Shaw University

Leonard Building, Erected 1881

Graduate and Professional School Catalog

2005-2006

‘Strides to Excellence: Only the Best!”
THE PRESIDENT'S MESSAGE

Dear Graduate and Professional School Student:

Welcome to Shaw University! Whether you are entering for your first semester or returning to continue your graduate studies, we are glad you are here. If you are a new student, we hope you will quickly find new friends and new opportunities for personal and academic growth. If you are returning to Shaw, we wish you renewal of friendships and the establishment of new relationships that will broaden and enrich your academic experience. In either case, you have joined a university with good news to share. Shaw University is a bright and talented community of learners and educators that offer exciting avenues of intellectual, creative, and cultural enrichment. Poised to meet the challenges of this new millennium, Shaw offers high quality academic programs that you will need to succeed in life.

You are here to pursue the academic program of your choice and to earn a degree that will be beneficial to you both professionally and personally. In this regard, I urge you to be kindly aware of the fact that the experiences you will encounter at Shaw will go beyond the classroom, laboratory and library. To be sure, we offer a variety of services and programs that complement the classroom experience and assist students in their intellectual, social, and psychological growth. They also contribute to developing a campus community where knowledge, critical thinking, self-resourcefulness, citizenship, and social concerns are fundamental values.

As graduate and professional school students, you are central to the life of our university community. With this in mind, the quality of your experiences in the classrooms, residence halls, student organizations, and your relationship with other students, faculty, staff and administrators are all of great importance to us. We want these experiences to be positive and rewarding.

The Shaw University Graduate and Professional School Catalog has been prepared to provide assistance and direction as you develop your academic plan. It is your guide to services, policies, and procedures. Read your Shaw University Graduate and Professional School Catalog, familiarize yourself with its contents, and keep it as a reference for your course of graduate/professional school study at Shaw. If you have questions along the way, please bring them to our attention in the Office of Academic Affairs, the College of Graduate and Professional Studies or the Shaw University Divinity School or direct them to a member of the faculty or staff. We are all here to help you.

On behalf of the entire Shaw University family, please accept our good wishes for a new year. We are proud of the rich legacy of Shaw University, and we encourage you to explore the opportunities that lie ahead of you here as a graduate/professional school student. I look forward to meeting you on campus and sharing in your continued growth and professional development.

May God’s richest blessings be upon you as we join hands and move forward together.

Clarence G. Newsome, President
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Failure to read The Shaw University Graduate Catalog does not excuse students from the rules, regulations, and procedures described in this Catalog. The Shaw University reserves the right, without prior notification, to amend, add, or otherwise modify the contents of this catalog, which supersedes any previous editions. This Catalog shall be effective Fall 2005 and Spring 2006. The Shaw University is committed to equal opportunity for all persons in education and in employment. Available electronically at [http://www.shawuniversity.edu/graduatecatalog.pdf](http://www.shawuniversity.edu/graduatecatalog.pdf)
GENERAL INFORMATION

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

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

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

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

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

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

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

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

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

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

The University graduated its first college class in 1878, its first class of theology course students in 1880, its first class of medical doctors in 1886, awarded its first law degree in 1890, and its first pharmacy degree in 1893. In 1909, the Normal Department was supplanted by an Education Department, and in 1910, the Preparatory Department became a four-year academy. The professional schools were closed in 1918, but the college, Theological Department, and academy were continued, the latter existing until 1926. The Theological Department became a theological seminary in 1933 and continued as part of the University until 1976, when it became an independent institution.

Since 1921, Shaw has functioned primarily as a liberal arts college, although it has retained its name as a university. In 1931, the University elected its first Black president, Dr. William Stuart Nelson, who was president from 1931 to 1936. In 1963, the University elected its first president who is an alumnus of the school, Dr. James E. Cheek. He remained president from December 1963 through June 1969. Dr. Talbert O. Shaw, the 12th President of Shaw University (1987-2003), led the institution in its "Strides for Excellence: Why Not the Best" campaign. He and Shaw University were the subject of a March 1994 cover article in The Chronicle of Higher Education, this country's most important journal on colleges and universities. The article focused
on the University’s recent history, remarking on the great strides it has made and the momentum it has developed.

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

College of Graduate and Professional Studies
   Master of Science (M.S.) in Curriculum and Instruction
   Concentration: Early Childhood Education

Shaw University Divinity School
   Master of Divinity (MDiv.)
   Master of Arts in Religious Education (M.R.E.)

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

College of Graduate and Professional Studies
Applicants Living in the U. S. and U. S. Citizens
   For fall semester admission - July 30
   For spring semester admission - November 30

International Applicants
   For fall semester admission - January 30
   For spring semester admission - August 30

Shaw University Divinity School
Applicants Living in the U.S. and U.S. Citizens
   For fall semester admission - July 30th
   For the spring semester admission - November 30th

International Applicants
   For fall semester admission - January 30
   For spring semester admission - August 30
FINANCIAL INFORMATION

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

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

Certified/cashier's checks or money orders should be made payable to Shaw University. All payments sent by mail should include the student's name and social security number.

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

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

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

Part-Time Students
Students registered for part-time study are those who enroll in less than a nine-semester hour course load. All tuition and fees must be paid in full at the time of registration.

Refunds
Before requesting a refund, students should be sure that sufficient funds are available for the next semester. The University computes its charges on a semester basis. Consequently, if the University receives money from a one-time scholarship or loan source (for example, Guaranteed Student Loan) such funds will be applied, in full, against the semester in which it is received. This may create a credit balance for the semester. A student without a credit balance is not eligible for a refund.

1) Financial Aid Refunds
In the determination of a student's financial package, the University takes into consideration any funds that are available to cover the cost of the student's education, including funds made available for student assistance by a third party in the form of tuition assistance, scholarships, or payment on the student's behalf.
The student is obligated to advise the University of any funds available to him or her, of which the student has knowledge. The student must report any scholarship, grant, work, stipend, or change in financial condition that is not specifically listed on the award notification, for possible revision of the aid award. If a student receives funds from an external source and the University, and the combined funds exceed the total cost of education at the University, the University's allocation to the student will be reduced accordingly.

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

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

2) Other Refunds
A student is eligible for a refund after all charges have been posted to the student's account. Refunds are shown as credits on the student's account. Refunds are processed after the last day of the drop/add period. The processing takes fourteen business days.

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

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

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

Past due accounts are referred to a collection agency and may negatively impact the student's credit record. Each past due account may also be charged an additional amount, which shall approximate the administrative cost incurred in collecting the past due amount, in addition to any attorney fees and reasonable collection costs incurred for collection of the past-due amount.
Financial Aid at Shaw University consists of scholarships, grants, loans, and jobs awarded singly or in the form of a "package" to meet a student's financial need. The factor of need is considered for all forms of financial assistance. The financial aid program is designed to provide financial assistance to qualified and deserving students who, without it, would not be able to attend or remain in school.

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

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

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

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

Sources of Financial Aid
Financial assistance is provided through anyone or a combination of the following:

Federal Direct Stafford Loan (formerly the Guaranteed Student Loan Program-GSL). The Federal Direct Stafford Loan is a low-interest loan made to eligible students by the U.S. Department of Education. This loan is made for the purpose of helping a student meet his/her educational expense. Students who demonstrate need may borrow up to $2,625 a year as first-year students, $3,500 a year as second-year students, and $5,500 a year after the completion of the first two years of undergraduate study. Repayment begins six months after graduation or after the student ceases to be enrolled on at least a half-time basis.

Federal Direct Unsubsidized Federal Stafford Loans. These are Stafford Loans that are not based on need. The borrower is responsible for paying the interest during in-school and deferment periods. However, the borrower may defer the interest while enrolled. The loan limits are the same as the Federal Direct Stafford Loan for dependent students. This loan provides additional funds for educational expenses.

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

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

Students transferring after only one semester from another institution may still be eligible for any aid as long as the full amount of federal aid was not used at the previous institution including Pell grant and Federal Loans.
Shaw University will not make a final decision on the aid package until there is a check by way of the National Student Loan Data System (NSLDS) to determine if previous Pell Grant and Federal Loans have been exhausted.

Satisfactory Academic Progress Policy (SAP)
The Higher Education Act of the U. S. Department of Education requires Shaw University to develop and apply a consistent standard of academic progress. To qualify for federal and state aid, a student must maintain satisfactory academic progress in the course of study the student is pursuing. Shaw University has developed its Satisfactory Academic Progress Policy to comply with the statutory requirements that a student must be make satisfactory academic progress to be eligible for federal aid (Pell Grant, Federal Supplemental Education Opportunity Grant-FSEOG, Federal College Work Study, Direct Stafford Loans-subsidized and unsubsidized, Direct Plus Loan and the Federal Perkins Loan), state aid (North Carolina Legislative and Tuition Grant-NCLTG, North Carolina Student Incentive Grant-NCSIG, State Contractual Fund-SCF), scholarships and institutional grants. Students who fail to maintain satisfactory progress may not receive financial aid unless an appeal has been approved. The Satisfactory Academic Progress Policy is as follows:

**Financial Aid Satisfactory Academic Progress Policy**
Shaw University, as required by federal regulations, must define and enforce minimum standards for satisfactory academic progress.

Students receiving financial assistance at Shaw University must enroll in courses leading toward a degree. Standards by which a student will be evaluated include progress in increments of hours completed (quantitative) and cumulative grade point average earned (qualitative). This policy is established to encourage students to complete successfully courses for which financial aid is received. Students who do not successfully complete appropriate courses will not be seen as making satisfactory academic progress.
WITHDRAWAL FROM THE UNIVERSITY

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

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

Example of Total Withdrawal Refund Calculation*

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The refund for the summer term is 75% during the first week, with no refund after that period. The student is eligible for a refund after all charges and aid has been posted to the student's account. Refunds will be shown as credits on the student's account, unless the student requests a check for the amount of refund. Normally, checks are processed within two weeks. There is no refund for students who withdraw as a result of dismissal or suspension. Students are required to complete a formal withdrawal form to officially withdraw.
*Note: The University will continue to apply the refund calculation percentages (at 60%) for Spring 2006.

NOTE: PLEASE REFER TO THE FINANCIAL AID RETENTION TABLE ABOVE FOR ALL PERIODS OF ENROLLMENT.

However, a student with a grade point average less than a 1.4 at the end of the First Semester or a 1.4 but less than 12 credit hours will be placed on academic warning. A student with a cumulative grade point average less than a 1.5 by the end of the second semester or a 1.5 but less than 18 credit hours will be placed on academic suspension with the option to appeal for academic and financial aid reinstatement. A student with less than a 1.6 cumulative grade point average by the end of the third semester or a 1.6 but less than 24 credit hours will be placed on academic warning. However, a student who has a cumulative grade point average less than a 1.8 by the end of the fourth semester or a 1.8 but less than 30 credit hours will be dismissed from the university.

**Graduate/First Professional Students**

Graduate/first professional students are considered to be making satisfactory academic progress if they are eligible to continue during the regular academic year. Graduate students must maintain a 3.0 cumulative grade point average by the end of each spring term. A first professional student must maintain a 2.0 grade point average by the end of each spring term. To remain eligible for financial aid, graduate and first professional students must complete their degree requirements within one hundred fifty percent (150) of the published length of their academic program. This means that programs requiring thirty-nine (39) hours for graduation will be eligible for financial aid during the first fifty-nine (59) attempted hours. Programs requiring ninety (90) hours will be eligible for financial aid during the first one hundred thirty-five (135) attempted hours, and programs requiring sixty-six (66) hours will be eligible for financial aid during the first ninety-nine (99) attempted hours.

**Summer School**

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

**Reinstatement of Financial Aid Eligibility**

Financial aid applicants whose financial aid has been suspended may regain eligibility once they meet the minimum requirements or receive a financial appeal approval.

**Appeal of Eligibility Termination**

Graduate and First Professional Students whose financial aid has been suspended for failure to meet the standards of satisfactory academic progress may complete an appeal form, which is located in the Office of Financial Aid. The student must request an appeal of that decision to the Financial Aid Appeals Committee within ten (10) days of the suspension or dismissal. Circumstances that may be considered in this appeal include the following: death in the student’s immediate family, loss of employment, medical emergencies, accidents, personal tragedy, or other documented circumstances beyond the student’s control, which prevented him/her from meeting the minimum standards.
Appeals of eligibility termination are not permitted from students who have exceeded the maximum number of attempted hours, including transfer hours.

**Appeal Procedures**

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

A request must be submitted by the student, in writing, to the Financial Aid Appeals Committee within ten (10) working days of receipt of denial/cancellation of financial aid on the basis of unsatisfactory academic progress.

The circumstances, which prevented satisfactory academic progress, must be clearly stated and documented.

The request must include documentation to support the extenuating circumstances. Examples of acceptable documentation include, but are not limited to: death certificates, statements from physician(s), clergy, or other verifiable information.

The Financial Aid Appeals Committee will review the appeal and determine if a financial aid award is justified. The student will receive a letter indicating approval or denial of the appeal. Students can utilize the appeal process only twice.

**Financial Aid Appeals Committee**

The Financial Aid Appeals Committee consists of six (6) members who meet once per semester to hear appeals.

Members include the following individuals:

- Director of Financial Aid-Chair
- Special Assistant to the President for Enrollment Management
- Vice President for Academic Affairs
- Faculty
- Counseling Staff
- Director of Admissions

Please note that the University has adopted one policy for Satisfactory Academic Progress governing both academic and financial aid standards.
Academic Units

College of Graduate and Professional Studies
**Introduction**

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

**The Training Model**

Instructional delivery is conducted through the use of the traditional Socratic lecture method and the cooperative group-oriented case analysis method. Students are engaged in field-based action research projects and activities that support community service and other scholarly pursuits. Additionally, students complete a research project in all courses. Instructional activities are research-based and infused with technology.

**Application to the Master of Science Program**

Only the official application forms should be used in applying to the Master of Science degree program in Curriculum and Instruction. Admission to graduate study can be authorized only by the Graduate Program Committee (consisting of graduate faculty and the Chair). The prospective student must hold the degree of Bachelor of Arts or Bachelor of Science from an accredited college or university in the United States or its equivalent-based on a four-year curriculum-in an institution outside of the United States. Admission is competitive and students are selected on the basis of their preparation, experiences, and intellectual and leadership abilities.

**Types of Admission**

**Unconditional Admission**

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

1. A minimum undergraduate grade point average of 3.0 (B) from an accredited institution, or a minimum undergraduate grade point average of 2.75 from an accredited institution and a graduate degree in a related discipline from an accredited institution.
2. A minimum of two years of documented relevant educational or professional experiences.

3. A valid teaching credential issued by a Department of Public Instruction in the United States.

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

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

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

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

7. A TOEFL score (subject to change) of at least 500 on the paper-based test or at least 173 on the computer-based test, if the applicant is an international student.

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

Conditional Admission
Conditional admission may be granted for those applicants who do not satisfy all of the requirements for unconditional admission. Final disposition of cases involving students who have been admitted on condition is made by the Graduate Program Committee (consisting of graduate faculty and the Chair).

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

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

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

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

Test of English as a Foreign Language (TOEFL)
Applicants whose native language is not English and who have not received their education at an English-speaking university must submit TOEFL scores. Test scores more than two years old are not accepted. The required minimum total score (subject to change) on the TOEFL test is 500 for the paper-based test or 173 for the computer-based test.

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

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

Document Identification
Applicants must make certain that their name appears exactly the same on the application and on all supporting documents.

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

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

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

All regularly admitted students are expected to have an undergraduate major consisting of at least 30 semester hours of course work in Early Childhood Education and at least two years of documented relevant educational or professional experience. Students are expected to be practicing teachers in public and private early childhood education settings, including the public schools, centers, and home-based programs.

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

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

EDU 318 Graduate Support Educational Research (3)
The broad goal of this course is to help the graduate student in education learn the essentials needed to carry out the research process. Students will be expected to learn to use the Publication Manual of the American Psychological Association (APA style) in writing a research paper.

EDU 319 Graduate Support Problems in Early Childhood Education (3)
This course addresses issues and trends in early childhood education, including diversity, developmentally appropriate practice, the use of instructional technology, working with families, and teaching in inclusive settings.

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

Application Fee
A non-refundable $50.00 fee must accompany all applications. Certified check or money order should be made payable to Shaw University. MasterCard and VISA are accepted. Personal checks are not accepted.
Letters of Recommendation
Two letters of recommendations must be submitted from persons who know the applicant's academic and professional qualifications well. One professional reference must be from a present or former supervisor.

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

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

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

Goals Statement
Each applicant must submit a one-page statement presenting his/her reasons for pursuing the Master of Science degree in Curriculum and Instruction with a concentration in Early Childhood Education and any other information concerning the applicant's background and plans that may be helpful in considering the application.

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

For detailed information on financial aid, contact the Office of Financial Aid at (919) 546-8240.

Time Limitation and Residency
A master's degree student has five years to complete his or her degree. There is no special requirement concerning residency.
**Degree Requirements**

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

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

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

The distribution of required course credit hours are:

**18 semester credit hours of core courses**
ECI 640: Historical, Philosophical, and Social Foundations of American Education or
ECI 643: Social and Political Problems in Education
ECI 610: Psychological Foundations of Education or
ECI 611: Advanced Studies in Human Development and Learning (specialty area specific)
ECI 691: Advanced Statistical Methods in Education
ECI 692: The Design of Educational Research and Evaluation
ECI 599: Instructional Leadership Practicum
ECI 698: Thesis Conference (0 credit hours)
ECI 700: Thesis

**18 semester credit hours in the specialty area concentration**
ECI 612: Working with Young Children and their Families
ECI 634: Multicultural Education: Planning and Implementing Instruction for Diverse Learners
ECI 625: Advanced Study of Literacy and Numeracy for Young Children
ECI 630: Assessment: Measuring and Evaluating Learning in the Early Childhood Curriculum
ECI 690 Interagency Collaboration: Effective Practices for Teaching, Learning, and Collaborative Leadership
ECI 677 Instructional Leadership in Early Childhood Education

**3 semester credit hours of supportive electives (selected from the following courses):**
ECI 601: Creating Learning Environments for Young Children
ECI 670: Administration of Child Development Centers
ECI 615: Advanced Studies in the Fine Arts
ECI 693: Advanced Theory and Design of Tests and Measurements
ECI 605: Play and Young Children's Learning

**Standards for Satisfactory Academic Progress**

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

Students must have completed all course work for the graduate degree except ECI 700: Thesis before applying for candidacy.
The Grading System
Grades are based on a four-point scale as follows: A = 4; B = 3; C = 2; D = 1.

A = 90-100 (Target)
B = 80-89 (Acceptable)
C = 70-79 (Acceptable)
D = 60-69 (Unacceptable)
F = Below 60 (Unacceptable - failing)
I = Incomplete

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

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

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

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

The Grade of "Incomplete"
The Incomplete ("I") grade is given as a final grade but not as a permanent grade. The "I" is assigned when the student, as a result of illness, an unusual or mitigating situation or some other acceptable circumstance beyond the student's control, has not completed the work of the course, provided the student is otherwise passing.

All Incompletes must be removed by the end of the next semester in which the student is enrolled—except by approved extension of time. If the Incomplete is not removed within one
calendar year, the un-removed "I" converts to a grade of "F". The deadline for the removal of Incompletes is announced in the academic calendar, for the convenience of faculty members and students.

The Incomplete is a non-punitive grade that is not included in the computation of semester and cumulative averages. A special form for the removal of Incomplete grades can be obtained from the Office of the Registrar.

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

Withdrawal Policy From the University
Students at the graduate school level must request withdrawal from the University through the Dean of the College of Graduate and Professional Studies. Student fees are adjusted for any withdrawal, based on the University’s policy governing refunds. (See The Total Withdrawal Refund Calculation Table)

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

The Graduate Program Committee must approve thesis proposals. The completed thesis is defended orally before the candidate’s thesis committee.

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

The original and three copies of the thesis must be inspected in the Office of the Department of Education for compliance with the requirements of form and style. The documents then must be deposited in the Office of Graduate and Professional Studies not later than the date specified in the academic calendar. All requirements, including the oral examination and the thesis must be completed by the dates listed in the academic calendar for a student to receive his/her degree during the desired semester.
Research Using Human Subjects
Shaw University has established an Institutional Review Board (IRB). The function of the IRE is to review projects and activities that involve human subjects. The IRB determines for each activity planned and conducted if subjects will be placed at risk. Shaw University is in the process of developing a policy for research using human subjects.

Suggested Sequence of Courses for Full-Time Study
*The program requires the equivalent of four semesters and one summer session of full-time study. However, it is expected that students will be practicing teachers and will attend part time.

First Year

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<td>ECI 643 Social and Political Problems</td>
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<td>ECI 610 Psychological Foundations of Education</td>
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<td>ECI 612 Working with Young Children and Their Families in Education</td>
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<td>ECI 691 Advanced Statistical Social Foundations of Methods in Education</td>
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<td>ECI 634 Multicultural Education: Planning and Implementing Instruction for Diverse Learners</td>
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<td>Total Academic Hours</td>
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Second Year

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

Total Academic Hours 9

Spring Semester
ECI 677 Instructional Leadership in Early Childhood Education 3
ECI 599 Instructional Leadership Learning in the Early Childhood Practicum 3
ECI 700 Thesis 3

Total Academic Hours 9

*Electives (only one required)
ECI 601: Creating Learning Environments for Young Children
ECI 605: Play and Young Children’s Learning
ECI 615: Advanced Studies in the Fine Arts
ECI 670: Administration of Child Development Centers
ECI 693: Advanced Theory and Design of Tests and Measurements

COURSE DESCRIPTIONS

ECI 599 Instructional Leadership Practicum (3)
This required internship provides experience for practicing teachers to conduct observations and fieldwork in early childhood education settings where they observe young children in multiple settings and with varying ability levels. Instructional leadership within the changing context of the American school and society is emphasized. Meta-analysis of research will be pursued. The course is WEB enhanced.

ECI 601 Creating Learning Environments for Young Children (3)
This course provides a comprehensive examination of curriculum development methods used in quality early childhood education settings. Evaluations of early childhood education programs, including learning environments, and their effectiveness on teaching and learning will be conducted. Meta-analysis of research data is pursued. The course is WEB enhanced.

ECI 605 Play and Young Children's Learning (3)
Students examine the role of play in early childhood education from historical and anthropological points of view. The stages of play in young children and the intimate relationship between play and young children’s cognitive and affective development are explored. Students make practical application to their own curriculum for children. Meta-analysis of research data is pursued. The course is WEB enhanced.
ECI 610 Psychological Foundations of Education (3)
This course presents an advanced study of the analysis of factors influencing learning and teaching, including the attitudinal, motivational, and other characteristics of the learner and the teacher. Special emphasis is given to personality factor of the teacher as instructional leader and the interaction experiences between the teacher and the students. Meta-analysis of research data is pursued. The course is WEB enhanced.

ECI 611 Advanced Studies in Human Development and Learning (3)
This course provides a comprehensive review and analysis of research on the developing person from birth to age six. Candidates examine extreme theoretical perspectives as well as more balanced versions of human development and their effect upon research applications. Meta-analysis of research data is pursued. The course is WEB enhanced.

ECI 612 Working with Young Children and Their Families (3)
This course involves an in-depth study of developmental designs, supportive programs, programs designed to prevent problems, and programs and organizations that are sensitive to parents' needs and interests. Emphasis is placed on the process of working with families, parent involvement, communication, and collaborative leadership. Meta-analysis of research data is pursued. The course is WEB enhanced.

ECI 615 Advanced Studies in the Fine Arts (3)
This course is designed for practicing teachers and provides advanced study in the methods and materials of teaching the visual arts and music and how they can be integrated across content areas. Emphasis is placed on instructing teachers in satisfying the emotional and aesthetic needs of children through the arts. Meta-analysis of research data is pursued. The course is WEB enhanced.

ECI 625 Advanced Study of Literacy and Numeracy for Young Children (3)
The development of literacy and mathematical understanding in the home and pre-school settings from birth through kindergarten are explored. Language and cognitive development theories and research are linked to home and classroom experiences that enhance literacy and mathematical understanding through developmentally appropriate practice. Meta-analysis of research data is pursued. The course is WEB enhanced.

ECI 630 Assessment: Measuring and Evaluating Learning in the Early Childhood Curriculum (3)
Students examine formal and informal observation techniques used to observe, evaluate, and guide young children's growth, including children with typical and atypical developmental needs. Assessment findings are used to create classroom conditions that maximize children's growth. Meta-analysis of research data is pursued. The course is WEB enhanced.

ECI 634 Multicultural Education: Planning and Implementing Instruction for Diverse Learners (3)
This course addresses cultural diversity in education. It uses a critical thinking/problem-solving approach to dialogue as an effective method of teaching diversity across the curriculum. Inclusive early childhood curricula and instructional strategies for working with children with typical and atypical developmental needs are emphasized. Meta-analysis of research data is pursued. The course is WEB enhanced.
ECI 640 Historical, Philosophical, and Social Foundations of American Education (3)
Students are provided opportunities to build upon their current knowledge of the major historical events and philosophies that have influenced educational thought and practice in America, the ways in which student characteristics are influenced by societal conditions, and the ways in which factors external to the school system influence the school. Meta-analysis of research data is pursued. The course is WEB enhanced.

ECI 643 Social and Political Problems in Education (3)
This course is an in-depth examination of the theoretical and conceptual basis of politics and public policy in education and its relationship to successful instructional leadership. It also explores the school class as a social system - a social environment and a complex organization. Meta-analysis of research data is pursued. The course is WEB enhanced.

ECI 670 Administration of Child Development Centers (3)
This course is an analysis of the various leadership theories with a major focus on situational leadership and leadership styles. The course explores and tests (through field-based activities) leadership skills necessary for effective day care school oversight. Meta-analysis of research data is pursued. The course is WEB enhanced.

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

ECI 690 Interagency Collaboration: Effective Practices for Teaching, Learning, and Collaborative Leadership (3)
This course emphasizes communication, home-school partnerships, family dynamics, community-school relationships, and agencies that provide services to young children and their families. Meta-analysis of research is pursued. The course is WEB enhanced.

ECI 691 Advanced Statistical Methods in Education (3)
This course covers statistics and their applications to education and the behavioral sciences. Topics include basic data tabulation, descriptive statistics, correlation, normal probability curve, and inferential statistics (t-tests, analysis of variance, multiple regression, factor analysis, and non-parametric statistics). Experiences with computerized statistical analysis will be provided. The course is WEB enhanced.

ECI 692 The Design of Educational Research and Evaluation (3)
This is an introductory research proposal design course for graduate students. It explores drafting the research proposal and includes writing an introduction, a statement of the problem, a thesis statement, a methodology section, a literature review section, and a calendar. Ideally, this work will be the student's actual masters' thesis proposal, which may be ready for presentation as early as the following semester. The course is WEB enhanced. Prerequisite: Eel 691 or an equivalent graduate-level statistics class.
ECI 693 Advanced Theory and Design of Tests and Measurements (3)
The theory and design of tests and measurements used in education and related studies are the focal points of this course. In addition, the administration of various kinds of tests, the establishment of criteria for test construction, selection, and use, and the interpretation of test data is emphasized. Meta-analysis of research data is pursued. The course is WEB enhanced.

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

ECI 700 Thesis (3)
The student registers for this course only for the semester during which the thesis will be completed and defended. A student who is conducting research work on the thesis, but will not complete and defend the thesis during the semester, must continuously register for Eel 698 until the thesis is completed. Prerequisites: Admission to candidacy; passing oral examination.
Academic Units

Shaw University
Divinity School
Degrees Offered:  Master of Divinity  
                        Master of Arts in Religious Education

Dr. James T. Roberson, Dean  
Dr. Linda W. Bryan, Assistant Dean  
Telephone: (919) 546-8570  
Fax: (919) 546-8571  
Email: jtrob@shawu.edu

Introduction  
The Shaw University Divinity School offers a professional degree, the Master of Divinity and a graduate degree, the Master of Arts in Religious Education. The course requirements for the MDiv. can be completed in three years. The requirements for the M.R.E. can be completed in approximately two years.

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

History  
The history of the Divinity School traces back to the very beginning of the University in 1865. Between 1865 and 1919, three pivotal periods marked the development of the Divinity School. In 1880, the theological course produced its first graduates and in 1889-90, the theological course was extended to four years. In 1900, the first Bachelor of Theology degrees were awarded. Then in 1919, following a reorganization of Shaw University, a Missionary Training School was established to prepare home and foreign missionaries, social service workers, clergy and lay church leaders. The Theological Department, as it was then called, also continued to provide basic ministerial training through a Bachelor of Theology Program until 1933. On April 15, 1933, the Board of Trustees of Shaw University established the School of Religion.
In 1961 the School of Religion became Shaw Divinity School, offering the Bachelor of Divinity (BD) degree. In 1969 the Office of the Secretary of the State of North Carolina chartered the Shaw Divinity School as a non-stock, non-profit corporation. The BD degree was discontinued and the Master of Divinity degree (MDiv) was offered. The three-year MDiv program offered a degree focused on training students for ministry primarily in African American communities.
In February of 1988, the Shaw Divinity School moved from the campus of Shaw University to a new three and a half acre site located at 509 Hilltop Drive in southeast Raleigh, North Carolina. The Hilltop campus became the central location for the Divinity School, providing space for administrative offices, the library and classrooms. G. Franklin Wiggins, an alumnus of Shaw University and Shaw Divinity School and a trustee of the Divinity School, along with his wife, Ida Wiggins of Peekskill, New York, purchased the Hilltop campus and leased it to Shaw
Divinity School with first option to buy. The Hilltop campus was eventually named "The Shaw-Wiggins Campus."

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

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

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

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

Library
The G. Franklin Wiggins Library, located in Leonard Hall, provides services and resources within a Christian environment to support the present and anticipated educational and research needs of Shaw University Divinity School. At present, the Library collection contains approximately 15,000 volumes with 12,000 housed in the Wiggins Library in Leonard Hall and the remainder housed in the nearby James E. Cheek Learning Resources Center. Wiggins Library also contains journals, microfiche, video and audiotapes, and newspapers. In addition, students have access to over 135,000 volumes in on-campus Shaw University library collections.

Through formal arrangements, faculty and students at Shaw University Divinity School have access to the library resources at Southeastern Baptist Theological Seminary in Wake Forest, NC, and Duke Divinity School in Durham, NC. These facilities are within 25 miles of Shaw University Divinity School.
ACADEMIC POLICIES AND REGULATIONS

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

Except in special circumstances, all degree requirements must be completed within seven (7) years of the date of admission.

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

Persons are admitted into the graduate Divinity School program during the fall, spring, and summer semesters. Former students who have not matriculated within a two-year period must reapply for admission. The application for admission should be requested from:

The Shaw University Divinity School
118 E. South Street
Raleigh, North Carolina 27601

or

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

or

The Shaw University Divinity School at High Point CAPE
P.O. Box 1408
High Point, NC 27261
Telephone: (336) 886-7613 or 886-4974

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

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

1. Official transcript(s) from all colleges or institutions attended
2. Two-page essay
3. Two letters of reference
4. Health form completed by their physician (necessary for resident students only)

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

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

1. Matriculation – Persons who are admitted into a degree program.
2. Non-matriculation - Persons who are admitted as special students. These persons are not seeking a degree but only interested in taking one or two courses.
3. Audit - Persons who desire to observe a class but not required to complete assignments. Persons are required to pay an audit fee (same as regular tuition) but will not receive credit for the course. Transcripts for audit courses are not maintained on persons in this category.

Readmission Policy
Persons who are admitted into the Divinity School and withdraws for one year or more must be readmitted. The student must reapply for admission by requesting an application or downloading the application from the Shaw University web page (www.shawlliversity.edu).

Transfer of Credits
The Shaw University Divinity School will accept transfer credits for work completed at any ATS accredited theological schools. All transfer credits must be eligible for graduate credits in the institution at which they were taken and must be a grade of “B” or better (“C” or better for the MDiv only).

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

Shared Credit in Degree Programs
Shaw University Divinity School accepts credit for course work completed at other institutions toward the MDiv and the MRE degrees. A student may petition their advisor to request transfer credits from other graduate programs. Such credits must be eligible for graduate credit in the institution at which the courses were taken and that institution must be accredited.

Shaw University Divinity School will allow credits applied toward other graduate degrees to be transferred to the MDiv and MRE degrees. Not more than half of the credits required for the previous degree may be transferred to the MDiv or the MRE degree, and not more than half the credits required for the MDiv (45 semester hours) or the MRE degree (33 semester hours) may be approved for transfer credit.
Guidelines for Transfer Credit
Students who wish to receive transfer credit for graduate work completed at another institution should make the request in writing to his/her academic advisor. The academic advisor will submit a written request to the Divinity School Admissions, Registration, and Graduation Committee. The Committee will make a recommendation to the faculty for action. All requests for Transfer Credits should be made through the advisor during the student’s first semester at Shaw University Divinity School.

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

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

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

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

Academic Probation
Students whose cumulative grade point average drops below 2.0 will be placed on academic probation. Students whose cumulative average does not reach 2.0 two semesters after having been placed on academic probation may have their study program temporarily suspended or terminated. Readmission will not be considered until at least one full semester has passed and the student gives adequate evidence of having made changes in his/her situation so as to justify readmission. Students readmitted will automatically be on academic probation during the first semester.

The Grading System
Scale 4.0 Grade Symbols
A=4, B=3, C=2, D=1.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
</tbody>
</table>
Elaboration on Grading Symbols

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

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

"W"
The letter "W" indicates that a student officially withdrew before an assessment of his academic performance could be made. To receive credit for a withdrawn course, the student must retake the course.

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

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

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

Student Advisement and Counseling
Upon entry into the program students are assigned an advisor/mentor to guide them throughout their degree program. Students are encouraged to seek advisement regarding their programs, class schedules, and other needs from their assigned advisors. Students are required to get approval of their advisor at registration.

Policy Statement
Shaw University Divinity School is committed to a high standard of Theological Education and preparation for ministry. Through the Financial Aid Program, Shaw University assists students who demonstrate need in their preparation for Christian Ministry by providing assistance regardless of race, ethnic origin, gender, handicap, or denominational affiliation.
MASTER OF DIVINITY DEGREE PROGRAM

The Master of Divinity program is the normative degree to prepare persons for ordained ministry and for general pastoral and religious leadership responsibilities in congregations and other settings. It is the required degree for admission to a Doctor of Ministry degree program, and the recommended first theological degree for admission to advanced programs oriented to theological research and teaching. The Bachelor of Arts degree or its equivalent from an accredited college or university is required for admission to the program. Conferring of the degree is contingent upon the successful completion of 90 semester hours.

Primary goals:

1. To provide structured opportunity to develop a comprehensive and discriminating understanding of the religious heritage.
2. To provide for an understanding of cultural context through opportunity to develop an awareness of the cultural realities and structures within which the church lives and carries out its mission.
3. To provide for personal and spiritual formation through opportunities by which the student may grow in personal faith, emotional maturity, moral integrity, and public witness.
4. To provide for the capacity for ministerial and public leadership through theological reflection on and education for the practice of ministry.

Master of Divinity Degree Requirements

Every candidate for the Master of Divinity degree is required to complete a total of 90 semester hours of credit. Twenty-two (22) required courses (66 hours) and eight (8) electives (24 hours) are required to complete the requirements for the Master of Divinity degree.

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

Master of Divinity (MDiv) Degree with Concentrations

Students enrolled in the MDiv program may seek a concentration in one of nine disciplines: Pastoral Counseling, Old Testament, New Testament, Theological Studies, Women's Studies, Church History, Christian Education, Black Church Studies, and Homiletics. The Master of Divinity degree with a concentration requires at least six (6) electives in the discipline chosen. Advisors will assist students with course selection in their areas of concentration.

Graduation Requirements

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

1. Completion of ninety (90) semester hours. For High Point/CAPE students, a minimum of forty-eight (48) semester hours must be completed at the Raleigh campus.
2. Maintain a cumulative average of "C" or better
3. Removal of all "I" (incompletes).
The Master of Divinity (MDiv) Program
Requirements: 90 Credit Hours

Required Courses
OTS 501 Survey of the Old Testament
OTS 502 Theories and Practice of Old Testament Exegesis
NTS 501 Survey of the New Testament
NTS 502 Theories and Practice of New Testament Exegesis
THE 500 Introduction to Theology
THE 501 Systematic Theology
THE 511 Christian Ethics
HIS 501 Survey of Church History I
HIS 502 Survey of Church History II
HIS 533 African American Church History
HIS 534 Women in Western Religious History
HIS 551 Denominational History and Polity
MIN 502 Spiritual Formation
MIN 503 Spiritual Integration
PWS 501 Homiletics I: Introduction to Homiletics
PWS 514 Homiletics II: Seminar in Preaching
PWS 512 Philosophy & Psychology of Preaching
PWS 521 Introduction to Christian Worship
FED 501 Field Education
ADM 501 Church Administration
CED 501 Introduction to Christian Education
PPC 502 Introduction to Pastoral Counseling

Electives - 8 courses (24 hours)
In addition to the required courses listed above, each candidate for the Master of Divinity degree must complete an additional eight (8) electives or 24 credits.
The Master of Arts in Religious Education program is designed to equip students for competent leadership in Christian education to serve congregational ministries and other religious institutions. The Bachelor of Arts degree or its equivalent from an accredited college or university is required for admission to the program. Conferring of the degree is contingent upon the successful completion of 66 semester hours.

Primary Goals:

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

Master of Arts in Religious Education Degree Requirements

Every candidate for the Master of Arts in Religious Education Degree is required to complete a total of 66 hours of credit. Twenty (21) required courses (63 hours) and one (1) electives (3 hours) are required to complete the requirements for the Master of Arts in Religious Education Degree.

Students may take a maximum of three (3) courses on Saturday and may take additional courses during the week. It is strongly recommended that full-time pastors or bi-vocational students who are employed 35 or more hours per week limit their course load to three (3) courses or nine (9) hours per semester. Any decision to do otherwise must be approved by the Dean.

Graduation Requirements

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

1. Completion of sixty-six (66) semester hours. For High Point/CAPE students, a minimum of thirty-six (36) semester hours must be completed at the Raleigh campus.
2. Maintain a cumulative average of "B" or better.
3. Removal of all "I" (incompletes).
4. Maintain matriculation until degree is completed.
Master of Arts in Religious Education Degree (MRE)
Requirements: 66 Semester Hours

Required Courses:
OTS 501 Survey of Old Testament
OTS 502 Theories and Practices of Old Testament Exegesis
NTS 501 Survey of New Testament
NTS 502 Theories and Practices of Old Testament Exegesis
THE 500 Introduction to Theology
THE 501 Systematic Theology
THE 511 Ethics
HIS 501 Church History I
HIS 502 Church History II
HIS 534 Women in Western Religious History
HIS 551 Denominational Polity
CED 501 Introduction to Christian Education
CED 511 Technology for Religious Teachers
CED 520 Philosophy of Christian Education
CED 521 Psychology of Religious Learning
CED 522 Teacher as Facilitator of Learning
CGS 510 Comparative Religions
RSO 510 Church and Society
ADM 501 Church Administration
PPC 502 Pastoral Counseling
MIN 502 Spiritual Formation
One (1) Electives
COURSE DESCRIPTIONS

OTS: Old Testament Studies

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

OTS 502. Theories and Practice of Old Testament Exegesis (3) Prerequisite: OTS 501
The focus of this course is building interpretative skills. In addition to learning and applying critical methods to various texts, students will also examine the philosophical and theological presuppositions of the methods. Students will consider issues relating to the interpretation of the text, such as the canonical process, the authority of the text, the relationship of the Old Testament to the New.

Exegesis of the Old Testament in English (3) Prerequisite: OTS 501, OTS 502
The instructor will offer upper-level exegetical courses on selected books in the Hebrew Bible.

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

OTS 515. Theology of the Hebrew Bible (3) Prerequisites: OTS 501, OTS 502
Students will examine different approaches to understanding the theology of the Old Testament and discern the theologies represented in the text itself. The class will be taught as a seminar, a major component of the class being in-class presentations by the students.

OTS 516. Teaching and Preaching the Old Testament (3) Prerequisites: OTS 501, 502
Students will examine ways in which Old Testament texts may be used in the life of the church. In addition to considering appropriate ways of approaching bible study and church school classes on the Old Testament, students will examine ways of preaching the Old Testament and using Old Testament texts in other ways within various services of worship.

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

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