Shaw University
Graduate and
Professional School
Catalog 2006-2011
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 2006 through Summer 2011.

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 Humanities, 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 I.D. cards must be paid at the time of the transaction. These fees must be paid in advance and will not be added to the student’s account.

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

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

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

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

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

Part-Time Students
Students registered for part-time study are those who enroll in less than a nine-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 administrated financial aid is March 1 for the ensuing academic year.

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

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

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

Federal Direct Stafford Loan (formerly the Guaranteed Student Loan Program-GSL). The Federal Direct Stafford Loan is a low-interest loan made to eligible students by the U.S. Department of Education. This loan is made for the purpose of helping a student meet his/her educational expense. Students who demonstrate need may borrow up to $2,625 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 students 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.

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. A student without a credit balance is not eligible for a refund. Students who have a credit balance will receive their refund within two weeks. There is no refund for students who withdraw as a result of dismissal or suspension. Withdrawal requires that a student give verbal or written notification to the Director of Counseling and complete the forms and conferences required.

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

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 degree 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 39 semester hours of course work and three semester hours of thesis for the thesis track or 45 credit hours for the non-thesis track. 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, applicants should 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 (GRE) 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. International student applicants must supply official transcripts or comparable academic records from all colleges and universities attended. A notarized English translation must be provided.

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 Education, 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 and Evaluation (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.

- File a degree plan with the Graduate Program Coordinator.
- Pass an oral comprehensive examination.
- Submit an electronic portfolio during the oral examination.
- Maintain a minimum grade point average of 3.0.
- Complete a Practicum/Internship.
- Write and successfully defend a thesis. (thesis-track)
- Complete six additional credit hours of course work (non-thesis track)

Present a passing score on the Praxis II specialty examinations, if required by North Carolina. (Currently, North Carolina does not require PRAXIS II test for licensure in Birth through Kindergarten. If the PRAXIS II tests becomes a requirement in North Carolina, the degree program will also require them.)

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
ECI 701: Continued Thesis (3 credit hours)

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 Failing (Unacceptable)
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 Education Program Coordinator. As the program grows, students will be assigned to graduate faculty advisors according to research interest to ensure a relatively even advisee load and quality of student advisement. The Graduate Education 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 “I” is non-punitive grade and is not included in the computation of semester and cumulative averages. A special form for the removal of “I” 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 Track and Non-Thesis Track
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 (EDU 701: Continued Thesis), 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, submission of an electronic portfolio, 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.

Candidates in the non-thesis track for the Master’s degree do not submit a thesis. These students must complete six additional credit hours of electives, as outlined in the program of study.

**Research Using Human Subjects**
Shaw University has established an Institutional Review Board (IRB). The function of the IRB is to review projects and activities that involve human subjects. The IRB determines 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**
**Fall Semester**
ECI 640 Historical, Philosophical, and American Edu 3
or
ECI 643 Social and Political Problems 3
ECI 612 Working w/Young Children and Families 3
Elective* 3
**Total Academic Hours** 6

**Spring Semester**
ECI 611 Advanced Studies in Human Development for Young Child 3
or
ECI 610 Psychological Foundations of Education 3
ECI 692 Design of Ed Res and Eval 3
ECI 691 Advanced Statistical Social Foundations of Methods in Education 3

**Total Academic Hours** 9

**Summer Session I**
ECI 634 Multicultural Education 3
Elective* 3
**Total Academic Hours** 6

**Summer Session II**
ECI 625 Adv Stud Lit and Num Young Child 3
Elective* 3
**Total Academic Hours** 6
Second Year

Fall Semester
ECI 698 Thesis Conference 0
ECI 630 Assessment: Measuring and Evaluating Curriculum 3
ECI 690 Interagency Collaboration 3

Total Academic Hours 6

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 (two required for thesis track; three required for non-thesis track)
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: ECI 691 or an equivalent graduate-level statistics class.

ECI 693 Advanced Theory and Design of Tests and Measurements (3)
The theory and design of tests and measurements used in education and related studies are the focal points of this course. In addition, the administration of various kinds of tests, the establishment of criteria for test construction, selection, and use, and the interpretation of test data is emphasized. Meta-analysis of research data is pursued. The course is WEB enhanced.

ECI 698 Thesis Conference (0)
This course is to be taken by students who are working on their thesis but do not expect to complete and defend the work during the same semester. Students must register for this course each semester after admission to candidacy up to the semester before they defend the thesis.
ECI 700 Thesis (3)
The student registers for this course only for the semester during which the thesis will be completed and defended. A student who is conducting research work on the thesis, but will not complete and defend the thesis during the semester, must continuously register for ECI 698 until the thesis is expected to be completed. **Prerequisites: Admission to candidacy; passing oral examination.**

ECI 701 Continuous Thesis(3)
Registration for this course can occur only after the student does not complete ECI 700: Thesis in a previous semester. If a student does not complete and defend the thesis during the semester they are enrolled in ECI 701, the student must register for this course until the thesis is completed and successfully defended. **Prerequisites: Admission to candidacy, successful completion of oral comprehensive examination, plans to complete and defend thesis during the semester.**
Academic Units

Shaw University
Divinity School
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.
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.shawuniversity.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.

A – 90-100
B – 80-89
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.
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.
OTS 519. Hebrew Grammar and Vocabulary (3)
This course will introduce students to the Hebrew language in one semester, in an intensive format. By the end of the semester the student should have learned the major verb stems and have a substantial working vocabulary. The focus of the course will be on building skill in reading the Hebrew Bible.

Exegesis of the Old Testament in Hebrew (3) Prerequisite: OTS 501, OTS 502 and OTS 517/518 or OTS 519
Students will exegete the text in the original language.

OTS 521 Exegesis of Pentateuch/Hebrew
OTS 522 Exegesis of Former Prophets/ Hebrew
OTS 523 Exegesis of Latter Prophets/ Hebrew
OTS 524 Exegesis of Writings/ Hebrew

OTS 590. Readings in the Old Testament (3) Prerequisites: OTS 501, OTS 502, Approval of the Instructor.
This is designed as an independent study course. Students and the instructor will agree on a list of books to be read during the semester and assignments to be completed. A written contract must be signed by the student and the instructor and approved by the Dean prior to registration.

OTS 595. Directed Studies in Old Testament I (3)
This is a special course in directed studies designed to allow one or more students to work with a professor in pursuing independent reading and research on particular topics in Old Testament.

OTS 596. Directed Studies in Old Testament II (3)
This is a special course in directed studies designed to allow one or more students to work with a professor in pursuing independent reading and research on particular topics in Old Testament.

NTS: New Testament Studies

NTS 501. Survey of the New Testament (3)
The aim of this course is to learn the content of all of the New Testament.

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

An introduction to both the primary and secondary literature related to the theology of the New Testament. Special attention will be given to the question of methodology in constructing a New Testament theology, and the question of determining the center and periphery of New Testament thought.
NTS 512. Basic Greek I (3) Prerequisite: NTS 501, NTS 502.
The study of the basic grammar and vocabulary of New Testament Greek is begun and is continued in NTS 513.

NTS 513. Basic Greek II (3) Prerequisite: NTS 512
This course is a continuation of NTS 512. The study of the basic grammar and vocabulary of New Testament Greek is continued, with emphasis on the reading of selected portions of the Greek New Testament and preparation for New Testament exegesis.

NTS 514. Intermediate Greek (3) Prerequisite NTS 512, NTS 513
The systematic study of Greek beyond the level of NET 513 combined with an analysis of passages of the New Testament representing a variety of styles.
NOTE: A working knowledge of at least one of the biblical languages is strongly encouraged for those planning further graduate study in Bible or theology.

Exegetical Courses
These exegetical courses will stress in-depth analysis of the texts considered, exegetical skills thinking about the connections between the text and contemporary issues and situations. Students will be asked to engage in traditional academic exercises such as exegesis and will stress how academic study relates to the teaching and preaching of these texts in the church setting. Prerequisites NTS 501, NTS 502.

NTS 520. Interpreting the Parables (3)
This course will consist of a study of Jesus' parables, including a survey of the history of their interpretation, their role in the ministry of Jesus, and reflection upon their challenge for New Testament theology and interpretation.

NTS 521. The Johannine Literature (3)
This course is designed to study the Gospel of John and the Epistles of John in their original theological, cultural, and social settings. The course will expose the content and meaning of these writings, and evaluate the distinctive theological contributions, which these writings gave to New Testament thought, to the early church, and to Christianity today. The course will examine the historical situations that prompted their composition. Special attention will be given to the value of the Gospel and the Epistles as they relate to contemporary Christianity.

NTS 522. The Book of Acts (3)
Based largely on an exegesis of the Book of Acts, this course purposes to study the history of the early church, its beginnings and growth. The various critical and historical problems of the Book of Acts itself will also be studied as well as the author's use of the Old Testament. There will be focus on the hermeneutical question of how Acts relates to the contemporary church.

NTS 523 The Gospel of Luke (3) Prerequisites: NTS 501, NTS 502
This intermediate level course will examine the socio-cultural, political and historical setting of the Gospel of Luke using a topical approach. Such a methodology will also be engaged in order to determine theological significance and possible practical undertaking of the gospel.

NTS 524. The Epistles to the Romans and the Galatians (3)
Exegesis of the text of Romans and Galatians with examination of principal theological themes in the context of Paul's apostolic mission and his relationship to those churches.
NTS 525. The Corinthian Correspondence (3)
An exegetical study of the text of 1 & 2 Corinthians with special reference to Paul's self-understanding as an apostle and the major theological themes of his ministry as they are expressed in relationship to the problems of the Corinthian church.

NTS 526. The Book of Hebrews (3)
Hebrews is introduced as a word of exhortation and an attempt is made to locate the epistle within a specific historical situation. The major themes of the letter receive treatment within the framework of an exposition of the text. Emphasis is given to the writer's Christology and eschatology, his treatment of revelation and the new covenant, his use of the Old Testament and his view of Christian existence as a life of faith, perseverance and worship.

NTS 590. Reading in the New Testament (3)
Reading various works by New Testament scholars under the guidance of a faculty member. Prerequisite: At least two (2) semesters of New Testament.

This course in directed studies is designed to allow no more than 3 students to work with the professor in pursuing independent research and reading on particular topics in New Testament Studies.

BIB: Biblical Courses (Old and New)
Advanced Biblical Studies Courses Prerequisites: NTS 501, NTS 502, OTS 501, OTS 502, approval of instructor.

BIB 501. Women in the Biblical Tradition (3)
Students will consider how women are portrayed in the Old and New Testaments. Attention will also be given to feminist hermeneutics and various views on the role of women in ancient societies. This course will be taught as a seminar, with student involvement and presentations constituting a major portion of the course. Limit 10 students.

BIB 502. The Bible, Africa, and African-Americans (3)
This course will examine the role of Africa and Africans in both Testaments. We will also look at recent attempts to develop an African-American hermeneutic and read works by African-American biblical scholars and theologians. The course will be taught as a seminar, with student involvement and presentations constituting a major portion of the course work. Limit 10 students.

BIB 503. The Old Testament in the New (3)
Students will look in depth at the relationship between the Testaments, examining the ways in which the New Testament interprets, alludes to, and quotes the Old. This course will be taught as a seminar, with student involvement and presentations constituting a major portion of the course work. Limit 10 students.

BIB 504. Apocalyptic Literature (3)
The proto-apocalyptic works of the Old and New Testaments will be the focus of this course. We will also examine some of the apocalyptic material in the Apocrypha and Pseudepigrapha. This course will be taught as a seminar, with student involvement and presentations constituting a major portion of the course work. Limit 10 students.
BIB 505. The New Testament and Its Jewish Roots (3)
Students will examine the New Testament against the background of emerging Judaism. A major focus of the course will be comparing and contrasting Jesus and Paul with Palestinian and Synagogue Judaism of the first century. This course will be taught as a seminar, with student involvement and presentations constituting a major portion of the course work. Limit 10 students.

BIB 506. The Apocrypha and Pseudepigrapha (3)
Students will read and discuss the books of the Apocrypha and some of the books of the Pseudepigrapha. Attention will be given to the question of the formation of the canon and the enduring significance of these non-canonical books. This course will be taught as a seminar, with student involvement and presentations constituting a major portion of the course work. Limit 10 students.

HIS: Historical Studies

HIS 501. History of the Christian Church I (3)
A study of the historical development of the Church from the Greco-Roman, Jewish, and North African roots to the Reformation period.

HIS 502. History of the Christian Church II (3) Prerequisite: HIS 501
A study of the historical development of the Church from the Reformation to the modern period.

HIS 503. Medieval Christianity (3) Prerequisite: HIS 501
A history of the life and thought of the church in the Latin West and the Greek East from the fourth century to the Reformation, including investigation of significant figures, institutions, and theological developments.

HIS 504. History of Christian Doctrine (3) Prerequisite: HIS 501, His502
An introductory summary of basic doctrines of Christian theology. Includes a close examination of Origen, Augustine, Aquinas, Luther, Calvin, Schleiermacher, and other theologians.

HIS 505. History of Christian Devotions (3)
A study of the great works, such as Augustine's Confessions, The Book of Common Prayer, Loyola's Spiritual Exercises, Pilgrim's Progress, and The Prayers of Martineau. Attention will also be given to the validity of mysticism.

HIS 506. Modern Religious Cults (3)
A study of history, doctrine, practices, and numerical strength of present day cults and sects, especially among minority Americans.

HIS 521. American Church History (3)
A survey of the diversity in religion in North America, focusing primarily on Protestant churches, but including emphases on Roman Catholicism, Eastern Orthodoxy, Judaism, and other non-Protestant and non-Christian groups.
HIS 522. Religion in the American South (3)
A study of the development and cultural impact of religion in the South from colonial establishment to the modern "Bible Belt." The course highlights evangelism, fundamentalism, and black southern religion.

HIS 523 Augustine (3) Prerequisites: HIS 501 HIS 502
This course will examine the background and setting of Augustine, an African Church Father. Major focus on the Confessions and other major writings. This course will be taught as a seminar, with student involvement and presentations constituting a major portion of the coursework. Limit 10 students. (3)

HIS 524 Martin Luther (3) Prerequisites: HIS 501 and HIS 502
This course will examine the background and setting of Luther's thought. Major focus on Luther's doctrines of sin and grace, justification and faith, and law and gospel. This course will be taught as a seminar, with student involvement and presentations constituting a major portion of the coursework. Limit 10 students.

HIS 525 John Calvin (3) Prerequisites: HIS 501 and HIS 502
This course will examine the thought of John Calvin focusing on Calvin's Institutes of the Christian Religion. The course will be taught as a seminar, with student involvement and presentation constituting a major portion of the coursework. Limit to 10 students.

HIS 530. Black Religion (3)
Students will study the origin and development of the variations of Black religion.

HIS 531. An Introduction to African Religions (3)
A survey course covering the philosophy, history, and significance of a variety of religions in Africa. It is a sharing of the ancient religious experiences, values, theology and their meaning and function for black people. The course notes the impact of Asian and African religions of the West.

HIS 532. Contemporary African Religions (3)
This course examines the African motifs and strands in the African and American Christian experience today. A look at African Christianity today reveals a vital religion that may transform people internationally.

HIS 533. African American Church History (3)
A study of the historical development, beliefs, practices and contemporary significance of the Black Church. The course examines the historical realities of the Black religious community and its ministry while lifting up the responses it has made as a proper preparation for sustained reflection on that experience.
**HIS 534. Women in Western Religious History (3)**
The course explores problems of method, sources, and conceptual framework in studying women's history. It traces the history of women's participation in western religion, the reactions from male ecclesiastical hierarchies, and theological interpretations about women from the early church to the present, especially of Protestantism and Roman Catholicism. It examines social currents that have affected women's religious leadership and speculates on the future of women's religious history. Through readings, discussions, and class presentations, the course will pay particular attention to black women's religious history.

**HIS 551 Denominational History, Polity and Doctrine (3)**
An examination of the history, polity, doctrine and practices of the student’s faith community.

**HIS 552. History and Polity of the General Baptist State Convention (3)**
An in-depth, comprehensive study of the General Baptist State Convention of North Carolina. Attention will be given to its Auxiliaries, objectives, structure, and mission.

**HIS 553 Black Baptist History (3) Prerequisites: HIS 501 and HIS 502**
A survey of the various National Black Baptist Conventions in the United States. Particular focus will include missions, educational enterprises, outstanding leadership personalities, economic and political dimensions.

**HIS 554 Black Baptist Tradition (3) Prerequisites: HIS 501, HIS 502**
A study of the origin and development of the Black Baptist Church in America and its worldwide influence. Particular focus will include African origins, the development of slave religion, social ethics, and political and economic dimensions, in light of its historical setting and present significance.

**HIS 555 History of Black Methodism (3) Prerequisites: HIS 501, HIS 502**

**HIS 556 History of The Black Holiness and Pentecostal Movement (3) Prerequisites: HIS 501 and HIS 502**

**HIS 557 History of Ecumenism (3) Prerequisites: HIS 501 and HIS 502**
This course surveys the relationship between churches, their unity and disunity. Interdenominational, interreligious, and interracial dialogue and issues pertaining to the third world will be examined.

**HIS 590. Readings in Church History I (3)**
This is a special course in Church History offered according to needs and interests of faculty and students to address particular topics, persons, periods, or schools of thought not otherwise covered.
HIS 591. Readings in Church History II (3)
This is a special course in Church History offered according to needs and interests of faculty and students to address particular topics, persons, periods, or schools of thought not otherwise covered.

HIS 595 Directed Study in Church History I (3) Prerequisites: HIS 501 and HIS 502
Researching special interest topics in Church History under the guidance of a faculty member.

HIS 596: Directed Study in Church History II (3) Prerequisites: HIS 501 and HIS 502.
Researching special interest topics in Church History under the guidance of a faculty member.

THE: Theological Studies

THE 500. Introduction to Theology (3)
An introduction to the language and methods of Christian theology with a focus on doctrines of revelation, Christology, and Trinity. Students will become acquainted with the major doctrines of the Christian faith and approaches to the study of theology in this first part of a two-part required course, which continues in THE 501 Systematic Theology.

THE 501. Systematic Theology (3)
This course is an examination of the major doctrines of the Christian faith, their historical development, their systematic relationships, and their practical embodiment in Christian communities.

THE 502. New Directions in Theology (3)
A study of recent movements in theology, which may include liberation theology, black theology, postmodern theology, and indigenous theologies.

THE 503. Christology (3) Prerequisites THE 501, 511
A study of classical and contemporary ways of understanding the person and work of Jesus Christ, including the relation of the doctrine of Christ to other Christian beliefs.

THE 504. The Holy Spirit (3) Prerequisite THE 501, 511
This course is a study of the doctrine of the Holy Spirit through biblical, theological, and historical texts, including the variety of perspectives in contemporary churches.

THE 505. Missiology: the Theology and History of Christian Witness and Ministry (3)
Prerequisite: THE 501
This course is a study of the biblical, theological, and historical basis of the worldwide Christian mission. The study will include an examination of historical mission movements and awakenings; the relationship of evangelism, ethics, and social ministry; and current local, national, and international organized mission efforts, both urban and rural.

THE 506. Ecclesiology (3) Prerequisites THE 501, 511
A study of the doctrine of the church, drawing on classical and contemporary sources to develop theoretical and practical understandings of the calling and work of the church in the world.
THE 510 Biblical Ethics (3) Prerequisite: THE 511
This course examines the methods and traditions of reading the Bible as a guide to Christian ethics. Some attention will be given to the ethical content of both testaments and to key hermeneutical questions. Students will discuss secondary texts as well as analyze biblical materials.

THE 511. Christian Ethics (3)
An introduction to the biblical, theological, and philosophical understandings of the way of life of the people who follow Jesus Christ. The course will examine the identity of the Christian community, approaches to ethical reflection, and various questions related to topics such as racism, human life, warfare, colonialism, economics, sexuality, social issues, politics and professional integrity.

THE 512. Ministerial Ethics (3) Prerequisite THE 511
This is a study of the ethics in the practice of ministry and ministerial character, including examination of legal issues pertaining to ministry.

THE 513. Church and State (3) Prerequisites: THE 501 and THE 511
A study of the history of theological understandings of the church in the world from the point of view of Christian identity and faithfulness in the contemporary setting.

THE 514. Peace and War in the Christian Tradition (3) Prerequisite: THE 511
A study of the historical and theological understandings of war in the history of the church, in light of the scriptures, and in contemporary ecclesial and theological discussion.

THE 515. Sexuality and Sexual Misconduct (3) Prerequisite: THE 511
This course explores the beauty of human sexuality, the ethical breaching of sexual boundaries, and the related warped sensibilities of power, especially in the United States, using a Womanist perspective. We examine embodied, life giving, loving relationships as context for a healthy ethic of sexuality.

THE 520. Philosophical Theology (3)
A study of the interrelationship of philosophy and theology through the examination of classic and contemporary writings, which demonstrate efforts to explicate theological insight through dialogue with philosophical and social, thought, including black studies.

THE 521. Philosophy of Religion (3)
A study of questions which arise at the intersection of philosophy and theology, with particular interest in knowledge of God, relationships of Christianity and other faiths, philosophical anthropology, the problem of evil, the nature of time and history, and relationships between the Christian faith and other forms of social thought.

THE 526. Theological Aesthetics (3) Prerequisites: THE 501 and at least one Biblical Course.
This course, a working seminar, explores the prophetic, historical, existential, and liturgical dimensions of the connections between art and theology using the concept of beauty, where God is ultimate Beauty. Theologically, we explore human reality expressed in various classical and contemporary art forms, towards justice, peace, and reconciliation.
THE 527. Theology and Literature (3) Prerequisite: THE 501 and THE 511
A study of classic and contemporary novels and other fiction in dialogue with Christian theology and ethics. The course will examine the theological perspectives of classic and contemporary literature as well as the mutual critique of worldviews, which literary and theological writings bring to one another.

THE 530. Black Theology (3) Prerequisite THE 501
A study of the history and development of black theology, its methods, agenda, and diversity. Readings include both early and more recent contributions to black theology.

THE 531. African Theologies (3) Prerequisite THE 501

THE 532. Africentric Christianity (3)
Africentrism has captured the imagination of many in the African American community who are intent on discovering their cultural heritage on the African continent. This course provides a theological assessment of Africentrism and its relationship to Christianity. Students will explore the origins, history, and principles of Africentrism as well as how its influences have affected the practice of the Christian faith in the African American community.

THE 540. Women and Theology: An Introduction to Feminist/Womanist Theology (3) Prerequisite: THE 501 and at least one Biblical Course.
Students will study the history of understandings and practices in relation to gender in Christianity and of the varieties of feminist and womanist approaches to Christian theology. This course addresses practical questions of women in the church, including specific examination of black churches and black theologies.

THE 545. Womanist Theological Ethics (3) Prerequisite: THE 511
This course, a working seminar, explores the study or discipline of human behavior, meaning, and values, amid concepts of God that emerge out of the experience of African American women. This course addresses the theory and praxis of human individual and social behavior and the related value systems, quality of life and stewardship.

THE 550. Historical Theology (3) Prerequisites THE 501, HIS 501, 502
A study of classical, medieval, reformation, modern, and contemporary theological writings and movements.

THE 551. Theology in the First Five Centuries of the Church (3) Prerequisite: THE 501
A study of theological movements, texts, and writers from the early post-canonical period through the fifth century, including various schools of thought, the early ecumenical councils, and Augustine of Hippo.

THE 554. Calvin and the Reformed Tradition (3) Prerequisite: THE 501
A study of the theology of John Calvin, the relationship of his thought to other reformers, and the tradition of reformed theology and churches which his work has influenced.
THE 555. Anabaptist Movements and Theologies (3) Prerequisite: THE 501 or THE 511
A study of radical reformers before and after Luther and Calvin, their theological convictions, and the ecclesial movements they influenced. The focus of the course will be upon the sixteenth century, with brief attention to precursors and to continuing movements through the contemporary era.

THE 556. Baptist Theology (3) Prerequisite: THE 501 and THE 511
A study of Baptist theology from its roots in the Reformation, through its formative periods in England and North America, and into its expansion and diversification up to the contemporary era.

THE 558. Nineteenth and Twentieth Century Theologies (3) Prerequisite: THE 501 and THE 511
A study of modern theological developments from Schleiermacher through Barth, Bonhoeffer, and the Niebuhrs. A historical approach will place readings from various theologians in context and relationship with one another.

THE 565. Latin American Liberation Theologies (3) Prerequisite: THE 501
A study of the emergence and flourishing of liberation theologies in Spanish and Portuguese speaking communities of the Americas. This course will cover the writings of Gustavo Gutierrez and others across the last three decades of the twentieth century in light of their social and ecclesial contexts as well as examining their influence beyond Latin America.

THE 571. Theology of Christian Community Development (3) Prerequisite: THE 501 or THE 511
This course will incorporate theological and practical writings, which undergird the social, political, and economic mission of churches in their particular communities. Students will participate in a one-week intensive training and experiential learning trip to learn from expert practitioners with experience in Christian Community Development.

THE 572. Theology and Violence (3) Prerequisite: THE 501 or THE 511
This course samples and explores the theological and ethical dynamics of violence in modern culture via biblical scripture, film, and opera, in conversation with selected world philosophers, theologians, ethicists, and biblical scholars.

THE 583. Theology and Ethics of Martin Luther King, Jr. (3) Prerequisite: THE 511
A study of the speeches, sermons, and writings of Martin Luther King, Jr. This course will examine the theological concepts, which shaped the work of MLK in light of the historical context of his upbringing and ministry.

THE 585. Theology and Ethics of J. Deotis Roberts in Context (3) Prerequisite: THE 501 and THE 511 or THE 530
This course will examine writings of J. Deotis Roberts selected from the broad range of his work in theology and ethics, studying their relationships with his ecclesial and theological contexts and dialogue partners, both internal and external to the black theology movement.
THE 588. Theologians of Radical Discipleship (3)
A study of selected writings from John Howard Yoder, Stanley Hauerwas, James Wm. McClendon, Jr., and the late twentieth- and early twenty-first-century theological movement, which has been influenced, by their writings.

THE 590. Readings in Theology and Ethics I (3)
This is a special course in theology and ethics offered according to needs and interests of faculty and students in order to address particular topics, persons, periods, or schools of thought not otherwise covered in the current catalog.

THE 591. Readings in Theology and Ethics II (3)
This is a special course in theology and ethics offered according to needs and interests of faculty and students in order to address particular topics, persons, periods, or schools of thought not otherwise covered in the current catalog.

THE 592. Readings in Theology and Ethics III (3)
This is a special course in theology and ethics offered according to needs and interests of faculty and students in order to address particular topics, persons, periods, or schools of thought not otherwise covered in the current catalog.

THE 595. Directed Studies in Theology and Ethics I (3) Prerequisite: THE 501 and THE 511
This is a special course in directed studies designed to allow one or more students to work with a professor in pursuing independent reading and research on particular topics in theology and ethics.

THE 596. Directed Studies in Theology and Ethics II (3) Prerequisite: THE 501 and THE 511
This is a special course in directed studies designed to allow one or more students to work with a professor in pursuing independent reading and research on particular topics in theology and ethics.

CED: Christian Education

CED 501. Introduction to Christian Education (3)
An exploration of the problem and opportunities faced by leaders of education programs using case and discussion. The course is designed to increase the proficiency of teaching supervision; to foster an understanding of the theory, practice, evaluation, and selection of curricula materials; to develop curricula models; and to integrate accumulated insights, principles, and techniques.

CED 502. Intergenerational Christian Education (3)
This course examines Christian Education as an aspect of the whole church’s ministry. It compares and contrasts Biblical, theological, philosophical, and educational ministry. It will deal with the life of faith passed on from one generation to the next (Intergenerational Education).
CED 503. Christian Education for Children and Youth (3)
A study of the basic needs of children, youth and adolescents, with emphasis on fulfilling some of those needs in the Christian context.

CED 504. Christian Education for Adults (3)
A study of the basic needs and problems of adults with special attention to their growth and development.

CED 505. Program Planning and Curriculum Building (3)
This course is designed to aid the student in understanding the theory of curriculum building so he/she will be in position to build and plan programs for the various organizations of the church.

CED 506. Leadership Training in the Church (3)
This course fosters the development of the ability to design and execute programs of education for various leadership roles in the local church.

CED 511. Technology for Religious Educators (3)
This course explores the use of technology in an experiential learning context. Students will be required to have internet access and work with a group of participants from their local church.

CED 520. Philosophy of Christian Education (3) Prerequisite: CED 501
This course examines comparisons and contrasts in the philosophies of religion and examines issues such as epistemology and the natural function of religious experience. The course deals with the belief in God and the concepts of good and evil in human personality development. This course includes a field education component.

CED 521. Psychology of Religious Learning (3) Prerequisite: CED 501
Religious learning is a psychological understanding of how we comprehend the concept of God or the higher power and its relationship to our lives. The course deals with the cultural phenomenon that helps us explain the unexplainable at the times of tragedies or catastrophic occurrences. This course helps students develop a ground of being as they progress from elementary religious education to more sophisticated concepts.

CED 522. Teacher as Facilitator of Learning (3) Prerequisite: CED 501 or CED 520
The teacher is an imparter of information that he or she has acquired as a result of years of experience, education, and theory. This course is designed to bring about a systematic and comprehensive pedagogy of how students learn. It encompasses students’ various learning styles and areas that present blind spots. An emphasis is placed on individual education plans that facilitate students’ learning when they encounter difficult information. This course includes a field education component.

CED 523 Case Studies of African, West Indian, and African American Religious Education (3) Prerequisites: CED 520
This course will analyze cases in three distinctly Black contexts, focusing attention on concrete circumstances of educational problems which challenge us to approach solutions that uphold their complexity, and requires us to draw upon the wisdom of their respective religious and cultural traditions.
CED 524 History of Religious Education in America (3) Prerequisite: CED 501
The purpose of this course is to map the terrain of religious education development in America. It will examine the following primary movements: 1) evangelism, 2) religious education, 3) Christian Education, 4) religious education in the Black Church, and 5) contemporary modifications of the classic expressions.

CED 525 Seminar: Studies and Religion and Education (3) Prerequisite: CED 520.
This seminar offers a forum for connecting educational theories with religious and theological concerns and commitments, a meeting place for students from Shaw University’s Divinity School and Department of Education to converse over mutual interests and to work collaboratively, and a stimulus for deepened knowledge in education and religion.

CED 526 Mentoring as a Method of Christian Formation (3) Prerequisite: CED 520
This course will examine the mentoring approach to education in the public square and incorporate spirituality for the purpose of Christian formation. It will employ the tools of theology, religious education, and education to this end.

CED 527. Liberation and Religious Education (3) Prerequisites: CED 501, CED 502
This course would be a study of the works of such persons as Paulo Freire, Cornell West, Grant Shockley, and James Cone.

CED 528 The Role of the Bible in the Education of the Church (3) Prerequisite: OTS 501, NTS 501, CED 520
This course will explore the relations between, on one hand, the ways the church engages scripture, and on the other hand the way scripture is appropriated in the lives of its members. It examines the nature of the ethical and related educational tasks with which teaching the Bible confronts us. Finally, it reflects upon the need and possibility of deep transformations in our ways of knowing and valuing which may be required, if we are to take up these tasks creatively and with any success.

CED 590 Readings in Christian Education I (3)
This is a special course in Christian Education offered according to needs and interests of faculty and students in order to address particular topics, persons, periods, or schools of thought not otherwise covered.

CED 591 Readings in Christian Education II (3)
This is a special course in Christian Education offered according to needs and interests of faculty and students in order to address particular topics, persons, periods, or schools of thought not otherwise covered.

CED 595 Directed Studies in Christian Education I (3)
This course is designed to allow students to work with the professor in pursuing independent research and reading on particular topics.

CED 596 Directed Studies in Christian Education II (3)
This course is designed to allow students to work with the professor in pursuing independent research and reading on particular topics.
PPC: Psychology and Pastoral Care

PPC 501. Psychology of Religion (3)
An examination of the relationship of Biblical, theological, sociological, and psychological understandings on pastoral care and an exploration of their implications for marriage and family life, interpersonal relationships and understandings. Psychological means and methods of interpreting the religious life will be pursued.

PPC 502. Introduction to Pastoral Counseling (3) Prerequisite: NTS 501
Fundamental assumptions, principles, and methods of counseling are considered in the context of pastoral care. The course is designed to equip the minister to address himself/herself effectively to the psychological, sociological, and theological needs of people in a variety of situations.

PPC 503. Problems in Pastoral Counseling (3)
The focus of this course is on special problems encountered by the minister and the examination of methods for dealing with crisis situations.

PPC 504. Religion and Personality Process (3)
This course pursues an understanding to the psychological growth process and the personality factors that relate to religious development. It views faith and patterns of belief and their relationship to causal factors in negative behavioral patterns.

PPC 505. Human Growth and Development (3)
A study of human growth and development from the beginning of life through adulthood.

PPC 506. Clinical Pastoral Care (3)
This course provides opportunity to learn pastoral care through interpersonal relations in an appropriate institution, such as a hospital, prison, church, or other clinical situation, where an integrated program of theory and practice is realized with the supervision and collaboration of an inter-professional staff.

PPC 507. Clinical Pastoral Education (6)
This course differs from PPC 508 in that it is accredited by the Association for Clinical Pastoral Education and is physically located at one of several convenient certified training centers. The student should select a center and make appropriate application for a basic unit. There are several such centers in North Carolina such as Wake Medical Center, Raleigh; North Carolina Memorial Hospital, Chapel Hill; Duke Medical Center, Durham; Baptist Hospital, Winston-Salem; and John Umstead, Butner. Each center will provide information concerning CPE. Students seeking a Master of Divinity degree with a concentration in pastoral care are required to take three courses in this discipline as follows.

PPC 508. Advanced Clinical Pastoral Education (6)
A status that may be granted by a CPE committee during the second basic unit. As with PPC 509, this course is located off campus.

PPC 509. Clinical Pastoral Education Internship (8)
A full year (12 months) of 40 hours per week in clinical, didactic, and personal growth experience under individual supervision at an accredited off-campus center.
PPC 510. Clinical Pastoral Orientation (4)
An introductory course in clinical pastoral care. Seminar involving supervised calling and case conferences. One full day (eight hours) each week.

PPC 515. Personality Theory for Pastoral Relationships (3)
A course to help the student develop a cognitive grasp of personality growth and development in order to enable better relationships with and among persons. Some grasp of the dynamics of personality growth is essential to develop adequate pastoral relationships, whether one is a minister of a church, a teacher of a class, a worker in a community organization, or a pastoral counselor.

PPC 521. Understanding and Coping with Depression (2)
Designed to provide students with a basic knowledge of the concept of depression—a problem that may impact on their effective functioning as ministers. The emphasis will be on teaching students how to recognize depression if it occurs, and to provide useful methods for coping with it.

PPC 522. Pastoral Care and the African American Family (3)
A course designed to help students develop a level of comfort dealing with sensitive issues. The course will provide discussions on battered women-domestic violence, rape, child sexual abuse, alcoholism, depression, gender role socialization, and women in ministry. The course seeks to aid students in developing healthy pastoral care skills for families with special needs.

PPC 523. Pastoral Psychology, Religion, and Therapy (3)
This course introduces students to psychological disciplines, philosophy of religion, and counseling philosophies and skills that will enhance the pastoral minister’s ability to work effectively in multi-disciplinary fields dealing with clients needing counseling.

PPC 531. Counseling the Culturally Disenfranchised (3)
This course focuses on psychosocial and cultural factors that have historically affected African Americans and other people of color in the United States. It further examines the role of religion in the empowerment of culturally disenfranchised people.

PPC 532. Counseling and Abnormal Psychology (3) Prerequisites: PPC 602
Study of basic concepts related to the development and assessment of abnormal behavior with an emphasis on disorders typically encountered in counseling and clinical practice. Focus is on the person-in-environment paradigm. Content focuses on major mental disorders, the diagnostic/assessment process and its application in a variety of settings, the use of assessment tools such as the DSM-IV, mental status exam, psychosocial history.

PPC 533. Professional and Legal Ethics in Counseling (3)
This course is designed to help students become aware of the duties of professional counselors and their responsibilities in upholding the high standards of professional and religious counselors. This course instructs students in legal liabilities, appropriate conduct, and avoidance of conduct that may create the appearance of impropriety. This course is also designed to make students aware of behavior that must be reported to County Child Protective Services, the District Attorney’s Office, and the Family Court.
PWS: Preaching and Worship

PWS 501. Homiletics I/Introduction to Homiletics (3) Prerequisite: OTS 502 or NTS 502
This is a basic course in sermon preparation - moving from text to sermon. The course analyzes sermon infrastructure, meaning, styles, and language and explores hermeneutical, cultural, and theological questions.

PWS 502. Advanced Sermon Analysis (3) Prerequisite: PWS 501
These seminars are designed to trace the development of Black preaching and its place in the Black church and community. Through the use of analysis of taped sermons, the course facilitates the development of personal styles and the ability to contrast and structure several types of sermons. An understanding of homiletical and theological problems is pursued and a more philosophical understanding of the preacher's task is fostered.

PWS 511. Preaching in the African American Church Tradition (3) Prerequisites: PWS 501
Using discussions, lectures, selected readings; the course will focus on preaching in the Black tradition. Students will examine the history, theology, and style of preaching of the African American experience.

PWS 512. Philosophy and Psychology of Preaching (3) Prerequisite: PWS 514
This course will examine the philosophical and psychological influences that motivate the preacher and empower the preached word. The importance of practicing the spiritual disciplines and study will be considered and emphasized. The importance of experiencing a “sense of call to Christian Ministry” will be discussed.

PWS 514. Homiletics II/Seminar in Preaching (3) Prerequisite PWS 501
This course examines and explores the components of a sermon and works at developing the students’ skills in producing, shaping, organizing and using the various elements of a sermon. Attention will focus upon how one can most effectively communicate the gospel through the preaching event.

PWS 515. The Preaching of Jesus (3)
We live in a religious culture today, which has diverted attention away from the classic message of the Christian gospel. This course is focused on keeping Jesus, as presented in scripture, at the center of preaching. It also examines the messages of Christ Himself to the world.

PWS 516. Preaching the Biblical Message in Contemporary Context (3)
This is a seminar, which seeks to examine and determine how to preach an accurate biblical message. Through proven methods of biblical interpretation, the student will learn how to move from text to sermon. Successful biblical interpretation will serve as a useful means to address issues and maintain relevance in our contemporary world.

PWS 517. The Preaching of Gardner Calvin Taylor (3)
This course is a seminar in African American preaching, as expressed through the thoughts of one of the greatest Christian preachers in the twentieth and twenty-first centuries – Dr. Gardner Calvin Taylor. Through his lectures, sermons and writings, the student will gain an insight into Dr. Taylor’s preaching and methodology. This course is designed to illuminate what makes preaching effective and persuasive in bringing souls to Jesus Christ.
PWS 521. Introduction to Christian Worship (3)
A study of the history, theology, and psychology of Christian corporate worship with an emphasis upon the various elements that comprise traditional church worship. Attention will be given to the planning and conducting recurring services and developing meaningful services of worship for special observances.

PWS 522. Christian Worship and Liturgy (3) Prerequisite: PWS 521
A comprehensive study of the impact of liturgical development upon Christian worship expressions amid theological, historical, cultural, and nationalistic, and other influences today. The Christian Year, the lectionary, and other developments as the influences of the arts will also be considered.

PWS 523. Conducting Christian Worship (3) Prerequisite: PWS 521
This course is designed to assist students develop skills for planning and leading public worship in the Reformed and related Christian traditions. Practical work on preparation, leadership, and evaluation of regular recurring and special services will be practiced.

MIC: Ministry in Community

MIC 501. Religion and Contemporary Life (3)
A comprehensive study of the organization, function, and programs of the various social, industrial, educational, and religious institutions and agencies of contemporary life. The purpose is to acquaint students with the facts in these areas and to explore the church's role in fostering social betterment.

MIC 502. Urban Studies (3)
Urban studies are designed to facilitate the development of the kind of ministers who can become agents of urban and rural change. The course consists of special lectures by persons with expertise in the dynamics of urban and rural America, assigned readings, class discussions, and a field experience.

MIC 503. Health and Human Services Through the Church (3)
This course is designed to introduce students to the Health and Human Services Program of the General Baptist State Convention of North Carolina. Emphasis will be placed on the role of the local church in human health and services and the theological foundations for the wholistic approach to human health.

MIC 504. The Church and Community (3)
A study of current social problems and the ways the church should meet them. Social reforms are briefly traced as well as problems in connection with housing and family life, delinquency and crime, public education, commercialized recreation and the broader uses of leisure and studies with a view to discovering avenues of church cooperation with local agencies in solving these problems.
MIC 505. Women and The Contemporary Church (3)
This course is designed to focus on women, particularly African-American, in the context of the Black church and community today. The course includes the role of women in leadership, the dynamics of women's relationships in the church, the study of contemporary trends of women in other systems in society that impacts church culture, and the development of ministry models that expand the concept of the role of pastor in a traditional setting.

MIC 510. Health and Spirituality (3)
This course will explore the relationship between spirituality and health from an African American perspective. It will focus on health promotion, disease prevention, and collaborative partnering between the faith and medical communities. The course will teach students how to build effective coalitions in their communities with the goals of health promotion and disease prevention.

MIC 511. Health Disparities and The Black Church (3)
This course will prepare students to provide leadership in the development of comprehensive ministries of health and healing as a strategy for addressing the poor health outcomes of African-Americans and other racial ethnic minorities. The role of research along with the benefits and challenges of engaging in collaborative partnerships between the faith and health communities will also be explored.

MIC 512. Action Research in Ministry (3)
Using the principles of Action Research, this course will equip students to become agents of transformational change. Students will be coached on how to apply principles of action research to plan and implement community-focused ministries that provide practical solutions to the many complex challenges faced by church and community leaders in the 21st Century. Students will also learn how to use a variety of research and community organizing strategies.

MIC 520. Introduction to Church Planting (3)
This course is an introductory course in church planting and provides opportunity for the student to explore issues, which bear on planting a new church in a defined target area in response to selected purposive criteria of need. The course is organized around major church planting considerations including: The providence of God, the planter, the plan, the place and the process of church planting.

MIC 521. Evangelism and Church Growth in the Black Community (3)
A study of how to witness among and grow local churches in the Black community. Various evangelistic strategies and church growth techniques will be presented and evaluated for their application in developing congregations, Sunday Schools, and other ministry organizations.

MIC 522. The Black Church and Domestic Abuse and Violence (3)
This course is designed to help students understand the psychology of domestic abuse and violence and how it impacts the 21st Century Black Church. This course is designed to increase awareness, focus on Biblical readings in Old Testament and New Testament, and offer theological training in the prevention and intervention of domestic violence in the church and community.
MIC 523. The Church and HIV/AIDS (3)
This course is designed to introduce students to a faith-based response to the HIV/AIDS pandemic in the African American Community and beyond. The course is designed to increase awareness of the disease, introduce preventive measures through education, and motivate active participation in prevention. This multidiscipline course presents studies on HIV/AIDS and the Old Testament, New Testament, Theology, Pastoral Care and History.

MIC 524. A Theological Response to Trauma (3)
This course is designed to prepare clergy and faith-based counselors to properly respond to victims of trauma. Various educational initiatives and training techniques will be used to prepare students for victim care. Victims may be persons who find themselves traumatized by natural disasters or disasters created by human design.

ADM: Administration and Leadership

ADM 501. Church Administration (3)
This course looks at the church as an organization and the various administrative functions and units necessary to achieve the goals of the organization. Students will be required to develop a paper looking at their particular church with ideal administrative structure to fulfill the vision of their church.

ADM 502. African-American Church Leadership (3)
This course is designed to explore the various aspects of leadership within the African American church in the Information Age. Students will examine their own context and discuss various options for leadership styles. Leadership will be examined from the four frames as suggested by Bolman and Deal. The role of technology and its impact on decisions will be explored from a local and global perspective.

ADM 511. The Church Leader as Mentor (3)
This course will examine the role of church leaders as mentors. Students will grapple with the historical and contemporary role and expectations of a mentor as well as a person being mentored. The course is designed to use the theoretical concepts of transformational learning to help participants develop strategies for empowering the leadership team of a church through mentoring.

PCM: Practice of Church Music

PCM 501. Introduction to Church Music (3)
A study of basic purposes of church music, which form the foundation of a biblical philosophy. A survey of historical influences is presented, introducing happenings on which evangelical church music has drawn. Music in worship, evangelism, instrumental music, and other related ministries are discussed. An exploration of contemporary journals and historical resources on church music is provided to students.

PCM 502. Music and Worship (3)
A practical course designed to facilitate the planning of worship by (1) study of basic source materials such as lectionaries, liturgical orders, hymnals, etc., (2) exploration of specific techniques of planning textual and musical content, and (3) experience of constructing specific orders of worship.
**PCM 503. Hymnology (3) Prerequisites: PCM 501, PCM 502**
A study of the origins and development of Christian hymnody, with reference to the theological emphasis of various periods, aiming to arouse interest in the textual and musical content of hymns and in their effective use of Christian worship. This course will also examine current denominational hymnals, with an emphasis on more recent hymnody.

**PCM 505. Music in the African American Church (3)**
An examination of the historical and musical development of African American sacred music from slavery to the present; from Negro folk spirituals to traditional and contemporary gospel music; with special attention to African American culture in the U.S., a culture which represents a synthesis of African and European cultures into a unique hybrid with its own developmental tradition. The students will be required to complete a major project of attending two contrasting Black worship services, documenting the services with an audio and/or video recording and with field notes, analyzing the kind of music used in the services, and the way music functions.

**PCM 506. Church Music Administration (3) Prerequisite: PCM 701**
Techniques and materials for managing the church music program. Consideration of interpersonal relationships, organizing skills, and management of finances and facilities. The course will discuss recruiting, evaluations, budgets, purchasing and maintaining musical instruments and the minister and musician relationship.

**RSO: Religion and Sociology**

**RSO 500. Sociology of Religion (3)**
The study of the social forms of religion, its organizational structure and dynamics, and the social forces that provide the milieu for religious institutions.

**RSO 501. Sociology of the African-American Experience (3)**
This course in an in-depth study of the economic, racial, political, and technical developments of a people who were predominantly rural before 1910 to a people who are predominantly urban today. Special consideration will be given to those institutions, movements, and programs that were instrumental in this evolutionary process.

**RSO 502. Church-State Relations (3)**
An analysis of problems and concerns in church-state relations and a discussion of history and current trends.

**RSO 503. The Law and the Minister. (3)**
An introductory survey course providing basic legal information for ministers.

**RSO 504. The Black Church in Economic and Political Empowerment (3)**
An exploration of the relationships between the Black church and the political and economic well-being of Black people. The course will focus on the potential of the Black church and the strategies for creating and maintaining housing, employment, education, and leadership. It will lift up the Black church's role in liberating human beings from poverty into wholistic well-being.
RSO 510. The Church and Society (3)
A study of current social problems and the ways the church should meet them. Social reforms are briefly traced as well as problems in connection with housing and family life, delinquency and crime, public education, commercialized recreation and the broader uses of leisure and studies with a view to discovering avenues of church cooperation with local agencies in solving these problems.

CGC: The Church in Global Context

CGC 501. The Church and World Order (3)
A look at Christianity in the world today as it attempts to minister to ideologies, totalitarianism, and neocolonialism around the world. Interpreters of Black thought, African leaders, South American revolutionaries and related materials from a variety of sources, including the Detroit Conference on Liberation Theology in the Americas are considered, and the World Council of Churches in Nairobi, Kenya, and other countries is discussed.

CGC 502. The Christian World Mission (3)
This course considers the theological foundations of the Christian mission. It evaluates the strengths and weaknesses of the guiding principles of mission, and central emphasis is placed on strategies, principles, problems, and goals of Christian mission, especially in the Third World.

CGC 503. History of Christian Mission (3)
A survey of the spread of Christianity from the Apostolic Age to the present. Attention is given to the problems of missionary expansion in the present world order and to the Ecumenical Movement.

CGC 504. World Religions (3)
A study of the history of the living religions of the world and their comparison with Christianity. Specialized study will be made of some non-Christian religion.

CGC 505. Dialogue with People of Living Faiths and Ideologies (3)
Designed to provide group and one-on-one dialogue between students and practitioners of the various faith communities. Includes discussion and examination of tenets and beliefs of religious movements. Various ideologies are explored in an atmosphere of ecumenical friendship. Open and frank discussions are encouraged. No effort is made to convert anyone from his/her present religious leanings of beliefs.

CGC 506. Religion and Justice Issues Around The World (3)
A survey of the need of and struggles for justice all over the world. This will include a discussion of the involvement of religious groups, especially the Black church.

CGC 510. Comparative Religions (3)
This course is designed to provide students with a comprehensive and comparative overview of the religions of the world with emphasis on promoting understanding of differences in religious thought and practices, worldwide in the context of globalization. To the extent practical, there will be interactive sessions with religious practitioners from the various faith communities.
**FED: Field Education**
Each student enrolled in Shaw University Divinity School is expected to successfully complete a minimum of three semester hours in field education. This requirement rests on the conviction that theory and practice in the disciplines of theology must be integrated, and that the student, while in divinity school, should be provided with a situation in life and appropriate supervision wherein this integration can take place.

Candidates for the master of divinity degree may satisfy the requirements for Field Education by enrolling in PPC 507 at a center certified by the Association of Clinical Pastoral Education.

**Program Objectives**
The field experience is designed to (1) assist students in developing vocational identity as ministers by providing experience with a variety of ministry tasks; (2) provide a context for testing and reconstructing theological concepts; (3) develop the ability to do critical and reflective thinking by relating theory and practice; (4) provide the opportunity to achieve a level of professional competence; and (5) bring academic studies, personal experiences, and critical reflection into meaningful dialogue for effective ministry.

**Field Education Options:**

**FED 501. Supervised Ministry**

**Students Serving as Pastors (3)**
Students who are pastors are strongly advised to limit their course load to nine hours per semester and to use their pastoral appointments as learning contexts for field education programs initiated by the school. A supervisor will be assigned to guide the students' learning activities in the parish. *(Practicum)*

**Students Serving in an Institutional Context (3)**
For students planning an institutional ministry or who desire an exposure to ministries other than the pastorate. Supervised ministry can be arranged and approved in an institutional context such as a hospital or prison.

**Students Serving in the Parish (3)**
Supervised ministry in a local parish under the supervision of the pastor or other qualified person approved by the faculty. A minimum of 10 hours per week is required.

**Creating a Ministry (3)**
Ministry in a non-ecclesiastical context (street corner, game room, clubs, etc.) under the supervision of an experienced field supervisor in the area and a faculty member whereby the student explores ways of bringing the Gospel to bear upon the unchurched. Prerequisite: a proposal approved by the faculty.

**Students Serving in Concurrent Internship (3)**
Concurrent internship in a church or agency under the supervision of the faculty and a field supervisor. Other creative arrangements and paradigms in Field Education are encouraged. These must first be approved by the Dean before any academic credit can be given for the experience(s). All field supervisors must be approved by the Dean.
Orientation and Training of Supervisors
All volunteer supervisors, coordinators, and related personnel are expected to participate in a special orientation and training program provided by Shaw University Divinity School.

MIN: Ministry Preparation Studies

MIN 501. Thesis (3)
The thesis project is an independent study done under the thesis director who will advise students and direct to appropriate faculty for consultation in their area of interest. The thesis allows students to pursue in depth study in a particular area of interest.

MIN 502. Spiritual Formation (3)
This is an introductory course designed to assist first year students in identifying and understanding their spiritual formation and development. The course includes discussion and theological reflection as it relates to course objectives. Particular attention is given to how students understand theological education, call to ministry, spiritual, personal and professional identity formation. Students will have the opportunity to dialogue with local pastors/spiritual leaders.

MIN 503. Spiritual Integration (3) Prerequisite: MIN 502
This course is designed to be an exit course for seniors. Students are advised to enroll in this course in the final semester of their matriculation. Students will be expected to probe the integration of theory and praxis. Students will reflect and write on their theological experience and the impact of theological education upon their understanding of Christian doctrines. Students will engage in class discussion and dialogue with ministry leaders.

GRT: Gerontology

GRT 501. Ethnogerontology and Eldercare (3)
Introduces students to major gerontology theories, methodologies, and findings about biological, psychological, and socio-cultural aging. Students will study ethno-gerontology and ethno-geriatric findings and issues about diverse black elders, with emphasis on those who are most at-risk and gain an understanding of public policies and programs for older adults. Students will be introduced to major demographic data related to aging and be provided a practicum for the collection and analysis of primary data related to health, family and social networks and patterns of African Americans age 65 and over.

GRT 504. Black Churches and Eldercare (3)
Focuses on need for and advantages of church involvement in eldercare programs; philosophies and strategies of initiating, financing, and maintaining eldercare programs in local parishes; planning and conducting eldercare workshops for parish members; effective counseling of at-risk black elders and their caregivers; and pastoral advocacy for at-risk elders and collaboration with local aging agencies.

GRT 590. Seminars in Gerontology (3)
This course is designed to enhance the knowledge and skills of persons who are working or who plan to work with and for older adults. Students will gain knowledge and understanding of the theological or spiritual and related aspects of aging; awareness of and familiarity with various national and local church programs; and abilities and skills in planning programs for older adults.
GRT 510. Practicum in Gerontology (3)
This course will introduce the student to gerontology as a field of study and as a science. It will provide the student an opportunity to develop a project in gerontology that may be implemented in a local church or other ministry context.
**Action Research in Ministry Institute**

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

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

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

**Continuing Christian Education**

As a part of our mission, Shaw University Divinity School maintains an Office of Continuing Christian Education. This Office of Continuing Christian Education offers continuing education programs such as Conferences, Special Offering Workshops, Leadership Training, and an In-Service Program for ministers and church leaders.

**The In-Service Program for Ministers and Church Leaders**

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

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

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

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

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

The Health Enhancement through Medicine and Spirituality Conference
The Health Enhancement through Medicine and Spirituality (HEMS) Conference focuses on the elimination of health disparities in the African-American community through the promotion of healthy lifestyles and health advocacy. Each year, one or several of the factors that contribute to health disparities are examined. These factors include issues related to education, economics, mental health, family and community. The conference consistently emphasizes the critical relationship between faith and health. HEMS is sponsored through a partnership between Shaw University Divinity School (SUDS) and the Old North State Medical Society (ONSMS). Founded in 1886, the ONSMS is the nation’s oldest state association of Black physicians. The society directs its energies toward the objectives of equity in health care, equal opportunity for African American professionals and equal care for African American patients.

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

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

The Annual Women’s Conference
The Annual Women’s Conference is a one-day conference held annually in July. Its primary objective is to provide a context for support, education and inspiration for the women of God. The conference is designed to be inclusive of all women – ordained clergy, ministers, and laywomen. Lectures, workshops, and preaching are provided with emphasis on a chosen theme by the conference planning committee. The registration fee includes lunch and may vary from year to year.
Special Offering Workshops
In addition to the above continuing education programs, the Office of Continuing Christian Education of the Shaw University Divinity School offers Special Offering Workshops of one to three days on Demand.

Some of the Special Offering Workshops are as follows:

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

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

Continuing Christian Education Leadership Training
The Continuing Christian Education Leadership Training (CCELT) program is designed to give participants a broad understanding of Christian teaching methods and course development. The teaching methods will consider the different teaching methods for children, youth, adults, and senior citizens. Some attention will be given to the philosophy of Religious Education and the use of Technology in Christian Education. For course development, participants will actually develop curriculum designed to satisfy the stated needs of the local church. Additionally, participants will develop the syllabus and lesson plans for the course they will be certified to teach in their context. The program consists of three modules of ten hours each as follows:

- General teaching and learning principles
- Teaching strategies and methods
- Curriculum building, course design and lesson plan development

Program Overview
The CCELT program is designed to give participants a broad understanding of Christian teaching methods and course development. The teaching methods will consider the different teaching methods for children, youth, adults, and senior citizens. Some attention will be given to the philosophy of Religious Education and the use of Technology in Christian Education. For course development, participants will actually develop curriculum designed to satisfy the stated needs of the local church. Additionally, participants will develop the syllabus and lesson plans for the course they will be certified to teach in their context. The program consists of three modules of ten hours each as follows:

- General teaching and learning principles
- Teaching strategies and methods
Curriculum building, course design and lesson plan development

**Individual Teaching Certificate**

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

- Basics of Christian Worship
- Biblical Studies
- Evangelism & Missions
- Church History
- Polity & Practice
- Ethics & Church Etiquettes
- Church Leadership
- Other courses as defined by the site and approved by SUDS.

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

**Christian Group Certification**

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

**Teaching with a Certificate**

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

- A copy of the curriculum/lesson plan for the class to be taught.
- A copy of the materials to be used in each class.
- A copy of the class roster, including student name and attendance record.
- A $25.00 administrative fee for each student enrolled in the class for CEU units.

When students complete the class being taught by the CCELT Certified Teacher, the students will be awarded the appropriate CEU units. A transcript describing the completed program will
Continuing Education Units
The Continuing Education Unit (CEU) was created to provide a standard unit of measure that would qualify continuing adult education and training activities that serve the diversity of providers, activities, and programs in adult education. A Continuing Education Unit is defined by the International Association for Continuing Education and Training (IACET) as “One CEU equals ten contact hours of participation in organized continuing education/training experience under responsible, qualified direction and instruction.” Continuing Education Units will be used in two ways in this program. First, those persons participating in the teacher training will be awarded CEU units. Secondly, the students that are taught by the teachers will be awarded CEU units.

Upon completion of the program, teachers will be awarded three CEU units. The CEUs will be awarded by the Shaw University Divinity School. Usually, a school that uses a portfolio approach to life-long learning will grant credits for CEU courses taken. It is anticipated these CEUs will be negotiable in this situation.

When an individual CCELT Certified teacher teaches a course, or when a group certified by CCELT offers a Group Certificate, the students of the course(s) will receive CEU units. The CEU units will be awarded by the Shaw University Divinity School. The exact number of CEU units will vary with the course taught and the number of contact hours for the course.

Who may apply?
The CCELT program is designed to be beneficial to anyone who has a responsibility for leadership in Christian/Religious Education. This would include Sunday School Teachers, Bible Class Teachers, Vacation Bible School Teachers, Seminar and Workshop Leaders, Worship Leaders, and anyone who has a leadership role in Christian Education.

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

Persons with the MRE or MDiv degree will automatically be certified to teach Religious Education or the area of their concentration. To teach outside their Concentration, persons with these degrees are encouraged to enroll in the third module of the CTTP training.

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

**Delivery Options**
The program can be delivered through three different options; on campus, in context; or Distance Education.

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

The In-Context option will use the facilities of the requesting organization. The requesting organization must provide the classroom environment and all the teaching needs of the faculty. In addition, the organization must make provisions for the faculty to be at the local facility. The Director of Continuing Education will negotiate with the organization to arrive at the best configuration.

The Distance Education option will use the online facilities of the Internet and BlackBoard or videoconferencing to deliver the classroom instruction. Students will be required to come to the Raleigh campus for the first gathering. All other classroom sessions will be conducted through BlackBoard over the Internet or through videoconferencing.

When using the In-Context option, the program can be configured to suit the needs of the organization requesting the training. For example, an Association may want to schedule three different gatherings of 10 hours each; or a church may want to conduct the program in three consecutive days at their home church. The specific configuration must be worked out with the Director of Continuing Education and approved by the dean of SUDS.

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

Shaw University Divinity School  
Office of Continuing Christian Education  
118 East South Street  
Raleigh, NC 27601  
Phone: (919) 564-8569/8570, 8575  
Fax: (919) 546-8571  
email: rtripp@shawu.edu or jtrob@shawu.edu
SPECIAL PROGRAMS

Faculty Colloquy Series
The Faculty Colloquy Series is a monthly seminar that uses regular faculty persons to deliver special lectures or conduct seminars in their areas of concentration with special attention to new trends and/or developments in the various disciplines. Resource persons beyond the Shaw University Divinity School faculty are also scheduled under this series. These seminars are without cost to full-time students. Lunch is available at cost.

Shaw University Divinity School Alumni Association
Shaw University Divinity School Alumni Association is responsible for coordinating all matters relating to alumni activities through the Shaw University Office of Alumni Affairs. This organization maintains a roster of all current and former students including such information as current address, a record of achievements, and biographical synopsis. The Shaw University Divinity School Alumni Association is frequently called upon to research this biographical information.

All persons who matriculated at Shaw University Divinity School, those who received degrees and those honored by the Divinity School (honorary doctorate and similar honors) are considered alumni/ae. As members of the Shaw University Divinity School Alumni Association, they receive The Seminarian, annual calendars of events, and other publications, which may be printed from time to time.

The Alumni Association holds its annual meeting on campus on Tuesday following the third Sunday in March, which is also the second day of the Annual Alexander/Pegues Ministers' Conference. Several SUDS alumni chapters have been organized in various geographical areas where alumni reside. These chapters assist the Divinity School in the recruitment of students, fund-raising, provide a network system for alumni relocation, and support the needs of the Divinity School.

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

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

Shaw University Divinity School recognizes the changing trends in seminaries across the country and the unique sensitivities and gifts that women bring to ministry. OWS has an environment and is building a program that allows students opportunities to choose their own paths, and refine their talents and ambitions.
STUDENT LIFE

Food Service (Main Campus)
Students may eat meals in the Shaw University Cafeteria at rates established by the University and during designated meal hours. Shaw University is also in proximity of fast food restaurants and off-campus cafes. Students also have the option to purchase a meal package with Thompson Hospitality.

Housing (Main Campus)
Housing is available on campus for graduate students at the regular rate set by the University. Incoming students will be sent information regarding the process for obtaining housing.

Health Services
The Health Services Center is located on the first floor of Fleming/Kee Hall. The hours of operation are Monday-Friday from 8:00 a.m. to 9:00 p.m. and on Saturdays from 9 a.m. to 1:00 p.m. A school nurse is available to serve students during the stated hours of operation.

The University Counseling Center is located on the second floor of the Willie E. Gary Student Union Building. The Center is open Monday, Tuesday and Friday from 8:00 a.m. to 5:00 p.m. and on Wednesday and Thursday from 8:00 a.m. to 7:00 p.m. Students are encouraged to visit the counseling center and make use of it as the need arises.

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

Graduate Student Government Association (GSGA)
The GSGA is the official student organization of the Shaw University Divinity School. The graduate student body elects all GSGA officers annually. The GSGA meets monthly, and concerns itself with student and community life. This organization is expected to have a close working relationship with the faculty advisor for GSGA.

Chapel (Main Campus)
Each Saturday students and faculty gather in the Thomas J. Boyd Chapel for worship during the school year. Other worship service opportunities are scheduled by the Dean of the Thomas J. Boyd Chapel.

Statement of Equal Educational Opportunity and Nondiscrimination
Students are admitted to the graduate programs without regard to gender, race, color, age, national or ethnic origin, provided they meet basic requirements for admission. All students admitted have equal access to the rights, privileges, programs, activities, and student financial aid afforded by Shaw University and is governed without discrimination by its established policies and procedures.
1. Tyler Hall
2. Leonard Hall
3. Practice Cottage
4. Duplex Building
5. Nickolas F. Roberts Science Hall
6. James E. Cheek Learning Resources Center
7. Estey Hall
8. George C. Debnam Hall
9. Faculty Offices
10. Thomas J. Boyd Chapel
11. Spaulding Gymnasium
12. Tupper Hall
13. Classrooms
15. Drama Building
16. Willie E. Gary Student Center
17. Main Men’s Residence
18. Main Women’s Residence
19. Performing Arts Center*
20. Talbert O. Shaw Living & Learning Center

*Proposed
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Attorney Lorenzo Williams

*SGA President- Ex Officio Member (one-year term)
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Irene Perry, DMin, Special Assistant to the President
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Lillie Boyd, PhD, Special Assistant to the President for Strategic Planning, Institutional Research and Effectiveness
Alfonza Carter, MS, Athletics Director

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Ayesha K. Givens, Executive Assistant
LaVinya White, Academic Support Specialist
Bessie Lewis, Assistant for Academic Support Services
Mack Sowell, BA, Associate Vice President for Enrollment Management
Terence Leathers, DMin, Assistant Vice President for Academic Affairs for CAPE
Candice McKoy, Administrative Assistant for CAPE
Gene Page, MS & MA, Director of Records and Registration
Regina Chukwu, Med, Assistant Director of Records and Registration/VA Coordinator
Cynthia Graham, Director of First Year Programs
Sheila Bourne, MLS, Director of the Learning Resources Center
Willie Catherine High, MA, Director of the Academic Assessment and Achievement Center
Grace Ndip, PhD, Faculty Development Coordinator
Kimberly Leathers, PhD, Dean of the Honors College
Daniel Howard, PhD, Director of Sponsored Programs
Dr. Angela Hicks, PhD, Pre-award grant specialist

Office of Fiscal Affairs

Thomas Poitier, Acting Vice President for Fiscal Affairs
Shirley Martin, Administrative Assistant
Peta-Gaye Shaw, B.A., Comptroller
Shirley H. Fennell, Bursar

Office of Religious Life

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

Office of Student Affairs

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Loretta Campbell, Executive Assistant
Lillie Dunn, Administrative Assistant
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Reginald Lowery, MSEd, Director, University Counseling Center
Glover Hall, PhD, Substance Abuse Counselor
James Ivy, MTh, Director, Main Men’s Residence

Ronald Bishop, M.S., Director, TOSLLC Men’s Residence Hall

Michael Umeadi, ABD Director, Fleming/Kee Residence Hall

Ellen L. Pinckney, Director Newson Women’s Residence

Agnes Baxter, B.S., TOSLLC- Women’s Residence Hall

Carolyn Parks, RN, Director, Health Center

Juanda Holley, MA, Counseling Center

Jerelene Carver, MA, Counselor /Disabilities Services

Office of Institutional Advancement

Cleon Thompson, PhD, Interim Vice President for Institutional Advancement

Reekitta Grimes, M.A., Director, Alumni Relations and Planned Giving

LaChauna Mason, Director, Development and Public Relations

Joyce Allen-Davis, Administrative Assistant Career Development Center

Faculty

College of Graduate and Professional Studies

Department of Education

Barrax, Joan D., Dean and Professor
  Department of Education
  BA – Howard University
  MA – University of Pittsburgh
  PhD – University of North Carolina – Chapel Hill

Jerman, Deloris L., Assistant Professor
  Assistant Dean, College of Graduate and Professional Studies Chair, Department of Education
  BS – Winston-Salem State University
  MA – Appalachian State University
  EdD – University of North Carolina – Chapel Hill

Boswell, Laura, Assistant Professor
  BA – University of Kentucky
  MA – Morehead State University
  EdD – University of Sarasota

Okpala, Comfort, Assistant Professor
  BS – Roosevelt University
  MBA – Governor’s State University
  EdD – Fayetteville State University

Sesay, Allyson, Associate Professor
  BS – Langston University
  MEd – University of Illinois, Urbana-Champaign
  PhD – University of Illinois, Urbana-Champaign

Shaw University Divinity School

James Terry Roberson, Jr. Dean
  BS Millsaps College
  MS NY University
  MDiv NY Theological Seminary
  PhD Fordham University

Linda W. Bryan, Assistant Dean
  BA Shaw University
  MDiv Duke University Divinity School
  DMin Virginia Union School of Theology

Doris Sanders, Administrative Assistant to the Dean
  BA University of Illinois

Lilipiana D. Daresburg, Office Administrative Assistant

Stella Goldston, Coordinator of Student Affairs
  AA Central Carolina Community College
  BA Shaw University
Teresa Baker, Administrative Assistant to Shaw Divinity School Coordinator at High Point CAPE
    BS Shaw University

Patricia Haynes, Librarian
    BA University of Texas at Arlington
    MLS University of Texas Faculty

James Ashmore, Assist. Professor of Old Testament
    BA Davidson College
    MDiv Union Theological Seminary
    PhD Duke University

Mikael Broadway, Assist. Professor of Theology and Ethics
    BA Baylor University
    MDiv Golden Gate Baptist Theological Seminary
    PhD Duke University

Stephanie Buchanan Crowder, Assist. Professor of New Testament
    BS Howard University
    MA Vanderbilt University
    MDiv United Theological Seminary, Dayton, OH
    PhD Vanderbilt University

Joseph Bryant, Coordinator, Shaw University Divinity School at High Point CAPE/Assist. Prof. of Pastoral Studies
    BS North Carolina A&T State University
    MDiv Shaw University Divinity School
    DMin Emory University

Thomas Clark, Librarian
    BA Duke University
    MLS University of North Carolina- Chapel Hill

Bruce Grady, Director of Religious Edu.
    Assist. Prof. of Religious Edu.
    BS North Carolina State University
    MDiv Duke University Divinity School
    MTh Princeton Theological Seminary
    EdD Columbia University Teachers College

Moses V. Goldmon, Assistant Professor of Field
    Education and Research
    BS University of Arkansas at Monticello
    MS Iowa State University
    EdD University of Tennessee

James Arthur Holmes, Assist. Prof. of Church History
    BA Allen University
    MDiv Turner Seminary
    MTS Boston University School of Theology
    ThD Boston University School of Theology

Cheryl Kirk-Duggan, Director of Women’s Studies and Professor of Theology
    BA University of Southwestern Louisiana
    Master of Music University of Texas at Austin
    MDiv Austin Presbyterian Theological Seminary
    PhD Baylor University

Reginald Van Stephens, Assist. Professor of Homiletics
    BS Edward Waters College
    MDiv Eastern Baptist Theological Seminary
    DMin United Theological Seminary

Rudolph Tripp, Director of Continuing Edu. and Assist. Prof. of Pastoral Studies
    BS Central Michigan University
    MA Pepperdine University
    MDiv Shaw University Divinity School
    EdD North Carolina State University

James E. Arnette, Adjunct Professor of Worship
    AB Shaw University
    BD Johnson C. Smith University
    DMin Johnson C. Smith University
    DMin Southeastern Baptist Theological Seminary

Charles T. Bullock, Adjunct Professor of Church History
    BA Shaw University
    BD Shaw University
    MDiv Shaw University Divinity School
    DMin Howard University Divinity School
Serenus Churn, Adjunct Professor of Homiletics
- BA Morgan State University
- BD Howard University
- MDiv Howard University
- DMin Drew University

Andrew Vogel Ettin, Adjunct Professor of Old Testament
- AB Rutgers College
- MA Washington University
- MSJS Spertus Institute of Jewish Studies
- PhD Washington University

Dumas Harshaw, Adjunct Professor of Black Theology
- BA Pasadena College
- MA Point Loma College
- MDiv Claremont School of Theology
- DMin Claremont School of Theology

Charles H. Long, Visiting Professor of Church History
- BD University of Chicago Divinity School
- PhD University of Chicago

Paul Lowe, Jr., Adjunct Professor of Christian Education
- BA Bishop College
- MDiv Virginia Union University
- MA Presbyterian School of Christian Education
- DMin Drew University

Lafayette Maxwell, Adjunct Professor of Black Church Studies
- BA University of Florida
- MDiv Duke University Divinity School
- DMin Samuel DeWitt Proctor School of Theology

Andrew Mbuvi, Assistant Professor of Biblical Studies
- BA University of Nairobi
- MDiv Nairobi Evangelical Graduates School of Theology
- PhD Westminster Theological Seminary

Helen McLaughlin, Adjunct Professor of Women’s Studies
- BA Shaw University
- MDiv Shaw University Divinity School
- DMin Drew University

Irene G. Perry, Adjunct Professor of Pastoral Care
- MDiv Howard University
- DMin Howard University

Jeffrey Jon Richards, Adjunct Professor of Ethics
- AB Pfeiffer College
- MTh Dallas Theological Seminary
- PhD Drew University

J. Deotis Roberts, Visiting Professor of Theology
- AB Johnson C. Smith University
- BD Shaw University Divinity School
- BD/STM Hartford Seminary
- PhD University of Edinburgh

Gardner Calvin Taylor, Distinguished Visiting Professor of Homiletics
- AB Leland College
- BD Oberlin Graduate School of Theology

Lillie Travis, Adjunct Professor of Christian Education
- BS Cheyney State Teachers College
- MAT Trinity College
- MDiv Howard University Divinity School
- DMin United Theological Seminary

Benjamin Whitlock, Adjunct Professor of Black Church Studies
- BA Shaw University
- MDiv Shaw University Divinity School
- DMin Drew University
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Dr. Eva Johnson                                          Dr. John J. Wilkins
Dr. Elbert Lee, Jr.                                       Dr. Joseph Z. Windley
Rev. Daniel Lilly
SHAW UNIVERSITY ACADEMIC CALENDAR

SPRING SEMESTER 2005

JANUARY
5-7 Wednesday-Friday ............................................................ Faculty/Staff School Opening
8 Saturday ........................................................................ Residence Halls Open for New Students
8-11 Saturday-Tuesday ...................................................... New Student Orientation
9 Sunday ........................................................................ Residence Halls Open for Returning Students
10-12 Monday-Wednesday ................................................ Late Registration/Fiscal Clearance/Returning Students
13 Thursday ....................................................................... Classes Begin
13 Thursday ........................................................ Martin Luther King, Jr., Commemorative Service
17 Monday ..................................................................... Martin Luther King, Jr., Holiday
24 Monday ..................................................................... Add Ends/Last Day to Drop without Grade of “W”

FEBRUARY
6-9 Sunday-Wednesday ................................................ Religious Emphasis Week

MARCH
8 Tuesday .................................................. Mid-Semester Progress Reports Due Academic Advisement
10 Thursday .................................................... Academic Advisement/Registration for Fall Begins
11 Friday .................................................... Last Day to Withdraw from a Course Registration for Fall Semester 2005
14-16 Monday-Wednesday ........................................ Minister’s Conference
25-28 Friday-Monday ........................................... Easter Break
25, 4/3 Friday-Monday ................................................ Spring Break

APRIL
4 Monday ........................................................ Classes Resume
4 Monday ............................................. Application Period for Summer Graduation
21 Thursday ................................................................ University Awards Day

MAY
1 Saturday ........................................................ Senior Appreciation Day
5 Thursday ........................................................ End of Semester
6 Friday ........................................................ Baccalaureate
7 Saturday ........................................................ Commencement
7 Saturday ...................................................... Residence and Dining Halls Closed

SUMMER SESSION 2005

MAY
17 Tuesday ................................................... Late Registration/Fiscal Clearance
18 Wednesday ........................................................ Summer School Begins
25 Wednesday ........................................................ Add/Drop Ends
30 Monday ........................................................ Memorial Day Holiday

JUNE
25 Saturday ........................................................ Church Leader’s Conference
28-29 Tuesday-Wednesday ..................................... Final Examination Period
30 Thursday ........................................................ Deadline for Application for Fall Degree/End of Summer School
### FALL SEMESTER 2005

#### AUGUST

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>12</td>
<td>Friday ................................. Residence Halls Open for New Students</td>
</tr>
<tr>
<td>12-16</td>
<td>Friday-Tuesday .......................... New Students’ Orientation</td>
</tr>
<tr>
<td>15</td>
<td>Monday ................................ Residence Halls Open for Returning Students</td>
</tr>
<tr>
<td>15-16</td>
<td>Monday-Tuesday ........................ Faculty &amp; Staff University Opening</td>
</tr>
<tr>
<td>15-17</td>
<td>Monday-Wednesday ..................... Fiscal Clearance of Returning Students</td>
</tr>
<tr>
<td>18</td>
<td>Thursday ................................ Late Registration and Classes Begin</td>
</tr>
<tr>
<td>29</td>
<td>Monday ................................... Last Day to Add or Drop a Course</td>
</tr>
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#### SEPTEMBER

<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>5</td>
<td>Monday ................................................. Labor Day Holiday</td>
</tr>
<tr>
<td>6</td>
<td>Tuesday ................................................ Classes Resume</td>
</tr>
<tr>
<td>22</td>
<td>Thursday ................................................ Fall Convocation</td>
</tr>
<tr>
<td>23</td>
<td>Friday ....... Last Day to WITHDRAW FROM University and Receive a Partial Refund</td>
</tr>
<tr>
<td>30</td>
<td>Friday ................................................... Coronation of Miss Shaw University</td>
</tr>
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#### OCTOBER

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>2-4</td>
<td>Sunday-Tuesday ......................... Bessie Boyd Holman Lecture Series on Ethics &amp; Values</td>
</tr>
<tr>
<td>4-6</td>
<td>Tuesday-Thursday .......................... Mid-Semester Progress Report Due</td>
</tr>
<tr>
<td>9-16</td>
<td>Sunday ................................................ Homecoming Week</td>
</tr>
<tr>
<td>14</td>
<td>Friday ................................................ Founder’s Day</td>
</tr>
<tr>
<td>20</td>
<td>Thursday ............................................ Last Day to Withdraw from a Course</td>
</tr>
<tr>
<td>24-28</td>
<td>Monday-Friday ................................. Academic Advisement</td>
</tr>
<tr>
<td>29</td>
<td>Saturday ............................................ On-line Registration for Spring Registration Begins</td>
</tr>
<tr>
<td>31</td>
<td>Monday ............................................. Deadline for Applications for Spring May Graduation</td>
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#### NOVEMBER

<table>
<thead>
<tr>
<th>Date</th>
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</tr>
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<tbody>
<tr>
<td>23-27</td>
<td>Wednesday-Sunday ............................. Thanksgiving Holiday</td>
</tr>
<tr>
<td>28</td>
<td>Monday ................................................ Classes Resume</td>
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#### DECEMBER

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Friday ............................................... Last Day of Classes</td>
</tr>
<tr>
<td>2</td>
<td>Friday ............................................... Last Day to Remove Incompletes</td>
</tr>
<tr>
<td>3-8</td>
<td>Saturday, Monday-Thursday ..................... Final Exam Week</td>
</tr>
<tr>
<td>9</td>
<td>Friday ................................................ Fall Semester Ends</td>
</tr>
<tr>
<td>10</td>
<td>Saturday ............................................ Residence Halls Closed</td>
</tr>
<tr>
<td>13</td>
<td>Tuesday ............................................ All Final Grades Due</td>
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</table>
### SPRING SEMESTER 2006

#### JANUARY

<table>
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<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>5-6</td>
<td>Thursday-Friday. Faculty &amp; Staff University Opening</td>
</tr>
<tr>
<td>7</td>
<td>Saturday. Residence Halls Open for New Students</td>
</tr>
<tr>
<td>7-10</td>
<td>Saturday-Tuesday. New Student Orientation</td>
</tr>
<tr>
<td>8</td>
<td>Sunday. Resident Halls Open for Returning Students</td>
</tr>
<tr>
<td>9-11</td>
<td>Monday-Wednesday. Fiscal Clearance of Returning Students</td>
</tr>
<tr>
<td>12</td>
<td>Thursday. Classes and Late Registration Begins</td>
</tr>
<tr>
<td>13</td>
<td>Friday. Martin Luther King, Jr., Commemorative Service</td>
</tr>
<tr>
<td>16</td>
<td>Monday. Martin Luther King, Jr., Holiday</td>
</tr>
<tr>
<td>23</td>
<td>Monday. Last Day to Drop a Course</td>
</tr>
</tbody>
</table>

#### FEBRUARY

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-28</td>
<td>BLACK HISTORY MONTH</td>
</tr>
<tr>
<td>5-8</td>
<td>Sunday-Wednesday. Religious Emphasis Week</td>
</tr>
<tr>
<td>8</td>
<td>Wednesday. Last Day to Withdraw From University and Receive a Partial Refund</td>
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#### MARCH

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>7-9</td>
<td>Tuesday-Thursday. Mid-Semester Progress Report Due</td>
</tr>
<tr>
<td>13</td>
<td>Monday. Academic Advising</td>
</tr>
<tr>
<td>13-15</td>
<td>Monday-Wednesday. Minister’s Conference</td>
</tr>
<tr>
<td>22</td>
<td>Wednesday. CDTF (Career Development Task Force)</td>
</tr>
<tr>
<td>23</td>
<td>Thursday. Last Day to Withdraw from a Course</td>
</tr>
<tr>
<td>24-4/2</td>
<td>Friday-Sunday. Spring Break</td>
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</tbody>
</table>

#### APRIL

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>Monday. Classes Resume</td>
</tr>
<tr>
<td>3</td>
<td>Monday. Application Period for Summer Graduation</td>
</tr>
<tr>
<td>14-17</td>
<td>Friday-Monday. Easter Break</td>
</tr>
<tr>
<td>18</td>
<td>Tuesday. Classes Resume</td>
</tr>
<tr>
<td>20</td>
<td>Thursday. University Awards Day</td>
</tr>
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</table>

#### MAY

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>3-5</td>
<td>Wednesday-Friday. Final Exams for Prospective Graduates</td>
</tr>
<tr>
<td>5</td>
<td>Friday. Last Day of Classes and Last Day to Remove Fall Semester Incompletes</td>
</tr>
<tr>
<td>8</td>
<td>Monday. All Grades for Prospective Graduates Due</td>
</tr>
<tr>
<td>8-11</td>
<td>Monday-Thursday. Final Exams for non-Graduating Students</td>
</tr>
<tr>
<td>12</td>
<td>Friday. End of Semester</td>
</tr>
<tr>
<td>12</td>
<td>Friday. Baccalaureate</td>
</tr>
<tr>
<td>13</td>
<td>Saturday. Commencement</td>
</tr>
<tr>
<td>14</td>
<td>Sunday. Residence and Dining Halls Close</td>
</tr>
<tr>
<td>16</td>
<td>Tuesday. All Grades for non-Graduates Due</td>
</tr>
</tbody>
</table>
SUMMER SESSION 2006

MAY

17  Wednesday .......................................................... Late Registration and Fiscal Clearance
17  Wednesday .......................................................... Summer School Begins
24  Wednesday .......................................................... Last Day to Add or Drop a Course
29  Monday .............................................................. Memorial Day Holiday

JUNE

22-23 Thursday-Friday .................................................... Final Examination Period
24  Saturday .............................................................. Church Leader’s Conference
24  Saturday .............................................................. End of first Summer Session
27  Tuesday .............................................................. All Grades for First Session Due

JULY

4   Tuesday .............................................................. July Fourth Holiday
5   Wednesday .......................................................... Second Summer Session Begins
5   Wednesday .......................................................... Late Registration and Fiscal Clearance
12  Wednesday .......................................................... Last Day to Add or Drop a Course

AUGUST

9-10  Wednesday-Thursday .................................................... Final Exams
11  Friday .............................................................. End of Second Summer Session
15  Tuesday .......................................................... All Final Grades for Second Summer Session Due
## 2006-2007 ACADEMIC CALENDAR
### FALL SEMESTER 2006
#### AUGUST

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Friday Resident Halls Open for New Students</td>
</tr>
<tr>
<td>11-15</td>
<td>Friday-Tuesday New Students Orientation Registration</td>
</tr>
<tr>
<td>14</td>
<td>Monday Residence Halls Open for Returning Students</td>
</tr>
<tr>
<td>14-15</td>
<td>Monday-Tuesday Faculty and Staff University Opening</td>
</tr>
<tr>
<td>14-16</td>
<td>Monday-Wednesday Fiscal Clearance of Returning Students</td>
</tr>
<tr>
<td>17</td>
<td>Thursday Late Registration and Classes Begin</td>
</tr>
<tr>
<td>28</td>
<td>Monday Last Day to Add or Drop a Course</td>
</tr>
</tbody>
</table>

#### SEPTEMBER

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Monday Labor Day Holiday</td>
</tr>
<tr>
<td>5</td>
<td>Tuesday Classes Resume</td>
</tr>
<tr>
<td>21</td>
<td>Thursday Fall Convocation</td>
</tr>
<tr>
<td>22</td>
<td>Friday Last Day to Withdraw from University and Receive a Partial Refund</td>
</tr>
<tr>
<td>29</td>
<td>Friday Coronation of Miss Shaw University</td>
</tr>
</tbody>
</table>

#### OCTOBER

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>Sunday-Tuesday Bessie Boyd Holman Lecture Series on Ethics &amp; Values</td>
</tr>
<tr>
<td>3-5</td>
<td>Tuesday-Thursday Mid-Semester Progress Report Due</td>
</tr>
<tr>
<td>9-15</td>
<td>Monday-Sunday Homecoming Week</td>
</tr>
<tr>
<td>13</td>
<td>Friday Founder’s Day</td>
</tr>
<tr>
<td>19</td>
<td>Thursday Last Day to Withdraw from a Course</td>
</tr>
<tr>
<td>23-27</td>
<td>Monday-Friday On-line Registration for Spring Semester Begins</td>
</tr>
<tr>
<td>28</td>
<td>Saturday Academic Advising</td>
</tr>
<tr>
<td>30</td>
<td>Monday Deadline for Applications for Spring May Graduation</td>
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#### NOVEMBER

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>22-26</td>
<td>Wednesday-Sunday Thanksgiving Holiday</td>
</tr>
<tr>
<td>27</td>
<td>Monday Classes Resume</td>
</tr>
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#### DECEMBER

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Friday Last Day of Classes</td>
</tr>
<tr>
<td>1</td>
<td>Friday Last day to Remove Incompletes</td>
</tr>
<tr>
<td>2, 4-7</td>
<td>Saturday, Monday-Thursday Final Exam Week</td>
</tr>
<tr>
<td>8</td>
<td>Friday Fall Semester Ends</td>
</tr>
<tr>
<td>9</td>
<td>Saturday Residence Halls Closed</td>
</tr>
<tr>
<td>12</td>
<td>Tuesday All Final Grades Due</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>4-5</td>
<td>Thursday-Friday.............................................Faculty &amp; Staff University Opening</td>
</tr>
<tr>
<td>6</td>
<td>Saturday........................................................................Residence Halls Open for New Students</td>
</tr>
<tr>
<td>6-9</td>
<td>Saturday-Tuesday...............................................New Student Orientation</td>
</tr>
<tr>
<td>7</td>
<td>Sunday........................................................................Residence Halls Open for Returning Students</td>
</tr>
<tr>
<td>8-10</td>
<td>Monday-Wednesday................................................Fiscal Clearance of Returning Students</td>
</tr>
<tr>
<td>11</td>
<td>Thursday.....................................................................Classes and Late Registration Begins</td>
</tr>
<tr>
<td>12</td>
<td>Friday..................................................................Martin Luther King, Jr., Commemorative Service</td>
</tr>
<tr>
<td>15</td>
<td>Monday..................................................................Martin Luther King, Jr., Holiday</td>
</tr>
<tr>
<td>22</td>
<td>Monday................................................................Last Day to Add or Drop a Course</td>
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**FEBRUARY**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-28</td>
<td>BLACK HISTORY MONTH</td>
</tr>
<tr>
<td>4-7</td>
<td>Sunday-Wednesday................................................Religious Emphasis Week</td>
</tr>
<tr>
<td>7</td>
<td>Wednesday................................................................Last Day to Withdraw From University and Receive a Partial Refund</td>
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**MARCH**

<table>
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<tr>
<th>Date</th>
<th>Event Description</th>
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</thead>
<tbody>
<tr>
<td>6-8</td>
<td>Tuesday-Thursday................................................Mid-Semester Progress Reports Due</td>
</tr>
<tr>
<td>12-16</td>
<td>Monday-Friday.......................................................Academic Advising</td>
</tr>
<tr>
<td>17</td>
<td>Saturday....................................................................Registration for Fall and Summer</td>
</tr>
<tr>
<td>22</td>
<td>Friday......................................................................Last Day to Withdraw from a Course</td>
</tr>
<tr>
<td>12-14</td>
<td>Monday-Wednesday..................................................Minister’s Conference</td>
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**APRIL**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>2</td>
<td>Monday....................................................................Application Period for Summer Graduation</td>
</tr>
<tr>
<td>6-15</td>
<td>Friday-Sunday.......................................................Easter and Spring Break</td>
</tr>
<tr>
<td>16</td>
<td>Monday.....................................................................Classes Resume</td>
</tr>
<tr>
<td>18</td>
<td>Wednesday...........................................................University Awards Day</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------</td>
</tr>
<tr>
<td>2-4</td>
<td>Final Exams for Prospective Graduates</td>
</tr>
<tr>
<td>4</td>
<td>Last Day of Classes and Last Day to Remove Fall Semester Incompletes</td>
</tr>
<tr>
<td>7</td>
<td>All Grades for Prospective Graduates Due</td>
</tr>
<tr>
<td>7-10</td>
<td>Final Exams for non-Graduating Students</td>
</tr>
<tr>
<td>11</td>
<td>End of Semester</td>
</tr>
<tr>
<td>11</td>
<td>Baccalaureate</td>
</tr>
<tr>
<td>12</td>
<td>Commencement</td>
</tr>
<tr>
<td>13</td>
<td>Residence and Dining Halls Closed</td>
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<tr>
<td>15</td>
<td>All Grades for non-Graduates Due</td>
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<tr>
<td>15</td>
<td>Late Registration and Fiscal Clearance</td>
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<tr>
<td>16</td>
<td>Summer School Begins</td>
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<tr>
<td>23</td>
<td>Last Day to Add or Drop a Course</td>
</tr>
<tr>
<td>28</td>
<td>Memorial Day Holiday</td>
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<tr>
<td>21-22</td>
<td>Final Examination Period</td>
</tr>
<tr>
<td>23</td>
<td>Church Leader’s Conference</td>
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<tr>
<td>23</td>
<td>End of First Summer Session</td>
</tr>
<tr>
<td>26</td>
<td>All Grades for First Summer Session Due</td>
</tr>
<tr>
<td>4</td>
<td>July Fourth Holiday</td>
</tr>
<tr>
<td>5</td>
<td>Second Summer Session Begins</td>
</tr>
<tr>
<td>5</td>
<td>Late Registration and Fiscal Clearance</td>
</tr>
<tr>
<td>12</td>
<td>Last Day to Add or Drop a Course</td>
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</table>
2007-2008 ACADEMIC CALENDAR
FALL SEMESTER 2007
AUGUST

9-10 Thursday-Friday........................................................................................... Final Exams
11 Saturday ........................................................................................................ End of Second Summer Session
14 Tuesday ......................................................................................................... All Final Grades for Second Summer Session Due
10 Friday ...............................................................Residence Halls Open for New Students
10-14 Friday-Tuesday ........................................................................ New Students Orientation Registration
13 Monday ...............................................................Residence Halls Open for Returning Students
13-14 Monday-Tuesday........................................................................ Faculty and Staff University Opening
13-15 Monday-Wednesday ........................................ Fiscal Clearance of Returning Students
16 Thursday...................................................................................................Late Registration and Classes Begin
27 Monday ..................................................................... Last Day to Add or Drop a Course

SEPTEMBER

3 Monday ............................................................................................. Labor Day Holiday
4 Tuesday ...................................................................................................Classes Resume
20 Thursday................................................................................................Fall Convocation
21 Friday ..................Last Day to Withdraw from University and Receive a Partial Refund
28 Friday .....................................................................Coronation of Miss Shaw University
30-10/2 Sunday-Tuesday..................... Bessie Boyd Holman Lecture Series on Ethics & Values

OCTOBER

2-4 Tuesday-Thursday....................................................................Mid-Semester Progress Report Due
8-14 Monday-Sunday ................................................................. Homecoming Week
12 Friday ....................................................................................................Founder’s Day
18 Thursday................................................................................................Last Day to Withdraw from a Course
22-26 Monday-Friday ...............................................................Academic Advising
27 Saturday ..............................................On-line Registration for Spring Semester Begins
29 Monday .................................Deadline for Applications for Spring for May Graduation

NOVEMBER

21-25 Wednesday-Sunday.........................................................Thanksgiving Holiday
26 Monday ................................................................................................Classes Resume
30 Friday ................................................................................................Last Day of Classes
30 Friday ...........................................................................................Last Day to Remove Incompletes

DECEMBER

1, 3-6 Saturday, Monday-Thursday...............................................................Final Exam Week
7 Friday ........................................................................................................Fall Semester Ends
8 Saturday .............................................................................................Residence Halls Closed
11 Tuesday ..................................................................................................All Final Grades Due
SPRING SEMESTER 2008

JANUARY

3-4 Thursday-Friday................................. Faculty & Staff University Opening
5 Saturday .................................................. Residence Halls Open for New Students
5-8 Saturday-Tuesday................................. New Student Orientation
6 Sunday.................................................... Residence Halls Open for Returning Students
7-9 Monday-Wednesday.............................. Fiscal Clearance of Returning Students
10 Thursday.............................................. Classes Begin and Late Registration
11 Friday .................................................. Martin Luther King, Jr., Commemorative Service
14 Monday ................................................ Martin Luther King, Jr., Holiday
21 Monday .............................................. Last Day to Add or Drop a Course

FEBRUARY

1-28 BLACK HISTORY MONTH
3-6 Sunday-Wednesday................................. Religious Emphasis Week
6 Wednesday ........................................... Last Day to Withdraw From University and Receive a Partial Refund

MARCH

4-6 Tuesday-Thursday............................... Mid-Semester Progress Reports Due
10-14 Monday-Friday................................. Academic Advising
15 Saturday ............................................. Registration for Fall and Summer Begins
21 Friday .................................................. Last Day to Withdraw from a Course
10-12 Monday-Wednesday............................ Minister’s Conference
21-30 Friday-Sunday................................. Easter and Spring Break
31 Monday ................................................ Classes Resume
31 Monday .............................................. Application Period for Summer Graduation

APRIL

17 Thursday.............................................. University Awards Day
30-4/2 Wednesday-Friday.............................. Final Exams for Prospective Graduates
SUMMER SESSION 2008

MAY

2 Friday ........... Last Day of Classes and Last Day to Remove Fall Semester Incompletes
5 Monday ........................................... All Grades for Prospective Graduates Due
5-8 Monday-Thursday .............................................. Final Exams for non-Graduating Students
9 Friday .................................................................................. End of Semester
9 Friday .................................................................................. Baccalaureate
10 Saturday .................................................................................. Commencement
11 Sunday .......................................................... Residence and Dining Halls Closed
13 Tuesday .......................................................... All Grades for non-Graduates Due
21 Wednesday .......................................................... Late Registration and Fiscal Clearance
21 Wednesday .......................................................... Summer School Begins
26 Monday ....................................................... Memorial Day Holiday
28 Wednesday .......................................................... Last Day to Add or Drop a Course

JUNE

21 Saturday .......................................................... Church Leader’s Conference
26-27 Thursday-Friday .......................................................... Final Examination Period
28 Saturday ....................................................... End of First Summer Session

JULY

1 Tuesday ....................................................... All Grades for First Summer Session Due
4 Friday .............................................................. July Fourth Holiday
7 Monday .............................................................. Second Summer Session Begins
7 Monday .............................................................. Late Registration and Fiscal Clearance
14 Monday .............................................................. Last Day to Add or Drop a Course
## 2008-2009 ACADEMIC CALENDAR
### FALL SEMESTER 2008
#### AUGUST

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Event(s)</th>
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<tbody>
<tr>
<td>11-12</td>
<td>Monday-Tuesday .................................................................................. Final Exams</td>
</tr>
<tr>
<td>13</td>
<td>Wednesday ...................................................................................... End of Second Summer Session</td>
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<tr>
<td>15</td>
<td>Friday ....... All Final Grades for Second Summer Session Due</td>
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<td>15-19</td>
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<th>Date(s)</th>
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<td>Monday ............................................................................................. Labor Day Holiday</td>
</tr>
<tr>
<td>2</td>
<td>Tuesday ............................................................................................ Classes Resume</td>
</tr>
<tr>
<td>3</td>
<td>Wednesday ........................................................................................ Last Day to Add or Drop a Course</td>
</tr>
<tr>
<td>25</td>
<td>Thursday .......................................................................................... Fall Convocation</td>
</tr>
<tr>
<td>26</td>
<td>Friday ......................................................................................... Last Day to Withdraw from University and Receive a Partial Refund</td>
</tr>
<tr>
<td>27</td>
<td>Friday .......................................................................................... Coronation of Miss Shaw University</td>
</tr>
<tr>
<td>28-30</td>
<td>Sunday-Tuesday .............................................................................. Bessie Boyd Holman Lecture Series on Ethics &amp; Values</td>
</tr>
</tbody>
</table>

#### OCTOBER

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Event(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-7</td>
<td>Tuesday-Thursday ................................................................................ Mid-Semester Progress Report Due</td>
</tr>
<tr>
<td>13-19</td>
<td>Monday-Sunday ................................................................................... Homecoming Week</td>
</tr>
<tr>
<td>17</td>
<td>Friday ................................................................................................ Founder’s Day</td>
</tr>
<tr>
<td>23</td>
<td>Thursday .......................................................................................... Last Day to Withdraw from a Course</td>
</tr>
<tr>
<td>20-24</td>
<td>Monday-Friday ................................................................................... Academic Advising</td>
</tr>
<tr>
<td>25</td>
<td>Saturday ............................................................................................ On-line Registration for Spring Semester Begins</td>
</tr>
<tr>
<td>27</td>
<td>Monday .............................................................................................. Deadline for Applications for Spring May Graduation</td>
</tr>
</tbody>
</table>

#### NOVEMBER

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Event(s)</th>
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</thead>
<tbody>
<tr>
<td>26-30</td>
<td>Wednesday-Sunday ................................................................................ Thanksgiving Holiday</td>
</tr>
</tbody>
</table>

#### DECEMBER

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Event(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Monday ............................................................................................. Classes Resume</td>
</tr>
<tr>
<td>5</td>
<td>Friday ............................................................................................. Last Day of Classes</td>
</tr>
<tr>
<td>5</td>
<td>Friday .............................................................................................. Last Day to Remove Incompletes</td>
</tr>
<tr>
<td>6, 8-11</td>
<td>Saturday, Monday-Thursday .................................................................... Final Exam Week</td>
</tr>
<tr>
<td>12</td>
<td>Friday ............................................................................................. Fall Semester Ends</td>
</tr>
<tr>
<td>13</td>
<td>Saturday ........................................................................................... Residence Halls Closed</td>
</tr>
<tr>
<td>16</td>
<td>Tuesday ............................................................................................ All Final Grades Due</td>
</tr>
</tbody>
</table>
**SPRING SEMESTER 2009**

**JANUARY**

8-9 Thursday-Friday ................................................................. Faculty and Staff University Opening
10 Saturday ................................................................................ Residence Halls Open for New Students
10-13 Saturday-Tuesday ............................................................... New Student Orientation
11 Sunday .................................................................................... Residence Halls Open for Returning Students
12-14 Monday-Wednesday ......................................................... Fiscal Clearance of Returning Students
15 Thursday ................................................................................. Classes Begin and Late Registration
16 Friday ...................................................................................... Martin Luther King, Jr., Commemorative Service
19 Monday ..................................................................................... Martin Luther King, Jr., Holiday
26 Monday ..................................................................................... Last Day to Add or Drop a Course

**FEBRUARY**

1-28 BLACK HISTORY MONTH
1-4 Sunday-Wednesday ................................................................. Religious Emphasis Week
4 Wednesday ................................................................. Last Day to Withdraw From University and Receive a Partial Refund

**MARCH**

9-11 Monday-Wednesday ........................................................... Mid-Semester Progress Reports Due
16-20 Monday-Friday ................................................................. Academic Advising
23 Monday .................................................................................... Registration for Fall and Summer Sessions Begins
26 Friday ...................................................................................... Last Day to Withdraw from a Course
16-18 Monday-Wednesday ......................................................... Minister’s Conference

**APRIL**

6 Monday ....................................................................................... Application Period for Summer Graduation
10-19 Friday-Sunday ................................................................. Easter and Spring Break
20 Monday ....................................................................................... Classes Resume
23 Thursday ..................................................................................... University Awards Day
28-30 Wednesday-Friday .............................................................. Final Exams for Prospective Graduates

**MAY**

1 Friday .................................................. Last Day of Classes and Last Day to Remove Fall Semester Incompletes
4 Monday ....................................................................................... All Grades for Prospective Graduates Due
4-7 Monday-Thursday ................................................................. Final Exams for non-Graduating Students
8 Friday ......................................................................................... End of Semester
8 Friday ......................................................................................... Baccalaureate
9 Saturday ..................................................................................... Commencement
10 Sunday ...................................................................................... Residence and Dining Halls Closed
12 Tuesday ..................................................................................... All Grades for non-Graduates Due