocational Family and Consumer Sciences programs in North Carolina. Such observation and participation in Family and Consumer Sciences programs provide early field experience for prospective teachers.

FCSC 2150. Computer Applications in Consumer and Family Oriented Careers (3)
(renumbered from HECO 4150) 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 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)
(renumbered from HECO 3100) 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)
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)
Prerequisite: FCSC 2900 or FCSC 2910. 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)  
(renumbered from HECO 4610) Co/Prerequisites: FCSC 2900, 2910 or 3000. 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. Co-requisite: FCSC 3621. 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)  
Prerequisite: FCSC 2900. Co-requisite: FCSC 3620. 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. Co-requisite: FCSC 3631. 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. Co-requisite: FCSC 3630. 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 or 2910. 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 or 2910. 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. Cooperative Education (3)  
Prerequisite: FCSC 2000. A study of occupational competencies 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)  
Co/Prerequisites: CLTX 2410, 2510, 3110; FOOD 2200, 2310. 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 4500. Consumer Economics (3)  
An analysis of basic economic principles which influence decisions involving individual and family finances, with emphasis on purchasing practices of the consumer.

FCSC 4620. Practicum in Human Development (3)  
Prerequisite: All major courses through the first semester of the senior year or the permission of the instructor. 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)  
(renumbered from HECO 4720) Prerequisites: FCSC 2900, 3000, 3610. 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)  
Prerequisite: Junior/Senior status and permission of the instructor. 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 Disadvantaged and Special Needs Individuals and Families (3)  
Prerequisites: FCSC 2900, 2910 or 3000. A study of selected societal conditions which affect individuals, families, and multi-cultural groups. Strategies for working with disadvantaged and special needs individuals are included.

FCSC 4900. Senior Seminar in Human Sciences (2)  
Prerequisite: Senior status. A capstone course for family
and consumer sciences majors.

FCSC 4920. Parent Education (3)  
Co-requisite: FCSC 4200. 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 or 2910, and 3610, 3620 or 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)  
Co-requisites: FCSC 4200, 4941. 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-requisites: FCSC 4200, 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.

Japanese Course Descriptions

JAPN 1170. Elementary Japanese I (3)  
The first of a two-semester proficiency-based sequence (with JAPN 1171) to develop the four communications skills (listening comprehension, speaking, reading, writing) and to explore culturally determined attitudes and behaviors. An interactive classroom approach emphasizes linguistic performance of students as they apply the language to concrete situations using essential vocabulary and structures.

JAPN 1171. Elementary Japanese II (3)  
Prerequisite: JAPN 1170 or the equivalent. The second of a two-semester proficiency-based sequence (with JAPN 1170) to develop further the four communications skills (listening comprehension, speaking, reading, writing) and understanding of culturally determined attitudes and behaviors. An interactive classroom approach requires students to carry out tasks essential to functioning in the target culture.

JAPN 2100. Intermediate Japanese I (3)  
Prerequisite: JAPN 1170, JAPN 1171. Development of skills in spoken and written Japanese with emphasis on listening, speaking, reading, writing, and culture.

Management Course Descriptions

All prerequisite courses must be completed with a grade of “C” or better.

MGT 1100. Professional Development I (1)  
This course, the initial professional development course for School of Business students, addresses the importance of peripheral skills and competencies in becoming a management professional and in securing and maintaining employment. It includes discussions of the following topics: speaking and writing effectively; the importance of introspection in the job search process (including internships, cooperative education assignments, and full time employment); resumes; cover letters; dressing appropriately; ethics; and life style changes implicit in becoming a management professional.

MGT 2100. Professional Development II (1)  
Prerequisite: MGT 1100 and sophomore classification. This course, the second in the series of professional development courses for School of Business students, continues and builds upon the foundations laid in the Professional Development I course. In addition, it addresses the following topics: establishing a framework for business communications; exploring business communications concepts; organizing and composing messages (including document formats and layout guidelines); developing career planning and placement goals; developing portfolios; and developing internship search strategies. Students will be introduced to more sophisticated work place interpersonal and communications issues and concerns and expected to refine further the skills and competencies developed and refined in Professional Development I, especially their writing and oral communications skills.

MGT 3000. Organization and Management (3)  
Prerequisite: SOCI 2000. Approximately 40 percent of this management foundation course will focus on fundamentals and principles of management; another 40 percent will concentrate on organizational behavior; and the remaining 20 percent will concern human resource management, including topics such as recruiting, training, and performance appraisal.

MGT 3100. Professional Development III (1)  
Prerequisite: MGT 2100 and junior classification. This course, the third in the series of professional development courses for School of Business students, continues and builds upon the foundations laid in the Professional Development I and II courses. In addition, it addresses the following topics: ethics; writing good news, routine, goodwill, and persuasive messages; writing memoranda; electronic communication; developing and refining career planning and placement goals; refining portfolios; and developing permanent placement job search strategies. Students will address even more sophisticated work place interpersonal and communications issues and concerns and refine even further the skills and competencies developed and refined in Professional Development I and II.

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
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 4100. Professional Development IV (1)  
Prerequisite: MGT 3100 and senior classification. This course, the final in the series of professional development courses for School of Business students, continues and builds upon the foundations laid in the previous three professional development courses. In addition, it addresses the following topics: ethics; career planning goals and taking charge of your career; identifying and cultivating job mentors; navigating the maze of office politics; how to manage the boss; conflict resolution; negotiations; understanding the report process and research methods; organizing and preparing reports and proposals; and designing and delivering business presentations. Students will refine even further the skills and competencies developed and refined in the prior professional development courses.

MGT 4510. Human Resource Management (3)  
Prerequisite: MGT 3000. This course provides an in-depth understanding of the principles and practices of effective human resource management. The topics covered include human resource planning, recruitment and selection, training and development, career planning, job analysis and evaluation, performance appraisal, employee compensation and benefits, labor-management relations, discipline and grievance handling, and equal employment opportunity.

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. Business Policy (3)  
Prerequisites: Senior classification, CIS 1100, 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. Field Work (4)  
Prerequisite: Approval of lead professor. A course open to students in the Cooperative Education Program.

Marketing Course Descriptions

MKT 3210. Principles of Marketing (3)  
Prerequisites: SOCI 2000, ECON 2200 or ECON 2300.

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 (3)  
Prerequisite: MKT 3210. This is a study of the principles of persuasion as applied to the science and art of selling. Emphasis will be upon the sales manager’s functions of organization, selection, training, and supervision of the sales force.

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. Industrial Marketing (3)  
Prerequisite: MKT 3210. This is a study of the marketing of materials, equipment, and supplies to 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 various 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.
Mass Communications Course Descriptions

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 newswriting 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, Odd Years)

MSCM 2470. Diversity and the Media (2)
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. (Fall, Even Years)

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. (Spring, Even Years)

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 paste-up. Includes units on media law and ethics. (Fall)

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 layout 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 and organizing, and writing feature articles for newspapers and magazines, as well as analysis of style and trends in newspaper and magazine feature stories. (Spring, Even Years)

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)
(Fall, Spring)
Prerequisites: ENG 1210, MSCM 2430. A seminar on selected topics in contemporary media studies. (Spring, Odd Years)

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 4610. Communication Law and Ethics (3)
Prerequisites: ENG 1210, MSCM 2400. A study of legal and ethical 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, 3580. 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 or 3570 or 3580. 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. (Fall, Spring)

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. (Fall, Odd Years)

MSCM 4680. Internship in Mass Media II (3)
Prerequisites: ENG 1210, MSCM 2400, ENGM 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 Course Descriptions for Undergraduates

MATH 1000. Introductory College Algebra (3)
Prerequisite: 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 grade on the placement test. Math 1000 provides preparation for Math 1070 and Math 1100 and does not count as credit toward graduation. 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 well as problem sessions/tutoring led by competent student assistants, as a supplement to regular class instruction, in order to gain skills and improve their knowledge of course concepts.

MATH 1070. College Algebra Concepts: Modeling with Technology (3)
Not open to students with credit in MATH 1100. Prerequisite: C or better in MATH 1000 or placement by University Testing. A college algebra technology-based course using computer spreadsheets and TI-83 graphics calculator. Spreadsheets, charts, tables, and graphs are used extensively to develop and visually enhance problem-solving skills. Topics include linear, quadratic, cubic, logarithmic and exponential models and applications; various types of regression models and statistical data analyses; inequalities and system of equations; scientific, social, and business models and applications; combinations, permutations, and binomial expansions; some probability and statistics; and TI programming.

MATH 1100. College Algebra and Trigonometry I (3)
Not open to student with credit in MATH 1070. Prerequisite: C or better in MATH 1000 or placement by University Testing. The first of a two-course sequence in college algebra and trigonometry designed for students planning to take calculus. 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 1200. College Algebra and Trigonometry II (3)
Prerequisite: C or better in MATH 1100. 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.

MATH 1210. Finite Mathematics (3)
Prerequisite: C or better in MATH 1070 or 1100. An
introduction to sets, counting principles, the theory of probability, systems of linear equations and inequalities, vectors and matrices, and linear programming with applications involving optimization utilizing the simplex procedure.

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, and 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.

MATH 2002. Concepts of the Real Number System I (3)
Prerequisite: C or better in MATH 1100 and 1200. 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. These courses are for students who are majoring in elementary or middle school education.

MATH 2003. Concepts of the Real Number System II (3)
Prerequisite: C or better in MATH 2002. 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. These courses are for students who are majoring in elementary or middle school education.

MATH 2005. Foundations of Geometry (3)
Prerequisite: C or better in MATH 1100. Fundamental concepts of geometry, including those concepts which form the core of geometric knowledge, the axioms which develop geometric intuition and insight, and the formulation of deductive subsystems. Geometric ideas will be illustrated in practical settings. This course is for students who are majoring in elementary or middle school education.

MATH 2010. Calculus and Analytic Geometry I (5)
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. Theory and technique 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)
Prerequisites: 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)
Prerequisites: 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, SPSS, or other computer statistical packages.

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, Eigen value 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 2030. 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 theory, 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 2030. An introduction to non-Euclidean geometries, axioms 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, 4220. Introduction to Probability and Statistics I and II (3,3)
Prerequisite: C or better in MATH 2020. Discrete and continuous probability distributions, sampling, estimation, hypothesis testing, confidence methods, regression analysis, techniques of experimental design and non-parametric methods.

MATH 4300, 4320. Advanced Multivariable Calculus I and II (3,3)
Prerequisite: C or better in MATH 2030. 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; continuity and differentiability properties of functions of several variables; 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. Computation in infinite dimensional vector spaces, including linear transformations, matrix algebra, solution of linear systems, inner products, bilinear and quadratic forms, diagonalization of symmetric matrices, and applications.

MATH 4420. Linear Algebra II (3)
Prerequisite: C or better in MATH 4410. A continuation of MATH 4410 with emphasis on the theory of linear transformations and finite dimensional vector spaces.

MATH 4430, 4440. Abstract Algebra I and II (3,3)
Prerequisite: C or better in MATH 4410. 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 4520. Topics in Applied Mathematics (3)
Prerequisites: C or better in MATH 3020 and 4410. An introduction to analytic methods of applied mathematics, model building with computer utilization; illustrative examples and case studies chosen from a wide range of areas of application.

MATH 4530. Operations Research (3)
Prerequisite: C or better in MATH 4410. Mathematical models and methods for decision-making. Topics chosen from: linear programming, dynamic programming, game theory, and queuing theory.

MATH 4610, 4620. Introductory Real Variable Theory I and II (3,3)
Prerequisite: C or better in MATH 4320. The real number system, metric spaces, topology, limits, and continuity in Euclidean space, functions of bounded variation. Riemann-Stieltjes integrals, series of functions and series expansion, derivatives, Lebesque integration.

MATH 4630. Introductory Complex Analysis (3)
Prerequisite: C or better in MATH 4310. 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. 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)
Prerequisite: senior classification and MATH 3020 and 4410 with grades of C or better. 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. Content varies from semester to 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. 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 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.

Military Science Course Descriptions

MSC 0001. Leadership Laboratory (1)
(Fall semester only.) Drill and ceremonies, marksmanship training, land navigation exercises, first aid, small unit tactics, and confidence training.

MSC 0002. Leadership Laboratory (1)
(Spring semester only.) Drill and ceremonies,
communications, and tactical exercises.

MSC 0011. Officiership as a Profession (2)
Fundamental components of service as an officer in the United States Army. Values, fitness, leadership, and officierhip. “Life skills” including discipline, communications theory and practice (written and oral), and dealing with interpersonal relationships.

MSC 0012. Principles of Military Leadership (2)
Introduction to the concept of the military as a profession. Questions of ethics and values in the military; the issue of war and morality.

MSC 0051. Leadership and Communication Skills (2)
The principal leadership instructional portion of the Basic Course. Communication and leadership theories and the practical application of them.

MSC 0052. Tactics and Officiership (2)
Introduction to planning, organizing, and conducting small unit offensive and defensive operations. Consideration of the principles of war.

MSC 0113. Advanced Military Operations (3)
Fundamentals of the conduct of military operations including advanced military topography; troop leading procedures; military orders process; unit movements; and military communications. Consent of instructor required.

MSC 0114. Advanced Tactical Applications (3)
Conduct of platoon offensive, defensive, and patrolling operations for Army infantry units. Consent of instructor required.

MSC 0151. Authority, Character, and Principled Leadership (3)
Introduction to the Uniform Code of Military Justice, selected topics in military law, the law of land warfare, and war and morality. Evaluation and development of junior leaders. Stewardship and maintenance of material and resources. An analysis of the application of leadership to these topics. Consent of instructor required.

MSC 0152. Leadership and Command Management (3)
Theory and practice of leadership and military management techniques for mission accomplishment. Consent of instructor required.

MSC 0191. Independent Study (3)
Individual study under the supervision of a faculty member. Consent of instructor required.

Note: The laboratory is mandatory each semester for non-ROTC students taking MSC 0001, 0012, 0051, and 0052.

Music Course Descriptions

MUSL 1000 Survey of Music (3)
A course 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 WI (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 I (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 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 spectrums 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. 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 III (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 diatonic harmony and the study of chromatic harmony in written exercises, keyboard harmony, and analysis with an introduction to counterpoint.

MUSL 2405. Introduction to Music Literature (WI) (2)
Prerequisite: First-year theory courses, their equivalent or permission of the instructor. 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.

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 3410. 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 lecture hours and one 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. Hymnody (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 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 4510. Voice 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

Music Applied Courses

Applied courses are individual lessons on the respective instrument. Applied primary courses are scheduled as one 50-minute lesson per week and receive 1 credit hour. Applied secondary courses are scheduled as one 30-minute lesson per week and receive .5 credit hour. Applied courses are reserved only for music majors but the university student at-large may take an applied secondary lesson only by permission of the instructor. Majors may take applied secondary courses only after taking the required class in that instrument. Applied primary courses require technical studies, repertoire, performance, recital attendance, and jury examination. The semester of enrollment is indicated by the last digit of the course number. Each instrument is offered for 8 semesters in sequential order.

Applied Piano Primary (1)
APPL 0511, 0512, 0513, 0514, 0515, 0516, 0517, 0518

APPLIED 0511, 0512, 0513, 0514, 0515, 0516, 0517, 0518

Applied Organ Primary (1)
APPL 0521, 0522, 0523, 0524, 0525, 0526, 0527, 0528

Applied Voice Primary (1)
APPL 0531, 0532, 0533, 0534, 0535, 0536, 0537, 0538

Applied Trumpet Primary (1)
APPL 0541, 0542, 0543, 0544, 0545, 0546, 0547, 0548

Applied Trombone Primary (1)
APPL 0551, 0552, 0553, 0554, 0555, 0556, 0557, 0558

Applied Baritone Horn Primary (1)
APPL 0561, 0562, 0563, 0564, 0565, 0566, 0567, 0568

Applied French Horn Primary (1)
APPL 0571, 0572, 0573, 0574, 0575, 0576, 0577, 0578

Applied Tuba Primary (1)
APPL 0581, 0582, 0583, 0584, 0585, 0586, 0587, 0588

Applied Flute Primary (1)
APPL 0591, 0592, 0593, 0594, 0595, 0596, 0597, 0598

Applied Oboe Primary (1)
APPL 0601, 0602, 0603, 0604, 0605, 0606, 0607, 0608

Applied Clarinet Primary (1)
APPL 0611, 0612, 0613, 0614, 0615, 0616, 0617, 0618

Applied Saxophone Primary (1)
APPL 0621, 0622, 0623, 0624, 0625, 0626, 0627, 0628

Applied Bassoon Primary (1)
APPL 0631, 0632, 0633, 0634, 0635, 0636, 0637, 0638

Applied Violin Primary (1)
APPL 0641, 0642, 0643, 0644, 0645, 0646, 0647, 0648

Applied Viola Primary (1)
APPL 0651, 0652, 0653, 0654, 0655, 0656, 0657, 0658

Applied Cello Primary (1)
APPL 0661, 0662, 0663, 0664, 0665, 0666, 0667, 0668

Applied Stringed Bass Primary (1)
APPL 0671, 0672, 0673, 0674, 0675, 0676, 0677, 0678

Applied Percussion Primary (1)
APPL 0681, 0682, 0683, 0684, 0685, 0686, 0687, 0688

Applied Guitar Primary (1)
APPL 0691, 0692, 0693, 0694, 0695, 0696, 0697, 0698

Applied Piano Secondary (.5)
APPL 0011, 0012, 0013, 0014, 0015, 0016, 0017, 0018

Applied Organ Secondary (.5)
APPL 0021, 0022, 0023, 0024, 0025, 0026, 0027, 0028

Applied Voice Secondary (.5)
APPL 0031, 0032, 0033, 0034, 0035, 0036, 0037, 0038

Applied Trumpet Secondary (.5)
APPL 0041, 0042, 0043, 0044, 0045, 0046, 0047, 0048

Applied Trombone Secondary (.5)
APPL 0051, 0052, 0053, 0054, 0055, 0056, 0057, 0058

Applied Baritone Horn Secondary (.5)
APPL 0061, 0062, 0063, 0064, 0065, 0066, 0067, 0068

Applied French Horn Secondary (.5)
APPL 0071, 0072, 0073, 0074, 0075, 0076, 0077, 0078

Applied Tuba Secondary (.5)
APPL 0081, 0082, 0083, 0084, 0085, 0086, 0087, 0088

Applied Flute Secondary (.5)
APPL 0091, 0092, 0093, 0094, 0095, 0096, 0097, 0098

Applied Oboe Secondary (.5)
APPL 0101, 0102, 0103, 0104, 0105, 0106, 0107, 0108

Applied Clarinet Secondary (.5)
APPL 0111, 0112, 0113, 0114, 0115, 0116, 0117, 0118

Applied Saxophone Secondary (.5)
APPL 0121, 0122, 0123, 0124, 0125, 0126, 0127, 0128

Applied Bassoon Secondary (.5)
APPL 0131, 0132, 0133, 0134, 0135, 0136, 0137, 0138

Applied Violin Secondary (.5)
APPL 0141, 0142, 0143, 0144, 0145, 0146, 0147, 0148

Applied Viola Secondary (.5)
APPL 0151, 0152, 0153, 0154, 0155, 0156, 0157, 0158

Applied Cello Secondary (.5)
APPL 0161, 0162, 0163, 0164, 0165, 0166, 0167, 0168

Applied Stringed Bass Secondary (.5)
APPL 0171, 0172, 0173, 0174, 0175, 0176, 0177, 0178

Applied Percussion Secondary (.5)
APPL 0181, 0182, 0183, 0184, 0185, 0186, 0187, 0188

Applied Guitar Secondary (.5)
Nursing Course Descriptions

NURS 2010. Concepts of Professional Practice (5)
Prerequisites: Sophomore status, BIO 1610, BIO 1620, SOCI 2000, FOOD 2200, and 2.5 in the Natural Sciences. Co-requisite: None. This is 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, BIO 1610, BIO 1620, SOCI 2000, FOOD 2200, 2.5 in the Natural Sciences, NURS 2010 (or concurrent) or permission of the Chair. Co-requisite: None. This is a theory and simulated laboratory course that focuses on comprehensive health assessment knowledge and skills for the provision of nursing care across the lifespan.

NURS 2201. Pathophysiology (2)
Prerequisite: BIO 1610, BIO 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, and PSY 2100. Student develops psychomotor skills necessary to care for adult clients with acute physiological alterations.

NURS 3120. Applied Nursing Principles II (0.5)
Prerequisites: NURS 3001, NURS 3301, NURS 3460 and NURS 3470, PSY 2100. 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, NURS 3470, and PSY 2100. 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. This is an 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, and NURS 3471. Course continues the concepts presented in Adaptation I. Students will apply the nursing process in the care of adult clients with acute physiological alterations.

NURS 3462. Psychiatric-Mental Health Nursing (5)
Prerequisites: NURS 3001, NURS 3301, NURS 3460, and NURS 3470. Co-requisite: NURS 3120, 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 in-patient psychiatric care.

NURS 3470. Junior Seminar I (1)
Prerequisite: Admission to the nursing major. Co-requisites: NURS 3001, and NURS 3460. This course 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, NURS 3462 and PSY 2100. Course focuses on additional professional and personal skills that include problem-solving, teaching, learning, and critical thinking.

NURS 4000. Professional Role Development (3)
Prerequisites: NURS 4001, NURS 4002, NURS 4102, and NURS 4470. Co-requisites: NURS 4201, and NURS 4471. This is 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 4102, and NURS 4470. The student develops psychomotor skills necessary to care for childbearing and childrearing families.

NURS 4002. Nursing Care of the Family (7)
Prerequisites: Completion of Junior year nursing courses. Co-requisites: NURS 4001, NURS 4102, and NURS 4470. Course 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 for the childbearing family with acute, chronic and preventive health care needs.

NURS 4102. Adaptation V: Community Health Nursing (5)
Prerequisites: Completion of Junior year nursing courses. Co-requisites: NURS 4001, NURS 4002, and NURS 4470. 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.

NURS 4140. Independent Study (1-6)
Prerequisite: Senior standing. Co-requisites: None. This is a study of special nursing topics or problems which are of specific interest to the student and approved by the faculty.

NURS 4150. Special Topics in Nursing Practice (3)*
Prerequisite: Senior standing. Co-requisites: None. This is an examination of selected influential social, ethical, cultural, political and economic forces in the internal and external environments of complex client care system.

NURS 4201. Adaptation VI: Nursing Care of the Adult with Complex Health Problems (7)
Prerequisites: NURS 4001, NURS 4002, NURS 4102, and NURS 4470. Co-requisites: NURS 4471. Course 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 4230. Transcultural Health Care (3)*
Prerequisite: Senior standing. 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 4310. Critical Care Nursing (3)*
Prerequisite: Senior standing. This is a study of alterations in dimensions of human functioning that necessitate admission to a critical care unit.

NURS 4330. Health Adaptation and Aging (3)*
Prerequisite: Senior standing. This is an overview of applicable theories of aging and related concepts are reviewed. Selected high risk stressors of the aged are addressed and improved adaptation to aging are covered.

NURS 4410. Nursing Research (3)
Prerequisites: Introductory Statistics, NURS 4001, NURS 4002, NURS 4102, and NURS 4470. Co-requisite: None. Course 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, 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 4102, and NURS 4470. Co-requisites: NURS 4201. This is 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)
Prerequisites: Unrestricted RN licensure, PSY 2100, and SOCI 2000. Co-requisite: 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: Admission to Upper Division of Nursing, Unrestricted RN licensure. Co-requisite: 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-requisite: 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-requisite: None. This is 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: Unrestricted RN licensure, NURS 4530, NURS 4540, and NURS 4550. Co-requisite: None. Course presents selected topics for continued personal and professional development of the registered nurse.

NURS 4580. Community and Mental Health Nursing for RNs (6)
Prerequisites: Unrestricted RN licensure, NURS 4530, NURS 4540, NURS 4550. Co-requisite: None. Course explores the nature and scope of community health and mental health nursing using levels of prevention as a framework.

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 (1) to enable the student to gain an understanding of what is involved in the philosophical search for truth and (2) 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, Liebniz, 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, and inductive logic and scientific method. (Fall, Spring)

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 conditions of salvation/enlightenment.

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, 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)
Permission of the Instructor is required. An intensive, comprehensive investigation of a particular philosopher, school of philosophy, or philosophical issue.

**Physical Education Course Descriptions**

PHIL 2110. History of Philosophy I: Ancient and Medieval
PEDU 1010 - PEDU 1190. A study of the basic principles of lifetime fitness and the fundamentals of 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. Adapted Activities (Individuals w/disabilities) (2)
PEDU 1190. Racquetball (2)
PEDU 1195. Self Defense (2) Karate (2)
PEDU 1541. Fitness (2)
PEDU 1140. Adapted Activities (2)
Prerequisite: Must be referred and cleared for admittance by the Director of Student Support Services. A personalized exercise prescription fitness program only for students who meet state guidelines and university criteria. Specific medical clearance and permission of the instructor is required.

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 certification 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. Musculoskeletal Anatomy (3)
A course that provides students with practical applications and functional anatomical strategies of theory associated with human movement/sport rehabilitation.

PEDU 2020. Advanced Bowling (2)
Prerequisites: PEDU 1020, 125 average. An advanced study of 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)
Prerequisites: 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 techniques 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. Advanced Rhythmic Aerobics/Aerobic Training (2)
Prerequisite: PEDU 1080. A study of health-related concepts and aerobic fitness activities, with emphasis on cardiovascular endurance. Leadership and instructional skills required for certification in aerobic dance will also be considered.

PEDU 2095. Methods of Stunts and Tumbling (1)
Prerequisite: PEDU major. A course designed for physical education majors to teach the basic skills of stunts and tumbling to K-12 students.

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)  
Prerequisites: PEDU 2000, 2070, 2080. An early field experience in exercise leadership, fitness assessment, and nutritional analysis. (Majors only)

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 one-hour lab is required.

PEDU 2300. Practicum I in Athletic Training (1)  
Prerequisites: Admission to the Athletic Training Education Program, PEDU 2250. A one-semester athletic clinical training experience and one-hour weekly lecture. Specific psychomotor competencies include adhesive taping, wrapping, and bandaging; emergency techniques of splinting and spine boarding, skills associated with administering a pre-participation physical examination and determining environmental risk factors.

PEDU 3000. Motor Learning (3)  
Prerequisites: PEDU 2000 and 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.

PEDU 3100. Individual Motor Skills in Games (2)  
An examination of tennis, archery, badminton, handball, paddle tennis and table tennis with emphasis upon techniques of teaching. (Majors Only)

PEDU 3201. Orthopedic & Physical Assessment I (3)  
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. Designed to meet NATABOC requirements.

PEDU 3202. Orthopedic & Physical Assessment II (3)  
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. Designed to meet NATABOC requirements.

PEDU 3220. Administrative Aspects in Athletic Training (3)  
Prerequisites: Admission to the Athletic Training Program and PEDU 4201. An introductory course to the administration of an athletic training facility. Topics include training room design, budget, personnel, policies/procedures, pre-season physical examinations, insurance procurement, and liability issues.

PEDU 3230. Therapeutic Modalities (3)  
Prerequisites: Admission to the Athletic Training Program and PEDU 2250. An introduction to the principles and procedures involved in the administration of therapeutic modalities including heat, cold, ultrasound, and electricity. Laboratory sessions will be utilized for practical instruction and practice of theory and methods.

PEDU 3240. Therapeutic Exercise (4)  
Prerequisites: Admission to the Athletic Training Program. An introductory course designed to address the principles and procedures of therapeutic exercise and rehabilitation they relate to the profession of athletic training. A one-hour lab is required.

PEDU 3300. Gymnastics (2)  
An introduction to the nature and scope of the basic skills in gymnastics.

PEDU 3301. Practicum II in Athletic Training (1)  
Prerequisites: PEDU 2300 and 2250. A one-semester athletic training clinical experience and a one-hour weekly lecture. Specific psychomotor competencies to be evaluated include injury evaluation of upper and lower extremities, and various general medical procedures.

PEDU 3302. Practicum III in Athletic Training (1)  
Prerequisites: PEDU 3301 and 3230. A one-semester clinical athletic training experience in the athletic training room or clinical setting and a one-hour weekly lecture. Specific psychomotor competencies include upper extremity injury evaluations and modality application.

PEDU 3320. Advanced Gymnastics (2)  
Prerequisite: PEDU 3300. An advanced study of techniques in gymnastics.

PEDU 3500. Emergency Care and Safety Techniques (1)  
An introduction to the American Red Cross approved skills necessary to respond in an emergency situation requiring first aid and/or CPR.

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 Certification.

PEDU 3630. Water Safety Instruction (3)  
Prerequisite: PEDU 2100 or permission of instructor. An introduction to the techniques of teaching aquatic skills. Certification by the American Red Cross as a Water Safety Instructor is available upon completion of the course.

PEDU 3640. Administration and Management of Aquatic Programs and Facilities (3)  
A study of the operation and maintenance of aquatic facilities for schools, 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.

PEDU 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.

PEDU 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 4020. Physical Education Program Organization/ Administration (3)
An investigation of practices and problems of organization and administration of instructional and extra-curricular programs in physical education, with attention to curriculum design and development for grades one through twelve.

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-related and/or fitness related activities, products, or services.

PEDU 4110. Kinesiology (3)
Prerequisites: BIOL 1610 and BIOL 1620, or depending upon program. 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 1610 and BIOL 1620, or depending upon program. 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 effects of hot, cold, altitude, and water environments upon performance.

PEDU 4130. Fitness Assessment and Exercise Prescription (3)
Prerequisites: PEDU 4110, PEDU 4120, BIOL 1610 and BIOL 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 4150. Leisure and Fitness (1)
An introduction to leisure and fitness, including lecture and laboratory experiences. Designed for students to advance their knowledge in contemporary, non-competitive activities and in a series of fitness activities. Each student will be required to pass specific fitness levels and to demonstrate skill in selected non-competitive leisure/Outdoor activities.

PEDU 4201. Advanced Athletic Training (3)
Prerequisites: Admission to the Athletic Training Program, BIOL 1610 & 1620, and PEDU 2250. An advanced study of athletic injuries as they relate to cause, prevention, and rehabilitative care, with emphasis on evaluation guidelines. Designed to meet National Athletic Training Certification requirements. An individual project is required.

PEDU 4220. Seminars in Sports Medicine (3)
Prerequisites: Admission to the Athletic Training Program, PEDU 3220, 3230, 3240 and 4201. This course is designed to address a variety of current issues and technical advancements in sports medicine. Guest speakers from various backgrounds and experiences will comprise the bulk of the lecture presentation.

PEDU 4303. Field Experience I (1)
Prerequisites: PEDU 3302 and PEDU 3240. A one-semester athletic training clinical experience in a physical therapy/sports medicine, high school, college or professional setting under the direct supervision of a certified athletic trainer, and a one-hour weekly lecture. Psychomotor competencies include advanced rehabilitative techniques and biomechanical analysis.

PEDU 4304. Field Experience II (2)
Prerequisite: PEDU 4303. A one-semester athletic training clinical experience in a physical therapy/sports medicine, high school, college or professional setting under the direct supervision of a certified athletic trainer, and a one-hour weekly lecture. Psychomotor competencies include scenarios to tie together skills learned throughout the ATEP.

PEDU 4400. Methods and Materials for Teaching Elementary Physical Education (2)
An interdisciplinary course examining methods/materials of teaching elementary school physical education, health, and safety, focusing on movement education concepts and game approach observation, analysis, and journal writing during early clinical experience.

PEDU 4410. Evaluation and Measurement (3)
Prerequisites: PEDU 2000, RECR 1000, and REC 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.

PEDU 4450. Motor Development (3)
Prerequisites: PEDU 2000 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.

PEDU 4600. Methods and Material in Secondary Physical Education (3)
Prerequisites: PEDU 3750, 3760, 4020, or permission of instructor. 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. An entry level practical experience of contractual agreement between the university supervisor, site supervisor, and the student internist. Provides for 480 hours or a minimum of 12 weeks of a practicum in a clinical setting of an allied prevention health care facility.
PEDU 4800. Independent Study in Physical Education and Recreation (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.

Physics Course Descriptions

PHYS 1000. Physics with Application to Environmental Topics (3)
A course designed to present the basic concepts of physics in their application to the study of the environment. (Two hours lecture and two hours laboratory 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 1310. General Physics for Science and Pre-Engineering Majors I (3)
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, kinetic theory of gases (Three hours lecture and one recitation hour 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 2050. 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 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, 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 2310. General Physics for Science and Pre-Engineering Majors II (3)
Prerequisite: PHYS 1310. Corequisite: Math 2020. A continuation of Physics 1310. 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, geometrical optics and applications. (Three lecture hours per week.)

PHYS 2320. General Physics for Science and Pre-Engineering Majors III (3)
Prerequisite: PHYS 1310. A continuation of Physics 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, the second law of thermo-dynamics. (Three hours lecture per week.)

PHYS 2410. Laboratory I (1)
Corequisite: PHYS 2310. 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, dynamical systems and waves. (Two hours laboratory per week.)

PHYS 2420. Laboratory II (1)
Corequisite: PHYS 2320. 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 biological 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, 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.

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 Equations. (Three hours lectures per week.)

PHYS 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.

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 2320 and 2410. 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)
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 theories and models. Topics include: continuum theory and its application to simple systems. Elements of atomic, solid state and nuclear physics will be included. (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, 3060, and 3410. 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.

POLS 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.)

POLS 4340. 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.)

POLS 4330. The American Constitutional System (3)
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 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)
Prerequisites: POLS 2100. A study of the relationship of state government to national and local governments, and the problems and operation 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 processes 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 collection, analysis, and written presentation of political data.

POLS 3020. Major Powers and Asia. (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 Asian nations.

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)
A study of present-day Chinese, Japanese, and Indian governments, with emphasis upon the relation of governmental structure to the historical and philosophical development of these nations.

POLS 3130. Nuclear War (3)
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.

Political Science Course Descriptions

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 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 2120. A study of the history and types of city and town government, problems of metropolitan area governments, and federal-local relations.

POLS 3500. Practicum in Political Science (3)
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 United States.

POLS 3550. Oil Politics (3)
An examination of the politics of oil producing areas of the world.

POLS 3560. Media Politics (3)
An examination of the relationship of the media and the electoral process.

POLS 3600. American Foreign Policy (3)
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)
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)
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)
Independent study and research course under the guidance of the instructor.

POLS 3810. Independent Study in Political Science (3)
Prerequisite: 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 3000. A course that introduces students to advanced political analysis.

POLS 3995. Environmental Politics (3)
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 2200 or ECON 2300. 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 among global market systems.

POLS 4100. Internship in Political Science (3-12)
Prerequisites: POLS 2100, 2120, 3000, 3310. Advanced junior classification or permission of the chair. (This course can be taken multiple semesters for a maximum of 12 credit hours.) A course designed to give students the opportunity to gain practical experience in political science with a law firm, a government agency, an interest group, or other political organizations.

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 an analysis of various black political movements.

POLS 4310. International Organization (3)
Prerequisite: 2100 or permission of the instructor. A study of the United Nations, NATO, European ventures into international cooperative organization, and the Organization of American States.

POLS 4330. Politics of Developing Nations (3)
Prerequisite: 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 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: Advanced standing and a minor or major in the social sciences. A careful study of selected governmental problems facing our nation today. These problems include both domestic and international areas.

POLS 4500. Revolution and Ideology in the Third World (3)
Prerequisite: POLS 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)
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 or 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 or permission of the instructor. An examination of special topics in political science.

POLS 4990. Senior Honors I (3)
Prerequisites: Advanced standing and permission of the
instructor or department chairman. Honors course offered for senior political science majors with a minimum 3.0 grade point average.

POLS 4995. Senior Honors II (3)
Prerequisites: Advanced standing and permission of the instructor or department chairman. Honors course offered for senior political science majors with a minimum 3.0 grade point average. This course offers additional readings beyond Senior Honors I and independent research.

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.) 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.

PSY 2400. Introductory Statistics for Students of Psychology (3)
Prerequisites: PSY 2100 or 2120, MATH 1100 or 1070. 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 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)
Prerequisite: PSY 2400. 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 3400. Psychological Measurement (4)
Prerequisites: PSY 2120, 2400. 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.

Psychology Course Descriptions for Advanced Undergraduates and Graduate Students

PSY 4100. Psychology of Learning (3)
Prerequisite: 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, 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 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 4410. Intermediate Statistics for Students of Psychology (3)
Prerequisite: PSY 2400 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 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 3600. Social Psychology (3)
Prerequisites: PSY 2120, 3300. An examination of how people influence the beliefs and behaviors of others, viewed from the perspectives of the influence 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.

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 the significance of emotional development, integration, 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 4210. Undergraduate Internship (3)
Prerequisites: PSY 2120, 2400, 3300 and nine additional hours of psychology. Direction and concentration are arranged by the instructor of record. For mature students with flexible schedules and a demonstrated commitment for community service/research.

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 4410. Intermediate Statistics for Students of Psychology (3)
Prerequisite: PSY 2400. 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 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 4110 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 Concentration 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 policies, 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,
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 contemporary 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.

Recreation Course Descriptions For Undergraduates

RECR 1000. Introduction to Recreation (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 career opportunities in the profession, and in the 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.

RECR 2120. Recreation Leadership (3)
Prerequisite: RECR 1000. An analysis of activities, techniques, principles, and practices of leadership in recreation, park resources, and leisure service agencies; process of activity leadership in conjunction with development of skills and knowledge in activity areas.

RECR 2500. Special Topics in Physical Education, Sport and Recreation (1-3)
An examination of current issues in physical education, sports and recreation agencies, facilities and settings. Topics may vary with the instructor. This course may be repeated for credit if topics differ.

RECR 3100. Organization and Administration of Competitive Sports (3)
Prerequisites: RECR 1000 and 2120. An introduction to the organization and administration of informal, intramural, extramural and club sports competitions, with emphasis upon tournament design, personnel training and management, sport facility development, public and human relations, legal liability, and marketing techniques.

RECR 3120. Introduction to Therapeutic Recreation (3)
Prerequisite: RECR 1000. A survey of key concepts and operational definitions; theoretical constructs; therapeutic recreation processes and models; etiology of illness and disability conditions; medical and psychiatric terminology. This course is three lecture hours with two laboratory hours per week.

RECR 3230. Camping and Outdoor Recreation (3)
Prerequisites: RECR 1000 and 2120. An examination of the leadership and supervision of counselors in camping and outdoor recreation settings, with emphasis on camp administration and operation.

RECR 3245. Practicum in Parks and Recreation (3)
Prerequisites: RECR 1000, 2120, 3100, and 3120. 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. Opportunities provided for students to develop knowledge, values, and initial practice skills appropriate for entry-level practice in parks and recreation agencies.

RECR 3250. Non-Clinical Application of Therapeutic Recreation (3)
Prerequisites: RECR 1000, 3120, or consent of instructor. A study of philosophical and basic concepts of special recreations in transitional treatment and community-based settings. Examines the nature and etiology of varied physically disabling conditions, programming standards; strategies for integration and activities to accommodate the disabled consumer.
RECR 3900. Management of Exercise, Sport, and Recreation Facilities (3)
Prerequisites: RECR 1000, 2120, and 3120. A study of the principles and practices of operating parks and recreation service delivery areas. Emphasis placed on management of playgrounds, community centers, swimming pools, sports centers, and other related facilities with particular attention to the role of the parks and/or recreation supervisor.

RECR 4140. Program Design and Evaluation in Therapeutic Recreation (3)
Prerequisite: RECR 3120 or consent of the instructor. A study of philosophical concepts underlying therapeutic recreation service along a continuum of care. System designed for evaluation of habilitation/rehabilitation programs using systems terminology. Activity and task analysis assessment, documentation in therapeutic recreation, and summative and formative evaluation concerns are addressed.

RECR 4150. Recreation and Leisure Services Programming (3)
Prerequisite: RECR 1000 or consent of the instructor. An analysis of concepts and principles of recreation and leisure services program development, with attention to examination of recreation activity taxonomies, methods of assessing needs, the process of program planning, and developments, evaluation, and promotion of a master program plan.

RECR 4270. Advanced Concepts in Recreation 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 4600. Organization and Administration of Parks, Recreation and Leisure Service Agencies (3)
Prerequisites: RECR 1000, 2120, 4100, or consent of instructor. A study of administrative processes, the internal organization of the recreation/parks department board and executive relationships, legal foundations and legal liability considerations, risk management components, public relations, and marketing from the administration perspective.

RECR 4610. Finance in Parks, Recreation and Leisure Service Agencies (3)
Prerequisites: RECR 1000, 4100, 4610, or consent of instructor. A study of recreation and park fiscal administration; sources of finance for operating and capital expenditures; revenue producing activities; financial planning, budgeting, expenditure policies and procedures, auditing process, and planning for recreation and leisure services.

RECR 4630. Internship in Parks and Recreation (6)
Prerequisite: 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 public, private, or health care agency. Internship consists of a full-time placement for a minimum of 400 clock hours. (Senior status required; 18 semester hours in the parks and recreation curriculum.)

RECR 4800. Independent Study (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.

Public Health Education Course Descriptions for Undergraduates

HEDU 1531. Health (2)
An interdisciplinary study of health promotion and disease prevention with emphasis on developing lifetime wellness programs.

HEDU 2000. Introduction to Health Education (2)
This is an introductory course to community and school health education. The basic philosophy, principles and content of health education are discussed as background for suggested solutions to health problems. (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 optimal well-being, positive health behavior, health risk factors, certain environmental health concerns, and certain organizational resources for public health. Expression of interests and needs of students will also be of vital concern.

HEDU 3020. Methods and Applications of Group Leadership for Health Personnel (2)
Prerequisite: HEDU 2000, 2100, 2200 or permission of the instructor. 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 3200, 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 aspects of the environment, e.g., water resources, excreta and waste waters, air, solid wastes, insects and rodents, food and physical energy. Attention is given to the role of the community resources, including health education, in the promotion of environmental health.

Prerequisite: HEDU 2000, 2100, 2200 or permission of the instructor. The history, philosophy and principles of public health are covered. Special attention is given to the basic organization and practice of public health at local, state, national and international levels.

Prerequisite: HEDU 2000, 2100, 2200, 3210 or with
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 3100, and 3210.
The course is a study of theories often used in assessing the need for planning, implementing and evaluating community health education programs. Special attention will be given to the study of theories at the organizational and community levels.

HEDU 3420. Principles of School Health (3)
This course considers principles of a coordinated school health program. Methods and materials used in teaching health and the integrating of health with other subject matter areas are included.

HEDU 3600. Planning for Health Promotion and Health Education (3)
Prerequisites: HEDU 2000, 2100, 2200 3210, and 3400 or permission of the instructor. An overview of the process for assessing, planning, implementing and evaluating health promotion and health education programs for targeted populations. (Two lecture and two laboratory hours per week.)

HEDU 4000. Communicating Health Information: Procedures, Media, and Techniques (3)
Prerequisites: HEDU 2000, 2100, 2200, 3400 and 3600.
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 appropriate for use with groups and/or individuals. (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)
A component of the Senior Semester in Teacher Education. 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 3020 3100, 3210, 3220, 3400 3420, 3600, 4000, or permission of the instructor. 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; 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)
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. This course is a component of the Senior Semester in Teacher Education.

HEDU 4220. The Senior Seminar: Trends and Directions in Health Education (2)
Prerequisites: HEDU 2000, 2100, 2200, 3020, 3100, 3210, 3220, 3400, 3420, 3600, 4000, 4300 or permission of instructor. The overall purpose of the seminar is to provide learning activities which provide the opportunity for students to integrate knowledge into a synthesis of the discrete elements including: ideas, concepts, methods, and techniques — in Health Education.

HEDU 4300 Research Methods and Evaluation in Health Education (3)
Prerequisites: HEDU 2000, 2100, 2200, 3020, 3120, 3220, 3400, and 3600 or permission of the instructor. This is an introduction to basic research methods and the evaluation of health promotion programs. Students will examine, compare, and contrast qualitative and quantitative approaches to field research and data collection strategies. The course will prepare students for developing and delivering oral and poster presentations.

HEDU 4420. Field Work in Community Health Education (6)
Prerequisites: Completion of all courses required for the major and GPA of 2.5 in health education or approval of the department. The student spends the first part of the semester in a seminar. The second part is spent full-time in field work in a community health agency where opportunities are provided for observing and performing a variety of community health education functions under the supervision of a professional public health educator. A student in field work may not be employed during this eight-week period.

HEDU 4500. Independent Study: Special Topics in Health Education (1-6)
Prerequisites: HEDU 2000, 2100, 2200 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 4660/4660: Public Health Policy: Assessment and Advocacy (3)
Prerequisites: Introductory coursework in public health education or public administration or permission of the instructor. This course will address a major health issue in the U.S. (e.g., tobacco, HIV/STDs, obesity) from a public health and public policy perspective. Against the backdrop of epidemiologic evidence concerning the effects of the problem on the American public, especially on African communities, students will be introduced to policy assessment, policy analysis and policy advocacy as methods of examining and addressing the problem.

HEDU 4700: Current Trends in Health Promotion and Disease Prevention (1-3)
This course provides an opportunity for students to examine the “latest” information about current and emerging public health and safety conditions affecting minority communities in the U.S. and globally. Topics will focus on one major area i.e.: cancer, diabetes, overweight and obesity, AIDS, bioterrorism agents, sexually transmitted disease, animal related diseases, among others. Students will attend lectures by researchers and experts in the area of focus and participate in group discussions about the relative importance and impact of these diseases on society, and review best practices for prevention, control, and health care interventions and strategies. Topics vary by semester.

**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)
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)
This course is an examination of bio-psycho-social determinants of behavior at each stage of the life course. The essential focus is upon adaptive and maladaptive behavior that may occur at 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, 3410 and 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 that form the social environment of the individual. The course is based on the social work principle that human behavior and problems are determined by interaction between individuals and macro, mezzo and micro systems by which they are surrounded.

SOCW 3610. Interventive Methods in the Helping Professions (3)
Prerequisites: SOCW 2500, 3410, 3420, 3600. 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, 3410, 3420, 3600, 3610. 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)
Prerequisites: SOCW 3600. 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. This course will also utilize ethnographic methods, enhance student’s capacity to understand diversity. Furthermore, the class will examine the internal adaptive strengths and external assets of disadvantaged and oppressed people and how these capabilities can be used in effective social work practice. 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 3950. Social Work and Elderly (3)
Prerequisites: SOCW 2500, 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 in 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, 4120. Field Experience and Practice I, II (5,5)
Prerequisites: SOCW 2500, 3410, 3420, 3600, 3610, 3620. 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 adult role of the professional social worker. The process of socialization into this adult 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.

Prerequisites: SOCI 4600 Sociological Statistics and SOCI 4700 Sociological Research or basic statistics and research methods courses in other disciplines. This course provides students an opportunity to build upon and sharpen the knowledge and skills acquired in lower level research methods 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, statistical techniques, and methodological designs. Out-of-class activities focus on the application of research strategies to problems and...
issues associated with the local community’s social services delivery with a specific focus on organizational analysis and outcome measures.

SOCW 4310. Introductory Statistics for Social Workers (3) Prerequisites: SOCI 4300. The primary aims of this course are to provide students with a firm foundation in descriptive statistics, univariate and inferential statistics, analysis of variance, and multiple regression. The course focuses upon the application of these basic statistical concepts to issues related to social work theory and practice.

SOCW 4400. Evaluative Methods in Social Work Practice (3) Prerequisites: SOCI 4600, SOCI 2500, 3410, 3420, 3500, 3600, 3610. 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 experiences.

SOCW 4410. Senior Seminar in Social Work (3) Prerequisites: SOCI 4600, SOCI 2500, 3410, 3420, 3500, 3600, 3610, 4400. This course provides a task force approach to evaluation of social work practice with 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 and activities on minority and at-risk populations. Students are also expected to develop a portfolio demonstrating the attainment of the knowledge, values, and competencies associated with the ten curriculum content areas as specified in the CSWE Curriculum Policy Statements.

Sociology Course Descriptions

SOCI 2000. Society and Human Behavior (3) The study of society and cultural organization with emphasis on diversity in human behavior. A focus on population growth and behavioral change, socialization into the environment through family organization, and variations in human behavior produced by divergent cultural values (Laboratory work included).

SOCI 2100. Principles of Sociology (3) The first course in sociology introduces students to the concepts and fields of sociology and briefly examines social organization, culture and personality.

SOCI 2200. Cultural Anthropology (3) Prerequisite: SOCI 2100 or SOCI 2000. Anthropological study of culture, society and human behavior with emphasis on theory and ethnography.

SOCI 2300. Economy and Society (3) Prerequisite: SOCI 2100 or SOCI 2000. An examination of the sources, nature, extent and consequences of change in the social system.

SOCI 2400. Social Psychology (3) Prerequisite: SOCI 2100 or SOCI 2000. A study of the development of human nature and personality through the socialization process and other processes of social interaction.

SOCI 2500. Marriage and the Family (3) Prerequisite: SOCI 2100 or SOCI 2000, except for junior and senior non-majors. The scientific study of cross-cultural development and organization of the institutions of marriage and family.

SOCI 3000. Introduction to Social Gerontology (3) Prerequisite: SOCI 2100 or SOCI 2000. An examination of the social and cultural dimensions of the aging process and its impact on the individual and society. Also covered will be the demographic effect of aging on the family, work, health, recreation, religious, education and political systems.

SOCI 3200. The Development of Sociological Theory (3) Prerequisite: SOCI 2100 or SOCI 2000 or permission of the instructor. A systematic study of the major sociological theorists from Comte to the present. Emphasis is placed on the development of a conceptual framework basic to the understanding of sociological materials and the contributions of various writers to the field.

SOCI 3210. Social Differentiation and Inequality (3) Prerequisite: SOCI 2100 or SOCI 2000. The study of social stratification and the distribution of power, wealth, and prestige within societies. Emphasis will be placed on the economic, political, and cultural forces that produce inequality; and the consequences of inequality on society and the individual.

SOCI 3220. American Minority Groups (3) Prerequisite: SOCI 2100 or SOCI 2000. Focus on the number, size, initial contact with America, and social characteristics of major American minority groups. Emphasis on race, ethnicity, gender, sexual orientation, and age as major sources of minority status. Emphasis is on the analysis of major problems of intergroup relations using techniques of small-area demographic analysis.

SOCI 3300. Criminology (3) Prerequisite: SOCI 2100 or SOCI 2000. This course is a study of the social nature of criminal and delinquent behavior with reference to theories of causation, and methods of prevention and treatment.

SOCI 3600. Sociological Statistics (3) A study of basic statistical concepts such as measures of central tendency and dispersion, correlation, sampling, and probability.

SOCI 3700. Sociological Research (4) Prerequisite: SOCI 3600. A study of various research designs: the use of such research techniques as sampling, developing questionnaires, conducting interviews, techniques of computer programming, data collection, data entry, data analysis, and elementary and advanced statistics. (Computer laboratory work is required).

Sociology Course Descriptions for Advanced Undergraduate and Graduate Students

SOCI 4040. Sociology of Religion (3) Prerequisite: SOCI 2100 or SOCI 2000. A sociological approach to religion as a social institution, with emphasis on the relationship between religion, social structure, social organization and social change.

SOCI 4210. Demography (3) Prerequisite: SOCI 2100 or SOCI 2000. This course provides an introduction to major demographic processes, concepts and trends. The essential focus on the United States and an understanding of the interrelatedness of world trends. The course provides an experience with small area analysis of urban population and geographic information system technology.

SOCI 4220. Industrial Sociology (3)
Spanish Course Descriptions

SPAN 1000. Introduction to Contemporary Spanish Culture, Civilization, and Language (3)
A course 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 entirely in English.

SPAN 1020. Introduction to Contemporary Latin American Culture, Civilization, and Language (3)
A course 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 entirely in English.

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, writing) are developed within the cultural context of the target language.

SPAN 1151. Elementary Spanish II (3)
Prerequisite: SPAN 1150 or the equivalent. The second of a two-semester proficiency-based sequence (with Spanish 1150) to develop further the four communications skills (listening comprehension, speaking, reading, writing) and understanding of culturally determined attitudes and behaviors. An interactive classroom approach requires students to carry out tasks essential to functioning in the target culture.

SPAN 1152. Elementary Spanish III (3)
Prerequisite: SPAN 1151 or the equivalent. The third of a three-semester proficiency-based sequence (with Spanish 1151) to develop further the four communications skills (listening comprehension, speaking, reading, writing) and understanding of culturally determined attitudes and behaviors. An interactive classroom approach requires students to carry out tasks essential to functioning in the target culture.

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, writing) are developed within the cultural context of the target language.

SPAN 1151. Elementary Spanish II (3)
Prerequisite: SPAN 1150 or the equivalent. The second of a two-semester proficiency-based sequence (with Spanish 1150) to develop further the four communications skills (listening comprehension, speaking, reading, writing) and understanding of culturally determined attitudes and behaviors. An interactive classroom approach requires students to carry out tasks essential to functioning in the target culture.

SPAN 1152. Elementary Spanish III (3)
Prerequisite: SPAN 1151 or the equivalent. The third of a three-semester proficiency-based sequence (with Spanish 1151) to develop further the four communications skills (listening comprehension, speaking, reading, writing) and understanding of culturally determined attitudes and behaviors. An interactive classroom approach requires students to carry out tasks essential to functioning in the target culture.

SPAN 1040, 1050. Basic Conversational Spanish (2,2)
A 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, writing) are developed within the cultural context of the target language.

SPAN 1151. Elementary Spanish II (3)
Prerequisite: SPAN 1150 or the equivalent. The second of a two-semester proficiency-based sequence (with Spanish 1150) to develop further the four communications skills (listening comprehension, speaking, reading, writing) and understanding of culturally determined attitudes and behaviors. An interactive classroom approach requires students to carry out tasks essential to functioning in the target culture.

SPAN 1152. Elementary Spanish III (3)
Prerequisite: SPAN 1151 or the equivalent. The third of a three-semester proficiency-based sequence (with Spanish 1151) to develop further the four communications skills (listening comprehension, speaking, reading, writing) and understanding of culturally determined attitudes and behaviors. An interactive classroom approach requires students to carry out tasks essential to functioning in the target culture.

SPAN 1040, 1050. Basic Conversational Spanish (2,2)
A 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, writing) are developed within the cultural context of the target language.
SPAN 2140. Spanish for Law Enforcement (3)
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)
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 fundamental 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. 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. Conducted in Spanish.

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. Conducted in Spanish.

SPAN 3210. Survey of Spanish Literature from Beginning to 1700 (3)
Prerequisite: SPAN 2200 or permission of Department. Examination of the main periods, trends, genres and most representative works of Spanish peninsular literature from its beginning to the end of the Golden Age. Conducted in Spanish.

SPAN 3220. Survey of Spanish Literature Since 1700 (3)
Prerequisite: SPAN 2200 or permission of Department. Examination of 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. Conducted in Spanish.

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. Given in Spanish.

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. Conducted in Spanish.

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. Conducted in Spanish.

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. Conducted in Spanish.

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 Acharon. Conducted in Spanish.

SPAN 4400. Contemporary Literature (3)
A study of the most important trends from the Generation of 1898 to the present day. Conducted in Spanish.

SPAN 4510. The Latin American Novel (3)
A study of the development of the novelistic genre in Latin America, with special emphasis of the novel of social protest. Conducted in Spanish.

SPAN 4520. Latin American Poetry (3)
The poetic movements of Latin America, with emphasis on Modernism and African-Cuban poetry Conducted in Spanish.

SPAN 4600, 4610. Techniques of Translation I and II (3, 3)
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, 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.

**Theatre Course Descriptions**

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)
Practical experience in technical theatre, costuming, management and promotions as the students assist in preparing for two major theatrical productions each semester. 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; acting styles; and make-up. (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. (Spring)

DRAM 2070. Stage Management (1)
Administration and Faculty

College of Arts and Sciences

Professors

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

Brinson, Leslie, 1975
Psychology
B.A., M.S., North Carolina Central University; Ph.D., University of Maryland

Carver, Franklin B., 1997
Environmental Science
B.S., Fayetteville State University; M.S.E.H., East Tennessee State University; Ph.D., Ohio University

Ciquor, Isabel 1977
Art
B.F.A., M.F.A Alfred University
M.P.A., Rochester Institute of Technology

Conklin, George, 1978
Sociology
A.B., Colgate University; Ph.D., University of Pennsylvania

Debela, Achamelech, 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

Gooding, Marion F., 1988
Nursing
Diploma, St. Mary's School of Nursing; B.S., T.C. Columbia University; M.A., T.C. Columbia University; Ph.D., Peabody/Vanderbilt University

Gosnell, Russell, 1984
Mathematics
B.S., M.S., Ohio State University; Ph.D., Ohio 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

Hammond, Thomas N., 1994
Modern Foreign Languages/ French B.A., M.A., North Carolina Central University; Certificat de Langue Francaise Parle; Diplôme de la Langue; Ph.D., State University of New York at Buffalo.

Harewood, Ken, 1998
Biology
B.A. New York University; M.S., Ph.D., City College of New York

Harris, Jasper L., 1975
Geography
B.S. North Carolina Central University M.A., Ph.D., University of North Carolina at Chapel Hill

Henderson, Lenneal, 2001
Political Science
Daniel T. Blue Endowed 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, Cesar R., 2005
Physics
Dean, College of Arts and Sciences B.S., Florida A&M University; M.S. University of Florida; Ph.D., North Carolina State University

Jacobs, Sylvia, 1976
History
B.S., M.B.A., Wayne State University; Ph.D., Howard University

Jones, Beverley, 1972
History
B.A., M.A., North Carolina Central University; Ph.D., University of North Carolina at Chapel Hill

July, Fannie , 1995
Nursing
B.S., North Carolina A&T University; M.S., University of Maryland; Ph.D., Georgia State University

Kim, Ki-Hyon, 1968
Physics
B.S., Physics, Seoul National University, Korea; Ph.D., University of Vienna, Austria
<table>
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<tr>
<th>Name</th>
<th>Field</th>
<th>Degree Details</th>
</tr>
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<tbody>
<tr>
<td>Melikian, Hyak, 1999</td>
<td>Mathematics</td>
<td>M.A., Armenian State Pedagogical Institute, Yerevan; M.S., University of Wisconsin-Milwaukee; Ph.D., V.A. Steklov Institute of Mathematics</td>
</tr>
<tr>
<td>Murray, Percy E., 1979</td>
<td>History</td>
<td>B.A., M.A., North Carolina Central University; Ph.D., Miami University, Ohio</td>
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<tr>
<td>Myers, John, 1971</td>
<td>Chemistry</td>
<td>B.S., M.S., Carson-Newman College; Ph.D., University of Florida</td>
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<tr>
<td>Neubauer, John A. II, 1998</td>
<td>Aerospace</td>
<td>B.S., United States Air Force Academy; M.S., University of Southern California</td>
</tr>
<tr>
<td>Norflett, Linda K., 1976</td>
<td>Theatre</td>
<td>B.A., North Carolina Central University; M.A., University of North Carolina at Chapel Hill; Ph.D., New York University</td>
</tr>
<tr>
<td>Ogede, Ode S., 1996</td>
<td>English</td>
<td>B.A., M.A., Ph.D., Ahmadu Bello University</td>
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<tr>
<td>Okeiyi, Esther C., 1994</td>
<td>Human Sciences</td>
<td>B.A., Southwest Missouri State University; M.S., Florida International University; M.S., Ph.D., Mississippi State University</td>
</tr>
<tr>
<td>Parker, Debra O., 1988</td>
<td>Human Sciences</td>
<td>B.S., M.S., M.Ed., North Carolina Central University; Ph.D., University of North Carolina at Greensboro</td>
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<tr>
<td>Parker, Freddie L., 1976</td>
<td>History</td>
<td>B.A., M.A., North Carolina Central University; Ph.D., University of North Carolina at Chapel Hill</td>
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<tr>
<td>Patterson, Cecil L., Professor Emeritus, 1950</td>
<td>English</td>
<td>A.B., Samuel Houston College; M.A., Ph.D., University of Pennsylvania</td>
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<tr>
<td>Pendergraft, Norman E., Professor Emeritus, 1966</td>
<td>Art</td>
<td>A.B., M.A.C.T., University of North Carolina at Chapel Hill</td>
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<tr>
<td>Penny, Ronald G., 2002</td>
<td>Public Administration</td>
<td>B.S., N.C. A&amp;T State University; J.D., University of North Carolina at Chapel Hill</td>
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<tr>
<td>Perry, Patsy B., Professor Emeritus</td>
<td>English</td>
<td>Ph.D., University of North Carolina at Chapel Hill</td>
</tr>
<tr>
<td>Pruett, Lilian, Professor Emeritus, 1965</td>
<td>Music</td>
<td>A.B., Vassar College; M.A., Ph.D., University of North Carolina at Chapel Hill</td>
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<tr>
<td>Richardson, Ricardo, 2004</td>
<td>Biology</td>
<td>B.S., M.S., P.D., Autonomous University of Barcelona</td>
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<td>Robinson, Elwood L., 1984</td>
<td>Psychology</td>
<td>B.A., North Carolina Central University; Ph.D., Pennsylvania State University</td>
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<td>Robinson, Isaac A., 1971</td>
<td>Social Work</td>
<td>B.A., North Carolina Central University; M.S.W., University of North Carolina at Chapel Hill; Ed.D., North Carolina State University</td>
</tr>
<tr>
<td>Rogers, Kenneth G., 1996</td>
<td>Art</td>
<td>B.S., North Carolina A&amp;T State University, M.F.A., University of North Carolina at Greensboro</td>
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<tr>
<td>Schooler, James M., 1970</td>
<td>Chemistry</td>
<td>A.B., Wittenberg College; M.S., Ph.D., University of Wisconsin</td>
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<td>Simpson, Miles E., 1981</td>
<td>Sociology</td>
<td>B.A., M.A., Ph.D., Michigan State University</td>
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<tr>
<td>Schneider, Doris, 1977</td>
<td>Theatre</td>
<td>B.A., William Carey College; M.A., University of Southern Mississippi; M.P.D., North Carolina State University</td>
</tr>
<tr>
<td>Tokuta, Alade, 1994</td>
<td>Chair, Mathematics and Computer Science</td>
<td>BSEE, MSEE, Duke University; EE, Columbia University; Ph.D. University of Florida</td>
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<td>Umberger, Wallace</td>
<td>Theatre</td>
<td>A.B, M.A., University of North Carolina at Chapel; Ph.D., Tulane University</td>
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<tr>
<td>White, Sandra, 1998</td>
<td>Biology</td>
<td>B.A, Hampton University; M.S., Ph.D., University of Michigan</td>
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<tr>
<td>Wilson, George P., 1984</td>
<td>Criminal Justice</td>
<td>B.S., Loras College; M.S.W., George Williams College; Ph.D., Michigan State University</td>
</tr>
</tbody>
</table>
Administration and Faculty - Undergraduate Studies

Wortham, Robert A., 1988
Sociology
B.A., Elon College; Ph.D., Emory University

Associate Professors

Abu-Shakra, Amal, 1994
Biology
B.S., American University of Beirut, Lebanon; M.S., University of London, UK; Ph.D., University of Surrey, Guildford, UK

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

Anderson, Yolanda Banks., 1996
Environmental Science
B.S., University of North Carolina at Greensboro; S.M., Harvard School of Public Health; Ph.D., University of North Carolina at Chapel Hill

Bailey, Candace, 1998
Music
B.M., University of North Carolina at Greensboro; A.M., Ph.D., Duke University

Barnett, Albert, 1971
Geography
B.A., North Carolina Central University; M.A., University of Michigan; Ph.D., Arizona State University

Blocker, Deborah, 2005
Human Sciences
B.S., Cornell University; M.S., University of California; M.S., Harvard University; D.Sc., Harvard University

Carroo, Agatha E., 1981
Geography
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

Catsalis, Marie-Louise, 2003
Music
B.M., University of Sydney, M.M. University of New England

Chen, Luke 2005
Biology
Chiquor, Isabel, 1977 Art B.F.A., M.F.A., Alfred Uni-

versity; M.F. A., Rochester Institute of Technology

Clamp, John, 1981 Biology B.S., Methodist College; M.S., Ph.D., North Carolina State University

Clark, Vernon, 1959
Biology
B.S., Shaw University; M.S., North Carolina Central University; Ph.D., University of North Carolina at Chapel Hill

Cliette, George, 1994
Psychology
B.A., M.A., North Carolina Central University; Ed.D., Boston University

Creecy, Robert, 1986
Social Work
B.A., Shaw University; MSW, Ph.D., University of Wisconsin, Madison and Milwaukee

Cuevas, Marco Polo Hernandez, 2005
Modern Foreign Language/Spanish
B.A., M.A., Portland State University; Ph.D., University of British Columbia

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

Enberg, Dennis P., 1981
Geography
B.A., Michigan State University; M.A., Miami University, Ohio; 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., M.S., State University of New York at Binghamton; M.A., North Carolina Central University; 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

Goldman, Vinston, 1988
Psychology
M.A., Ph.D., University of North Carolina at Chapel Hill

Gordon, Ibeanu, 2006
Biology
B.S. Biology, University of South Alabama; Ph.D., Cell and Molecular Biology, Atlanta University

Hamlin, Deborah, 1995
History
B.A., City University-New York; Ph.D., Duke University

Hardy, Leon B., 1980
Mathematics B.A., M.S., Texas Southern University; M.A., Ph.D., Michigan State University

Harper, Shirley, 1992
Physical Education
B.S., M.S., North Carolina Central University; Ph.D., University of Maryland

Harrell, Paula, 1992
Music
B.A., North Carolina Central University; M.M., Ohio State University; D.M.A, University of North Carolina, Greensboro

Harrington, John E., 1968
Modern Foreign Languages/German B.A., M.S., Columbia University; Ph.D., University of North Carolina at Chapel Hill

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

Jeffreys, Arcelia T., 1989
Physical Education B.S., M.S., North Carolina Central University; Ph.D., University of North Carolina at Greensboro

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

Kuwahara, Kuldip, 1999
English B.A., Lucknow University; M.A., Panjab University; Ph.D., University of North Carolina at Greensboro

Lindsey, Lydia, 1974
History
B.A., M.A., Howard University; Ph.D., University of North Carolina at Chapel 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. 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

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

Maynor, Louise C., 1971
English
B.A., Pembroke State University; M.A., Appalachian State University; Ph.D., Duke University

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

Moss, Mattie E., 1979
Mathematics
B.S., North Carolina Central University; M.A., Morgan State University; Ed.D., Rutgers University

Nowell, William Robert, III, 1995
English
B.A., University of North Carolina at Chapel Hill; M.S., Northwestern University; Ph.D., Indiana University

Nwosu, Veronica, 1994
Biology
B.S., University of Illinois; M.S., Roosevelt University; Ph.D., Wayne State 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

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

Reid, LaVerne, 1994
Health Education
B.S., North Carolina Central University, M.P.H., School of Public Health, University of North Carolina at Chapel Hill; Ph.D. Heiller School for Social Welfare Administration, Brandeis University

Rudd, Audrey, 2001
Biology
B.S., North Carolina Central University, PhD. Wake Forest University School of Medicine

Sangtster, Minnie B. 1986
Modern Foreign Languages/French
B.A., St. Andrews Presbyterian College; M.A., Ph.D., University of North Carolina at Chapel Hill

John E. Scott, 2006

Biology
B.S. Biochemistry, University of Illinois Ph.D. Microbiology & Immunology, Duke University

Sendlinger, Shawn, 1992
Chemistry
B.S., Oregon State University; M.S., Ph.D., Cornell University

Shaw, Brenda R., 1981
English
B.A., Lane College; M.A., Atlanta University; D.A., Middle Tennessee State University

Shoaf, James M., 1975
Mathematics
A.B., Pheiffer 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

Smith, Laura, B. 1994
Mathematics B.S., M.S., North Carolina Central University; Ph.D., North Carolina State University

Stiefvater, 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 SciencePh.D. Polytechnic University, Brooklyn

Vavra, Sandra, 1995
English
M.A.T., Ph.D., University of North Carolina at Chapel Hill

Vlahovic, Branislav, 1965
Physics
B.S., M.S., Ph.D., University of Zagreb, Croatia

Webster, Johnny
Modern Foreign Languages/Spanish
B.A. Hunter College; M.A. City University-New York; Ph.D. SUNY at Albany

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
B.A., North Carolina Central University; M.M., D.M.A. University of North Carolina at Greensboro

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, 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

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

Assistant Professors

Abraham, Solomon, 1988
Mathematics
B.S. Warren Wilson College; M.S., Ph.D., North Carolina State University

Agazie, Maxine, 2005
Social Work
M.S.S.W., University of Tennessee; Ph.D., Atlanta University

Banks, Richard, 2003
Music
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

Crowe, Benjamin, 2001
Physics
B.S., Lincoln University; M.S., Ph.D., Purdue University

Charles, Walter, 2005
Psychology
B.A., Long Island University, Ph.D., Princeton 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

Eaton, Sherry C., 2001

Psychology
B.A., Howard University; Ph.D., University of North Carolina at Chapel Hill

Crayton, Brenda, 2005
Social Work
Howard University; Yeshiva University, New York

Eberhardt, Darlene M., 2005
Human Sciences
B.S., Delaware State University; M.S., Hampton University; Ph.D., Virginia Polytech University

Ferebee, Floyd C., 1973
English
B.A., M.A., North Carolina Central University; Ph.D., University of Cincinnati

Grant, Delores, 2001
Biology
B.S., South Carolina State University; M.S., Bowling Green State University; Ph.D. University of North Carolina at Chapel Hill

Hagman, Lynda
Nursing
RN, Ph.D.

Hall, Jarvis, 1995
Political Science
B.A., North Carolina A&T State University; M.P.P., University of Michigan; Ph.D., Duke University Harper
Jim, 2004 History B.A., North Carolina Central University; Ph.D., Howard University

Hawkins, Mary, 1965
Health Education
M.S.P.H., North Carolina Central University; M.Ed., East Carolina University

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., Ph.D., Howard University

Huang, Chien Ju, 1994
Sociology
Ph.D. Purdue University

Jackson, Seronda, 2005
Health Education
B.S./M.D., Clark Atlanta University; PhD, Univ. of N.C. Chapel Hill

Johnson, Frederick, 1994
Mathematics
B.S. University of North Carolina at Wilmington; M.S., Ph.D., North Carolina State University

Jolly, David, 1999
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 - Univ. of N.C. Chapel Hill

Keaton, Karen, 2004
English
B.S., Hampton University; M.A., Ph.D., Wayne State University

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

Kwon, Sung-Sik, 1999
Mathematics
Ph.D., University of North Carolina at Chapel Hill

Ladapo, Jonathan, 1994
Biology
M.S., University of Southwestern Louisiana; Ph.D., University of Georgia

Lawson, J. Ranaldo, 1982
History
B.S., Ohio University; M.A., North Carolina Central University; Ph.D., Kent State University

Mika, Karla K., 2000
Aerospace
B.S., University of Arizona; M.S., Air Force Institute of Technology

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

Ogirri, Dennis
Political Science

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

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

Romocki, LaHoma Smith, 2004
Health Education
B.A., Duke University; M.P.H., Ph.D., University of North Carolina at Chapel Hill

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

Shtukar, Uladzimir, 2002
Mathematics
B.S., M.S., Ph.D., Belarus State University, Minsk

Key, Catherine S., 2005
Biology
B.S., University of Missouri; Ph.D., University of North Carolina at Chapel Hill

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

Thomas, Sabrina, 2000
Human Sciences
B.S., Tuskegee University; M.S., University of Rochester; Ph.D., University of North Carolina at Greensboro

Tulis, David, 2003
Biology
B.S. University of North Carolina at Chapel Hill; M.S., North Carolina State University; Ph.D., Eastern Virginia Medical School and Old Dominion University

Tymas, Baron, 2001
Music
B.A, M.M., Howard University

Vassilev, Tzvetalin S., 2005
Computer Science B.Sc., Technical University, Sofia
M.Sc., Technical University, Sofia Ph.D. University Saskatchewan

Vogler, Mary F., 1967
Modern Foreign Languages/French
B.A., Millsaps College; M.A., University of North Carolina at Chapel Hill

Ware, Michele, 1999
English
B.A., University of New Orleans; M.A., Ph.D., University of North Carolina at Chapel Hill

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 Massachusetts at Amherst

Daniel Williams, 2005
B.A. Biology, North Carolina Central University, 1995
M.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

Xie, Jiahua (Jay), 2006
Chemistry
B.S. Agronomy, Zhejiang University (former Zhejiang Agricultural University), China
Ph.D. Biophysics, Zhejiang University (former Zhejiang Agricultural University), China

Yang, Liju 2006
Chemistry
B.S. Chemistry, Hangzhou Normal University, China
M.S. Analytical Chemistry, Zhejiang University (formerly Hangzhou University), China
Ph.D. Biological Engineering, University of Arkansas

Instructors

Adeyemi, David S., 2005
Mathematics and Computer Science
B.Sc. Computer Engineering, Obafemi Awolowo 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. Arenian State Science
M.B. North Carolina University

Harrell, Cheri, 1987
Mathematics
B.S., Fisk University; M.A.; University of Michigan-Ann Arbor

Melnikova, Olena 2005
Mathematics
B.S. Odesa State Academy
M.S. North Carolina Central University

Murray, Carol A., 1980
English
B.A., North Carolina Central University; M.A., University of North Carolina at Chapel Hill

Nelson, Frances, 1990
English
B.A., East Carolina University; B.A., University of Arkansas at Little Rock; M.A., George Mason 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

Visiting/Adjunct Faculty

Agudelo, Jose, M.A.
Modern Foreign Languages

Allen, Edward, M.A.
Nursing

Allison, Pamela, M.A.
English

Alvarez, Benito, M.A.
Modern Foreign Languages

Andrews, Wendell, M.S.
Criminal Justice

Applegate, Katherine, M.A.
Psychology
Atkinson, Cassandra, Ed.D.
Public Administration

Atwater, Marcella, RN, M.S.N.
Nursing

Bailey, Anette, M.S.W.
Sociology

Banister, Thomas, M.Div
Human Sciences

Bell, Marilyn, M.Ed.
Human Sciences

Benton, Craig, M.S.
Social Work

Beyah, Wadeeah Y., M.A.
Human Sciences

Bhattarai, Harihar, Ph.D.
Sociology

Blackstock, Sandra, R.N.
Nursing

Blumenthal, Gregory, Ph.D.
Environmental Science

Bass-Bowden, Tonya
Health Education

Bowling, Lewis, M.S.S.
Physical Education

Gingrich, Pat M., M.S.
Nursing

Brown, Bobbie
Nursing

Dixon, Erica, M.A.
Physical Education

Brown, Damon., M.M.
Music

Donaldson, Delilah, M.P.A.
Public Administration

Burroughs, Angela
Health Education

Downey, Lillian W., M.A.
Human Sciences

Busko, Michael, Ph.D.
Public Administration

Drew, Gloria, M.A.
Sociology

Caldwell, Cassandra, A.P.A.
Public Administration

Drew, Michael, M.S.
Criminal Justice

Carrington, Annette
Health Education

Durant, Lauren, M.A.
Psychology

Caruso, Cary, Ph.D.
Physics

Dutta, J. M., Ph.D.
Physics

Cheatham, Ivy, M.S.
Human Sciences

Eaton, William C., M.A.
History

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.
Health Education

Fenlon, C. Robert, M.A.
Criminal Justice

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
George, Arnold, B.A.; M.M.  Music
Davis, Raymond, Ph.D.  Biology
Goldmon, Suzzette, M.S.  Human Sciences
Gordon, Wellington, B.S.  Music
Gray, Phyllis, M.A.  Health Education
Hall, Kristin
Halverson, Pamela,  Music
Hanberry-Freeman, Marsha, M.Ed.  English
Hargis, Bret  Theatre
Harrell, Kevin  Health Education
Hatch, Vevalyn, RN, M.S.N.  Nursing
Heck, Wendy, Ph.D.  Biology
Heitzenrater, John, M.A.  Music
Helm, Lenora A., B.M.  Music
Herman, Carl, Ed.D.  History
Hernandez, Kimberly, B.A., M.A.  Modern Foreign Languages
Hinton, Kenneth  Theatre
Horton, Johnathan Brian, M.M.  Music
Howell, Sega, J.D.  Public Administration
Hubbard, Grace, M.S.N.  Nursing
Hughes, Bea, Ph.D.  Geography, Chemistry
Hughes, Chad, M.A.  Art
Huff, George T., M.S.W.  Human Sciences
Jackson, Ethel  Health Education
Jefferson, Lynne, M.A.  English
Jewell, Elizabeth, MA  Physical Education
Clinical Education Coordinator
Jones, Belinda, M.P.H.  Health Education
Kelly, Maurene, B.M.  Music
King, Gloria, M.S.N.  Nursing
King, Sophie, M.S.  Human Sciences
Kurtz, Maureen, M.S.N.  Nursing
LaBennett, Tyjuanna, M.S.  Biology
Lassiter, Ernestine, M.S.N.  Nursing
<table>
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<tr>
<th>Name</th>
<th>Degree(s)</th>
<th>Department</th>
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<tr>
<td>Lee, Sung-bum</td>
<td>M.S.</td>
<td>Mathematics and Computer Science</td>
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<td>Loeb, Jeannie</td>
<td>Ph.D.</td>
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<td>Massenburg, Daniel</td>
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<td>Matheny, Trudy</td>
<td>Ph.D.</td>
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<td>Mathis, Joan H.</td>
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<td>Mathur, Ramesh</td>
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<td>Mba, Emmanuel</td>
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<td>Pirani, Michael J.</td>
<td>Ph.D.</td>
<td>Geography and Earth Sciences</td>
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<td>Rogers, Sandra</td>
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<td>M.A.</td>
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<td>Sanchez, Cristina</td>
<td>M.A.</td>
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<td>Nolen, Scott</td>
<td>M.A.</td>
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<td>Saliiim, Eric</td>
<td>M.S.</td>
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<td>Norris, Jami</td>
<td>M.S.</td>
<td>Physical Education</td>
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<td>Scales, Mischa</td>
<td>Ph.D.</td>
<td>Psychology</td>
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<td>Osei-Owusu, Pierre</td>
<td>M.S.</td>
<td>Geography</td>
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<td>Scott, Mary H.</td>
<td>M.A.</td>
<td>Human Sciences</td>
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<td>Ostrowski, Cathleen</td>
<td>E. M.S.</td>
<td>Human Sciences</td>
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<td>Shi, Jiefu</td>
<td>M.S.</td>
<td>Mathematics</td>
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<td>Otheow, Helen Chavis</td>
<td>Ph.D.</td>
<td>English</td>
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<td>Singh, Phirtu</td>
<td>Ph.D.</td>
<td>Chemistry</td>
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<td>Page, Joyce</td>
<td>M.A.</td>
<td>Health Education</td>
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<td>Sharpe, Robert</td>
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<td>Health Education</td>
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<td>Page, Mildred O.</td>
<td>M.A.</td>
<td>Health Education</td>
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<td>Small, William</td>
<td>M.S.</td>
<td>Health Education</td>
</tr>
</tbody>
</table>
Pan, Ho Yu, B.S.N.; M.B.A.
Nursing

Smith, Edward G., Ph.D.
Biology

Paolantomio, Edward, M.M.
Music

Smith, George, M.A.
Physical Education

Perez, Paula, M.S.,
Human Sciences

Soper, Rebecca, M.A.
English

Pase, Douglas, Ph.D.
Mathematics

Spencer, Yvonne, Ph.D.
Nursing

Patterson, Michele, M.A.
Art

Stanback, Barry, M.A., J.D.
Political Science

Phillips, Ruth, Ph.D.
Biology

Steele, Claudia, RN, M.Ed.
Nursing

Swain, Ira Noble, M.S.
Chemistry

Tate, Andrew, Ph.D.
Biology

Taylor, Holleigh, RN, B.S.N., M.S.N.
Nursing

Taylor, Thomas., B.M.
Music

Telford, T.J., XX Health
Education

Tien, Alice, M.Ed.
Music

Tipper, Telford, M.S.
Physical Education

Trowers, Robert, B.A.
Music

Truckenbrod, Steven, Ph.D.

Music

Utley-Smith, Queen, Ed.D.
Nursing

Vaughn, Samuel E., M.S.
Physical Education

Vlahovic, Gordana, Ph.D.
Geography and Earth Sciences

Vazquez, Lori, M.S.
Physical Education

Wang, Xingwu, Ph.D.
Chemistry

Walker-DeVose, Dina C., M.S.
Human Sciences

Wessene, Kongite, M.A.
Theatre

Wicker, Ingrid, M.R.R.
Physical Education

Willacy, Ericka
Health Education

Williams, Harold, M.A.
Criminal Justice

Williams, Levern, Jr., M.A.
Mathematics

Williams, Sheara, M.S.W.
Social Work

Wilson, Grover, M.A.
Music

Zaarour, Khodr, M.A.
Political Science

Visiting/Adjunct
Faculty

Calderazzo, Joey

Green, Elvira O., B.A.
Marsalis, Branford
Revis, Eric
Watts, Jeff

BRITE

Professors
Yeh, Li-An, 2005
Biology
B.S., National Taiwan University; M.S., Kent State University; Ph.D., Purdue University

Associate Professors
Ibeanu, Gordon 2006
B.S. Biology, The University of South Alabama; Ph.D., Cell and Molecular Biology, Atlanta University

Scott, John E. 2006
Chemistry
B.S. Biochemistry, University of Illinois; Ph.D., Microbiology & Immunology, Duke University

Williams, Alfred L. 2006
Chemistry
B.S. Chemistry, San Diego State University; M.S. Organic Chemistry, San Diego State University; Ph.D. North Carolina State University

Zheng, Weifan 2006
Chemistry
B.S. Chemistry, Peking University; M.S. Physical Organic and Analytical Chemistry, Nankai University; Ph.D., Medicinal Chemistry, University of North Carolina at Chapel Hill

Assistant Professors Xie, Jiahua (Jay) 2006
Chemistry
B.S. Agronomy, Zhejiang University, China; Ph.D. Biophysics, Zhejiang University, China

Yang, Liju 2006
Chemistry
B.S. Chemistry, Hangzhou Normal University, China; M.S. Analytical Chemistry, Zhejiang University, China; Ph.D. Biological Engineering, University of Arkansas

Administration
Yeh, Li-An, 2005
Director
B.S., National Taiwan University; M.S., Kent State University; Ph.D., Purdue University

Jordan, Sharon 2005
Administrative Officer II
B.A. Public Policy, University of North Carolina at Chapel Hill; MPA Public Administration, North Carolina Central University

Sealy, Shellyanne 2006
BRITE Academic Advisor/Recruiter
BS University of California, Irvine, 1995 MBA Franklin University, 2001

School of Business

Professors
Amoateng, Kofi, 1990
Finance
B.A., University of Ghana; M.A., University of Eastern Illinois; Ph.D., University of Texas at Austin

Battle, Joseph, 1988
Decision Sciences
B.S., North Carolina Central University; M.S., Ph.D. University of Michigan

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

Cho, Youngil, 1980
Associate Dean for Programs Marketing
A.B., Korea University; M.B.A., Ph.D., New York University

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

Harris, Claudia, 1992 Management
B.S., Eastern Kentucky University; M.B.A., Ph.D., University of Utah
Iyengar, Jagannathan, 2003
Computer Information Systems
B.E., Annamalai University; M. Technology, Indian Institute of Technology; MBIS, Ph.D., Georgia State University

Kargar, Javad, 1990
Management
B.A., Ghazali College; M.B.A., Azusa Pacific College; Ph.D., Claremont Graduate School

McClelland, Marilyn, 1989
Computer Information Systems
A.B., Sweet Briar College; M.Eng., University of Virginia; Ph.D., University of North Carolina at Chapel Hill

Moffie, Robert, 1987
Accounting
B.A., Guilford College; M.B.A., East Carolina University; Ph.D., University of North Carolina at Chapel Hill

Newhouse, Benjamin, 2004
Accounting
B. S. Wayne State University; M.B.A., Ph.D., University of Michigan; CPA

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

Reuben, Lucy
Finance
B.A., Oberlin College; M.B.A., University of Michigan; Ph.D., University of Michigan

Salama, Ibrahim, 1985
Decision Sciences
B.S., Alexandria University, Egypt; M.Sc., Ph.D., (Mathematics) University of North Carolina at Chapel Hill; Ph.D., (Biostatistics) University of North Carolina at Chapel Hill

*Thorne, Marian H., 1958
Business Education
B.S.C., North Carolina College at Durham; M.Ed., Boston University; Ed.D., Pennsylvania State University

*Professor Emeritus

Associate Professors

Dutton, Marilyn, 1993
Finance
B.A., Mount Holyoke College; M.A., Ph.D., Duke University

Ferguson, Courtney S., 1973
Computer Information Systems
B.S.C., M.S., North Carolina Central University; Ph.D., University of Georgia

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

Sahoo, Bijoy, 2004
Finance
Interim Dean, School of Business B.A., Ravenshaw College; M.A., Utkal University; M.B.A., Ph.D., University of South Carolina

Stotler, James, 1994
Finance
B.B.A., Pennsylvania State University; M.B.A., Clarion University; Ph.D., Kent State University; CFA

Assistant Professors

Bradford, Berkita S., 2005
Hospitability and Tourism Administration
B.S., Grambling State University; M.P.A., Grambling State University; Ph.D., Kansas State University

Chiang, C. Catherine, 2001
Accounting
B.B.A. (Accounting), National Cheng-Kung University, Taiwan; M. Acc., University of North Carolina at Chapel Hill; M.S.M., North Carolina State University; Ph.D., City University of New York, New York

Edmiston, Elizabeth W., 1999
Computer Information Systems
B.S., Rhodes College; Ph.D., Duke University

George, Carolyn R., 2003 Accounting
B.A., Texas Tech University; M.S., D.B.A., University of Memphis

Hakeem, Salih A., 1988 Economics
B.S., North Carolina Central University; M.S., Ph.D., North Carolina State University

Harris, Kendra L., 2004 Marketing
Administration and Faculty - Undergraduate Studies

B.S., B.A., The American University; M.B.A., Duke University; Ph.D., George Washington University

Hunter-Rainey, Sharron, 2004 Management
B.S., Purdue University; M.B.A., University of Cincinnati; Ph.D., Duke University

Irving, Edward L., 1996 Marketing
B.S., North Carolina Central University; Ph.D., University of North Carolina at Chapel Hill

Land, Judy K., 2005 Accounting
B.S., Duke University; M.A., University of North Carolina; Ph.D., University of North Carolina

Mridha, Hosne A., 2003 Economics
B.A., University of Dhaka-Bangladesh; M.A., Eastern Illinois University; Ph.D., University of Wisconsin at Milwaukee

Nasir, ABM E., 2001 Economics
B.A., University of Dhaka-Bangladesh; M.A., Eastern Illinois University; Ph.D., University of Wisconsin at Milwaukee

Oak, Seonghee, 2004 Hospitality and Tourism Administration
B.S., Seoul National University; M.S. New York University; Ph.D., Pennsylvania State University

Stoecklin-Serino, Catharina, 2005 Computer Information Systems B.S., Florida State University; M.S. Florida State University; Ph.D., Florida State University

Ward, Acie L., 1984 Business Law
B.S., Marywood College; J.D., North Carolina Central University

Instructors

Chapman, Robert L., 1995 Management
B.A., Lincoln University; M.B.A., University of Pennsylvania-Wharton Graduate Division

Green, Joyce, 2005 Hospitality and Tourism Administration
B.A., Brooklyn College; M.S., Florida International University

Henderson, Sybil S., 2002 Accounting
B.S., North Carolina Central University; M.B.A., Duke University

Ivory, Kenneth Neal, 2005 Hospitality and Tourism Administration

A.S., Abraham Baldwin Agricultural College; B.S., University of Georgia; M.B.A., Oxford Brookes University

Love, Cindy, 2002 Professional Development
B.A., M.P.A., North Carolina Central University

Seay, Cameron, 2004 Computer Information Systems
B.A., City University-New York; M.A., State University of New York; M.B.A., M.S., Georgia State University; Ph.D., Georgia State University

School of Education

Administration

Cecelia Steppe-Jones Dean

Diane Scott Interim Associate Dean of Graduate Studies

Sharon Spencer Assistant Dean/Director of Teacher Education

Ellen Bacon Department Chair – Special Education

Sheila Belfon Department Chair – Curriculum & Instruction and Professional Studies

George Griffin Department Chair Educational Leadership, Research, and Technology

Diane Scott Department Chair – Communication Disorders

Edward Moody Department Chair – Counselor Education

Deborah Eaton Coordinator of Educational Technology Program

Laurell Malone Coordinator of School Administration Program

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

Cheresa Clemons Distance Education Recruiter/Advisor

Faculty

Ellen Bacon, 1988 Professor
B.A., Eckerd College; M.A., Teacher College-Columbia University; Ph.D., University of North
Joy Banks, 2003
Assistant Professor
B.S., Eastern Michigan University; M.A., University of Michigan; Ph.D., University of Connecticut

Sheila M. Belfon, 1990
Associate Professor
B.S., Ohio State University; M.S.W., Hunter College; Ed.D., Duke University

Sheila Bridges, 1995
Associate Professor
B.S., University of Massachusetts; M.A., Bowling Green State University; Ph.D., Michigan State University

Sandra Bryant-Yubwannie, 2002
Clinical Faculty
B.S., Hampton University; M.A., The Ohio State University

Yolanda Dunston, 2003
Assistant Professor
B.A., M.Ed., Ph.D., University of North Carolina at Chapel Hill

Robin Gillespie, 2002
Clinical Faculty
B.A., University of North Carolina at Chapel Hill; M.Ed., North Carolina Central University

George W. Griffin, 2001
Assistant Professor
B.A., M.Ed., Duke University; Ph.D., University of North Carolina at Chapel Hill

Professor
B.A., M.A., North Carolina Central University; Ph.D., Southern Illinois University, Carbondale

William Lawrence, 1999
Professor
B.S., North Carolina Central University; M.A., North Carolina Central University; Ph.D., University of North Carolina at Chapel Hill

Thomas Layton, 1996
Professor
B.S., M.A., Ph.D., University of Nebraska, Lincoln

H. Donell Lewis, 1984
Associate Professor
B.S., Shaw University; M.A., Central Michigan University; Ph.D., University of Illinois, Urbana

Laurell Malone, 2003
Assistant Professor
B.A., Earlham College; M.Ed., University of Virginia; Ed.D., Virginia Polytechnic Institute and State University

Marceia Monique McMillian-Robinson, 2002
Assistant 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

Patricia S. Miller, 2003
Associate Professor
B.S., Women’s College of University of North Carolina; M.A., University of North Carolina at Chapel Hill; Ph.D., Virginia Polytechnic Institute and State University

Edward Moody, Jr., 1995
Associate Professor
B.A., Free Will Baptist Bible College; M.A., Middle Tennessee State University; Ph.D., North Carolina State University

P. Masila Mutisya, 2001
Associate Professor
B.A., University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill; Ph.D., University of North Carolina at Chapel Hill; M.S., University of North Carolina at Greensboro

Edward Moody, Jr., 1995
Associate Professor
B.A., Free Will Baptist Bible College; M.A., Middle Tennessee State University; Ph.D., North Carolina State University

Chadwick Royal, 2003
Assistant Professor
B.A., North Carolina State University; M.S., University of North Carolina at Greensboro; Ph.D., North Carolina State University

Tom Schef, 1976
Associate Professor
B.A., M.A.T., Ph.D., University of North Carolina at Chapel Hill

Diane Scott, 1998
Professor
B.S., M.Ed., University of Virginia; Ph.D., Vanderbilt University

Timothy Siegler, 1998
Assistant Professor
B.A., Montclair State College; M.Ed., Langston University; Ph.D., University of Oklahoma

Sharon Spencer, 1991
Associate Professor
B.A., Guilford College; M.Ed., University of North Carolina at Greensboro; Ph.D., University of North Carolina at Greensboro; M.S., Northern Illinois University
Carolina at Chapel Hill

Cecelia Steppe-Jones, 1982
Professor
B.A., M.Ed., North Carolina Central University; Ph.D.,
Southern Illinois University, Carbondale

Raquel Strauss, 2004
Clinical Faculty
B.A., Southern Illinois University-Carbondale; M.S.,
University of North Carolina at Chapel Hill; Certifi-
cate in Bilingualism, Manhattan-Marymount College

Brad Walker, 1997
Associate Professor B.S., Florida State University;
M.S., Pennsylvania College of Optometry; Ph.D.,
University of Texas at Austin

Alana Zambone, 2004
Associate Professor B.S., University of North Carolina
at Chapel Hill; M.S. George Peabody College for
Teachers; Ph.D. Vanderbilt University
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<tr>
<td>Main Number</td>
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<tr>
<td>Chancellor</td>
<td>530-6104</td>
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<td>Provost and Vice Chancellor for Academic Affairs</td>
<td>530-6230</td>
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<td>Vice Chancellor of Financial Affairs</td>
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<td>Vice Chancellor for Student Affairs</td>
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<tr>
<td>Vice Chancellor for Development</td>
<td>530-6151</td>
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<tr>
<td>Undergraduate Admission</td>
<td>530-6298</td>
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<td>College of Arts and Sciences</td>
<td>530-6388</td>
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<tr>
<td>School of Business</td>
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<td>School of Education</td>
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<td>Teacher Licensure Only</td>
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<td>School of Law</td>
<td>530-6333</td>
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<td>School of Library and Information Sciences</td>
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<td>University College (Summer School and Continuing Education)</td>
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<tr>
<td>Faculty Senate</td>
<td>530-5369</td>
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<tr>
<td>University Cashier</td>
<td>530-6209</td>
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<tr>
<td>University Registrar</td>
<td>530-6262</td>
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<tr>
<td>Residence Operations (Campus Housing)</td>
<td>530-6227</td>
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<tr>
<td>Student Billing</td>
<td>530-5070</td>
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<tr>
<td>Student Government Association</td>
<td>530-7454</td>
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<td>Student Health Services</td>
<td>530-6317</td>
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<td>Scholarships and Student Financial Aid</td>
<td>530-6335</td>
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<td>University Police</td>
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University Web Page Address: [http://www.nccu.edu](http://www.nccu.edu)