



**FISK**  
UNIVERSITY

2020-21 ACADEMIC BULLETIN - UNDERGRADUATE



*Jubilee Hall, Fisk University*

# 2020 -2021 UNDERGRADUATE BULLETIN



*The information in this bulletin is made as accurate as possible at the time of publication. Students are responsible for informing themselves of, and satisfactorily meeting, all requirements pertinent to their relationship with the University. The University reserves the right to make changes as circumstances demand with reference to academic standing, admission, attendance, candidacy, conduct, curriculum, graduation, registration, and tuition and fees.*

## ABOUT THE BULLETIN

This *Bulletin* represents the most current information available at the time of publication. As Fisk University continues to provide the highest quality of intellectual and leadership development opportunities, the curriculum is always expanding to meet the changes in graduate and professional training as well as the changing demands of the global workforce. New opportunities will arise and, subsequently, modifications may be made to existing programs and to the information contained in this *Bulletin* without prior notice. Thus, while the provisions of this *Bulletin* will be applied as stated, Fisk University retains the right to change the policies and programs contained herein at its discretion.

The *Bulletin* is not an irrevocable contract between Fisk University and a student. Updated versions of this *Bulletin* may be accessed online at [www.fisk.edu](http://www.fisk.edu). Students are encouraged to maintain a positive working relationship with faculty academic advisors who can effectively help them chart a bright future at Fisk University and prepare for life upon graduation.

### **POLICY OF NON-DISCRIMINATION**

Fisk University does not discriminate on the basis of race, color, sex, age, marital status, sexual orientation, religion, national origin or disability in the administration and operation of its admission and educational policies, programs and activities. An equal opportunity employer, Fisk University adheres to federal, state and local government employment guidelines. Qualified individuals with disabilities may not, on the basis of disability, be denied admission (including re-admission) or be subjected to discrimination in admission, re-admission or recruitment by the University in violation of 34 C.F.R. § 104.42(a).

### **ACCREDITATION**

Fisk University is accredited by The Commission on Colleges of the Southern Association of Colleges and Schools to award the Bachelor of Arts (B.A.), Bachelor of Science (B.S.), Bachelor of Music (B.M.), and Master of Arts (M.A.) degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404- 679-4500 for questions about the accreditation of Fisk University.

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# FISK UNIVERSITY ACADEMIC CALENDARS 2020-2021

## FALL 2020

FALL SEMESTER 2020		
Fri	24-Jul	Payment Due Date
Mon	27-Jul	All Faculty return to campus for a State of the University Convocation at 10:30am
Thurs	30-Jul	New students (including international students) arrive; residence halls open at 9:00am
Mon	3-Aug	Classes begin-first day of instruction
Mon-Fri	Aug 3-14	Senior audits: Faculty Advisors/Discipline Coordinators/Chairpersons to meet with students to conduct Senior Audits for all graduating Seniors
Thurs-Fri	Aug 6-7	Credit by Examination administered (other times by permission of the Provost)
Mon	10-Aug	Last day to add courses (after this date students will be financially responsible for all attempted hours, regardless of individual course withdrawals made)
Thurs	13-Aug	Opening Convocation – 10:00am-12:00pm – Fisk Memorial Chapel; classes as usual at other hours
Fri	21-Aug	Go "Official" (Bursar function)
Fri	21-Aug	University Census Date (Registrar function)
Fri	4-Sep	Last day to drop classes with a "WD" (withdrawn) mark; Senior Audits due in the Registrar's Office
Mon	7-Sep	Labor Day; University closed for students, faculty, staff, and administrators
Fri	11-Sep	Half a day for Institutional Assessment
Sat	12-Sep	Senior Exam Preparation Workshop
Mon-Fri	Sept 14-18	Mid-Semester evaluations
Sun	20-Sep	Living-Learning Centers close at 12:00 noon
Mon	21-Sep	Last day for faculty to submit mid-term grades via CAMS, grades due at 12 noon
Mon-Fri	Sept 21-Sept 25	Fall Transition Break; University closed for faculty, staff, and administration
Sat	26-Sep	Returning students arrive; residence halls open at 9:00am
Mon	28-Sep	Fall Classes Resume
Wed	30-Sep	Measure of Proficiency Profile (PP) for entering Freshmen
Wed-Wed	Sept 30-Oct 21	Computer Proficiency Examination; mandatory for Sophomores or Juniors who have not taken or do not plan to take CSCI 100 or BAD 110; credit by examination administered (other times by permission of Provost)
Thurs	1-Oct	Business Holds for balance and/or delinquent payment plan payments
Tues	6-Oct	Jubilee Day Convocation, 10:00 am-12:00 pm, Fisk Memorial Chapel
Wed	7-Oct	Deadline for application for Study Abroad for Spring Semester
Thurs-Sat	Oct 8-10	Virtual Campus Open House

Fri	9-Oct	Last day for students to file for degree for May Commencement and December completion date
Fri-Fri	Oct 9 - Oct 30	Registration for Spring Semester 2021
Fri	16-Oct	Measure of Proficiency Profile (PP) for graduating seniors
Mon-Fri	Oct 19- Nov 6	Senior exit/major field examination period; Students should check with their Department Chairs for information on exact dates and times
Tues	3-Nov	Last day to drop course with a grade of WP (Withdrawn Passing) or WF (Withdrawn Failing)
Fri	6-Nov	Payment Plan Late Fee \$50.00 Assessed
Mon	9-Nov	Last day of instruction and last day to submit work for completion of "I"(Incomplete) grade from previous semester
Mon	9-Nov	Last day to Officially Withdraw from the University
Tues	10-Nov	Final Examinations Preparation Day
Wed-Sat	Nov 11-14	Final Examinations Period for all Registered students. Exams Wednesday, Thursday, Friday and Saturday until 12:00 noon
Sun	15-Nov	Faculty must submit final grades via CAMS by 5:00p for all courses
Mon	16-Nov	Fall Semester Ends
Wed	18-Nov	Living-Learning Centers close at 12:00 noon
Mon-Fri	Nov 23-27	Thanksgiving Recess; University closed for students, faculty, staff, and administrators
Mon-Wed	Nov 23- Dec 23	Virtual Decemblemester
Fri	27-Nov	Last day to add/drop courses for Decemblemester
Sat	12-Dec	May 2020 Commencement Ceremony
Mon-Fri	Dec 14- Jan 1	Winter Holiday Break; University closed for faculty, staff, and administration
Mon-Tues	Dec 21- 22	Decemblemester Final Examinations
Wed	23-Dec	Faculty must submit Decemblemester final grades via CAMS by 12:00 noon
Wed	23-Dec	Decemblemester Ends

\*All dates are subject to change

*\*Essential personnel, to include Facilities & Grounds and Public Safety personnel may be required, if business operations warrant working on any of these designated holidays. When this occurs, the supervisor schedules time off as holiday time for the staff member within the next ninety (90) days. For hourly-paid staff, if the department cannot provide holiday time off within ninety (90) days, the staff member will be paid for that holiday.*

*\*\*If required; otherwise, daily attendance from the instructor will be submitted via CAMS.*

## SPRING 2021

SPRING SEMESTER 2021		
Day	Date	Description
Fri	1-Jan	New Year's Day; University closed
Fri	15-Jan	SP-20 Payment Due Date
Mon	18-Jan	Dr. Martin Luther King, Jr. Day; University closed
Tues	19-Jan	University opens: Faculty and Staff return to Campus
Thur	21-Jan	New Freshman & New Second Semester Students arrive; Residence Halls/Living Learning Centers open at 9:00 a.m.
Mon	25-Jan	Classes begin-first day of instruction
Mon	1-Feb	Last day to add courses (after this date students will be financially responsible for all attempted hours, regardless of individual course withdrawals made)
Fri	12-Feb	Go "Official" (Bursar function)
Fri	12-Feb	University Census Date (Registrar function)
Mon	15-Feb	University Assessment Day
Fri	26-Feb	Last day to drop courses with "WD" (Withdrawn) mark
Mon-Fri	Mar 1-5	Mid-Semester Evaluations
Mon	8-Mar	Last day for faculty to submit Mid-term Grades via CAMS, grades due by 5:00 p.m.
Thur	11-Mar	Pierson Lecture at 7:00 p.m.
Wed	10-Mar	Faculty submit SU-1-21 and SU-2-21 course offerings to Provost
Sun	14-Jan	Residence Halls/Living Learning Centers close at 12:00 noon
Mon-Fri	Mar 15-19	Spring Transition Break; University closed for faculty, staff and administration
Sat	20-Mar	Upperclassman arrive; Residence Halls/Living Learning Centers open at 9:00 a.m.
Mon	22-Mar	Spring Classes Resume
Mon-Fri	Mar 22-26	Junior Audits: Faculty Advisors to meet with students to conduct Junior Audits for all juniors
Mon	22-Mar	Last day for faculty to submit changes to SU-1-20 and SU-2-20 course offerings to Provost
Mon	22-Mar	Summer Financial Aid Application start date
Fri	26-Mar	Last day for faculty to submit changes to Fall 2020 course offerings to Provost
Fri	2-Apr	Good Friday Holiday; University closed
Tues	6-Apr	Business Holds for balances and/or delinquent payment plan payments

Mon-Tues	Apr 12-13	One Stop Workshop
Mon	19-Apr	Last day to submit Junior Audits to the University Registrar; Deadline for application for Study Abroad for Fall Semester
Mon-Fri	Apr 19-23	Registration for Summer Terms 2021
Mon	26-Apr	Rise of the Talented Tenth (Admissions function)
Wed	28-Apr	Graduation Fee Due Date
Wed-Sat	Apr 28-May 1	19th Annual Fisk Research Symposium
Thur	29-Apr	Honors Convocation – 1:00pm
Sun-Mon	May 2-10	90th Annual Spring Arts Festival
Tues	4-May	Last day to drop course with a grade of WP (Withdrawn Passing) or WF (Withdrawn Failing)
Mon	10-May	Payment Plan Late Fee \$50 Assessed
Mon	10-May	Payment Due Date for Graduating Students (students can not participate in graduation ceremony with a balance)
Mon-Fri	May 10-14	Registration for Fall Term 2020
Wed	12-May	Spring Semester classes end; and last day to submit work for completion of “I” (Incomplete) mark from previous semester
Wed	12-May	Last day to Officially Withdraw from the University
Wed	12-May	Last day of Spring Semester
Fri	14-May	Final Examination Preparation Day
Sat-Wed	May 15-19	Final Examination Period for all registered students (Seniors, May 15-17))
Tues	18-May	Grades for Graduating Seniors & Graduate Students due in CAMS by 12 noon
Wed	19-May	Last day for students to file an Application for Degree for August graduation date; Living-Learning Centers close 12:00 noon
Fri	21-May	Last day for faculty to submit final grades for Non-Seniors via CAMS; grades due in CAMS by 12:00 noon; end of Spring Term
Fri-Mon	May 21-24	Commencement Weekend
Sat	22-May	Graduate Students Hooding Ceremony & Reception
Sun	23-May	Baccalaureate Service – 10:00 a.m. – Fisk Memorial Chapel
Mon	24-May	Commencement-10:00 a.m.
Mon	24-May	Last day of Spring Semester; last official day for Faculty
Tues	25-May	Summer Classes Begin

\*All dates are subject to change

*\*Essential personnel, to include Facilities & Grounds and Public Safety personnel may be required, if business operations warrant working on any of these designated holidays. When this occurs, the supervisor schedules time off as holiday time for the staff member within the next ninety (90) days. For hourly-paid staff, if the department cannot provide holiday time off within ninety (90) days, the staff member will be paid for that holiday.*

*\*\*If required; otherwise, daily attendance from the instructor will be submitted via CAMS.*



## WELCOME

Fisk University values students as members of a learning community where academic excellence is the imperative. Fisk provides a rich and supportive environment that allows students to reach their highest potential academically, socio-culturally, and personally. In this Bulletin, you will have the opportunity to explore life at Fisk from academic, cultural, historical and social perspectives.

Nestled in the gently rolling hills of Nashville – the #1 Smartest Place to Live according to Kiplinger's Personal Finance Magazine – Fisk is a small and magnificent liberal arts college with a long history of academic excellence, supported by a dynamic and enthusiastic teaching faculty.

The student to instructor ratio of 13:1 permits the faculty to provide individual attention to our

students and to instill in students a thirst for lifelong learning. From this solid foundation, faculty at the University groom students to become ethical custodians of the human family and to develop a strong consciousness for global and community engagement.

The University also offers offer students the opportunity to participate in scholarly research, internships and/or to earn dual and/or joint degrees with other renowned colleges and universities like Meharry Medical College, Vanderbilt University, and Case Western Reserve University. Study abroad and student exchange programs are also integral components of our institution. In addition, extracurricular activities abound and are tailored to students' interests, personal growth, moral responsibility and social awareness.

## GENERAL INFORMATION

### VISION

“To be among the best liberal arts institutions in America and to be known as the preeminent destination for producing scholars who are committed to leadership, social justice, and life-long learning. Our liberal arts focus will continue to advance graduates in all fields who are inspired to have a transformative impact on their surroundings by being innovative and courageous to solve society’s most complex challenges. We strive to be a bastion and champion of cultural and ethnic diversity in a global society.”

### MISSION

Fisk University produces graduates from diverse backgrounds with the integrity and intellect required for substantive contributions to society. Our curriculum is grounded in the liberal arts, and our faculty and administrators emphasize the discovery and advancement of knowledge through research in the natural and social sciences, business, and the humanities. We are committed to the success of scholars and leaders with global perspectives.

Values: D. E. T. A. I. L. S.

The **D.E.T.A.I.L.S.** represent Fisk’s CORE values. Our values effectively reflect our overall ethical and moral engagement. We, the Fisk Family, seek to internalize these principles and apply them in our day-to-day work and in our lives. Our values support our mission and assist us in completing the work which must be done in order to facilitate the grooming of the next generation of leaders, and we commit as a university to the awesome responsibility of shaping our graduates’ ability to lead with intellect, compassion and a great sense of ethics.

**Diversity:** We believe that our individual differences are a collective strength. We will

support and encourage diversity of opinion, of culture and experience. Diversity aids us in building a collective wisdom that results in more powerful and relevant solutions to our challenges.

**Excellence:** We believe that excellence is the result of a lifelong pursuit of the highest standards. At Fisk, our collective quest is to earn merit through commitment and rigorous scholarship, cultural literacy, and high ethical standards.

**Teamwork:** We believe that individuals achieve high standards when supported by the collective work of others. We reinforce this value by constantly creating opportunities to collaborate both inside and outside of traditional alliances in our University, our proximate community, and the world.

**Accountability:** We believe that we must hold ourselves to the highest standard when we make commitments. Consistent and measurable follow-through is essential for individual and team progress. We are forthright about our successes and shortcomings and we will position Fisk for continued achievement.

**Integrity:** We believe that it is our responsibility to prepare young people to be stewards of an ever-changing world. That means that we must model behavior grounded in truthfulness and compassion.

**Leadership:** We believe that leaders are obligated to empower those around them. We are consistent, transparent, and accountable. Through our words and behaviors, we encourage others to exhibit these same attributes.

**Service:** We believe that service is our ability to give the gift of knowledge to humanity. As we serve, we become transformed and so are our communities.

## LEARNING AND LIVING AT FISK

### DEGREES OFFERED

Fisk university offers courses that lead to the Bachelor of Arts (B.A.), Bachelor of Science (B.S.), Bachelor of Music (B.Mus.), and the Master of Arts (M.A.) degree. Academic majors available include: art, biology, business administration, chemistry, computer science, data science, elected studies, English, history, mathematics, music, physics, political science, psychology, sociology, Spanish, and special education. The Teacher Certification program provides preparation for Elementary Education Grades K-6 and Secondary Education Grades 7-12, and a post-baccalaureate Teacher Certification Program is also available to individuals with baccalaureate degrees who desire to become elementary or secondary school teachers.

At the graduate level, Fisk offers the Master of Arts (M.A.) degree in biology, chemistry, physics, and psychology (general and clinical). These programs and their special requirements are described in the *Graduate Studies Bulletin* or at: [www.fisk.edu](http://www.fisk.edu).

### PUBLIC SAFETY

Fisk's Department of Campus Safety is dedicated to the protection and security of Fisk University and the Fisk University Family. The staff – all with prior police/security experience and/or military backgrounds – are state certified security officers. They are committed to providing a safe, secure, and accessible campus for students, faculty, staff, parents, and visitors. They also provide patrolling, crime prevention, escort services, traffic/parking, investigative and administrative services of the university community.

The Department of Campus Safety strictly enforces the University's policies including:

**Alcohol** – the possession, use, and sale of alcoholic beverages by faculty, staff, students,

visitors, etc., regardless of age are prohibited on the Fisk campus.

**Drugs** – the possession, use, and sale of illegal drugs are strictly prohibited on campus or at any off-campus event that is sponsored by the University. The University drug and alcohol policies are applicable to staff, administrators, faculty, and students. These policies may be found in the *Student Handbook*, as well as in the *Employee Handbook*. The University offers alcohol and drug abuse programs/referrals as required in the Higher Education Act of 1965.

**Weapons** – the State of Tennessee and University policies prohibit anyone, other than certified law enforcement officials, from carrying weapons on campus.

### POLICY AND PROCEDURES ON BIAS AND HATE CRIMES

Bias crimes, also known as hate crimes, are unwelcome and unlawful activities motivated by the bias or prejudice of a perpetrator toward another person(s) based upon personal characteristics that may be actual or perceived. Fisk University policy and federal law prohibit crimes motivated by bias on the basis of race, ethnicity, color, gender, age, ancestry, national origin, disability, sexual preference or sexual orientation, religious or political belief, practice, or persuasion.

When the University receives a complaint related to a bias or hate crime, the Dean of Student Engagement will designate a University judicial officer to investigate the matter, which can include witness interviews, and the collection of evidence or information pertinent to the report. The Dean of Student Engagement will also inform the Office of Public Safety and the appropriate incident report will be filed with that office. Under certain circumstances, the Office of Public Safety may refer the matter to the Metro Nashville Police Department.

If a member of the Fisk University community is a victim of or witnesses a bias or hate crime, he/she should contact the Fisk University Office of Public Safety or the Office of Student Engagement. The Office of Public Safety can be reached by telephone at (615) 329-8777 and is located on the lower level of Carnegie Hall, or by using an Emergency Telephone on campus, or by email at [mwest@fisk.edu](mailto:mwest@fisk.edu).

The Office of Student Engagement can be reached by telephone at (615) 329-8597 and is located on the lower level of Spence Hall. To contact the Office of Student Engagement by email, please contact [studentengagement@fisk.edu](mailto:studentengagement@fisk.edu).

Any student or member of the University community who may have knowledge of any activities related to crimes of bias or hate may report the matter to the Office of Public Safety or the Office of Student Engagement.

#### STUDENT STANDARDS REGARDING BIAS OR HATE CRIMES

Each student and student group are responsible for refraining from any conduct that is detrimental to the Fisk University campus. It is the responsibility of each student to maintain a healthy and safe environment based upon individual actions while enrolled at Fisk University. Any choice made that upsets such an atmosphere can result in the exclusion of any individual or group from the University.

Each student and student group are responsible for conducting themselves in a manner that supports the academic and social environment of the campus while respecting the rights, dignity, and freedom of other members or groups of the Fisk University community.

Any violation of University policies, rules or regulations, or violation of federal, state, or local law can result in a violation of the University Student Code of Conduct and can result in the exclusion of the offending individual or group from the University.

The following non-exhaustive list of provisions outlines conduct or behavior that can result in disciplinary action against any individual or group in relation to crimes of bias or hate. This includes, but is not limited to the following:

While on University owned or controlled property, no student shall harass, threaten, coerce the harassment of or otherwise intimidate another person or identifiable group of persons, in a manner that is unlawful, based upon the person or group's race, ethnicity, color, gender, age, ancestry, national origin, disability, sexual preference or sexual orientation, religious or political belief, practice, or persuasion.

No student shall engage in any type of harassment or behavior leading to a hostile environment on University owned or controlled property. Harassment includes, but is not limited, to actions that are one or more of the following:

- directed toward a particular person or persons
- based upon the person or group's race, ethnicity, color, gender, age, ancestry, national origin, disability, sexual preference or sexual orientation, religious or political belief, practice or persuasion
- unwelcome
- severe, extreme, or pervasive
- objectively offensive or derogatory
- unreasonable in nature and interferes with the victim's (victims') student status, employment, academic pursuits, or participation in University-sponsored activities

Following are federal policies that relate to bias or hate crimes.

**Jeanne Clery Disclosure of Campus Security Policy and Campus Crimes Statistics Act (The "Clery Act")** – Fisk University is required to report incidence of occurrences of bias crimes on campus annually. This report is provided as part of the Jeanne Clery Disclosure of Campus

Security Policy and Campus Crimes Statistics Act (the "Clery Act"). The Clery Act requires the University to report such incidents to the Tennessee Bureau of Investigation. The Clery Act defines hate crimes as a criminal offense committed against a person or property which is motivated, in whole or in part, by the offender's bias. Bias is a preformed negative opinion or attitude toward a group of persons based on their race, gender, religion, disability, sexual orientation or ethnicity/national origin. For Clery purposes, hate crimes include any offense in the following two groups that is motivated by bias.

Group A

- Murder and Non-negligent manslaughter  
Forcible sex offenses Robbery  
Aggravated assault Burglary
- Motor vehicle theft Arson

Group B

- Larceny-theft Simple assault Intimidation
- Destruction/damage/vandalism of property

**The Matthew Shepard and James Byrd, Jr. Hate Crimes Prevention Act of 2009** – The Matthew Shepard and James Byrd, Jr., Hate Crimes Prevention Act of 2009, 18 U.S.C. § 249, was enacted as Division E of the National Defense Authorization Act for Fiscal Year 2010. Section 249 of Title 18 provides funding and technical assistance to state, local, and tribal jurisdictions to more effectively investigate and prosecute hate crimes. It also creates a new federal criminal law which criminalizes willfully causing bodily injury (or attempting to do so with fire, firearm, or other dangerous weapon) when (1) the crime was committed because of the actual or perceived race, color, religion, national origin of any person, or (2) the crime was committed because of the actual or perceived religion, national origin, gender, sexual orientation, gender identity, or disability of any person and the crime affected interstate or foreign commerce or occurred within federal special maritime and territorial jurisdiction.

The aforementioned act has three significant subsections, as follows.

**Subsection (a) (1)** criminalizes violent acts (and attempts to commit violent acts undertaken with a dangerous weapon) when those acts occur because of the actual or perceived race, color, religion, or national origin of any person. This section of the statute has a broader reach than existing hate crime statutes. (18 U.S.C. § 245, for example, requires that government prove not only that the crime was motivated by animus but also because of the victim's participation in one of six enumerated federally protected activities). Section 249(a)(1) was passed pursuant to Congress's Thirteenth Amendment authority to eradicate badges and incidents of slavery. The government need prove no other "jurisdictional" element to obtain a conviction.

**Subsection (a) (2)** of §249 protects a wider class of victims. Subsection (a) (2) criminalizes acts of violence (and attempts to commit violent acts undertaken with a dangerous weapon) when motivated by the actual or perceived gender,

disability, sexual orientation, or gender identity of any person. It will also apply to violent acts motivated by animus against those religions and national origins which were not considered to be "races" at the time the Thirteenth Amendment was passed. This portion of the statute was passed pursuant to Congress' Commerce Clause authority.

Thus, to obtain a conviction, the government must prove that the crime was in or affected interstate or foreign commerce. Subsection (a)(2)(B) of the statute contains a detailed description of the ways the commerce clause element may be fulfilled.

**Subsection (a)(3)** of §249 provides for prosecution of crimes committed because of any of the characteristics defined in (a) (1) or

(a) (2), whenever such crimes occur within the Special Maritime and Territorial Jurisdiction (SMTJ) of the United States.

The statute criminalizes only violent acts resulting in bodily injury or attempts to inflict bodily injury, through the use of fire, firearms, explosive and incendiary devices, or other dangerous weapons. The statute does not criminalize threats of violence. Threats to inflict physical injury may be prosecutable under other hate crimes statutes, such as 42 U.S.C. § 3631 or 18 U.S.C. § 245.

Such threats may also be prosecutable under generally applicable federal laws preventing interstate communication of threats.

#### POLICY GOVERNING FRATERNITIES AND SORORITIES

The Office of Student Engagement oversees all activities related to the National Pan-Hellenic Council (NPHC) and Greek Letter Organizations (GLOs). Policies are included in the Advisor's Guide for Student and Greek Letter Organizations.

#### Purpose

It is the responsibility of all student organizations to encourage an atmosphere of learning, social responsibility, and respect for human dignity, and to provide positive influence and constructive development for members and aspiring members. "Hazing" is an unproductive and hazardous custom that is incongruous with this responsibility and has no place in university life, either on or off-campus. The purpose of this policy is to define hazing and provide guidelines, which student organizations and their members must follow.

#### Prohibition and Sanctions

Hazing as defined in this *Bulletin* is strictly prohibited. An organization found to be in violation of this policy will lose its status as a recognized student organization of the University for a mandatory minimum of five (5) years.

Individual members who are found to be in violation of this policy are in violation of the Student Judicial Code and may be disciplined in accordance with the University's disciplinary procedures.

By law, "hazing" is illegal at Fisk University or any campus or higher education institution in the state of Tennessee and is a crime punishable as a felony pursuant to Tennessee Code Annotated §49-7- 123.

**Definition of Hazing** The word "hazing" is defined as any intentional action taken, activity required, or situation created, however communicated, involving or resulting in abusive physical contact, mental harassment, excessive mental or physical discomfort and/or embarrassment to any individual. This policy applies to activities that take place on or off the campus as long as they take place in the name of the involved organization.

Under the Tennessee Hazing Law, (*Tennessee Code Annotated §49-7-123*), hazing is defined as follows:



"Hazing" means any intentional or reckless act in Tennessee on or off the property of any higher education institution by one (1) student acting alone or with others, which is directed against any other student, that endangers the mental or physical health or safety of that student, or which induces or coerces a student to endanger such student's mental or physical health or safety. "Hazing" does not include customary athletic events or similar contests or competitions and is limited to those actions taken and situations created in connection with initiation into or affiliation with any organization; and "Higher education institution" means a public or private college, community college or university (For more details on hazing please see the Student Handbook).

#### University Convocations

University convocations are scheduled four times a year and offer students an opportunity to hear speeches on a variety of topics from distinguished faculty members, scholars from other institutions, and representatives from organizations from around the world. Convocations include the Opening Convocation, the Jubilee Day Convocation, the

Martin Luther King, Jr. Convocation, and the Honors Convocation. The speakers are chosen from many fields, including the arts, sciences, education, literature, politics, religion, business, and industry. All members of the University community are required to attend each convocation. No classes or other University activities are scheduled during convocation time

## LIBRARY AND UNIVERSITY SERVICES

*The John Hope and Aurelia E. Franklin University Library* – The John Hope and Aurelia E. Franklin University Library undergirds the academic life of Fisk University. The contemporary, brick and glass library building consists of 74,610 square feet and was completed in 1969. It is one of the most functional library buildings in the area. The Franklin Library's automated catalog offers local and remote searching of holdings. The network of computers provides students and faculty convenient access to email and Internet use. Patrons can request materials through interlibrary loan. Cooperative agreements allow students and faculty to use and borrow materials from Watkins College of Art, Design and Film and from Vanderbilt University libraries, except the Eskind Biomedical Library. An access pass, required on nights and weekends, is available from the Access Services desk. Additionally, the Franklin Library participates in Tenn-Share, an alliance between over 600 academic and public libraries in Middle Tennessee. Through Tenn-Share, the library can request books electronically from participating libraries have them delivered via its Firefly courier service. The library also provides a variety of electronic resources including, databases, full-text journal articles, and full-text books. Electronic resources include, but are not limited to, Lexis-Nexis, Tennessee Electronic Library (TEL), JSTOR, eBooks on EBSCOhost, APA PsycNET, and African American Studies Center.

The John Hope and Aurelia E. Franklin University Library houses over 240,000 volumes representative of the academic disciplines at Fisk. There is expansion space for a collection more than twice the present size. In addition, the Franklin Library serves as a selective depository for Federal government documents. The Franklin Library correlates its program with the academic programs of the University by providing carefully selected books and related materials for classroom instruction and independent study and

research geared to promote lifelong reading and research habits.

Library orientation is available to assist students in familiarizing themselves with the collections, facilities, and services offered. In addition, the library conducts Information Literacy session to ensure students develop skills needed to successfully address the vast array of print and online sources.

The Franklin Library's Special Collections Department of unique and rare materials is internationally recognized as an invaluable center for research in African American history and culture. There are over 50,000 titles on African Americans and Americans worldwide. There are also related materials of 2,600 records; 500 pieces of sheet music; and 3,400 newspapers, periodicals, journals, theses, and dissertations. Many of these documents are on microfilm.

The archives section of the Franklin Library houses the records of the University, including those of past presidents, faculty, and staff. Among these records are: those of the Fisk Jubilee Singers® the institution's founding president Erastus Milo Cravath, and its first African American president Charles Spurgeon Johnson. Outside organizations whose records are represented in the Fisk's archives include: the Julius Rosenwald Fund, Brotherhood of Sleeping Car Porters, Sigma Pi Phi fraternity, and the Association of Black Physicists. The manuscript collections house personal papers, including those of W. E. B. DuBois, Charles Waddell Chesnutt, Aaron Douglas, James Weldon Johnson, William Levi Dawson, George Edmund Haynes, W. C. Handy, Thomas W. Talley, James Carroll Napier, John Mercer Langston, John W. Work III, Langston Hughes and Jean Toomer. There is also an extensive collection of photographs by Carl Van Vechten.

In addition to collections on African Americans, the John Hope and Aurelia E. Franklin University Library holds the papers of Geoffrey Handley-

Taylor; Sir Ralph Perring, Lord Mayor of London and Winifred Holtby. The George Gershwin Memorial Collection of Music and Musical Literature offer a wealth of materials for research in music.

Complementing the Library's written sources is the Black Oral History Collection, with over 800 taped interviews with persons who have been eyewitnesses, participants, or contributors to the African American experience, and the Learning Library Program. The Library is a repository for the transcripts of the Black Women Oral History Project of the Schlesinger Library at Radcliffe College. For preservation and fast access, the Library is digitizing materials from selected collections.

**Postal Services** – Post office boxes, required for all students on campus, are assigned by the University and located in the dormitories and Spence Hall.

**University Bookstore** – Fisk University operates a book store for the purchase of textbooks. Students with book vouchers may use them to purchase books. Questions concerning the use of this venue can be answered by staff in the Office of Student Engagement.

The bookstore, located on the lower level of Spence Hall, carries supplemental educational aides, current fiction and non-fiction books of special and general interest, and a good supply of professional reference books. A selection of school and office supplies is also available at the University Bookstore.

The University Bookstore also provides a large selection of contemporary, customized Fisk

University clothing including; embroidered and screen imprinted sweatshirts, athletic clothing, casual wear, luggage, and baby and toddler items. University, athletic, academic, and other campus groups are represented in our Spirit Collection.

Alumni spirit is similarly encouraged by a collection of clothing, gift items and select memorabilia.

**WFSK 88.1 FM: The Home of Smooth Jazz & Smooth Grooves** – WFSK 88.1 FM, the first African American FM radio station in Nashville, is an educational community-based radio station, owned and operated by Fisk University. Serving the public since 1973, 88.1 FM is home to 18 specialty programs. With a Smooth Jazz Smooth Groove music format, talk programs and cross-cultural programming, WFSK serves both the needs of Fisk University and the Nashville community at-large.

WFSK is an affiliate station of Public Radio International (PRI). The syndicated talk program "What's the 411? With Sharon Kay" is hosted and broadcasted live from the studios of WFSK, twice weekly. 88.1 FM WFSK recently added *The Bobby Jones Gospel Countdown* to its Sunday morning lineup.

88.1 FM is a member of the Black College Radio Association, Intercollegiate Broadcasting System (IBS), and Tennessee Association of Broadcasters (TAB). In 2006 and 2007, 88.1 FM WFSK was awarded the "Best College Radio Station in Nashville" honor by the March of Dimes A.I.R. (Achievement in Radio) Awards Committee and "The Best HBCU Radio Station" by the Black Press Association in 2006.

## STUDENT SUPPORT SERVICES

### ADA COMPLIANCE STATEMENT

The Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) require that “no qualified person shall, solely by reason of disability, be denied access to, be excluded from participation in, or the benefits of services, programs or activities or subjected to discrimination under any program or activity receiving federal assistance.” Through the Office of Academic Excellence and Student Performance, students who may need special accommodations in the learning process may receive services including assessment and identification of tutorial support and other services from faculty and staff.

### ACADEMIC EXCELLENCE & STUDENT PERFORMANCE

The Mission of the Office of Academic Excellence & Student Performance (AESP) is to oversee, coordinate and manage the University-wide initiative to impact student retention, persistence and graduation rates at Fisk University. The Office of Academic Excellence & Student Performance serves students experiencing academic difficulty (on warning or probationary status), students in need of tutorial or other academic support services who are referred by faculty or who self-refer, students who have not declared their majors, and conditionally admitted (Emerging Scholars) freshman students. AESP also serves differently-abled students and works in conjunction with the University Counseling Center to ensure that the University is in ADA compliance and that all students have been accommodated.

Students served by AESP are afforded academic advisement; academic skills workshops; tutoring; personal and career counseling; supplemental instruction in reading, writing and mathematics; structured study groups, and other interventions as indicated. Students’ academic performance is tracked through an early warning system, online assessment system and ongoing interactions

between assigned academic advisors, faculty, living learning centers coordinators, graduate tutors, and other University staff.

Students who are conditionally admitted, on academic probation, and/or undeclared majors have specific requirements addressed by AESP. They include participation in orientation workshops designated academic skills workshops, a minimum of four conferences per semester with the student’s academic advisor, attending all tutorial sessions and supplemental instruction in the Writing Center and/or Mathematics Laboratory and other designated interventions.

### L.E.A.D. PROGRAM

The Leadership Enrichment and Academic Development (LEAD) Program is a federally funded TRIO program designed to promote academic achievement and increase the college graduation rates of first-generation college students and students from economically challenged backgrounds. The LEAD Program provides opportunities for the students to participate in academic skill development workshops and tutoring, peer study and mentoring groups, financial aid resource exploration, cultural enrichment programs, and graduate school preparation. The program also provides financial assistance to students who qualify for grant aid. LEAD students have access to counselors who are trained to foster student development through personal, academic, and career counseling. Early Warning Intervention enables LEAD counselors to identify students who are academically at risk and additional support to students who are making satisfactory progress. Based on U.S. Department of Education federal income guidelines, all students who are eligible to participate in the program are required to enroll in LEAD. The application process must be completed by the student upon arrival to campus, preferably during new student

## CAREER DEVELOPMENT AND LEADERSHIP

orientation. Eligible students who choose not to participate in LEAD and subsequently fail to attain a 2.0 GPA may have their appeals for readmission or reconsideration of academic sanctions automatically denied.

The Office of Career Development helps students build on their academic experience by providing experiential learning through timely, practical and customized career information. The staff strive to motivate students and facilitate their vocational ingenuity. Our services are the bridge between academic achievement and lifelong success. The Office of Career Development and Leadership also offers career counseling for students and alumni to assist each person in gaining self-awareness regarding goals and preferences, and to use that awareness in decision-making related to career planning and professional development. Services include but are not limited to: summer and part-time employment referrals, graduate school information, internships, and permanent job placement assistance.

Students are provided with information beginning in the freshman year and are encouraged to continue the process until they leave the University. Seniors may actively participate in on-campus recruiting programs. Other students may also participate in specified recruitment activities. Individual appointments are available to provide assistance in setting career goals, to review majors and occupations that match interests and abilities, and to help students plan for and obtain career related experience prior to graduation. The job placement component of the Federal Work Study Program is housed in the Office of Career Development and Leadership. The primary focus is to ensure that the student's job reflects their academic major and/or career interests.

### COUNSELING SERVICES

The Fisk University Counseling Center provides an array of psychological services designed to maximize the full potential of each student within his/her collegiate experience. The Counseling Center seeks to contribute to a campus environment that promotes mental health and wellness, and provides a supportive, confidential atmosphere to address personal challenges.

Counseling services are available to help students cope with academic, career, and interpersonal

problems which may interfere with their ability to achieve academic success and actualize their human potential. Counseling services are provided to promote emotional stability and academic success among the student population and to create an environment in which learning, and growth can be maximized. The services available are: individual confidential counseling, grief counseling, specialized placement testing, vocational counseling, consultations and services for students with learning differences or learning disabilities.

Personal Counseling. The expectations for independent learning and resourcefulness that underlie graduate training, in concert with the high academic demands, can bring multiple sources of stress to the surface. We advise reaching out for confidential conversations with counselors at your earliest moment of need. For more information please call 615-497-2963.

### POLICY AND PROCEDURE ON MENTAL HEALTH STATUS

Laws of the state of Tennessee govern Fisk University's response to the mental health status of students or members of the University community. The University must follow two portions of statute, one governing children, and one governing adults. Specifically, the University observes the definition of mental illness as "a psychiatric disorder, alcohol dependence, or drug dependence, but does not include mental

retardation or other developmental disabilities” pursuant to Tennessee Code Annotated 33-1- 101. In accordance with Tennessee Code Annotated 33-1-101 (22) “Serious emotional disturbance” means a condition in a child who currently or at any time during the past year has had a diagnosable mental, behavioral, or emotional disorder of sufficient duration to meet psychiatric diagnostic criteria that results in functional impairment that substantially interferes with or limits the child's role or functioning in family, school, or community activities and includes any mental disorder, regardless of whether it is of biological etiology; In accordance with Tennessee Code Annotated 73-6-102 (2) “Adult” means a person eighteen (18) years of age or older who because of mental or physical dysfunction or advanced age is unable to manage such person's own resources, carry out the activities of daily living, or protect such person from neglect, hazardous or abusive situations without assistance from others and who has no available, willing, and responsibly able person for

assistance and who may be in need of protective services; provided, however, that a person eighteen (18) years of age or older who is mentally impaired but still competent shall be deemed to be a person with mental dysfunction for the purposes of this chapter.

#### UNIVERSITY POLICY AND PROCEDURE

If a student is incapacitated, or declared to be a risk of danger to himself/herself or to the campus community, the Provost, the Dean of Student Engagement or the Director of Counseling Services submits written notice to the Office of the Registrar that the student is to be administratively withdrawn based on communication received from the student's parent(s) or family, or based on communication from a physician, mental health practitioner, etc. This notice will state the reason for withdrawal, the effective withdrawal date, and provide supporting documentation.



## INTERNATIONAL PROGRAMS

The Office of International Programs provides academic and enrichment activities to enhance the student's overall intellectual growth and development. The unit includes two components:

**International Students Services**, which promotes the education and development of non-immigrant international students enabling them to achieve their academic and professional goals.

**Study Abroad and Domestic Exchange Programs**, which help prepare students for the

academic experience in other global settings, enabling them to gain a solid understanding of at least one other culture and its language, and to integrate a global comparative dimension in their chosen field of study. The University also has exchange relationships with selected domestic universities in other states.

## VETERANS AFFAIRS

Fisk is approved for veterans' education by the United States Department of Veterans' Affairs. Students eligible for Veteran Affairs benefits should apply for a Certificate of Eligibility (COE) at [www.va.gov](http://www.va.gov). Once in possession of the COE, VA students and/or VA beneficiaries should

contact the Business Office or the Office of the Registrar for further information. Such students should, however, plan to arrive at Fisk with sufficient funds for two months' expenses because there usually is a delay in the disbursement of V.A. benefits.

## ADMISSIONS

Admission to Fisk is selective. Entering students are typically ranked in the top fifth of their high school classes. Almost all rank in the top half. The University remains deliberately small and cultivates a nurturing, family feeling throughout the campus.

### QUALIFICATIONS

Admission is granted to applicants who show evidence of solid preparation and the ability to pursue college studies successfully at Fisk. The admission staff, in recommending candidates, considers rank in class, high school grades, rigor of the high school and academic program, strength of essay, SAT 1 and/or ACT test scores, and any demonstrated talent or achievement showing leadership ability and the probability of success in college. Also considered when available, is information on the applicant's personality, civic engagement activities, and

character. To qualify for admission to the freshman class, candidates must present evidence of the following:

- A minimum of 3.0 un-weighted GPA on a 4.0 scale; a minimum ACT composite score of 21 and a minimum SAT I combined score of 1500
- Graduation from an accredited high school, by the date of the student's matriculation at Fisk, with a scholastic record sufficient enough to predict success
- Completed Instructor Recommendation Form and School Report or strong endorsements from the high school principal, headmaster, counselor, or teacher with regard to the applicant's ability, motivation, character, citizenship, and leadership qualities

- Proper academic preparation, as determined by the Office of Admissions, as follows:
- 4 years of English
- 3 years of Mathematics (to include Algebra II with Trigonometry)
- 3 years of science
- 1 year of foreign language
- 1 year of history

Students who are interested in science-related programs (pre-med, pre-dentistry, physics, mathematics, computer science, pre-pharmacy) are encouraged to take the most challenging science and mathematics courses their schools offer.

Students who submit applications to Fisk University without fulfilling the above stated academic preparation requirements will be reviewed on a case-by-case basis. There may be additional requirements for admission.

Examples of additional requirements could include an on-campus interview, enrollment in the Pre-College Program, summer academic enrichment, etc., all at the discretion of the Office of Admission and academic support staff (as needed).

In addition, there are special recommendations for high school preparation appropriate to applicants expecting to major in selected disciplines at Fisk:

**Mathematics and natural science majors** should complete chemistry and biology and, if possible, physics while in high school. Majors in areas requiring mathematics beyond that required in Fisk's CORE Curriculum should have had mathematics courses throughout their high school experience. Lack of such exposure may delay entry into coursework required for the major.

**Music majors** should have several years of previous study in musical performance, preferably piano, and should have participated in

a variety of musical activities. A statement of musical experience lists of musical compositions recently studied and performed publicly, and the names of recent teachers should accompany the application for admission. During freshman orientation week, tests of musical aptitude, ability, and general musicianship are administered.

#### EARLY ADMISSION

Early admission is encouraged for exceptional students who are ready to enter the University after completing the eleventh grade of a secondary school. Early admission candidates are required to take either the SAT or the ACT examinations prior to the year of planned entrance to Fisk. The application should be accompanied by letters from the applicant's high school principal and counselor recommending early admission.

#### CONDITIONAL ADMISSION

Conditional admission is extended to a select few candidates who do not present credentials clearly sufficient to justify regular admission to Fisk, but who, in other ways show promise of success. Conditionally admitted students are ordinarily restricted to a maximum of a thirteen credit-hour course load in the first semester, unless a heavier load is permitted by the Provost. In addition, the Office of the Provost or the Office of Admission may require such students to enroll in a pre-requisite academic program (Pre-College Program, summer school, targeted regular-term courses) chosen to improve the student's chances for success at Fisk. After a semester of satisfactory performance (grade average of "C" or better), conditionally admitted students may register without restriction for subsequent semesters. While conditionally admitted students are allowed to enroll at Fisk, they may not be allowed to continue if they fail to meet any of the prescriptions contained within their official letter of admission. Standard satisfactory academic progress guidelines do not apply during the time that a student maintains conditional admission status.

## THE APPLICATION PROCESS

The application process normally involves submission of an application for admission to Fisk University between September 1 and March 1 of the applicant's senior year in high school. Applicants for admission to the second term (spring semester) should file completed applications by November 1. Applicants who wish to be considered for financial aid are urged to apply no later than April 1 in order to receive full aid consideration. Many sources of financial aid are already fully committed after that date.

Later applicants in need of financial aid should, however, proceed with an aid application; the University's Office of Student Financial Aid makes every effort to find adequate aid for all qualified students. Financial aid applications for spring semester entrants are accepted until November 1. It is the responsibility of each applicant to ensure that all credentials are received by the Office of Admissions. The steps of the application process are:

Complete the application for admission and mail it to the Office of Admissions. Every question should be answered carefully and completely. Any false statement, or any omission of an essential fact in a student's application, is grounds for denial of admission or for subsequent cancellation of the student's registration;

Submit, with the application, the \$25.00 nonrefundable fee;

Have the School Report and Teacher Report forms, along with an official high school transcript, submitted directly from the high school to the Office of Admission at Fisk. Acceptable transcripts must contain an official school seal and graduation date or an authorizing signature and graduation date. It is the student's responsibility to ensure that official documents have been received prior to matriculation. Failure to do so could impede the registration process. The official record should be as complete as possible up to the time the application is submitted. If the student has attended more than

one secondary school, transcripts must be submitted from each secondary school attended.

Scholastic Aptitude Tests (SAT) or American College Tests (ACT) are required. SCOREs of tests taken prior to January of the senior year are preferred. Official test results should be sent to:

The Office of Admission  
Fisk University  
1000 Seventeenth Avenue North  
Nashville, Tennessee 37208-3051

Fisk utilizes what is called "rolling" admission; that is, the application is acted upon when the file is complete. When the application file is complete, and the student's credentials have been reviewed and evaluated, the student is notified of the University's action on the application. Accepted candidates should then submit a fee of \$300 (\$100 towards tuition, \$100 room security deposit, and \$100 room reservation fee) to the Office of Admissions. This fee (100% refundable if submitted on or before May 1) is credited to the student's tuition, room, and board, and guarantees the student space in the entering class.

Under no circumstances should a student come to the University to register without first having received a letter of admittance from the Director of Recruitment and Admission.

## ADVANCED PLACEMENT

Advanced placement courses taken in high school may qualify students for advanced placement credits at Fisk. Students are encouraged to submit the results of their College Board tests to the University for evaluation and credit toward their college program. Students who have not participated in the advanced placement program, but who believe that their record is outstanding, are encouraged to submit the results of the appropriate College Board Achievement Tests for similar evaluation and credit.

An entering student may receive advanced placement and course credit by scoring either 4 or 5 on the College Entrance Examination Board (CEEB) Advanced Placement Examination, or by

performing satisfactorily on a departmentally prescribed and administered test. Course credit must, however, be approved by the appropriate department at Fisk. A few departments may grant credits for a score of 3.

Entering freshmen, who have taken college work during their junior or senior year in high school or during summers prior to acceptance at Fisk, must report such work to the Office of Admissions. Credit will be awarded only upon determination that the work was in a course regularly offered in the curriculum of an accredited college or university. The question of credit must be settled in advance of the student's first registration at Fisk.

Once an applicant has been accepted in the University, any post-secondary work taken elsewhere will be considered exactly as it would be with a regularly enrolled Fisk student. There must be exceptional justification for taking courses at other institutions for academic credit.

#### **INTERNATIONAL BACCALAUREATE CREDITS**

Fisk University recognizes the International Baccalaureate (IB) curriculum as a strong pre-collegiate program. We encourage students who have successfully participated in this program to apply to the University. Institutional credit will be awarded for IB examination scores of 5, 6 and 7 that were taken at the higher level (HL) standard in the course of study. All examinations will be evaluated on a course-by-course basis according to the description provided by the IB high school. Contact the Office of the Provost or the Office of the Registrar for more information.

Transfer students, who hold the Associate of Arts (A.A.) degree with a liberal arts emphasis from an accredited institution, are typically considered to have satisfied Fisk University's CORE curriculum requirements. The academic records of entering transfer students are reviewed on a course-by-course basis by the Registrar in consultation with appropriate faculty to determine transfer equivalency. Those who have completed some college work (not remedial courses) at another

accredited college should apply for advanced standing. Transfer admission applicants must meet the following requirements:

Satisfactory completion of at least one, preferably two, semesters of college work (30 credit hours or greater). Official transcripts for all college work (no remediation courses are accepted) must be submitted to the Office of Admission at the time of application. Policy will be strictly enforced and transcripts will not be reviewed once matriculation has commenced.

Transfer from a regionally accredited institution with a total record of satisfactory performance indicated by a minimum GPA of 2.5 in college-level work.

Students applying as transfers who have completed fewer than 30 credit hours are required to submit their official high school record and SAT 1/ACT scores.

Transfer students may apply for fall admission until June 1.

Courses taken from accredited colleges, if similar to those listed in this *Bulletin*, will be accepted as equivalent to specific Fisk courses for purposes of meeting Fisk's graduation requirements, according to the judgment of the University Registrar or the Provost, in consultation with appropriate faculty. Applicants for advanced standing should observe the following requirements:

The transcript of credits must give an accurate record of all college work completed. Transcripts or records should always come to the University directly from the college awarding the original credit.

The titles and descriptions of the courses studied at other institutions and catalog numbers for those courses should be stated accurately and distinctly. Catalogs from institutions for which Fisk credit is sought must be submitted with the application to Fisk.

Fisk reserves the right to verify all credits before accepting them for transfer. The Registrar reserves the right to consult with Fisk faculty

members before determining equivalency between Fisk courses and courses submitted for transfer from other institutions. The University will accept for transfer credit only grades of "C" or above or of any grade carrying at least 2.0 quality points per credit on a 4.0 scale.

Fisk reserves the right to require students who have completed freshman English courses elsewhere to take one course in composition at Fisk.

A maximum of 62 credit hours can be transferred to Fisk.

Students are classified (freshman, sophomore, junior, senior) at entrance, according to the credits accepted at that time. Adjustments in classification may be made subsequently, if warranted.

Students transferring to Fisk from other institutions must spend at least four semesters in residence at Fisk, including the last thirty semester hours. At least three-fourths of the work in the major field must be taken at Fisk.

Only college-level credit hours (not grades/not remedial courses) are transferred to the University.

## NON-DEGREE SEEKING STUDENTS

Non-degree seeking students are admitted as non-matriculating students. Such students are often part-time and taking courses for general interest. Ordinarily such students are ineligible for University financial aid and are not permitted to enroll for more than twelve semester hours of coursework in a given semester. Students who

hold non-degree seeking status may, however, apply for regular degree candidacy by petition to the Director of Recruitment and Admission. Credits successfully completed with a grade of "C" or better while in non-degree seeking status may then be accepted toward the requirements for graduation.

## READMISSION

Readmission of former students following an interruption of attendance requires completion of a re-admission application, which may be obtained from the Office of Admission. The Director of Recruitment and Admission grants re-admission to a student, who has withdrawn for at least one semester, upon the approval of the Provost, the Dean of Student Engagement, the Registrar and the Student Accounts Manager. A \$25 re-admission fee is required.

Students who file an approved withdrawal or leave of absence form prior to withdrawal may be re-admitted without payment of the normal fees. *They must notify the Director of Recruitment and Admission of their intent*

to return, in advance of the semester specified on the withdrawal or leave of absence form and complete a re-admission application form. Students who seek re-admission and do not have an approved withdrawal form on file must follow the usual procedure for re-admission, with respect to application and fees.

Students who fail to make satisfactory academic progress will be dismissed for a minimum of one academic year. They may apply for readmission by contacting the Director of Recruitment and Admission after one academic year provided they have met the readmission conditions specified on their dismissal letters. Readmission is not guaranteed but is sometimes granted when there is clear reason to expect that the student's performance is likely to show dramatic improvement. The best evidence in support of a readmission application is a transcript from an accredited institution of higher education showing strong academic

performance during the period of dismissal. A change of heart is not a good enough reason for readmission. Once determination of satisfactory Fisk grade point average or outside academic work is made by the Provost, the applicant is referred to the Business Office, the Office of Student Life, and the Office of the Registrar.

Students who have been readmitted to Fisk are placed on academic probation and allowed to enroll in no more than twelve credit hours until they attain a 2.0 GPA at Fisk (non-inclusive of credits earned during the dismissal period). Failure to meet Fisk satisfactory academic standards, as defined above, will result in automatic, immediate and final dismissal. Students who receive final dismissal letters will not be readmitted.

Students who are readmitted to Fisk following an absence of two years or less are permitted to complete their studies under the terms provided in the edition of the *Fisk University Bulletin* that was current at the time of their initial matriculation, to the extent possible. During some absences, studies may have become outdated, programs may have been substantially altered or eliminated by the University, or regulations may have been revised. For these reasons, students who remain withdrawn for more than two years prior to readmission are normally expected to meet the degree requirements outlined in the *Fisk University Bulletin* edition that is in force at the time of their return to Fisk. Evaluation decisions on a readmission application may be overridden with justification provided by the Provost or Director of Recruitment and Admission.



## INTERNATIONAL STUDENTS ADMISSIONS

Fisk is authorized under Federal law to enroll non-immigrant students. International students should follow regular admission procedures for new freshmen or transfer students. In addition, international freshmen applicants should submit both secondary school academic records, including all grade reports (transcripts), and leaving/national examination certificates. These records must be in both the original language and certified English translation. Official transcript evaluations can be obtained through Joseph Silny & Associates at [www.jsilny.com](http://www.jsilny.com). The original language records must be official school records, sent directly to Fisk University by the school, and must bear the official stamp or seal of the school. Certified copies, sent by the school and bearing the stamp or seal of the school, are acceptable. Photostatic copies are acceptable providing an official of Fisk University makes those copies from the original. International transfer applicants should submit transcripts from all colleges or universities attended or currently attending. The records must be official school reports, sent directly to Fisk University by the school, and must bear the official stamp or seal of the school. Certified copies, sent by the school and bearing the stamp or seal of the school, are acceptable. A syllabus for each course taken may also be required for transfer credit to be awarded.

International students must demonstrate proficiency in English by scoring a minimum of 550 on the paper test or 213 on the computer version on the Test of English as a Foreign Language (TOEFL). Students not able to meet these required TOEFL scores should upgrade their English language proficiency at an English as Second Language (ESL) center, where they must complete the certificate for ESL level 112. Upon admission to the University, international

students pay a \$300 enrollment deposit (which is applied toward tuition).

In addition, international students need to show evidence adequate financial support and a Declaration of certification of Finances Form must be submitted before a Form 1-20 will be issued. A parent's, guardian's or a sponsor's bank statement is usually required. If the student is to be supported by scholarship funds from his or her country of origin, Fisk will accept official certification of the amount and stipulations of the scholarship, sent directly from the appropriate government official, in lieu of the enrollment deposit. It is only upon satisfaction of this financial requirement that the U.S. Citizenship and Immigration Services (USCIS) Form I-20 (the Certificate of Eligibility for Nonimmigrant (F-1) Student Status - for Academic and Language Students) will be sent to the applicant. The student is then officially admitted to the University. The University requires that international students pay the semester's tuition, room, board, and general fees at the time of registration or submit concrete evidence of support adequate to meet financial obligations to Fisk. Students must provide proof of health insurance in compliance with the International Education Enrichment and Exchange Center (IEEEEC).

While international students may qualify for some scholarships based on academic merit, need-based financial aid is not available. Application deadlines for international applicants are March 1 for the fall term and November 1 for the spring term.

## ACADEMIC FORGIVENESS POLICY

Fisk University recognizes that some potentially good students enroll in curricula for which they may not be suited or properly prepared, resulting in poor grades. Although these students may become academically successful after changing curricula or becoming better prepared for their course work, they often are unable to overcome a previously poor academic record, a problem that can lead to academic probation. To address this concern, the University has a policy by which students may petition the Provost and Vice President for Academic Affairs for “forgiveness.” Appeals in relation to this policy may be directed to the Provost and Vice President for Academic Affairs, who will chair an ad-hoc committee, comprised of a representative from the Academic Administrative Council and a representative from the Division of Student Engagement. This committee will determine the student’s qualification for forgiveness.

### I. Eligibility

Academic work attempted prior to acceptance under the Forgiveness Policy is reviewed at this time. Only the credit hours (not the grades) associated with courses in which the student earned a grade of C or better are applied to the academic program. Neither the hours, nor the grades for courses in which a student earned a D or F are applied towards graduation. Once academic forgiveness is granted, it may not be reversed.

A student may qualify for academic forgiveness provided the following conditions are met:

Must submit Academic Forgiveness Request Form;

Have a break in enrollment for a minimum period of two (2) consecutive academic years (four semesters, summer sessions excluded); or

Have attempted at least 12 letter-graded hours during the first semester the student is readmitted with a minimum GPA of 2.5, and a

100% satisfactory completion rate (grade C or better) after being re-admitted to the University;

Students who have been enrolled at another college/university since their last enrollment at Fisk must submit to the Office of Admissions official transcripts indicating that a minimum cumulative GPA of 2.0 on a 4.0 scale has been earned in all transferable courses attempted; and

Only transfer courses taken in which a student received a grade of C or better will be accepted for transfer credit at Fisk. The sole exception is that students may attend Fisk during summer sessions for credit, during the two academic years of non-attendance necessary for the policy to be applied.

Failure to meet the above requirements will result in a student’s ineligibility, except for summer school, until such a time as a cumulative GPA of a 2.5 is achieved.

### II. Impact

Once a student’s eligibility for Academic Forgiveness is confirmed, the following adjustments will be made to the student’s academic record:

All grades earned at Fisk University prior to re-entry will be excluded from the calculation of the GPA (i.e., forgiven); The course title and grade for the first completion will be shown on the official transcript but will be noted as “forgiven”. The first grade, however, will be removed from the calculation of the cumulative grade point average. A statement on transcripts will explain which grades have been excluded from the program GPA calculation; and Only credit hours earned for courses prior to re-entry with the grade of at least “C” will be retained. A student who has been granted Academic Forgiveness must earn a minimum of 30 credit hours from the point of readmission to be eligible to receive a baccalaureate degree. A student is only eligible for academic forgiveness once during matriculation at Fisk University.

## STATUTE OF LIMITATIONS

Undergraduate students have a maximum of eight (8) years from the date of matriculation to complete an undergraduate degree. This limitation excludes any leaves of absence that may be granted. Students who serve in the military and who are called to active duty shall not have such absence count toward their statute

of limitations. The request must be approved by the department and submitted to the Provost for final action. Requests for an extension of the statute of limitations must be accompanied by a written departmental assessment of the work and its relevance to the current curriculum mandate of the degree program.

## FINANCIAL AID

The student financial aid program at Fisk University is based on the principle that all eligible, motivated students who earnestly seek an education at the University should be able to obtain it, regardless of socioeconomic status. In implementing this principle, the University uses its student aid resources to provide financial support to as many students in need as possible. All principles, policies, and procedures governing the Fisk student aid program are consonant with this basic principle. They also comply fully with the regulations, which govern federally supported student financial assistance programs.

The University strongly endorses the principle that the primary responsibility for the financing of a student's education rests with the student and the student's family, and that any aid provided by the University is always supplemental to the family's maximum effort to provide the necessary funds. The student is required to promptly notify the University of any outside financial assistance in order to prevent an over-award, as defined by the U.S. Department of Education. Failure to report such resources may result in cancellation of all assistance.

Financial aid is awarded on an annual basis and the amount to be offered is determined by an examination of the family's financial position. Information about a student's financial aid is, therefore, highly confidential and discussed by the University only with the student and the student's parents or guardians, unless otherwise authorized.

Student aid funds rarely meet all the financial needs of eligible students. Students interested in applying for federal student aid are encouraged to complete their FAFSA applications by March 15 in order to receive maximum institutional and federal funds.

Institutional financial aid programs generally require academic excellence. Academic scholarship programs recognize academically talented high school students who wish to enroll in the freshman class. Recipients of an academic scholarship are selected on the basis of outstanding high school records and qualifying scores from either the Scholastic Aptitude Test (SAT) or the American College Test (ACT). Recipients are selected during the admission process, and no special application is necessary. Additional information about these scholarships may be obtained from the Office of Admission.

Note that all students must be admitted to Fisk University before any aid is awarded. Also, no actual offer can be made to any student until all required documents have been received in the Office of Student Financial Aid. A completed FAFSA application qualifies the student for consideration for the types of aid for which the applicant is eligible.

### FEDERAL FINANCIAL AID GRANT PROGRAMS

Eligibility for Financial Assistance

A student applying for assistance must:

- Possess a high school diploma or a General Education Diploma (GED) certificate
- Enroll as a regular student working toward a degree or certificate in an eligible program
- Be a U. S. citizen or an eligible non-citizen
- Have a valid social security number
- Meet federal requirements for Satisfactory Academic Progress (see SAP table below)
- Register with the Selective Services (draft), if required

Grants do not have to be repaid. Available grant programs at Fisk are:

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grants
- Tennessee State Grant (Tennessee residents only; must be Pell Grant eligible)
- D.C. Incentive Grant (D.C. residents only)
- PHEAA State Grant (Pennsylvania residents only)

Loans are borrowed monies that the student and/or parent must repay with interest. Available loan programs at Fisk are:

- Federal Subsidized/Unsubsidized Loans Programs
- Federal Parent PLUS Loan
- Federal Perkins Loan

For more information on all financial aid packages, please visit: [www.studentaid.ed.gov](http://www.studentaid.ed.gov).

Free Application for Federal Student Aid (FAFSA)

All students who apply for financial assistance must complete the Free Application for Federal Student Aid (FAFSA). University academic scholarship recipients must also complete the

FAFSA. When completing the FAFSA, Fisk University must be listed as one of the applicant's University choices. Fisk University's Department of Education code number is **003490**. This number must be provided on the FAFSA for Fisk to receive your application. *The deadline for FAFSA is March 15*; however, the application process may start as early as October 1<sup>st</sup> of the previous year.

After the FAFSA application has been processed and the student has requested that Fisk University receive the FAFSA data, Fisk University's Office of Student Financial Aid will receive the Student Aid Report (SAR) results via computer through the U.S. Department of Education's Electronic Data Exchange Program.

Applicants may be requested to provide additional information to support the application. Such additional requested material is considered a part of the financial aid process, and the process is considered complete only after all materials have been received. It is recommended that all requested documentation be promptly provided to assure continued consideration of the application while funds are available.

#### FEDERAL PELL GRANT

The Federal Pell Grant Program is administered by the U.S. Department of Education and is intended to be the "floor" of a financial aid package. For this reason, all students must apply for the Federal Pell Grant in order to be considered for other campus -based aid. This program is different from the other federal programs in that it is an entitlement program. This means that all students who are eligible will receive these awards. The Federal Pell Grant should be applied for as early as possible after January 1 of each year.

Although the student receives the Federal Pell Grant through the University, eligibility is determined by the U.S. Department of Education. Financial need is determined by an annual, congressionally approved, formula which is applied consistently to all applicants. The formula uses the information provided by the

student and/or parent on the aid application to produce an Expected Family Contribution (EFC). The EFC is used, along with the total cost of attending the institution and the student's part-time or full-time enrollment status, to determine the actual amount of the Federal Pell Grant and other financial aid eligibility. For academic year 2017-2018, Federal Pell Grants will range from \$592 to \$5,920, depending upon the student's eligibility as determined by the congressionally approved standard formula.

#### FEDERAL DIRECT EDUCATION LOAN PROGRAM

The Family Federal Education Loan Programs enable students to borrow from the U.S. Department of Education, through private lenders. Students may apply for the Subsidized Stafford or the Unsubsidized Stafford Loan Programs.

The maximum a student may borrow as an undergraduate under the **Federal Subsidized Stafford** is \$3,500 for the freshman year, \$4,500 for the sophomore year, and \$5,500 per academic year for the junior and senior years. The total subsidized amount that a student may borrow for undergraduate study is \$23,000. The interest rate is determined annually. The maximum a graduate student may borrow is \$8,500 per academic year. The total a graduate student may borrow for both undergraduate and graduate study is \$65,500.

The maximum a student may borrow under the Federal Unsubsidized Stafford Program is \$6,000 per academic year for the freshman and sophomore years and \$7,000 per academic year for the junior and senior years. The total amount a graduate student is eligible to borrow is \$12,000 per academic year. The total undergraduate Federal unsubsidized Stafford loan limit is \$23,000 and \$73,000 at the graduate level, including undergraduate amounts. The interest rate on these loans varies.

#### OPPORTUNITY GRANT

The Federal Supplemental Educational Opportunity Grant (FSEOG) program is for students of "exceptional financial need," i.e., students with an expected family contribution (EFC) of zero (\$0.00). Students who qualify for FSEOG funds receive no less than \$200 and no more than \$2,000 per year. The University determines the amount of FSEOG to award each student each year. In general, students may receive the FSEOG as long as they continue to make satisfactory academic progress, and as long as they remain enrolled in a course of study leading to a first-time bachelor's degree.

#### FEDERAL WORK-STUDY PROGRAM

The Federal Work-Study Program (FWS) provides jobs for students who have substantial financial need and who must earn a part of their educational expenses. The institution provides jobs on campus in various departments or units. The pay rate begins at \$9.00 per hour and may be increased during periods of non-enrollment. During the academic year, students' hours are set around class schedules. During periods of enrollment, students are allowed to work a maximum of 20 hours per week and up to 40 hours per week during periods of non-enrollment.

#### FEDERAL PERKINS LOANS

Federal Perkins Loans are for students who are in need of a loan to meet their educational expenses. This program will be discontinued after September 30, 2017. At this current time, only students who have received a prior disbursement in a prior year are eligible for Perkins Loans. Recipients must meet University graduation requirements to be eligible. This is a loan and it must be repaid. One may borrow up to \$4,000 per year as an undergraduate student and a total of \$15,000 for undergraduate study. The amount of the loan is determined by the Office of Student Financial Aid. Repayment begins nine months after graduation, upon departure from school, or when enrollment is less than half time. Students may be allowed up to ten years to repay the loan.



During the repayment period, students are charged five percent interest on the unpaid balance of the loan principal. No payments are required for up to three years while the student serves in the Armed Forces, the Peace Corps, or VISTA, or while the student is enrolled at least half time in an approved educational institution. There are cancellation procedures for borrowers who enter certain fields of work.

#### UNITED NEGRO COLLEGE FUND SUPPORT

Fisk University also receives funding from The United Negro College Fund (UNCF) to provide financial aid to deserving students. All recipients are nominated by the Office of Student Financial Aid. If a student is nominated, he/she may be required to submit additional data or to complete an application. There is no separate application prior to the nomination process. Applicants should not call the UNCF offices. The entire process is handled by Fisk's Office of Student Financial Aid.

#### CONTINUED FINANCIAL AID ELIGIBILITY

Eligibility for continued financial aid requires not only that the student submit all required applications and supporting materials in a timely manner, but also that the student comply with the University policy on Satisfactory Academic Progress. The policy (see Academic Requirements and Standards) was established in compliance with the Educational Amendment of 1980, which provides that a student is eligible to receive funds from federal student aid programs at an institution of higher education if the student is maintaining satisfactory academic progress in the course of study he or she is pursuing and pursuing his/her education according to the standards and practices of that institution (HEA Sec. 484 c). Students readmitted to the University must meet the satisfactory academic progress requirements in order to receive financial aid.

Renewal of Aid Students must reapply for financial aid each year. Fisk University requires every student to have a completed file before any type of aid program – including University

academic scholarships – is considered. The FAFSA is used to reapply for financial aid.

#### APPEALS TO THE COMMITTEE ON FINANCIAL AID

Students that are readmitted on probation must appeal for their continued eligibility for financial aid. A grace period of one semester is permitted if a student is placed on academic probation before the student becomes ineligible for Title IV federal financial aid.

Also, this one-semester grace period may not automatically be permitted if the student's transcript has shown two consecutive semesters below standards. This policy is designed to assist in the University's Default Management Plan. During the grace period, the student must reestablish performance at the level required to merit removal from probation; otherwise, eligibility for further aid is suspended until the student is removed from probation. The student is notified by the Office of Student Financial Aid when the grace period begins.

An appeals process is also available to students whose aid eligibility is suspended for failure to make satisfactory academic progress. Such students may appeal to the Satisfactory Academic Progress (SAP) Committee by addressing a typewritten notice of appeal to the SAP Committee, in care of the Director of Student Financial Aid. *Such appeal notice must be received in the Office of Student Financial Aid by the published deadline or it will not be reviewed.* The SAP Committee reviews appeals as promptly as workload allows and endeavors to notify students of the disposition of appeals within two weeks following the date of receipt of the student's appeal notice.

#### PAYMENT OF TUITION

Payment is due on or before the date of registration each semester and must be by personal check, certified check, cashier's check, money order, traveler's check, cash, or by

MasterCard, Visa, Discover, or American Express credit cards.

All accounts are payable in full before a student can be registered for the semester. Special permission is required from the chief financial officer and the Provost for late registration after the first day of the period designated as late registration. Students whose term bills remain unpaid by the fourth week of the semester are normally prohibited from attending classes after that time. In summary, a student's whose accounts are not paid in full at the due date will be regarded as delinquent. Such student will be denied the privileges of registration, attending classes, obtaining academic transcripts, using the University's facilities or being certified for graduation. In addition, they may not be cleared to join the fraternity or sorority of their choice.

*Students may be dropped from the University at any time for nonpayment of fees.*

Remittances may be mailed to:

Fisk University  
1000 Seventeenth Avenue North  
Student Accounts - Business Office  
Nashville, TN 37208-3051

Mailed remittances not received by the Business Office at least three business days before registration may arrive too late to be processed for registration. Payment in person may be made through registration day. Advance payment will reduce the time spent in the registration process and ensure that the student will complete financial registration on time.

Financial aid is credited to the student's account only upon authorization from the Office of Student Financial Aid.

Anticipated state awards federally insured guaranteed loan proceeds, and other outside assistance will be credited to the student's account when the funds are received in the Office of Student Financial Aid or the Business Office.

Grades transcripts and diplomas are withheld from students having outstanding balances with the University, and, at the discretion of the University, seniors with unpaid bills by the end of the school year may not be allowed to participate in graduation exercises.

Students are not permitted to register with the University until all accounts due for previous terms have been paid.

## DESCRIPTION OF SELECTED FEES

**Recurring Fee:** The Recurring fee is assessed to cover the costs of a range of areas not covered under tuition, room and board charges. These areas include, but are not limited to, the following:

**Student Activities and Cultural Enrichment -** The costs associated with campus events and programs that benefit student engagement, cultural experience and campus life such as intramurals, social programs, Student Activity Board, student publications such as Student Planner/Handbook and the Fisk Athletics Forum, University Convocations, Global and Community Lectures Series, public lectures, book readings, and cultural events designed to develop students as critically thinking leaders

who are knowledgeable and reflective of their place in the world.

**Technology-** The costs associated with the University's computer system applications, support services, and core infrastructure that is central to the academic units of the University as well as to the student experience.

**Campus Access and Safety-** The costs associated with ensuring proper safety personnel and equipment, safety and emergency alert systems, as well as 24/7 campus safety supports such as escort services across campus.

**Undergraduate Testing Fee-** The costs for initial math, languages and computer proficiency placement tests for incoming first-year students.



The recurring fee also covers the cost for general education proficiency pre and post testing at the start and end of students completing all core curriculum required courses. Finally, the cost for exit examinations for all graduating seniors upon completion of all required declared major courses are covered by the recurring fee.

#### OTHER FEES /CHARGES ASSESSED UPON OCCURRENCE

**Science Lab Fee-** Laboratory fees are charged to defray the cost of providing and maintaining instructional equipment's in laboratories. The fee also covers the cost of using consumable materials (e.g. glassware, chemicals, paper, and/or other media) or use of department equipment or facilities during instruction in science lab or lecture/lab, special storage and proper disposal of chemicals and clean-up so as to meet the Environmental Protection Agency (EPA) requirements.

**Matriculation and Orientation Fee-**The one-time only fee charged to all newly admit and enrolled students at Fisk University to cover the cost associated with transfers, advising, and other services related with admissions. The Fee is assessed during the first term in which a student is both admitted and enrolled at Fisk University. The fee also defrays the cost of new student orientation, activities and programs such as dinners for students and families, social activities, educational programs, field trips, etc.

**Acceptance Fee (U.S. Students):** Admitted candidates should submit a fee of \$100.00 to the Office of Admission. This fee (100% refundable if submitted on or before May 1) is credited to the student's tuition and guarantees the student space in the entering class. It is a demonstration of intent to enroll and can be carried for two semesters. Campus housing papers will not be submitted to students until this fee is paid.

**Acceptance Fee (International Students)-** Admitted international students should submit a fee of \$ 1,000 (100% refundable if the applicant is not able to secure a non-immigrant student visa) is credited to the student's tuition and guarantees

the student space in the entering class. I-20 paperwork and campus housing papers will not be submitted to the student until this fee is paid.

**Commuter Meal Plan-** A student may purchase as commuter meal plan and eat any meal on any day of the week while meals are served. The University offers four plan types: 25, 50, 75, and 100 commuter meal plans. To activate a meal plan, the student must apply through the Office of Student Engagement and remit payment for the charge to the Business Office.

**Credit by Examination Fee-** This fee is assessed to defray the administrative costs associated with the coordination, design and administration of the credit by examination test. Students are also required to pay the tuition associated with each course they intend to include on their transcript through this process.

**Graduation Fee-** The Graduation Fee is assessed only to all graduates in the year of Commencement. The onetime fee defrays the commencement expenses for undergraduate and graduate students which include, but are not limited to, cap and gown fees, printing of student diplomas, the Baccalaureate program, the commencement program and location, facilities, speakers, honorary degrees, various receptions, and any other expenses associated with Commencement.

Applied instruction fees for voice instruction are waived for students who are accepted into the Fisk Jubilee Singers ® and music majors on the Molly Taylor Stevenson. Music Scholarship. The applied music fee applies to MUS 110 Principles of Jazz Improvisation and MUS 120 Introduction to Music Technology. The funds are used for instrument maintenance, adjunct faculty salaries, and accompanist fees. Note that the rates shown on the table above are those in effect at the time of publication of this *Bulletin*. They are subject to change.

**Library Fines:** Library fines are charged for lost books and for books not returned by the date due. Charges not paid to the library when due may cancel the student's privilege of borrowing

books. A minimum fee of \$70 is charged for each library book that is lost. The fee covers the cost of replacement, including reordering and processing. Failure to pay library fines will restrict the student from final examinations, graduation, and securing transcripts.

#### TUITION, ROOM AND BOARD REFUND POLICY

Refunds of tuition are paid to students who withdraw from the University, depending upon the time of the semester when they withdraw. Eligibility for refunds is according to the schedule shown below. For purposes of computing eligibility for a refund of tuition, the date of withdrawal is considered to be the last day of attendance in class(es), signed by the faculty. No claim for tuition refund considered until this form has been completed and turned into the Office of the Registrar. Students dropping a course that results in a change in tuition and fee assessment are charged for the course on the same pro-rata schedule established for withdrawal. For purposes of computing eligibility for a refund of room and board, the date of withdrawal is considered to be the last day signed by the Dean of Student Engagement or his/her duly designated proxy official.

For financial aid recipients who are not entering first- semester students, Fisk will calculate the institutional refund using the appropriate percentage as listed. Students on financial aid should expect that, any refunds due them under this policy may be paid to the financial aid source rather than to the student personally. A detailed policy statement on refunds for students on financial aid is available from the Office of Student Financial Aid.

The period of attendance begins the first day of classes for each semester. A student's last day of class attendance must be documented by the faculty. When a student officially withdraws from the University, the Office of the Registrar will officially notify the Business Office and Office of Student Financial Aid of the student's last day of class attendance by recording it on the withdrawal form.

Refunds will be made to students who officially withdraw from Fisk University prior to the end of the semester as follows. For more details, please refer to the Business Office and Office of Student Financial Aid website.

## PLANNING A FISK UNIVERSITY EDUCATION

A primary purpose of this Bulletin is to assist students and prospective students in planning a program of study leading to a Fisk University degree. The student has primary responsibility for this planning – not the faculty academic advisor or any other University official. Students should study this section of the Bulletin with special care and should be certain to keep themselves informed as requirements and changes in University policies. The best way for students to keep abreast of University policy changes is to check the Fisk website at [www.fisk.edu](http://www.fisk.edu) and to use their University-assigned email address.

#### NEW STUDENT ORIENTATION

Orientation is a process designed to assist new students with adjustment to the University and the Fisk Experience. This process begins with Orientation Week, which is held prior to the beginning of Fall classes. During this period, new students arrive on campus to begin a series of activities designed to facilitate their smooth transition to University life at Fisk. Students who begin their tenure at Fisk in the Spring will participate in a short orientation session as soon as classes resume in January.

It is during Orientation Week that students take placement examinations that help them select the appropriate courses to begin their studies. Students also engage in activities designed to

provide strategies for academic success by attending required seminars focusing on the student as an individual who assumes responsibility for a successful career at Fisk.

Orientation extends throughout the year and includes academic advisement, personal counseling, University convocations and cultural events, and a host of other student activities designed to assist the student through a successful transition to University life.

#### Placement Tests

Students whose placement test scores indicate a need for additional review in mathematics are required to register for MATH 100 Intermediate Algebra, before proceeding to CORE 131 or to more advanced study in mathematics.

MATH 100 carries four hours of academic credit, but on a non-degree basis only – which means that credits earned for this course will not be counted among the 120 hours minimally required for a Fisk baccalaureate degree.

Students who test into the course must successfully complete it in order to receive a degree, unless a waiver is granted by the Provost.

Incoming students whose highest level of mathematics instruction was Algebra II and whose grade earned was B+ or less will be placed in Math 100-Intermediate Algebra.

Students who earned grades of A or A- in Algebra II will be placed in Math 101. Incoming students who have successfully completed Pre-calculus as their highest level of mathematics instruction with a grade of B-, C+ or C will be placed in Math 101-College Algebra, otherwise Math 100. If a grade of B or higher is earned in Pre-calculus, the students are placed in Math 110-Precalculus. Incoming students who have successfully completed Calculus as their highest level of mathematics instruction with a grade of B-, C+ or C will be placed in Math 110- Pre-calculus, otherwise Math 101. A grade of C- is not acceptable. Those students earning B, B+, A- or A in Calculus will be placed in Math 120-Calculus I. Student that failed high school

Pre-calculus or Calculus will be placed in Math 100 or Math 101. Incoming students with the following AP scores for Calculus will receive the specified credit and placement:

AP Score	Credit	Placement
3	Pre-Calculus - Math 110	Calculus I - Math 120
4, 5	Calculus I - Math 120	Calculus II - Math 130

Students presenting with documentation which supports a different placement than those listed above, will be assessed individually by the mathematics department. Transfer students will have their mathematics courses evaluated for equivalency. The rules for prerequisites will then be applied. Music and foreign language test results are used by academic advisors and departments to assist students in determining the most appropriate levels at which to initiate their studies at Fisk. Other standardized examinations are available for more advanced students.

#### PROFICIENCY EXAMINATIONS

The Computer Proficiency Test (CPT) is a graduation requirement at Fisk University. Students must either pass the CPT or pass CSCI 100 or BAD 110 before receiving a degree from Fisk. Transfer students who demonstrate that they have passed a comparable test or a course comparable to CSCI 100 or BAD 110 at their previous institution will be exempted from the CPT.

Major Field Tests and Exit examinations are required. Senior students are administered these exams during the academic year they expect to graduate. Acceptable scores

are determined by each discipline and consequences for underperformance varies. Students may have to repeat the test(s). Results from both examinations are used to 1) provide an

index to student learning; and 2) to make appropriate modifications to curricula, teaching methodologies and course sequences.

#### FACULTY ACADEMIC ADVISOR

The role of the faculty academic advisor is crucial to the successful planning of a Fisk education. A faculty academic advisor assists the student in deciding a course of study leading to a liberal arts degree. The student, however, assumes the primary responsibility for the selection of courses that meet all University requirements.

Each entering student is assigned a faculty academic advisor. When possible, freshmen are assigned to faculty members in their expected major discipline or in an allied area. Faculty members often serve as advisors to students outside their own disciplines when students have not yet selected a major. The faculty academic advisor helps monitor the student's academic progress.

This Bulletin includes suggested program plans for each of the available majors. Transfer students, however, may need to vary the suggested sequence of studies in order to complete an entire program in the desired number of semesters; and other students may for other reasons need to deviate from the suggested program plan. For their own protection, students are advised to draw up their own plans of study leading to the degree and to consult in detail with their faculty academic advisors about these plans.

Faculty academic advisors at Fisk are careful to provide good counsel but students are responsible for maintaining regular contact with their advisors in order to stay abreast of changing course offerings and academic regulations. Two conferences per semester with a faculty academic advisor should be regarded as a minimum level of contact. Since most contact between student and advisor is verbal rather than written and thus is not a matter of record, it cannot be the faculty academic advisor's responsibility to protect the student against misunderstandings of University

regulations and policies. The University cannot be responsible for any errors of interpretation faculty academic advisory may make. For this reason, it is essential that students familiarize themselves personally with the contents of this Bulletin.

#### STUDY PLAN

The study plan – a detailed plan of courses to be completed for the degree – should be developed by the student, in consultation with the faculty academic advisor, at the end of the first semester at Fisk or as soon as a major has been selected. The purpose of the study plan is to ensure that, early in the student's career at Fisk, a coherent sequence of academic experiences has been developed, to lead to graduation with the appropriate requirements of the CORE Curriculum, major and elective courses. Changes should be made in consultation with the faculty academic advisor. During the second semester of the junior year, the student should arrange for a formal review by the faculty academic advisor of the study plan, as revised, up to that point. This review provides the student the best opportunity to ensure that all requirements can be met in time for scheduled graduation. It is essential that this review be conducted. Since the faculty academic advisor's informal approval of the study plan does not constitute a contract obligating the University to confer a degree, it remains at all times the student's responsibility to see that all applicable requirements are met. In order to avoid errors, the student is advised to keep a complete record of all college work, showing courses completed, courses in progress, and courses remaining to be taken.

Selection of courses is the student's responsibility. Students need to be familiar with all academic requirements set forth in this Bulletin, in order to assure that the courses they select are appropriate for the program of study they have chosen to pursue. In particular, undergraduate students should be sure to meet all University CORE Curriculum requirements; the foreign language requirement; all requirements for the student's chosen field(s) of

concentration; and the requirement for a minimum of 120 credits (more in some major fields) for the undergraduate degree. The University's undergraduate degree requirements are summarized within this Bulletin, with requirements specific to each major specified in the appropriate section of this Bulletin. Graduate degree programs courses and requirements are enumerated in the Graduate Studies Bulletin.

Students should also be sure that their courses are planned in appropriate sequence, with needed prerequisite courses completed prior to enrollment for more advanced study.

Courses appropriate for freshmen include selected CORE Curriculum courses and any course listed in this Bulletin with a catalog number in the 100 to 199 range.

Occasionally, with the permission of the Instructor, freshmen may be permitted to enroll in courses numbered in the 200 to 299 range. In general, however, entering students concentrate their studies in the CORE Curriculum, which extends across a three-year period. For students who enter with their intended major already selected, the program plan for the discipline of major study, as printed in this Bulletin, provides a suggested sequence of study.

Courses for new transfer students in their first year at Fisk usually need to be individually prescribed, since transfer students vary widely in the extent and content of college study previously completed. The Registrar, in consultation with the Office of the Provost and with appropriate faculty members, analyzes the transcripts of incoming transfer students to determine in each case which Fisk requirements have already been met through equivalent study at other institutions. A report of this analysis is provided to the incoming student's faculty academic advisor and becomes a basis for development of the first semester's class schedule and a plan for subsequent study.

The sequence of courses taken is determined by the prerequisites listed in the course description and by the level of the course as indicated by the

course number. Course instructors may waive prerequisites with appropriate approval at the time of registration. Students are given latitude in selecting course offerings, as long as prerequisites and other criteria for course admission are met. In certain cases, where the course is in the major field of study or a cognate course for the major, approval of the department chair may also be required. Graduate courses may be open to advanced undergraduate students with the approval of the Instructor.

Fisk University will offer, through articulation agreements, the opportunity for deserving students from two-year community colleges to obtain a bachelor's degree in their chosen field of interest at Fisk. It is expected that assistance will be offered throughout the transfer process. Interested students are encouraged to contact the Office of Admission, the Office of the Registrar or the Office of the Provost for more information on the two-year/Fisk transfer process.

#### CROSS-REGISTRATION

Cross-registration is available for Fisk students wishing to supplement their Fisk coursework with studies at Meharry Medical College, Belmont University and/or Vanderbilt University.

Cross-registration is permissible only for courses not offered at Fisk University and for classes that can accommodate additional enrollments at the targeted institution. Registration proceeds at Fisk and through established procedures that guarantee class and laboratory spaces at the cooperating institution. Permission for cross-registration must be obtained in advance from the advisor, appropriate department chair, and the Provost. Credit hours and grades are transferred back to Fisk.

Eligibility requirements include:

- Being an upper-class student
- Possessing a cumulative grade point average of 3.0 or better



## INTERNSHIPS

Internships are offered as courses through several disciplines, such as music, psychology, political science, and business, and involve academic work that takes place in a setting other than a University classroom, laboratory, library, or studio. The experience is directly related to the understanding or application of the discipline offering the internship. A maximum of four semester hours of experiential coursework may be counted for the Fisk degree; one such experience may be elected each term. For general information and referrals, contact the Office of Career Services.

## INDEPENDENT STUDY

Independent study is available for students wishing to pursue subjects not covered in the normal course offerings of the University. Interested students are to identify a faculty mentor and determine the goals and objectives of the independent study. Students often use independent study to explore initial research opportunities and/or to gain practical experience in the application of their discipline in professional and community settings. An approved written proposal entitled Registration for Independent Study is developed by the student and faculty mentor and is submitted for approval to the student's departmental chair, dean, and the Provost. This proposal is filed with the Registrar at the time of registration.

## STUDY ABROAD

Fisk students can participate in study abroad and international exchange programs. Fisk recognizes the importance of study abroad/international exchanges in the liberal arts and sciences curriculum. Students are not restricted to the programs cited above. They are encouraged to apply to any other legitimate and accredited program – but not listed above – that they are interested in. Academic experience abroad challenges undergraduate scholars to think beyond the cultural structure and assumptions contained in their disciplines. It

helps to develop cross-cultural communication, analytic skills, global perspective and to polish language proficiency. Applications for study abroad programs have deadlines in September and October for spring semester and in March and April for the fall semester.

Students may earn up to sixteen credit hours for a semester study abroad program and six credit hours for participation in summer programs. Expenses for these programs are borne by the student. While studying abroad students remain registered at Fisk University. As registered students and U.S. citizens, students are entitled to financial aid. Most forms of financial aid (federal loans and grants as well as Fisk need-based and merit-based scholarships) may be applied to cover the costs of a study abroad experience. [Please check with the staff of the Office of Student Financial Aid for eligibility and availability of funds.]

In order to earn academic credits for the study abroad experience, the student must submit to the Office of International Programs (OIP) on or before the deadline dates, a completed study abroad program application, a Study Away Form approved by the Provost and a Pre-Registration/Registration Form from the Office of the Registrar. Study abroad programs are approved for one semester. A study abroad lasting for more than one semester requires special approval through the Office of the Provost.

The study abroad experience involves a lot of advance preparation, so interested students should start planning their study abroad experience at least one year in advance. Students are advised to contact the OIP as soon as they have selected a program. Help is provided with application processes, credit transfers and travel arrangements.

To be eligible for a study abroad experience, a student must:

- Be a full-time Fisk degree candidate pursuing a normal program of studies
- Participate in an approved study away program
- Meet University requirements for sophomore standing.
- Possess a credible academic record with a 2.8 or
- higher grade point average
- Be in good financial standing with the University
- Be in good social standing with the University



## ACADEMIC HONORS

### LATIN HONORS

Summa Cum Laude ("with greatest honors/praise") graduates are those whose cumulative grade point average over the entire Fisk career is at least 3.70.

Magna Cum Laude ("with high honors/praise") graduates are those whose cumulative grade point average over the entire Fisk career is at least 3.50.

Cum Laude ("with honors/praise") graduates are those whose cumulative grade point average over the entire Fisk career (determined on the basis of four or more semesters of resident work) is at least 3.30.

### DEPARTMENTAL HONORS

Departmental Honors are conferred at Commencement on graduating students based on outstanding achievement in the major field. Departmental honors require a minimum 3.3 grade point average in courses taken in the major discipline.

### HONOR SOCIETIES

Honor societies also recognize outstanding academic achievement among students within their particular departments or programs. Fisk has several honor societies recognizing academic excellence in a variety of disciplines. Students may be elected to membership in the following honors societies:

#### **PHI BETA KAPPA** (Delta of Tennessee Chapter)

The Phi Beta Kappa Society was founded by five students at the College of William and Mary in 1776, during the American Revolution. Phi Beta Kappa is the oldest and one of the most prestigious honor societies in the United States. In addition to advocating excellence in the liberal arts and the sciences, it also promotes freedom of inquiry and liberty of thought and expression. There are 500,000 members, at 280 American colleges and universities. Among the many members, there have been 17 United States presidents, 38 Supreme Court justices and 138

Nobel laureates. Fisk University was the first of four historically black colleges to be chartered with a Phi Beta Kappa Chapter. The Fisk Chapter, the Delta of Tennessee, was chartered in April 1953. There were eight charter members and two foundation members, one of whom was Dr. John Hope Franklin. Four students were the first initiates, inducted in May 1953. [Eligibility Criteria for Election of Undergraduate Students to Membership in Phi Beta Kappa:](#)

- Eligible students shall be candidates for a bachelor's degree in a College of Arts and Sciences or its institutional equivalent.
- They shall be majoring in an area of the liberal arts or sciences.
- They shall include not less than 90 semester hours of liberal work among the 120 hours ordinarily required for the degree.
- Grades earned in professional or applied work shall not be counted in computing the grade point averages for purposes of eligibility.
- Candidates shall have demonstrated, by successful work in high school or college, or in the two together, knowledge of mathematics and of a foreign language at a level at least minimally appropriate for a liberal education.
- Completion of at least six semesters of liberal arts work at Fisk University shall be the requirement for election. Transfer students will be considered eligible for election to the Delta Chapter of Tennessee if and only if they have:
- Been at Fisk University for four semesters by their senior semester;
- Earned at least a 3.3 cumulative grade point average as transfer students;
- Earned at least a 3.8 cumulative grade point average while at Fisk University;

and met all other requirements for eligibility.

- Grades earned in applied or professional work shall not be counted in computing the grade point average for purposes of eligibility.
- In the case of exchange students, grades secured in other colleges shall not be computed but the time spent as an exchange student shall be considered as residence at Fisk University.

Students who would like to be considered for election after six semesters, must have a 3.7 minimum grade point average. The minimum average for election on the basis of seven or eight semesters of completed work shall be 3.5.

The number of undergraduate elected to membership from any class, including those elected after six semesters and beyond, shall in no case exceed 10% of the number of students with liberal arts majors who are eligible to become members of Phi Beta Kappa.

#### ALPHA KAPPA DELTA

Alpha Kappa Delta, founded in 1920, is an international honor society whose purpose is to promote an interest in the study of sociology, research on social problems, and such other social and intellectual activities as will lead to improvement in the human condition. Fisk University formed the Alpha Chapter of Tennessee in 1945.

Eligibility for membership is determined by the following criteria: The student must be a declared sociology major or demonstrate a serious interest in sociology; must be at least a junior; and must have an overall cumulative grade point average of 3.0. The student should also have a 3.0 grade point average in sociology courses and have completed at least four regular courses in sociology prior to initiation.

#### ALPHA MU GAMMA

Alpha Mu Gamma is the national collegiate foreign language honor society of the United States and Puerto Rico. More than 300 chapters in public and private colleges and universities offer membership to students who have excelled in college study of any foreign language beyond the intermediate level. Eligibility for membership is determined by the following criteria: the student must have an overall GPA of at least 3.0 and earned grades of "A" in at least two courses of one foreign language. The aims of Alpha Mu Gamma are (1) to recognize achievement in the field of foreign language study; (2) to encourage an interest in the study of foreign languages, literatures, and civilizations; (3) to stimulate a desire for linguistic achievement; and (4) to foster sympathetic understanding of other people.

#### BETA KAPPA CHI

Beta Kappa Chi, founded in 1923, is a scientific honor society established for the purpose of encouraging and advancing undergraduate and graduate scientific education through original investigations, the dissemination of scientific knowledge, and the stimulation of high scholarship in mathematics and the natural sciences.

Students are honored who have a minimum grade point average of at least 3.0 with 64 semester hours, including 17 hours in biology, chemistry, mathematics, physics or psychology. The society seeks to inspire and support the pursuit of knowledge and academic excellence during the entire career of each member. Beta Kappa Chi is a member of the Association of College Honor Societies.

To be considered for membership, a student must show noteworthy achievement in biology, chemistry, mathematics, physics, or psychology. To be elected to membership, an undergraduate student must have completed at least 64 semester hours of work with a grade point average of "B" (3.0) or better. Seventeen of these hours must be

in one of the aforementioned discipline with a grade average of "B" (3.0) or higher.

#### DELTA MU DELTA

Delta Mu Delta is a national honor society in business administration. The society was founded in 1913, while the chapter at Fisk University was established in 1990. There are approximately 150 chapters located at fully accredited private and public colleges and universities across the U.S. mainland and Hawaii. Membership is accorded to undergraduates who are majors in business administration. Eligibility criteria for election of students to Delta Mu Delta are as follows: 1) the student must be a candidate for the baccalaureate degree in business administration; 2) the student must have completed at least eight business courses with a grade point average of 3.3 or higher; and 3) the student must be of good character and possess leadership potential for a socially useful and satisfying career of service.

#### SIGMA TAU DELTA

Sigma Tau Delta. Sigma Tau Delta, the International English Honor Society, confers distinction for high achievement in English language and literature in undergraduate, graduate, and professional studies.

Candidates for undergraduate membership must have completed a minimum of two college courses in English language or literature beyond the usual requirements in freshman English. The candidate must have a minimum of a B or equivalent average in English and in general scholarship. must rank\* at least in the highest thirty-five percent of his/her class and must have completed at least three semesters or five quarters of college coursework.

Candidates for undergraduate membership need not be majoring or minoring in the discipline of English. \*This requirement may also be interpreted as "have an overall B average in general scholarship" (e.g., 3.0 GPA on a 4.0 scale).

#### MORTAR BOARD, INC.

Mortar Board, Inc., founded in 1918, is a national honor society that recognizes college seniors for their achievements in scholarship, leadership, and service.

Mortar Board, Inc. provides opportunities for continued leadership development, promotes service to colleges and universities, and encourages lifelong contributions to the global community. Fisk University's Gold Key Chapter was installed in 1975 and became the first Mortar Board Chapter at a predominantly Black institution.

To be eligible for membership, the student must be a junior, have a cumulative grade point average of 3.0 or better, and possess leadership potential.

#### PI SIGMA ALPHA

Pi Sigma Alpha, the National Honor Society in Political Science, was founded in 1920. Its chapters are established political science, completion of at least ten semester hours in colleges and universities of accredited and recognized standing that offer degree programs in political science.

The primary qualifications of student candidates for active membership include declaration of major in political science, manifested interest and high scholarship in political science, promise of outstanding achievement in political science, an average grade of B or higher in all political science courses, a grade point average of 3.0 or higher, and a rank in the upper third of the college class.

#### PSI CHI

Psi Chi, the National Honor Society in Psychology, was founded in 1929, and has chapters at more than 890 senior colleges and universities throughout the nation. Fisk was granted a chapter in 1981. The purposes of Psi Chi Society are to encourage, stimulate, and maintain scholarship of the individual members and to advance the science of psychology. Membership in Psi Chi recognizes not only scholastic achievement and interest in psychology, but

attendance at an accredited school with a faculty and curriculum meeting standards approved by Psi Chi and the Association of College Honor Societies.

To be eligible for membership, an undergraduate student must be a major in psychology and have completed at least nine semester hours in psychology. Candidates are required to have a cumulative grade point average of 3.0, both overall and in psychology courses, and to rank in the upper 35 percent of their class in general scholarship.

#### SIGMA PI SIGMA

Sigma Pi Sigma honors outstanding scholarship in physics; to encourage interest in physics among students at all levels; to promote an attitude of service of its members towards their fellow students, colleagues, and the public; and to provide a fellowship of persons who have excelled in physics. Founded in 1921, Sigma Pi Sigma is a member honor society of the Association of College Honor Societies. Election to Sigma Pi Sigma is a lifetime membership. Sigma Pi Sigma chapters are restricted to colleges and universities of recognized standing that offer strong physics major programs. The chapters receive into membership undergraduate and graduate students, faculty members, and a few others in closely related fields.

Students elected to membership must attain high standards of general scholarship and outstanding achievement in physics. The Society of Physics Students (SPS) was formed in 1968, with the union of Sigma Pi Sigma and the AIP Student Sections. Today Sigma Pi Sigma is housed within the Society of Physics Students.

#### SIGMA XI

Sigma Xi Chapter membership is held jointly by Fisk, Meharry Medical College, and Tennessee State University. The chapter, which is the scientific research society of North America, provides in its bylaws that its objective is to encourage original investigation in science – pure and applied – and the fields of activity of the club are the pure and applied natural sciences. In general, these fields include the physical sciences, the life and agricultural sciences, the earth sciences, the medical sciences, mathematics, and engineering. Student candidates should have a minimum grade point average of 3.0; however, the requirement may be waived in exceptional cases where a student shows promise. Achievement must be evidenced by written report or thesis.

## ACADEMIC REQUIREMENT AND STANDARDS

Fisk's expectations of its students are deliberately high. Fisk students are expected to develop the capacity for independent scholarship and for intellectual, professional, and civic leadership. This means insisting upon the most exacting standards of intellect and character, including a high level of individual responsibility, not only for one's own academic success but also for the welfare of the campus community.

### UNDERGRADUATE DEGREE REQUIREMENTS

The undergraduate degree requirements are:

CORE curriculum: 37–41 semester hours of prescribed common courses, in the liberal arts with a grade of C, D or higher.

Foreign language requirement: three semesters of college study, or equivalent, in one foreign language. Students who have studied a foreign language for at least two years in high school may register for advanced placement in that language if they score satisfactorily on a foreign language placement examination given during the new student orientation period. Students with extensive prior background in a foreign language are not required to pursue language study at Fisk, if their placement scores indicate a mastery of the language equivalent to at least the second year of college study. Thus, the language requirement calls for a level of achievement equivalent to two years of college study – not for a specified number of credit hours. Fisk offers instruction in Spanish and French, but students who can document appropriate competence in another foreign language may petition to substitute that language.

Note: Students enrolled in dual-degree engineering programs in cooperation with other institutions and students seeking the B.S. degree in physics are exempt from the foreign language requirement. [B.A. candidates in physics are not exempt.]

1. Computer competency requirement prior to graduation, all students must demonstrate basic proficiency in the areas of: Word processing, spreadsheet development, electronic presentations, e-mail, and the internet. The pretest for competency will be administered each year. Classes such as CSCI 100 or BAD 110 are offered to assist

students in meeting competency standards in each area. Computer competency is part of the permanent record for each student.

2. Completion of an academic major of at least 32 semester hours of study, depending on the field chosen, and including work in related or "cognate" fields. Specific requirements, including minimum and maximum hours of study, have been established within each of the available majors and are listed in the appropriate sections of this Bulletin. The total number of hours for any major, for joint majors, and for the elected studies major normally shall not exceed 64 semester hours of credit in approved courses. Courses beyond the required credit-hour maximum in a discipline or elected studies major will not be counted toward the minimum credit-hour requirement for the bachelor's degree.

To accompany the major, there are minor fields of study available in computer science, music business, African-American studies, and women and gender studies. Completion of a minor field is not, however, a degree requirement. Minor programs are comprised of 18-21 semester hours in the specified programs.

Note: Students should be aware that no student shall be eligible for election to Phi Beta Kappa whose major or combined major and related minor exceed 48 semester hours.

3. General elective coursework – any combination of additional courses not in a student's chosen major or minor field, which



are sufficient to bring the total number of degree-credit semester hours to at least 120.

4. Grades of "C" or better in all courses in the major field and in required courses in cognate areas.
5. A cumulative grade point average (GPA) of 2.0 ("C" or better) as a degree requirement for all academic work completed at Fisk.
6. Minimum of six semesters of study at Fisk for students who enter the University with Freshman standing; or, for transfer students, a minimum of four semesters of study at Fisk. Transfer students should take at least three-fourths of the work required for the major at Fisk. All students must complete the final 30 semester- hours of work at Fisk, except when participating in approved cooperative programs with other institutions, or by special permission from the Provost. Completion of all degree requirements within twelve semesters of full-time study at Fisk or equivalent in part-time study, except where an extension of time has been approved by the Provost.
7. Completion of the Computer Proficiency Examination or CSCI 100 or BAD 110 and the Exit Examination given to students with senior classification.
8. Demonstration of promise of usefulness to the community and observance of appropriate standards of ethical conduct, as determined by the University.
9. Completion of an application for the degree in the Office of the Registrar, per the specified deadline, of the academic year in which graduation is expected.

Degree requirements for each of the baccalaureate degrees offered at Fisk are described in departmental program offerings.

## CLASSIFICATION OF STUDENTS

All students, both full-time and part-time, are classified by semester hours of credit earned as follows:

Freshmen .....	Under 30 hours
Sophomores .....	30 to under 60 hours
Juniors .....	60 to under 90 hours
Seniors .....	90 or more hours

Full-time students are those who register for twelve or more semester hours per term; three-quarter time students are those who register for at least nine hours but fewer than twelve (9- 11 credit hours); and half-time students are those who register for at least six but fewer than nine (6-8 credit hours). "Credit hours attained" do not include credits for courses showing transcript notations of "E," "F," "I," and "WD. Courses bearing these notations are included, however, in determining the number of semester hours for which the student has registered each term, and hence in determining full-time or part-time status.

## GRADING SYSTEM

The course grading system at Fisk is as follows:

- The grade of "A" indicates work of high quality. The grade of "B" indicates very good work.
- The grade of "C" indicates acceptable work.
- The grade of "D" indicates work at a minimal passing level.

Plus, and minus grades may be attached to letter grades. Grades awarded with a minus ("-") indicate achievement at the lower limit for that grade; grades

awarded with a plus ("+") indicate achievement at the upper limit for that grade. The grade of "C-" is not acceptable toward fulfillment of departmental requirements for the major or minor or for cognate courses in the student's major or minor.

Grades of "D" do not count toward fulfillment of departmental requirements for the major or the minor, nor are "D" grades acceptable for cognate courses in the student's major or minor. Fisk does not accept "D" or equivalent grades from other institutions in transfer toward a Fisk degree.

The grade of "E" is a failing grade, indicating failure to meet the minimum requirements of the course. Under some circumstances, the "E" grade is given when the student's work is incomplete or when the student has withdrawn from the course. A course for which the grade of "E" is given must be repeated and a higher grade earned, if credit is desired.

#### Pass/Fail Grade

Pass/Fail grades are given in some laboratory sections. Selective pass/fail grading is also available, at the student's option, in order to provide wider opportunities for students to pursue courses outside the major field, without competition from students specializing in the discipline in which the course is offered. Students may take no more than twelve hours of coursework under the pass/fail option, and the coursework may be for general elective credit only.

A grade of "P" (passing) is awarded for work at the "D" level or better. Work below the "D" level is assigned a grade of "F" (failure). Pass/fail grades are available only to students of junior or senior classification, who are in good academic standing and enrolled for fourteen credit hours or more in the semester. No more than one course per semester may be taken on a pass/fail basis in the junior year, and no more than two per semester in the senior year. Students must indicate on their registration cards those courses they wish to take on a pass/fail basis. Students enrolling on a pass/fail basis must meet the same standards of achievement as other students, including the same attendance and other

course requirements such as class recitations, tests, papers, and examinations.

The Registrar will provide for each Instructor, at the beginning of the semester, a list of students registered on a pass/fail basis for that Instructor's classes. Students are not permitted to change their status from letter grade to pass/fail, or vice versa, after the close of normal registration

Credits earned by examination are also shown on the student's transcript with the grade of "P," and are not counted among the twelve hours of coursework permitted on the pass/fail basis. The requirement of junior or senior standing for pass/fail grading does not apply when "P" grades are assigned for credit by examination; nor are "P" graded credits, when earned by examination, subject to the usual pass/fail restriction specifying use of credit for general elective purposes only.

#### INCOMPLETE GRADES

The grade of "I" (incomplete) is given when the student has substantially and satisfactorily completed the work in a class but due to unavoidable circumstances (illness or other valid reasons) lacks no more than two distinct course completion requirements. The student must have achieved an average of "C" or better in work completed for the course and will be responsible for having a clear understanding of the requirements for the completion of the course and removal of the "I". Work done must be submitted by the last day of classes during the next semester in which the student is enrolled, and the "I" grade must be removed by the end of the next semester during which the student is enrolled; otherwise it is automatically replaced with a failing grade (E).

#### CREDIT BY EXAMINATION

Credit by examination is available to students whose experience or independent study has led to mastery of the content of Fisk courses they would otherwise have to take. To be eligible for participation in this program, students must be enrolled at Fisk and must be carrying a full load of class work. Since the purpose of the program is to allow for the demonstration of achievement outside



of the normal academic process, no student may use this option to receive credit for a course in which he or she has previously received a failing grade. The examinations are normally scheduled with the approval of the Provost. Students may be permitted to take two examinations on each day. A list of the courses for which the credit-by-examination option is available and maintained in each division office, the Office of the Registrar and in the Office of the Provost. Students seeking credit by examination must petition the School Dean or the Chair of the CORE Curriculum Committee in writing, giving the course number, title, and hours of credit, together with a brief statement of justification, mentioning such matters as high school courses taken in the field, any special work experience, or independent study background in the content field. For continuing students, the deadline for petitions is the end of the registration period. A nonrefundable fee is assessed before each examination. A student will be assessed tuition charges for all credit hours earned by this method.

The School Dean or the Chair of the CORE Curriculum Committee will report to the Provost on the acceptability of the student's justifications within one week from the receipt of the petition. The division may exclude certain courses from the credit-by-examination process.

The student must take a written examination and/or complete additional measures to demonstrate mastery. The examination will come from the discipline or school in which the course is taught. It must be reviewed and approved by the discipline faculty or by the discipline faculties, if more than one discipline is involved. The division will promptly notify students of the exam results. Students who fail to pass the examination may petition for one additional chance and must pay the fee again. If the student passes, the course will appear on the student's transcript for that semester with a grade of "P." Records of failure for credit by examination do not appear on the transcript.

#### **WITHDRAWALS FROM COURSES**

The grade of "WD" (withdrawn) and "WF" (Withdrawn Failing) are given to a student who has been enrolled for a course during the first weeks of the semester but has filed a properly approved withdrawal form with the Registrar before the beginning of the mid-semester examination period. Instructors must indicate consent on the withdrawal form. The grade of "WP" (withdrawn passing) is given when a student files a properly approved withdrawal form with the Registrar between the beginning of the mid-semester examination period and before the beginning of the final examination period, but only if the Instructor certifies on the official grade report that the student's standing in the course was at a "D" grade level or better at the time of withdrawal.

The grade of "WF" (withdrawn failing) is given when a student files a properly approved withdrawal form with the Registrar between the beginning of the mid-semester examination period and a date four weeks before the beginning of the final examination period but the Instructor certifies on the official grade report that the student was failing the course at the time of withdrawal. Any student who is failing a course and requests a withdrawal after this period will receive a grade of "E" Fail.

#### **MID-SEMESTER REPORTS**

Mid-semester reports are required from each Instructor for all students who are doing unsatisfactory work ("C-" level or below) in that Instructor's courses at midterm. Students are notified of any such reports by the Registrar and are required to meet with their faculty academic advisors to discuss the possible reasons for the deficient performance and to make plans for improvement. The absence of a mid-semester deficiency report, however, does not constitute a passing grade. It is, therefore, the student's responsibility to remain in contact with instructors in case of any question about the student's performance level.

#### **MID-TERM AND FINAL EXAMINATIONS**

Mid-term and final examinations are important evaluative instruments in most Fisk courses. The midterm examination often provides much of the basis for the Instructor's mid-semester report. A written final examination, or equivalent, is required by University policy in all courses yielding academic credit at the undergraduate level. Final examinations are given during a specially scheduled examination period following the end of classes. Students are responsible for arranging any end-of-term work or travel plans in such a way as to avoid conflict with the final examination schedule. Work and travel plans do not constitute reasons to be excused from final examinations.

### GRADE CHANGES

Grade changes may be made to correct a grade report. All such changes are initiated by the course Instructor and approved by the appropriate department chair and by the

School Dean or prior to being recorded in the Office of the Registrar. Once filed in the Office of the Registrar, grades are no longer the property of the Instructor and cannot be changed because of a revision of the judgment of the Instructor. In no case may a second examination or assessment of new work be undertaken after the date of the semester report in order to secure a new grade.

Grade changes must be made no later than the last day of classes for the next succeeding fall or Spring semester. If the grade change is for Summer, or December terms the change must be completed by the last day of the succeeding Fall, or Spring semester. No exceptions will be made to this policy.

### APPEALING A GRADE

An awarded grade shall be final. A change of grade, however, may be permitted under certain exceptional circumstances. The Provost will evaluate appeals concerning a change of grade only if the following steps and procedures have been observed:

Step 1: The student shall seek a conference with and/or forward a written appeal to the Instructor awarding the grade. This step shall occur as soon

as possible but definitely no later than the end of the fourth week of the semester following that in which the grade was awarded.

Step 2: If the Instructor is no longer at Fisk or if the student is not satisfied with the outcome of the conference in Step 1, an appeal may be made to the chair of the department in which the course was offered. Such appeal shall be made no later than two weeks after the meeting in Step 1 and no later than the end of the sixth week of the semester following that in which the grade was awarded. This appeal should be made in writing by the student giving all reasons and providing all documents in support of the change of grade. Requests that do not include specific reasons and supporting documents will not be considered. The chair must notify the student regarding the result of the appeal within 30 days after the written request is submitted.

Step 3: If the student is not satisfied with the outcome of the appeal process in Step 2, an appeal may be made to the School Dean in which the course was offered. This appeal should be made in writing by the student giving all reasons and providing all documents in support of the change of grade. Requests that do not go through Step 2 and that do not include specific reasons and supporting documents will not be considered. The School Dean must notify the student regarding the result of the appeal within 18 days after the written request was submitted.

Step 4: If the student is not satisfied with the outcome of the appeal process in Step 3, a final appeal may be made to the Office of the Provost. This appeal should be made in writing by the student giving all reasons and the summary of the outcomes in Step 1 through 3. Requests that do not go through Step 1 through 3 will not be considered. After careful review of the file, the Office of the Provost will notify the petitioner of the final decision.

### GRADE POINT AVERAGES

Grade point averages are computed for each semester of a student's enrollment at Fisk University and as a cumulative average for the student's entire

undergraduate career. The grade point average (GPA) is important for several reasons. First, a minimum 2.0 GPA is a graduation requirement at the undergraduate level. There are GPA requirements for various academic honors and within the major field in many departments. And, most crucially, there are minimum GPA performance levels required in order to maintain satisfactory academic progress and be retained at Fisk in good standing, with eligibility for financial aid.

The student's grade point average is computed by assigning points to Fisk courses on the student's transcript. The number of quality points assigned to specific grades for each credit hour of work is as follows:

Grade	Points
A	4.00
A-	3.70
B+	3.30
B	3.00
B-	2.70
C+	2.30
C	2.00
C-	1.70
D	1.30

The grade point average is derived by dividing the total number of quality points earned by the total number of credit hours attempted, excluding from the latter total any hours for which grades of "P," "F," "I," or "WD" have been recorded. When students repeat courses, only the last grade received is considered in determining grade point average.

Standards and practices vary from one institution to another: the Fisk grade point average reflects only coursework done at Fisk University. Transfer coursework is not considered in the calculation of a grade point average.

#### **SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY**

Fisk University has the following Satisfactory Academic Progress (SAP) Policy. Fisk will be consistent in applying the SAP policies to full & part time, independent and dependent students.

#### **MINIMUM SATISFACTORY ACADEMIC PROGRESS (SAP) STANDARDS**

Maintain required cumulative Grade Point Average (GPA) based on matrix below, or higher (a qualitative measure).

Total Number of Credits Attempted	Minimum Cumulative GPA
1-24	1.80
25-36	1.90
37 or more	2.00

To be considered in academic good standing the student must earn the minimum number of credit hours expected based on the number of terms attended (12 or more credit hours attempted per term). A full-time student is expected to fulfill the requirements for graduation in six years or less. A minimum of 120 credit hours are required for graduation.

Students who fail to maintain the minimum requirements for satisfactory progress or who fail to maintain the terms of their admission letters will be dismissed from the University. Fisk University summarily reserves the right to withdraw

disruptive students, as well as students who fail to meet their financial obligations to the institution.

Committee on Standards and Degrees or Provost determines that a student will be unable to fulfill all graduation requirements within 12 semesters of full-time study or equivalent, plus approved summer study.

## Credit Hour Requirements

Years of undergraduate study	FULL-TIME STUDENTS Must attain...		3/4 TIME STUDENTS Must attain...		HALF TIME STUDENTS Must attain...	
	Credit hours	Cum. GPA	Credit hours	Cum. GPA	Credit hours	Cum. GPA
1	24	2.0	18	2.0	12	2.0
1.5	36	2.0	27	2.0	18	2.0
2	48	2.0	36	2.0	24	2.0
2.5	60	2.0	45	2.0	30	2.0
3	72	2.0	54	2.0	36	2.0
3.5	84	2.0	63	2.0	40	2.0
4	96	2.0	72	2.0	46	2.0
4.5	108	2.0	81	2.0	52	2.0
5	120	2.0	90	2.0	58	2.0
5.5			99	2.0	64	2.0
6			108	2.0	70	2.0
6.5			94	2.0	76	2.0
7			117	2.0	82	2.0

Dismissal for failure to meet satisfactory academic standards is by action of the Committee on Standards and Degrees or the Provost, and will usually occur after three semesters (i.e., one semester of low academic performance, one semester on Academic Warning, and one semester on Academic Probation), or anytime the

### ACADEMIC DISMISSAL

Academic dismissal from Fisk University is by action of the Provost or the Committee on Standards and Degrees. Students are dismissed at the end of any semester if they are already on academic probation and continue to perform at a

level too low to show promise of removal from probation, or if they have received a previous warning letter and have shown subsequent deterioration in performance. Academic dismissal for students admitted under the *conditional admission status* may occur immediately upon failure to meet any or all prescriptions outlined in the official acceptance letter.

**Note:** The satisfactory academic standing guidelines discussed above do not apply to students who hold *conditional admission status*. Conditional admission status is extended to a select few candidates who do not present credentials clearly sufficient to justify regular admission, but who, in other ways, show promise of success at Fisk University. Students admitted under this special status are restricted to a maximum 12 credit-hour course load during the first semester of enrollment at Fisk University, unless a heavier load is permitted by the Provost. For conditionally admitted students, interruption of academic work up to dismissal may occur at any time for failure to meet any or all prescriptions of the official admission letter. Specific conditions are outlined for each conditionally admitted student within his/her official acceptance letter to Fisk University. Once conditional admission status has been removed, the standard satisfactory academic standing guidelines apply.

#### APPEALS

Reconsiderations are sometimes granted when the student submits a written request to the Provost. Such a request must be received in the Office of the Provost within ten working days following the date on the University's letter to the student giving notice of dismissal. Requests are considered by the Provost or the Committee on Standards and Degrees and notice of the outcome is mailed to the student within two weeks following receipt of the appeal. The Provost or the committee may reverse a prior academic dismissal action only when the student presents evidence of:

- Persistent debilitating illness

- Unanticipated personal or family hardship
- Successful management of the illness or hardship in a way that it is unlikely to interfere further with the student's progress.

Failure to update mailing addresses with the Registrar's office and/or allegations of missed/lost mails are not valid reasons for reconsideration. *Students who are unable to meet deadlines for reconsideration requests, due to failure to provide a current address to the University Registrar have forfeited their eligibility for reconsideration from dismissal or from any other obligations of the University that involves notification requiring addresses or phone numbers.*

#### RECONSIDERATION REQUEST

Readmission of dismissed students is not considered until at least one academic year has elapsed following the dismissal action. Reinstated students will be placed on academic probation during the first semester following return to Fisk, and they will be required to attain a cumulative GPA of 2.0 or better or be subject to a second dismissal. A student who has been academically dismissed from the University more than once will not be reinstated. It is the student's responsibility at all times to keep the Office of the Registrar informed of changes in local and/or permanent address.

#### EXCUSES AND ABSENCE NOTICES

The University administration, consistent with this policy, does not normally issue excuses for students' absences from class. Occasionally, however, a student may miss class due to a University-sanctioned educational activity, such as participation in a Fisk Jubilee Singers'® tour or a scheduled athletic competition. Excuses for absence due to participation in University-sanctioned activities are issued by the Provost. In such cases, students are given the opportunity to make up work missed. On occasion, the Office of the Provost may also receive documentation of a

student's illness, death in a student's family, or of a similar emergency. In these situations, the Office of the Provost may, at its discretion, issue memorandum requesting faculty members to permit the student reasonable latitude to make up any class work missed during the period of the emergency. Such memoranda, however, do not constitute excuses for absence and students remain at all times bound by the stated policy in the courses in which they are enrolled.

#### ACADEMIC HONESTY

Academic honesty is required in all situations. Plagiarism and other forms of misrepresentation or dishonesty (including falsification of signatures) are grounds for failure. A student's written work is that person's guarantee that the thoughts and expressions in it, except where credited to another source, are the student's own

Dishonest work includes, but is not limited to the following:

- help of any kind on examinations or tests
- Using books, papers, or notes of any kind or in any part or copying from any other source without Instructor's authorization, receiving help in preparation or revision of a paper to

such an extent that it destroys the original character or individual style of the paper.

- Any other misleading or dishonest practices.
- Giving or receiving aid by communication or
- At a minimum, penalties include loss of credit for the course but suspension and/or dismissal from the University are also possible sanctions. In a case of academic dishonesty, an Instructor may decide to give the student no credit for the work in question or for the course as a whole or may decide to recommend suspension or expulsion. If the student disagrees with the Instructor's decision, s/he may request in writing a review of the grade that follows the procedures specified in the Appealing a Grade section in this Bulletin



## ACADEMIC REGULATIONS AND POLICIES

It is the student's responsibility to understand and observe all academic regulations and policies outlined in this Bulletin, and in any supplements and revisions to this Bulletin that may be issued.

The academic policies and requirements of the University are intended to be firm, and the University seeks to administer them with consistency and evenhandedness.

When exceptional circumstances require students to request waivers of normal academic policies and requirements, these requests should be addressed in writing with a student academic petition form. Variations in normal policies, requirements, and standards may be considered only when there is a strong rationale for divergence from the normal practice in a particular case; when there is no likelihood that the variation will set a precedent that could adversely affect the University's standards; and when, in the judgment of the appropriate University authorities, it is in the educational interests of the petitioning student, and not contrary to the interests of other students or of the University, that the waiver be granted. Accordingly, waivers are not considered for such fundamental University standards as credits, grades, or GPA requirements for graduation. Students' failures to plan or carry out their work appropriately or in a timely manner, or to acquaint themselves with applicable University regulations, do not constitute sufficient reason for waiver of a normal standard, regulation, requirement, or practice.

Fisk assumes no responsibility for students' errors in planning their studies. It is the student's responsibility to be familiar with the contents of this Bulletin, and with whatever changes in its provisions may be adopted during the lifetime of this edition. In addition to the Bulletin, the University provides the services of the admission staff, the Registrar, the Academic Advisor, the Office of Student Life staff, the Office of the Provost, and the Faculty Academic Advisor to assist the student in understanding Fisk's

programs and regulations. As University programs evolve according to the best educational judgment of the faculty, administration, and trustees, the University will publish announcements of changes. It remains at all times the student's responsibility to stay informed of University policies.

In general, students should plan their programs according to the provisions of the most recent edition of this Bulletin as published at the time of the student's first matriculation at Fisk. Students who return to Fisk after an absence of two or more years or however, are subject to the terms of the Bulletin edition that is current at the time of their return to the University. The University also reserves the right, at any time, to adjust requirements for graduation in accordance with current offerings, changes in accreditation and/or changes in program approval standards.

### ACADEMIC CREDIT

Academic credit at Fisk is given in the form of semester hours. Class time of fifty minutes per week for one semester constitutes one semester hour of academic credit. The typical Fisk course is for four semester hours of credit, although courses carrying other credits are offered.

### SEMESTER HOURS

The normal student course load for undergraduates is sixteen semester hours. Twelve semester hours constitute a minimum for full-time student status at the undergraduate level; the maximum is eighteen semester hours per term.

Approval to register for hours exceeding the maximum must be obtained from the Provost upon the written recommendation of the faculty academic advisor. The permission to take an overload is restricted to students whose grade-point average was at least 3.0 in their most recent semester prior to requesting an overload, with the following exceptions: 1) Students expecting to graduate in the year in which the overload is requested; and 2) students whose suggested



program plans, as printed in this Bulletin, suggest that more than eighteen hours be taken if timely graduation is to occur. Under no circumstances is approval given for a schedule in excess of twenty-two semester hours per term. Credit hours in excess of eighteen are assessed an overload fee for each excess hour.

It is the University's assumption that students, in registering for courses, accept significant obligations for out-of-class work. Normally students should plan on spending at least two hours of work and study time outside of class for every hour spent in class. Thus, a sixteen-hour course-load is apt to amount to at least a 48-hour work week (16 hours in class plus 32 hours out of class study) for the student who keeps up appropriately with her/his studies. An eighteen-hour course load entails a 54-hour work week, and so on.

#### CONTACT HOURS POLICY

Fisk University defines a credit hour as a reasonable approximation of the student learning outcome equivalency of an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than, at a minimum, the federal definition:

One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time; or

At least one equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

The above policy is applicable to all courses offered, regardless of the mode of delivery and or session length (e.g., full term-length, weekend mode, abbreviated term, face-to-face, hybrid, online, etc.).

#### REGISTRATION

Registration – selection of courses for the semester ahead – is required at designated times during each semester. All continuing students are required to register for each semester. Students should consult with their assigned faculty academic advisors. If a student enters classes not advised by their advisor, the student takes full responsibility for the impact this may have on their progress toward graduation. Students who do not register during registration times will be charged a “failure-to-register” fee if they were enrolled during the previous semester.

These students may also discover that the courses in which they seek to enroll are unavailable due to enrollment capacity. The only students exempt from the “prior semester” registration requirement are incoming freshmen and transfer students, who were not on campus during the semester prior to that for which they are to enroll.

Students are not required to make arrangements for financial aid or for payment of tuition at the time of registration but are advised to check their status with the Business Office before the end of each semester. These consultations can help prevent delays in processing financial aid requests at the beginning of a new semester.

Registration is re-opened at the beginning of each semester. For students who have previously registered and whose financial accounts with the University are current, this registration process is normally quick and routine. For all others, this represents late registration and they will be assessed a late registration fee accordingly. It is essential, however, that students be sure they are accurately registered for each course they wish to take. University policy requires that a grade be recorded for each course for which the student has a signed registration on file with the Registrar, and inaccuracies on registration forms may result in damaging consequences to students' academic records.

The periods set aside for registration in each semester are stated in the academic calendar. All deadlines must be observed. Students who

register late might not be able to register for the classes they need or desire or get a schedule they would prefer. A fee is charged for late registration.

Each student will receive a validated identification card for the current semester as s/he completes the registration process. These cards are required for access to University facilities, including residence halls, dining halls, and the Franklin Library. Note: Students no longer receive a dated ID card for each semester that allows the Franklin Library to ascertain enrollment status.

Students registered at Fisk are not permitted to register in any other institution at the same time, except by permission of the Provost.

#### **COURSE CHANGE (Add/Drop)**

Dropping or adding courses is restricted to time periods specified in the University's academic calendar. Because of the difficulty of making up work missed in the beginning of a semester, courses cannot be added after the deadline specified in each year's academic calendar. Students who attend classes and submit work for courses or sections of courses for which they are not registered will not receive credit or grades for those courses or sections.

A student wishing to drop a course must first consult with the course Instructor and his or her faculty academic advisor, obtaining the signature of each as evidence that the consultation has occurred. A student who fails to complete a course or who ceases attending class or submitting work for the course must be assigned a failing grade unless the appropriate course withdrawal form has been filed in the Office of the Registrar. Notifying an Instructor or failing to attend a class does not constitute withdrawal from a course. In the absence of a properly executed withdrawal form, such practices result in failing grades. Faculty academic advisors and course instructors do not have the authority to change student class schedules in the absence of the required form. It is the responsibility of the

student to periodically review their unofficial transcripts to ensure their accuracy.

All course changes must be executed by filing the appropriate form in the Office of the Registrar, following consultation with the faculty academic advisor and course Instructor(s). After the close of each semester's initial registration period, changes may be made only upon payment of a schedule change fee in the University's business office. A Business Office receipt in the amount of the fee must be presented in the Office of the Registrar at the time the schedule change is filed.

#### **SCHEDULE CHANGES**

All schedule changes must be completed by 4:30 p.m. (Central Time) on the final day of any registration, add/drop, or Beginning the second week of the semester.

#### **Withdrawal**

If you wish to alter your original schedule, whether by personal incentive or by school directive, you must do so officially. If you do not assume this responsibility, you may jeopardize your record with the possibility of incurring an "E" in a course not properly dropped and/or not receiving credit in a course improperly added. Merely not attending a course does not automatically remove the course from your record.

Students are responsible for their enrollment! All students must act to drop/withdraw themselves from any classes. The University no longer cancels students' classes for failure to settle their account.

However, students may be administratively withdrawn from course(s) by the University for reasons including but not limited to the following: 1) lack of prerequisite, 2) excessive absences, 3) canceled class, 4) failure to meet immunization requirements, 5) disciplinary action, 6) academic dismissal.

### *Adding a Course*

Adding courses to your schedule is a defined process. Each student seeking to add a course to their schedule must officially register in the courses. Merely attending a course, without proper registration, will not automatically add a course to your schedule. All students seeking to add a course must do so officially.

### *How to change your schedule*

Through the first week of the semester. After priority registration and through the first week of a fall or spring semester (through the second day of First or Second summer, first day of Third Summer), students add or drop courses online using the CAMS portal. Computer stations are also available in the Registrar's Office for students who need assistance with the online schedule change process.

### AUDITING COURSES

Auditing courses is permitted when the student files an application and pays the specified audit fee. The application or the request letter must be signed by the chair of the department in which the course is offered and by the Provost. An auditor does not take examinations, receive credit for the course, nor does s/he participate in class discussions unless invited to do so by the course Instructor.

### GRADUATE COURSES

Graduate courses are open to persons who have graduated from an accredited college and earned a B.A. or B.S. degree in the field of interest of the graduate program. Therefore, undergraduate student not meeting the requirements listed will require written approval from the Provost before registration.

### REPEAT ENROLLMENT

Repeat enrollment in courses is permitted to offer students the opportunity to improve their grade point averages or meet course requirements following an unsatisfactory grade in the student's first attempt to complete a course. When students

repeat courses, only the last course grade received is counted in computing grade point average even though previous attempts to complete the course are shown, with the original grade received, on the cumulative record. Academic credit is awarded only for the last occasion on which a repeated course is taken; duplicate credit for a given course is never awarded. Students are cautioned to remember this policy when calculating total credit hours accumulated, so that revisions of their study plans will be accurate and applications for degrees will not lead to last minute disappointments.

### NON-DEGREE CREDIT

Non-degree credit is given for certain courses. Intermediate Algebra (MATH 100) and anything over four semester hours of practicum and internship courses are examples of non-degree credit courses. Courses designated for only non-degree credit are not counted toward the minimum 120 semester-hour graduation requirement, and students should take this restriction into account when planning their studies.

### STUDY AWAY

coursework taken at other institutions while the student is a candidate for a Fisk degree will not normally be accepted toward graduation, unless such work has been approved in advance by the Provost. Normally, courses in a student's major discipline, cognates, and CORE courses cannot be taken elsewhere. Courses approved to be taken elsewhere must be equivalent in character and quality to those offered at Fisk, and grades earned must be "C" or better.

Specific regulations governing credit for study in institutions other than Fisk are:

There must be strong justification for taking courses at other institutions for Fisk credit. The equivalent course and school must be approved in advance (in writing) by the Provost, who acts on the recommendation of the appropriate academic units. Normally, permission would be granted in case of unavoidable scheduling

problems or illness that prevented adequate opportunity to take a needed course at Fisk. Discipline and cognate courses may not be taken from an institution other than Fisk, unless recommended in advance (in writing) by the appropriate department.

Any student failing in a major course or a University required course will have one chance to take an equivalent course (at the same or higher level) in a summer school other than Fisk. Students who, by reason of illness, unavoidable scheduling problems, or other acceptable reasons, have not had an appropriate opportunity to take a needed course at Fisk may be permitted to do so in a summer school other than Fisk. In these cases, the usual prohibition against taking courses in the major, cognates, and CORE courses at other institutions may be relaxed.

Twelve semester hours of work taken in summer schools other than Fisk will normally be the maximum accepted toward the Fisk baccalaureate degree. Under exceptional circumstances the twelve-hour limit may be exceeded, with written approval by the Provost. Students are strongly advised to enroll in no more than six credit hours in a single summer.

The Application for Study Away from Fisk, with instructions for completing the form, can be accessed at Fisk's website, under Our Academics, Academic Forms, or at:

<http://www.fisk.edu/pdfs/studyaway.PDF>.

Additional information on study away from Fisk can be obtained from the Office of the Provost. For summer studies, the deadline for filing is the last day of classes in each spring semester.

#### OFFICIAL FISK TRANSCRIPT

Official transcripts of the student's academic work may be obtained from the Office of the Registrar. No official transcripts are sent if the student has a financial obligation outstanding with the University, including a Perkins Loan.

Official transcripts are released to third parties only if: 1) the request is in writing from the

student or graduate, 2) is filed in the Office of the Registrar, 3) includes the name and address to which the transcript is to be sent, and 4) payment has been received. The Transcript Request Form can be accessed at Fisk's website, [www.fisk.edu](http://www.fisk.edu) under Our Academics, Office of the Registrar, Transcripts/Certifications. Verifications, deferments or copies of transcripts should be requested at least one week before they are required.

#### STUDENT RECORDS

Student records are maintained by the University to document student enrollment, credit and degree awards, faculty evaluations, and other matters pertaining to the student's achievement and progress through the University. Such files are needed not only for accreditation of programs, but also to provide documentary support for student learning. Thus, it is the joint responsibility of the University and the student to assure that records are complete and accurate. The Family Education Rights and Privacy Act (FERPA) of 1974 provides access for students to information about themselves, permits students to challenge information maintained as records by the University, and limits the release of such information without student consent.

The Office of the Registrar serves as the repository for official records of credited learning activities for Fisk students. The Office of the Registrar is authorized to issue official transcripts of these activities on behalf of the University. The Registrar maintains the following types of records:

- Faculty reports, providing documentary support for the award of college credit and degrees
- Transcripts of prior and current learning activities
- General correspondence relating to student records
- Summary biographical data in compliance with federal and state reporting requirements

- Reports of the Academic Review Committee, other University committees or administrative actions taken or requested on students' status.

Student's records are confidential and are accessible only to the student, to the student's faculty academic advisor, and to other faculty and staff members who must have access in order to perform their normal duties and to the parents or legal guardians of a dependent student when authorized. Faculty members may see the records of their own advisees and students, but only the Registrar can make official changes to the records. Others within the institution who have access to student records include such personnel as members of academic review committees and administrators responsible for judging student progress.

All current and former students of Fisk University have the right to inspect and review official files, records, and data maintained by the University which directly relate to themselves, with the following exceptions:

Confidential information or letters of recommendation placed in a student's file prior to January 1, 1975

#### PARENTAL CONFIDENTIAL FINANCIAL INFORMATION

Personal notes or comments of individual faculty members or administrators maintained separately by faculty or administrators (these are not considered official University records)

Files maintained by a University-designated clinician/psychologist/psychiatrist for treatment purposes

Information for which the student has expressly waived the right of access

A request to inspect and review student records should be made, in writing, directly to the Registrar or to the appropriate custodian of the student's file. This request should specifically identify the records sought for review. An attempt to provide access to these records will be made as soon as practicable, but no later than 45

days after the request has been made. In addition, the holder of the record will provide, at any student's request, an explanation or interpretation of any material contained in a student's file. Copies of any student records may be furnished to the student for an administrative cost to the individual set by the University.

Any inspection or review of student records must be made in the presence of the University Registrar or other University-designated party responsible for such records.

Challenges to the content of a student's records may be initiated by the student by following the steps in the student petition process form available in the Office of the Provost. A student may challenge the content of his or her school record if the student believes the records are inaccurate, misleading, or in violation of the right of privacy of the student. A petition process may serve as a formal opportunity to seek the correction or deletion of any such inaccurate, misleading, or otherwise inappropriate data contained in the records. Inclusion of explanatory information also may be sought by the student.

Release of student records is strictly limited. Consistent with University policy and applicable statutes, access to or release of student record information, other than for public or directory information, will not be permitted without prior written consent of the student to any party other than the following:

- Parents or legal guardians of a dependent student, when authorized
- Appropriate personnel and agents of Fisk University who have legitimate educational interests in seeing student records
- Appropriate state and federal agencies who, under the law, are entitled to have access to University records
- Accrediting associations in the performance of their accreditation functions



- Persons indicated and authorized as parents or guardians on the student's original registration form and application [The student is responsible for filing any change or updated information with the Registrar.]

Public information is defined by the University to include date of entrance, unit of enrollment, date of withdrawal or graduation, and degree earned, if any. Units of the University may, from time to time, publish directories of students. Advance notice will be given to students about such directories, including the type of information to be published, so that students may request that information concerning themselves not be included.

Student records may also be released under the following circumstances:

In connection with an application for, or receipt of, financial aid

In compliance with a judicial order or subpoena, provided that the student will be notified of the order or subpoena prior to University compliance

Under federal law, the University is required to maintain a log of access to student records by non-University personnel. This information will be available to students, upon request, in the Office of the Registrar where the record is maintained.

Student records are closed at graduation. It is very important that you print out your unofficial transcript and resolve all grade issues before your degree is conferred.

Contact the Office of the Registrar as soon as possible if you wish to delay your graduation to a subsequent semester or until you have resolved all grade issues.

#### WITHDRAWING FROM THE UNIVERSITY

Voluntary withdrawal in good standing from the University requires that the student be academically eligible for continued enrollment, free of financial obligations to the University, and not under disciplinary suspension or dismissal. Withdrawal in good standing is granted by the

Provost. Students who are financially dependent upon their parents for income tax or financial aid purposes are also required to have written parental consent to seek withdrawal in good standing. A student who withdraws in good standing receives grades according to normal Fisk grading policies.

#### ADMINISTRATIVE WITHDRAWAL

The University reserves the right to withdraw students from the University due to an emergency or disciplinary suspension. These students' academic record will reflect "WA" (Withdrawn Administratively) for all enrolled courses. Please note, financial aid adjustments will occur for recipients receiving federal financial aid withdrawn administratively before the 60% point in the semester.

**Emergency** – Students unable to officially withdraw from the University due to an emergency (illness, death in the immediate family, military deployment, etc.) must submit a written statement of the emergency to the Provost, the Dean of Student Engagement or the Director of Counseling Services. If the student is incapacitated, the Provost, the Dean of Student Engagement or the Director of Counseling Services submits a letter on behalf of the student based on communication received from the student's parents, family, etc., stating the effective withdrawal date to the Office of the Registrar.

**Disciplinary Suspension** – the Dean of Student Engagement forwards the suspension letter, including the effective withdrawal date, to the Office of the Registrar.

#### MENTAL HEALTH

Laws of the state of Tennessee govern Fisk University's response to the mental health status of students or members of the University community. The University must follow two portions of statute, one governing children, and one governing adults. Specifically, the University observes the definition of "mental illness" as a psychiatric disorder, alcohol dependence, or drug dependence, but does not include mental



retardation or other developmental disabilities” pursuant to Tennessee Code Annotated 33-1-101.

In accordance with Tennessee Code Annotated 33-1-101

(22) “Serious emotional disturbance” means a condition in a child who currently or at any time during the past year has had a diagnosable mental, behavioral, or emotional disorder of sufficient duration to meet psychiatric diagnostic criteria that results in functional impairment that substantially interferes with or limits the child's role or functioning in family, school, or community activities and includes any mental disorder, regardless of whether it is of biological etiology; in accordance with Tennessee Code Annotated 73-6-102 (2) “Adult” means a person eighteen

(18) years of age or older who because of mental or physical dysfunction or advanced age is unable to manage such person's own resources, carry out the activities of daily living, or protect such person from neglect, hazardous or abusive situations without assistance from others and who has no available, willing, and responsibly able person for assistance and who may be in need of protective services; provided, however, that a person eighteen

years of age or older who is mentally impaired but still competent shall be deemed to be a person with mental dysfunction for the purposes of this Bulletin.

#### UNIVERSITY POLICY AND PROCEDURE

If a student is incapacitated, or declared to be a risk of danger to himself/herself or to the campus community, the Provost, the Dean of Student Engagement or the Director of Counseling Services submits written notice to the Office of the Registrar that the student is to be administratively withdrawn based on communication received from the student's parent(s) or family, or based on communication from a physician, mental health practitioner, etc. This notice will state the reason for withdrawal, the effective withdrawal date, and provide supporting documentation.

#### LEAVE OF ABSENCE

Leave of absence in good standing may be granted for a variety of reasons to students wishing to interrupt their studies at Fisk and request time away from the University. Students seeking leave of absence for a specified period must obtain the withdrawal form from the Office of the Registrar. Upon approval by the Provost, the student must specify a time period during which the leave of absence will be valid. Upon conclusion of the leave or at any time thereafter, the student may return by making formal application for re-admission. Students who depart from the University without obtaining the permission of the Provost may be denied permission to re-enter. Students on leave of absence will not be granted credit for college work done out of residence, unless they have received prior approval from the Provost. A student who takes absence in good standing receives grades according to normal Fisk grading practices.

#### MILITARY AND ALTERNATIVE SERVICE

When Fisk students must interrupt their studies in order to serve a military obligation (or alternative service as may be provided for under applicable federal law), it is the policy of the University to be as accommodating as sound academic and fiscal practices permit, so that these students may make up work missed and minimize any disruption in their educational plans. When students submit documentation that a military (or alternative service) obligation is the basis on which a withdrawal or absence is requested, the student may opt to receive "I" grades in any courses for which the student may be enrolled even if normal requirements for the "I" grade are not satisfied.

Students receiving "I" grades may then complete their work in the affected courses at any time up until the end of the next semester in which they are regularly enrolled and may seek extensions of this deadline through the Provost, if needed. Or, at their option, students with documentation of a military (or alternative service) call-up, may choose instead to take "WD" (withdrawn) grades

in any or all courses, even if the normal deadlines for "WD" grades have already passed at the time of the student's withdrawal.

The University also seeks to be as accommodating as possible in administering the financial accounts of students called for military or alternative service. When the student opts to withdraw from courses in progress in order to respond to a military (or alternative service) call-up, the University's policy whenever possible is to credit the student's account with the full amount of tuition and other fees<sup>1</sup> paid in connection with registration for those courses, regardless of the time of the semester in which the call-up occurs. Less generous treatments of student accounts, however, may be necessary in some instances to comply with regulations imposed by commercial lenders, federal and state agencies, or other financial aid sources.

#### CONFERRAL OF DEGREES

A student will be awarded a degree from Fisk University if and only if she/he:

- Is in good academic and financial standing
- Has completed an application for graduation
- Has completed a minimum of 120 required credit hours
- Has fulfilled all University and departmental requirements
- Has earned a minimum grade point average of 2.0 in all major and cognate courses
- Has completed University assessment requirement as needed (i.e., MAPP, Exit Exams, Major Field Tests, etc.)
- Has earned a minimum of 32 credit hours at Fisk
- Has completed his/her senior year at Fisk

Conferral of degrees is by the sole authority of the Board of Trustees, which acts on the recommendation of the faculty. No one other than

the Board of Trustees may obligate the University to confer a degree. Earned degrees are awarded three times a year in May, August and December. There is, however, only one commencement exercise. Only those students who have met all academic requirements as well as their social and financial obligations to the University will receive a degree.

Community members are encouraged to attend and to join in the observance of students' achievements.

Note that students who participate in study away programs must ensure that the University Registrar receives their official transcripts before the conferral dates because degrees are awarded for the period after official transcripts are received in the Office of the Registrar (for instance, degrees will be awarded in August for transcripts received in May, June, July and by August 15; in December for all transcripts received after August 15; and in May for all transcripts received after December 15 and before May).

Student records are closed at graduation. It is very important that you print out your unofficial transcript and resolve all grade issues before your degree is conferred. Contact the Office of the Registrar as soon as possible if you wish to delay your graduation to a subsequent semester or until you have resolved all grade issues.

#### PETITION TO MARCH

Students who are within two courses (eight credits or less) of fulfilling their degree requirements may be eligible to march in the commencement ceremony. Only students whose cumulative GPA is 2.0 or higher, are in good academic and financial standing, and have not violated any University honor codes are eligible to petition to march.

The Provost may grant permission to march only upon application by the student, with approval from both the Department Chair, the Dean of the School, the Dean of Student Engagement, and a financial clearance from the Business Office. The application shall include the student's plan for

completing the remaining degree requirements during the following summer and/or fall semesters. To file a petition, students should:

- Retrieve the Petition to March Form from the Office of the Registrar
- Complete the form with all required information
- Obtain the Department Chair's signature
- Obtain the School Dean's signature
- Obtain the Dean of Student Engagement's signature
- Obtain verification of a zero balance from the Business Office
- Bring the completed form to the Office of the Provost for final approval

Students will be notified by the Office of the Provost no later than 48 hours following receipt of the completed Petition to March form regarding the outcome of their petitions.

Students who are formally enrolled in Fisk Joint Degree Programs with Vanderbilt University, Meharry Medical College, Watkins College of Arts and Design, or Belmont University may be eligible to march provided they only have two remaining courses at the partner schools, and are in good academic, financial and social standing at both institutions. The Office of the Provost will notify such students no later than 72 hours following receipt of the completed Petition to March form regarding the outcome of their petitions.

Note: The Petition to March is a courtesy that Fisk extends to some students. At no time is the institution obligated to honor this provision.

#### WHAT DOES CONFERRAL MEAN, AND WHAT IS THE DIFFERENCE BETWEEN CONFERRAL AND COMPLETION?

##### **Conferral**

If your degree has been conferred, it means that you have been admitted into your award as a

legal graduate of Fisk University. In order to be conferred you must have completed all academic and practical requirements and have no outstanding debts to the University. From the moment your degree has been conferred, you are an official legal graduate of the University and can use any titles associated with that award.

##### **Completion**

Being marked as 'Completed' in your degree means that you have completed the academic requirements for your award.

*Notes:* Neither Diplomas nor formal transcripts are sent to students until all financial obligations to the University are met. Questions about diplomas, student addresses and order for diplomas should be directed to the Office of the University Registrar.

#### MAJOR COURSE OF STUDY

Selecting a major is a crucial choice for students. Students are encouraged to seek counsel from a faculty academic advisor, other counselors and/or other faculty in the department of interest before arriving at a final decision. Once a major is chosen, the student secures a "Declaration of Major" form from the Office of the Registrar, at which time a counseling session is arranged with the department chair or an assigned faculty academic advisor. The student is responsible for filing the Declaration of Major form with the Office of the Registrar; the student's major department notifies the student's previous faculty academic advisor of the declared major, assigns a new advisor, and opens an advising file for the new student. While students may declare a major in the freshman year, it is suggested that students take sufficient time to become familiar with the major areas of the University and to seek career counseling before making this important decision. It is not unreasonable for a student to wait until the sophomore year to declare a major. A formal declaration of major must be filed, however, by the end of the sophomore year.

#### CHANGE OF MAJOR

Changes of major are sometimes necessary when students' academic or career plans change or when new interests develop after the initial declaration of major. In these cases, the student should secure the change of major form (the same form used for initial declaration of major) from the Registrar. The student files the form with the Office of the Registrar and the Office of the Provost, and the student's newly selected major department notifies the student's previous department of the change, assigns a new faculty academic advisor, and opens an advising file for the new student, including the contents of the previous department's file, which is forwarded by the previous department to the new one. Joint majors combining two of the available majors may be arranged with the approval of the departments involved. Joint majors normally require successful completion of 24 credits in each of two different disciplines. Specific requirements within the two departments are as prescribed by the departments involved. Within the 24-credit limit, the program each department requires of a student pursuing a joint major should approximate as nearly as possible the program required in the department's normal major program.

#### MINORS

Minor fields are not required at Fisk and are not among the formal offerings in most departments. Students seeking a second area of concentration at a level less intensive than would be required for a joint major do sometimes choose to cluster elective courses in a way that represents an informal equivalent to a minor. Six formal minor fields are available. The Department of Arts and Languages offers a minor in women's and gender studies, a minor in music to majors other than music majors as well as a minor in music business, a minor in film studies, a minor in interior design, and a concentration in graphic design. The Department of Mathematics and Computer Science offers a minor in computer science available with any academic major other than computer science. For clarity and additional specific information on these minors or concentration, interested students should contact

the appropriate dean of the school or department chairs.

#### SECOND BACCALAUREATE DEGREES

Students who previously received a bachelor's degree from Fisk University and return to complete the requirements for another major will not be awarded a second degree, nor will their transcripts reflect a second degree. Their transcripts, will, however, certify that they have completed the requirements for an additional major.

#### CAREER SERVICES

Career choice and choice of major field are related. They should not, however, be thought of as identical. Many of Fisk's pre-professional programs are organized within traditional arts and sciences disciplines, which the faculty believes are apt to provide the best professional preparation. Students seeking help with the exploration of career options should consult their Faculty Academic Advisors and/or personnel in the Office of Career Services and Leadership. Students are advised to get to know the Office of Career Services and Leadership staff early in their college years, and not to wait until the senior year to begin exploring career options. The Office of Career Services and Leadership is also an excellent source of opportunities for co-curricular experiences during the summer.

A few examples of major-field choices, and possible careers to which these majors are related, are given below. These examples are intended only as a guide. Many of the professional fields may be entered from a variety of academic disciplines, and there are options in each professional field that are not listed below.

#### ARTS CAREERS

Careers in the arts, for instance, have attracted many Fiskites throughout the University's history. Students interested in careers as writers often major in English, but other fields are also useful for these students. Nikki Giovanni, the distinguished author and poet, was a history major at Fisk. Others have majored in social

sciences, or in virtually every other arts and sciences discipline. An art major is available for students with career interests in the visual arts, and majors in music (for either the B.A. or the B.Mus. degree) are available through the Department of Arts and Languages.

#### BUSINESS CAREERS

Business careers are the usual objective of students who major in business administration but are open also to majors in other disciplines. Majors in these other disciplines who are considering business careers may consult faculty members in the Department of Business Administration for advice about recommended elective coursework in management, accounting, and economics. In addition to its business administration major at the undergraduate level, Fisk offers a joint program with Belmont leading to a Concentration in Music Business.

#### COMPUTER SCIENCE CAREERS

Careers in computer science and information technology are available to students majoring in computer science or, with proper elective coursework in computer science, to students selecting other majors as well. Business administration majors and majors in the natural and social sciences are typical alternatives for students interested in careers in the growing computer field. The computer science program itself may lead either toward an entry-level computer science position upon graduation or toward graduate study in computer science, engineering, business, or science.

#### ENGINEERING CAREERS

Engineering careers are relatively technical, and students interested in this field should consider the dual degree programs offered by arrangement between Fisk and selected other institutions (Vanderbilt University, and Case Western Reserve University) in science and engineering.

These programs involve a five-year course of study and are designed to increase the number of minority engineers and scientists. Students select

one of the natural science disciplines (chemistry, physics, biology, mathematics, or computer science) at Fisk and the engineering discipline of interest at the collaborating institution. Students are assigned to faculty academic advisors on both campuses. By working closely with these faculty academic advisors, students may plan a course of study, which facilitates pursuit of two baccalaureate degrees in a period of approximately five years.

#### LEGAL CAREERS

Legal Careers have traditionally attracted many Fisk graduates. The American Bar Association (ABA) and the Law School Admission Council (LSAC) do not recommend any particular major for those interested in a career in Law. An edition of the ABA-LSAC Official guide to ABA-approved Law Schools makes the following statement: "As undergraduate students, some have majored in subjects that are traditionally considered paths to law school, such as history, English, philosophy, political science, economics, or business. Other successful law students, however, have focused their undergraduate studies in areas as diverse as art, music theory, computer science, engineering, nursing, or education." Rather than learning any particular body of knowledge as undergraduates, the ABA-LSAC recommends that undergraduates master certain "CORE skills and values" that include the following: analytic and problem-solving skills, critical reading abilities, writing skills, oral communication and listening skills, and the values of serving faithfully the interests of others while also promoting justice.

Besides these CORE skills and values, undergraduates should acquire a knowledge base in several specific areas:

A broad understanding of history, particularly American history, including the social, political, economic and cultural factors that have influenced the development of the current pluralistic society of the United States;



A fundamental understanding of political thought and theory, and of the contemporary American political system;

A basic understanding of ethical theory and theories of justice;

A grounding in economics, particularly elementary micro- economic theory, and an understanding of the interaction between economic theory and public policy;

Some basic mathematical and financial skills, such as an understanding of basic pre-calculus mathematics and an ability to analyze financial data;

A basic understanding of human behavior and social interaction; and

An understanding of diverse cultures within and beyond the United States, of international institutions and issues, and of the increasing interdependence of the nations and communities within our world.

Thus, to prepare for admission to law schools, students must master the Fisk CORE Curriculum, and develop excellent critical reading, research, writing, and oral skills by taking advanced, rigorous courses in several departments, such as English, history, political science, sociology, economics, psychology and philosophy to name just a few. Any student who is considering a career in law should promptly consult his/her department chair for the assignment of a faculty academic advisor.

#### CAREERS IN MEDICINE AND DENTISTRY

Medical and dental careers have long been popular choices for Fiskites. Students considering these options are advised to familiarize themselves with the specific requirements of the medical and dental schools in which they are interested. Among the minimum requirements of most medical schools are such courses as general biology (two semesters), general botany, general chemistry, organic chemistry, analytic geometry and calculus, and general physics. In addition, some medical schools require genetics, cell biology, and biochemistry. Beyond these

considerations, the need for understanding basic social problems, the cultivation of sensitivity to cultural values, and the necessity for intensive work in at least one field should be kept in mind while designing an individual program.

Many fields of medicine, particularly medical research, require a greater depth in one or more of the sciences than is gained by meeting the minimum requirements for medical school admission. A prescribed pre-medical course of study is not offered based upon a student's individual interests and abilities. Many students assume that biology is the most appropriate major field for prospective medical school applicants, and indeed it is a reasonable choice.

Chemistry and psychology, however, are also appropriate fields of study. Medical school admission officers are increasingly interested in the breadth of an applicant's liberal arts education. Conferences with faculty members from various disciplines may be of help to the medical school aspirant choosing an undergraduate discipline.

Fisk offers a joint program with nearby Meharry Medical College that allows the Fisk student who is admitted to the joint program as a freshman to enter Meharry as a candidate for a medical (M.D.), dental (D.D.S.), or research (Ph.D.) degree after three years of undergraduate study, supplemented with summer research experiences at Meharry. Admission to Meharry can be assured in advance for those students who apply to the joint program as Fisk freshmen and who perform satisfactorily in their Fisk studies and on the Medical College Admission Test (MCAT).

Medical technology and nursing careers are also open to Fisk students through cooperative programs with Vanderbilt University, in recognition of the need for broadly trained health professionals with college background to provide quality care for patients and families in a variety of settings. The first two years of academic work for these programs are completed at Fisk and the last two years at the Medical Center in Chicago or



at Vanderbilt. Some students prefer to extend courses during the first phase of the program over a three-year period, thus extending the total time for program completion to five years. There is also a joint agreement with the Vanderbilt University School of Nursing, which permits an accelerated program leading to a Fisk bachelor's degree in an approved arts-and-sciences field and a Vanderbilt Master of Science in Nursing. Detailed information on these programs is available in the Fisk Special and Joint Programs section of this Bulletin and from the Coordinator of Pre-Health Professions in the School of Natural Science, Mathematics and Business at Fisk.

#### PUBLIC SERVICE CAREERS

Careers in public service and public administration often involve majors in political science, where a specialized course of study focusing on public administration is available, in addition to a general political science major. Students from many other major fields also have had successful careers in public service. Fisk alumni currently prominent in public life include U.S. Representatives Alcee L. Hastings and Frederica Wilson of Florida, and John Lewis of Georgia.

Careers in research, scholarship, and teaching are traditional choices for many Fisk graduates, and Fisk for generations has produced leading contributors to the development of African-American scholarship. Students who wish to pursue academic careers will, in all likelihood, select an academic major corresponding to or closely related to the ultimate field of their planned graduate studies. Teaching careers at the elementary and secondary level are among the ways in which Fiskites for many years have made their contributions to social progress. Recently revised Tennessee Department of Education guidelines for teacher preparation, following national trends among professional educators, accent the value of the liberal arts, rather than specialized professional education courses, in preparing teachers for their classroom responsibilities.

Fisk's Teacher Education and Special Education Programs for prospective elementary and secondary school teachers are available to students majoring in a number of arts and sciences disciplines.

#### COURSES OF STUDY

The semester course schedule is published each term by the Office of the Registrar. Copies are available for distribution to students and are posted on the University's website.

Most Fisk courses are four semester hours of academic credit. For conventional lecture courses, the following schedule patterns are most common: 1) 70-minute classes on Monday, Wednesday, and Friday; and 2) 100-minute classes on Tuesday and Thursday.

Fisk's course numbering system is designed to provide a simple guide to the level of expectation and frequency of scheduling associated with each course offered.

Courses are assigned three-digit numbers. Courses numbered between 100 and 199 are open to qualified students of any undergraduate classification. Courses numbered between 200 and 299 are normally open only to students with sophomore or above standing. Classification at the junior or above level is normally required for courses numbered 300 to 399, and senior or graduate standing is usually required for courses in the 400 to 499 range. Courses numbered 500 or above are normally open only to graduate students. Within each of these ranges, course numbers should not be interpreted to reflect relative levels of difficulty.

Courses with numbers ending in zero may be offered in either the fall or the spring semester and are frequently offered in both. Other even-numbered courses are normally offered in the spring semester only, while odd-numbered courses are normally offered in the fall. Certain courses are offered only in alternate years or as demand requires. The fall semester of each year determines designation of a year as odd or even. Thus, for the dates of this Bulletin, 2012- 2013 is an even year while 2013-2014 is an odd year. On

rare occasions, it may be necessary to offer a course out of its ordinary sequence. In such cases, odd-numbered courses offered in the spring will carry the letter "S"; even-numbered courses offered in the fall will carry the letter "F".

Full year courses are designated by an odd and even course number joined by a hyphen. These courses are integral and indivisible and credit for either semester may be withheld unless both semesters of the course are passed.

The "L" suffix to a course number indicates a laboratory section, which in most cases should be taken concurrently with the corresponding lecture section. [In some departments, however, laboratory sections carry distinct course numbers without the letter designation.]

Other letter suffixes, "A" through "G," may be used to designate sections of seminar or "special

topics" courses that focus on different subjects and may have changing course subtitles from one section to another or from one semester to the next. Special topics courses may be taken more than once.

Sequence of courses taken is determined by the prerequisites listed in the course description and by the level of the course as indicated by the course number. Course instructors may waive prerequisites by signing the appropriate waiver form. Students are given latitude in selecting from among Fisk's course offerings as long as prerequisites and other criteria for course admission are met. In certain cases, where the course is in the major field of study (or a cognate course for the major), approval of the department chair may be required. Graduate courses may be open to advanced undergraduate students with the approval of the Instructor.

## **CLASS ATTENDANCE POLICY AND PROCEDURES**

Purpose: Fisk University students are expected to maintain regular and successive attendance in all the lecture, laboratory, and seminar courses for which they have registered and are enrolled during a semester. Class attendance is an essential part of the student's intellectual development, success, retention and timely graduation.

In addition, Title IV federal guidelines mandate that institutions receiving federal aid verify student class attendance to ensure that all awarded federal aid monies are used for educational purposes. It is the policy at Fisk University that faculty members verify and report student class attendance in CAMS before the University Census Date listed in the Academic Calendar. This reporting allows the University to identify students who: (1) are enrolled in classes but are not attending; (2) have officially or unofficially withdrawn from the University; (3) are attending classes for which they are not registered; and/or students who are erroneously listed classes for which they did not register.

Students listed in any of the four categories will be contacted and adjustments will be made to financial aid packages and funds returned to the federal government, as necessary. Failure to report accurate data jeopardizes institutional eligibility for federal financial aid and veteran services.

Policy Statement: In each course, students who miss more than ten percent of the scheduled class meetings (including labs) due to unexcused absences will be in danger of failing the course. For a class that meets three times per week, the number of unexcused absences is five class sessions; for a class that meets twice a week, three class sessions; and for a class that meets once per week, two class sessions. More strenuous requirements may be applicable, as stated by individual instructors, in their respective course syllabi. It is the student's responsibility to understand each Instructor's requirements. The University administration, consistent with this policy, does not generally issue excuses from class.

Definition of Terms: (1) Attendance is defined in this policy statement as the physical presence of

the student in the classroom for the entire scheduled class time.

Tardiness can be considered an unexcused absence. (2) Unexcused Absences are all absences that have not been approved by a certified physician/nurse, the Instructor in charge of the course, and/or the Provost or his/her designee.

Applicability: Individual faculty members can choose to make the policy more rigorous but in no case should they be more lenient than the University policy stated above. Occasionally, students may miss class due to an emergency (health, accident, etc.) or, other compelling circumstances beyond their control. Such students must justify, with appropriate documentation, unplanned absences no later than 48 hours upon return to the campus. In addition, there are occasions when students may be absent from campus in connection with sanctioned University activities such as athletic competitions, academic competitions, concerts or conference presentations. In such cases, students are required to notify their faculty Instructor prior to the scheduled class that they will miss

The course attendance policy should be clearly stated in all course syllabi;

Instructors should distribute course syllabi to students during the first week of the semester;

Instructors should provide a clear explanation of their attendance policy during the first week of the semester. This includes an explanation of the role that

and make up for work missed. In all cases, the Provost may, at his/her discretion, issue a memorandum to faculty members to permit students to make up missed work. In such cases, instructors can assign reasonable and relevant compensatory work for excused absences at a time mutually convenient to both the student and the Instructor. Such memoranda, however, do not constitute excuses from class and students remain bound at all time by the absolute maximum of ten percent (10%) absence rate in any particular class.

Exception: Exceptions to the ten percent (10%) absence rate policy may only be made by the Provost in consultation with the course Instructor. Exceptions may only be considered when the student is performing at a high level of competence in the course, and when the reasons for excessive absences (e.g., hospitalization, family emergency, etc.) are such that it would clearly not have been possible for the student to attend the required ninety percent (90%) of class meetings.

Procedure: The following procedure should be used for each course

attendance plays in the calculation of final grades and the extent to which work missed due to non-attendance can be made up;

Attendance is to be verified for each class session.

# GENERAL EDUCATION PROGRAM

## MISSION STATEMENT

The General Education or CORE Curriculum program provides a pedagogical framework for students to develop their skills in becoming competent, resourceful, global leaders. The curriculum explicitly teaches critical thinking in the humanities and social and natural sciences. The curriculum reinforces respect for diverse viewpoints and ethical values in the academy. Students develop effective problem-solving skills for addressing real world problems, and intellectual humility through service learning. Students engage in quantitative and qualitative research in the natural sciences, social sciences and humanities as they understand the complexities of the human condition.

The goals of the CORE Curriculum are to:

- Foster and enhance skills, knowledge, awareness, and dispositions that lead to the development of competent, resourceful, and imaginative leaders;
- Encourage understanding of the social world and natural environment and their relationships to communities; and
- Encourage exposure to various creative experiences.

The objectives of the CORE curriculum are to provide experiences that:

1. Allow students to read in a way that leads to critical thinking;
2. Allow students to communicate effectively, both in writing and orally, reflecting in both instances, a command of the language, logical thinking and comparative analysis, and a facility to locate, identify, and use sources;

3. Instructors can determine when is the best time to verify attendance (beginning, mid-point or end of the session);
4. Instructors should determine which attendance verification procedure works best for them and ensure that students are aware of the procedure (e.g., roll call, sign in sheet, clickers, etc.);
5. Each week, on dates specified on the academic calendar, all instructors are required to verify student class attendance in CAMS.
6. Encourage and create a passion for investigation, exploration, and application of knowledge to the social world and natural environment;
7. Encourage the development of personal values and ethical decision making;
8. Encourage students to synthesize and think beyond disciplinary boundaries;
9. Encourage and promote creativity;
10. Encourage logical application of quantitative and qualitative values; and
11. Encourage engagement in political and social issues that impact global and local communities.

## Learning Outcomes

Upon completion of the CORE Curriculum, the Fisk student will demonstrate mastery of the following student learning outcomes

Learning Outcome 1. Written and oral communication skills

- Students communicate effectively using appropriate writing conventions and formats.
- Students communicate effectively using appropriate oral conventions and formats.
- Students interpret and communicate quantitative information.

Learning Outcome 2. Knowledge of African American and diverse cultures.

Learning Outcome 3. Foundational knowledge and skills in humanities, math and science, and social science.

- Students effectively perform mathematical operations, as well as reason and draw appropriate conclusions from numerical information.
- Students effectively translate problem situations into symbolic representations and use.
- Students display technological proficiency by effective use of computers and other technology appropriate to the discipline.
- Students locate, identify and use data resources.
- Students demonstrate competence in research methodology.

Learning Outcome 4. Leadership activities and teamwork through participation in and description of community service experiences.

- Students identify personal values and employ them in ethical decision making.
- Students participate effectively in collaborative activities with persons of diverse backgrounds.
- Students engage in community and global affairs.
- Students practice effective time and financial management.

- Students effectively analyze contemporary issues within the context of diverse disciplinary perspectives.
- Students effectively analyze contemporary multicultural, and global questions.
- Students effectively analyze historical and contemporary society based on a diverse cultural, social, economic, political, religious and artistic knowledge.

- Students show leadership ability.
- Students make a valuable contribution to the community.

Learning Outcome 5. Critical Thinking

- Upon completion of the CORE Curriculum, the Fisk student is to demonstrate critical thinking skills in his or her mastery of the four general areas.
- The student will formulate appropriate questions for research, collect appropriate evidence, evaluate claims, arguments, evidence, and hypotheses.
- The student will use the results of analysis to construct new arguments and formulate new questions.

There are eight courses in this curriculum that students will be required to complete. Students will earn 22 credit hours upon completion of these required courses of the CORE curriculum. They are:

The remaining 15-20 hours of the CORE curriculum will be chosen from one of the courses in each of the following groups, A through E.

**GROUP A** (Choose one of the following)

- ART 291 African- American Art  
ART 292 African Art  
ENG 275 African-American Literature  
HIS 180 African History  
HIS 270 African-American History

MUS 200 World Music

MUS 206 Crosscurrents in African and African-American Music

**GROUP B** (Choose one of the following)

- CORE 132 Mathematics II  
BAD 200 Applied Calculus for Business and Economics  
BAD 260 Applied Statistics  
MATH 125 Discrete Math  
NSCI 360 Statistics  
SSCI 280 Statistics for the Social Science Research

(Choose one of the following)

**GROUP C**

- CORE 220 Creative Arts [3 credits]  
ART 207 Arts and Ideas I  
ART 208 Arts and Ideas II  
MUS 205 Music in America  
MUS 207 20th Century Music  
MUS 208 History of Jazz

**GROUP D** (Choose CORE 240 or any two science disciplines from the list below)

CORE 240 Natural Science [4 credits] OR  
BIOL101, 101L General Biology and General Biology Lab [4 credits]  
CHEM 113, 103L General Chemistry and Experiments in General Chemistry [4 credits] PHYS 130,130L University Physics and University Physics Lab [4 credits]

**GROUP E** (Choose one of the following)

ECON 230 Principles of Microeconomics  
ECON 240 Principles of Macroeconomics  
HIS 160 United States History

PSCI 122 American Political Systems

PSY 180 General Psychology

SOC 100 Introduction to Sociology

A total of 37-41 hours (41 hours will be earned if one selects two science disciplines to satisfy group D) are required to fulfill the CORE requirement.

Transfer Credits and the CORE Curriculum

CORE 150: Composition I – This course will be waived for students whose transfer credits include a course in college level composition.



CORE 160: Composition II – This course will be waived for students who have completed at least two college level composition courses along with a course in Public Speaking.

CORE 131, Essential Mathematics for a Contemporary World – This course may be waived for students whose transfer credits include a college course in mathematics at or above the level of college algebra. [The course is also waived for students who qualify for and complete a Fisk mathematics course numbered 101 or above.]

CORE 220, The Creative Arts – This course may be waived for students who have completed courses in Art or Music Appreciation.

CORE 240, Natural Science – Students who have completed introductory courses in both Biological and Physical Science will not be required to take CORE 240.

CORE 260, Humanities – This course may be waived for students whose transfer credits include coursework in at least one of the humanities disciplines emphasized in this Fisk course – philosophy or religion.

CORE 360, The World and Its Peoples – This course may be waived for students whose transfer credits include coursework (in one or more college courses) in anthropology, cultural geography, comparative cultures, and world history or world civilization. Courses limited to Western civilization are not acceptable as transfer equivalents to Fisk's CORE 360, unless the student also has a college course focusing on the history or culture of at least one society that is neither European nor rooted primarily in European traditions.

Unless otherwise stated, students must earn a grade of D or higher in all CORE Curriculum courses in order to graduate from Fisk University.

Transfer students who hold the Associate of Arts or Associate of Science degree from an accredited two-year institution are exempted from the entire Fisk CORE curriculum. This exemption is granted when there exists a close correspondence

between the program of liberal studies pursued in the two-year college and the normal requirements of Fisk's CORE curriculum. The exemption does not apply, however, to associate degrees that are purely technical or vocational in character, or any two-year degrees other than those designed primarily to provide a basis for transfer to a four-year liberal arts college.

Once matriculated at Fisk, students are expected to complete any remaining CORE requirements by taking the appropriate Fisk courses. The faculty regards the CORE curriculum as an important expression of Fisk's special mission in multicultural liberal arts education designed particularly with the African-American experience in mind. Students therefore are not encouraged to seek permission to meet Fisk CORE requirements through studies at other institutions. Exceptions may be authorized by the Provost, but only in cases of particular need, and only where course equivalencies are clear.

#### DESCRIPTIONS OF CORE COURSES

CORE 100, New Student Orientation Seminar Series [1 credit] - New Student Orientation is a one semester course that is designed to provide students with the essential academic, social and personal skills to maximize their opportunity for success during their freshman year. Academic rules and regulations, learning strategies, time, stress and financial management, healthy lifestyle choices, and career development are among the topics that will be discussed in this course. All students will engage in group discussions focused on a selected summer reading. Even though students will meet primarily in their respective sections, they will be required to attend convocations and other designated campus events. Students will also be expected to participate in an approved service-learning project. The MAPP (Measure of Academic Proficiency and Progress) test will be administered in this course to evaluate the academic skills of our freshmen students. This class will meet one hour per week.

CORE 120, Critical Thinking Course: Application of the Paul/Elder Model [2 credits] - This freshman level course focuses on the foundation of the Paul/Elder model of critical thinking. This model focuses on improvement and assessment of thinking through the understanding of elements of reasoning and the application of intellectual standards for the development of intellectual traits including lifelong learning. Students will increase their understanding of the model and will be given the opportunity to apply these concepts to real world problems.

CORE 131, Essential Mathematics for a Contemporary World [3 credits]- This course is designed to give students majoring in the liberal arts, social sciences, education, business, and other nonscientific areas an understanding and appreciation of the many applications of mathematics in our contemporary world. Major areas covered will be elements of set theory; numeration and mathematical systems; geometry; basic concepts of algebra such as equations, inequalities, percentages and proportions; functions and graphs; and an introduction to statistics. Pre-requisites: A grade of C or better in MATH 100 or placement in CORE 131/ Math 101 (C- is not satisfactory). This course is not appropriate for science or business majors with math requirements. The course will be offered in the fall semester.

CORE 132, Essential Mathematics for a Contemporary World II [3 credits] - This course is a continuation of the survey experience from CORE 131(Math I). Additional topics emphasized will be logic; graph theory (and how it is used to show connections between objects in a set or analyze/simplify information); calculations involved in personal financial management (annuities, credit, home ownership, stocks/bonds); voting and apportionment in which different ways of determining a winner or use of fairness is discussed; problem-solving strategies; probability. This course can be taken by science and business majors due to the unique nature of topics.

Pre -requisite: A grade of C or better in either CORE 131 or College Algebra (C- is not satisfactory). This course will be offered in the spring semester.

#### CORE 150, Composition I [3 credits]

The first-semester course in the CORE First-Year Composition sequence will introduce students to the fundamentals of college writing and communication, with an emphasis on both the writing process and the final product. Students will develop their understanding of global and contemporary issues via critical thinking and learn to respond critically using techniques such as summary, analysis, and evaluation. This course will emphasize expository writing techniques, with assignments based on critical analyses of primary texts. By the end of the course, students will learn how to communicate clearly and effectively for a variety of audiences and writing situations. Prerequisite: None

#### CORE 160, Composition II [3 credits]

In the second-semester course in the CORE First-Year Composition sequence, students will more fully develop their abilities in critical thinking as demonstrated via written and oral communication. Emphasis in this course is placed on crafting persuasive arguments, with research techniques taught as a necessary tool for the process of argumentation. This course will deepen critical reading and analysis skills, and introduce students to the elements of logic, particularly as it is used in multiple writing situations. Advanced techniques of analysis, such as synthesis, will be developed by students as they research and utilize appropriate information from primary and secondary sources for their writing. Prerequisite: CORE 150 – Composition I or approved equivalency.

#### CORE 201, Introduction to Business and Entrepreneurship [3 credits]

Introduction to Business and Entrepreneurship is an overview of the principles and practices of

business concept and entrepreneurial development. It describes the tools that allow students to make informed decisions about their business and entrepreneurial goals. The focus of this course is on students' understanding of concepts that include: choice of ownership, marketing, financial statement analysis, personal and other financial management and the creating and maintaining a business entity. Pre-requisites: Composition I, Composition II, and CORE 131 or Math 101 with a D or higher, or approved equivalents.

CORE 220, The Creative Arts [3 credits] Seeks to develop students' appreciation of the arts, reflecting an ability to recognize, articulate and record in a discriminating way an understanding of the characteristics common to the various forms of the visual and performing arts, and the creative process. Through class lectures, experiences, discussions, and demonstrations the course will encourage critical thinking in seeking answers to the question of the involvement of the arts through history in human, social, cultural, political, and economic evolution. Students should come to understand how artistic expression reflects the era in which it is created. Suggested for the second or third year.

#### CORE 240, Natural Science [4 credits]

This course leads students to an understanding of the investigative approaches of the natural sciences, their historical development and the interrelationship of science and technology. Different course sections emphasize either the biological or physical sciences, but all provide an introduction to certain basic concepts or themes: the scientific method; the birth of modern astronomy; development of the biosphere, atmosphere, geosphere; forces of nature; energy, its sources and utilization; electromagnetic radiation and its interaction with matter; the structure, properties, reactivity and bonding of matter; evolution, characteristics and

classification of life forms; the inheritance of genetic characteristics; and the relationships between an organism and its environment.

Students utilize computer technology to analyze data, research topics and assist in the mastery of scientific concepts. Classroom demonstrations and laboratory experiments are conducted to illustrate concepts. Prerequisite: CORE 131.

CORE 260, Humanities: Thought and Experience [3 credits] - Students debate humankind's perennial questions, with attention to the manner in which these questions have been understood in various times and cultures. Topics include the meaning of human life; ethics; the problem of knowledge; experience and reality; God and religious experience; and the individual's relationship to society.

Most readings are drawn from primary sources in history, literature, philosophy, and the world's religious traditions. A writing-intensive course; suggested for the second or third year. Prerequisite: CORE 150 and CORE 160.

CORE 360, The World and Its Peoples [4 credits] Aims to prepare students for life as informed citizens in a multicultural world. Course includes the study of humanity from our early origins through the present, emphasizing the unity of human experience; the diversity of peoples; the variety of civilizations and cultures; the effects of geography and technology on human life; and the changing patterns of social, political, economic, and cultural institutions, both within civilizations and globally. The first half of the course focuses on the patterns of major civilizations in Africa, Asia, Europe, and the Americas.

The second half focuses on the civilizational interactions during the past 500 years, which have created the world as it is today. Suggested for the third year. Prerequisites: CORE 150, 160, 220, and 260. CORE

## W.E.B. DU BOIS GENERAL UNIVERSITY HONORS PROGRAM

The W.E.B. Du Bois General University Honors Program, designed for students who have demonstrated academic capability, fosters excellence in scholarship throughout the student's college career by encouraging and promoting honors studies and activities in the total life of the University.

The program gives concrete expression to the conviction that academic excellence is the hallmark of the institution's educational enterprise. Emphasis is placed on:

Broadly defined educational experiences, intensive and extensive in nature;

Academic performance that is scholastically sound, clearly and effectively communicated, and relevant to the concerns of the times;

Individual initiative, including self-organization and direction, coupled with cooperative teamwork in a community of scholars

Some students are invited to join the Honors Program upon matriculation to Fisk University. Current students with a minimum GPA of 3.5 may apply to join the program in their sophomore

or junior year. Applications are due early in the fall semester, and are submitted at <https://www.fisk.edu/academics/honors-program/apply-to-the-honors-program>.

Students accepted into the W. E. B. Du Bois Honors Program receive a number of benefits, listed at <https://www.fisk.edu/academics/honors-program>. To remain in the program, students must maintain a minimum 3.5 GPA. If a student's semester GPA falls below 3.5, he or she will be placed on honors probation. If the student's GPA falls below 3.5 a second semester, he or she will be removed from the program.

Students who complete the requirements of the Honors Program, including the senior honors project, graduate with General University Honors, a designation listed in the commencement program. The requirements of the honors program are listed at <https://www.fisk.edu/academics/honors-program/honors-program-graduation-requirements>.

## RESERVE OFFICERS TRAINING CORPS (ROTC) PROGRAMS

Army and Air Force Reserve Officers Training Corps programs, while not offered on the Fisk campus, are available through programs offered at two cooperating institutions, Vanderbilt University and Tennessee State University. Fisk students who participate in the ROTC programs are also jointly enrolled at the respective institution.

### AIR FORCE RESERVE OFFICER TRAINING

Students may participate in the Air Force Reserve Officer Training (AFROTC) at Detachment 790 on the campus of Tennessee State University. AFROTC provides pre-commissioning training to college students who desire to serve as officers in the U.S. Air Force (USAF). As AFROTC cadets, the majority of students will earn scholarships that may cover all, or a significant portion of tuition costs. In addition, cadets can earn a monthly stipend of up to \$500 tax-free and up to \$900 per academic year to pay for textbooks.

Cadets are required to attend AFROTC classes, in uniform, one day per week. One summer, typically between the sophomore and junior year, cadets must attend a four-week military training session. The combination of USAF military education, training, and college-level curriculum gives cadets a broad-based knowledge of management, leadership, and technical skills.

Eligibility requirements are as follows:

Be a U.S. citizen, thirty years old or younger on December 31st of the year of graduation (exception exists for prior enlisted);

- Meet USAF weight standards;
- Pass a physical fitness test;
- Have a 2.5+ cumulative college GPA, and

- Pass the Air Force Officer Qualifying Test (a USAF-unique academic aptitude test).

The USAF will accept students from any accredited academic major; there is a critical need for technical majors such as engineers (all disciplines), nursing and those with foreign language proficiency. Upon graduation, cadets will earn commissions as second lieutenants in the United States Air Force and will have the opportunity to serve a minimum of four years on active duty.

For more information visit [www.AFROTC.com](http://www.AFROTC.com) or contact the Detachment 790 Unit Admission Officer at [www.tnstate.edu/rotc](http://www.tnstate.edu/rotc).

### ARMY RESERVE OFFICER TRAINING

Army ROTC programs are offered at Vanderbilt University and Tennessee State University. Fisk students may participate in these programs and are eligible for all the benefits associated with them. Tennessee State University and Vanderbilt University courses in the ROTC programs are noted on students' Fisk transcripts. Fisk, however, reserves the right to determine which courses are appropriate and consonant with its educational objectives. Some courses in the Army ROTC program can be counted as general electives in a Fisk degree program. These courses are listed in this Bulletin under Military Science (MS) for the Army program. Participating students are eligible to compete for two-year, three-year or three and one-half-year scholarships at Vanderbilt University. Qualified juniors and seniors are awarded a book allowance and a monthly stipend during the school year. Full information on these programs is available to interested students upon their enrollment at Fisk. See the section entitled Other Academic Programs in this Bulletin for a complete listing of Army ROTC undergraduate courses.



# SCHOOL OF HUMANITIES AND BEHAVIORAL SOCIAL SCIENCES

SHIRLEY R. BROWN, PH.D., DEAN

## MAJORS

Art  
Elected Studies  
English  
History  
Modern Foreign Languages  
Music  
Political Science  
Psychology  
Sociology  
Special Education

The humanities and social sciences represent a diverse group of disciplines. Some are chiefly creative while others aim principally to communicate. Still others form a critique of civilizations as old and rich as human sensibility itself. In general, artists and scholars of the humanities mix all these purposes. Aesthetic and moral values are of abiding interest throughout these disciplines, and the range and quality of human expression and experience are unifying concerns. The humanities do not try to restrict themselves to only deductive reasoning or understanding; rather they make a special effort to be sensitive to that which cannot always be measured exactly or subjected to experiment—be it religious experience, artistic judgment, or expressive nuance in literature.

The social science disciplines aim to provide students with a balanced exposure to theoretical knowledge and practical experience, including service learning. Social science students may thus be prepared to pursue advanced study or to seek employment immediately upon graduation.

Research and independent study are encouraged, as is individual program flexibility. All programs in all disciplines are designed for compatibility with the aims of the liberal arts heritage of Fisk University. The social sciences include the academic disciplines of history, political science, psychology, sociology, and includes a Teacher Education Program. All undergraduate majors lead to the Bachelor of Arts degree. In addition, Psychology offers Master's degree programs in clinical psychology and general psychology. The Teacher Education Program is available for elementary and secondary licensure of students in selected departments from each school and offers a Bachelor of Science degree in special education.

The disciplines included among the humanities at Fisk are art, English, modern foreign languages, and music. In addition, the school offers courses in African and African American studies, mass communications, gender studies and dance. A minor is possible in African American Studies and in women and gender studies.

Major fields are available in art or in music education for the Bachelor of Science degree; in English, music, or Spanish for the Bachelor of Arts degree; and in piano, vocal, or instrumental performance for the Bachelor of Music degree. These programs should be taken in combination with any major area within the School of Humanities and Behavioral Social Sciences or any other department of the University.

## SCHOOL OF HUMANITIES AND BEHAVIORAL SOCIAL SCIENCES: SCHOOL COURSES

This section lists school offerings only; see individual department headings for other offerings.



## Department of Arts and Languages

Holly Hamby, Ph.D., Department Chair

### Art

Alicia Henry, M.F.A., Discipline Coordinator

The academic discipline of art exposes students to a rigorous program of undergraduate courses that are designed to prepare majors for advanced study and professional careers. Many graduates undertake careers in teaching, lecturing, studio, museum studies, film animation, editorial cartooning, architecture, fashion design, and graphic illustration. Also, theatrical and motion picture set decoration, urban design, interior design, industrial design, computer graphics, museum conservation, museum education and administration, gallery entrepreneurship and other related areas. The discipline's curriculum is in keeping with the mission of Fisk University as a liberal arts institution and is taught in the spirit of the traditional academy wherein solid foundational training and sound philosophical values are highly prized.

The goals of the art discipline are:

- To promote the fundamentals of visual communication, observation, and analysis;
- To provide an understanding of works of art within a diverse historical and cultural context;
- To promote and cultivate a lifelong commitment to the arts; and
- To equip and prepare students for graduate and professional schools, and for careers in the arts.

#### Learning Outcomes

Upon completion of required and elective art undergraduate major courses, the student will be able to:

- Demonstrate competency in a broad range of media and skillfully create

artistic forms using techniques, tools, and methods appropriate;

- Demonstrate competency in design principles common to all discipline;
- Develop and complete a final project in their area of concentration;
- Demonstrate an understanding of major artist's works, historical movements, and contemporary art trends;
- Demonstrate an understanding of the social, business, political, and gender specific dynamics that influence the making and interpreting of art; and
- Demonstrate competent oral and written communication skills.

Requirements for the art major, in addition to the University degree requirements outlined within this Bulletin are as follows:

#### Required major courses [28 credits]

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ART 101, Life Drawing & Composition [4 credits]

ART 111, Elementary Design [4 credits]

ART 201, Methods and Materials of Painting [4 credits]

ART 207 (or 208), Arts & Ideas [4 credits]

ART 301 (or 302), Sculpture [4 credits] ART 401, Senior Portfolio I [4 credits]

ART 402, Senior Portfolio II [4 credits]

Elective coursework in art – 8 hours of additional credits in art. Cognate courses – 12 credits selected from offerings of the School of Humanities and Behavioral Social Sciences or any of its academic disciplines other than art. (Exception: candidates for teacher certification may be permitted to substitute education courses as needed.)

General Elective courses – 28 to 40 credits, dependent on foreign language placement.

Requirements for the joint major: students wishing to combine art with another major may do so in accord with University regulations. Such arrangements require the cooperation of both departments involved, and the art component must total 24 hours, as follows:

Required major courses [20 credits]

ART 101, Life Drawing and Composition [4 credits]

ART 111, Elementary Design [4 credits]

ART 201, Painting [4 credits]

ART 207 (or 208), Arts and Ideas [4 credits]

ART 401, Senior Portfolio I [4 credits]

Elective Course in Art [4 credits]

Cognate courses – as defined for the single major [8 credits]

Suggested Program Plan for Art Majors:

First Year, Fall Semester [15 credits]

CORE 100, New Student Orientation [1 credit]

CORE 150, Communication I [3 credits]

CORE 131, Mathematics I [3 credits]

ART 101 Life Drawing and Composition OR ART 111, Elementary Design [4 credits]

LANG 101, Language I [4 credits]

First Year, Spring Semester [16 credits]

CORE 160, Communication II and Oral Communication [3 credits]

CORE 120, Critical Thinking [2 credits]

ART Elective [4 credits]

LANG 102, Language II [4 credits]

CORE 132, Mathematics II [3 credits]

Second Year, Fall Semester [15 credits]

CORE 201, Introduction to Business and Entrepreneurship [3 credits]

ART 201, Methods and Materials of Painting OR ART 111, Elementary Design [4 credits]

LANG 200, Intermediate [4 credits]

CORE A, Cultural Exposure: ART 291, ART 292, ENG 275, HIS 180, HIS 270, MUS 200, OR MUS 206 [4 credits]

Second Year, Spring Semester [15 credits]

CORE 260, Humanities [4 credits]

CORE 220, The Creative Arts [3 credits]

ART 208, Arts and Ideas [4 credits]

CORE course [4 credits]

Third Year, Fall Semester [16 credits]

CORE 360, The World and Its People [4 credits]

ART 301, Sculpture [4 credits]

Cognate Elective [4 credits]

Group E, Social Science: ECON 230, ECON 240, HIS 160, PSCI 122, PSY 180, OR SOC 100 [4 credits]

Third Year, Spring Semester [16 credits]

ART Elective [4 credits]

Cognate Elective [4 credits]

CORE 240, Natural Sciences [4 credits]

General Elective [4 credits]

Fourth Year, Fall Semester [16 credits]

ART 401, Senior Portfolio I [4 credits]

General Electives [12 credits]

Fourth Year, Spring Semester [16 credits] ART 402,

Senior Portfolio II [4 credits] General Electives [12 credits]

Total hours for graduation: 125 credits

## MINORS AND AREAS OF CONCENTRATION

### Minor in Film Studies

In addition to the major, the Department of Arts and Languages offers two formal minors: interior design and film studies and a concentration in graphic design in collaboration with Watkins College of Art, Design & Film.

Fisk University, through a collaborative agreement with Watkins College of Art, Design & Film, offers a minor in film studies. This agreement allows students enrolled in undergraduate degree programs at Fisk University to earn a minor in film studies by cross-registering for courses offered at Watkins College of Art, Design & Film.

Participating students must be in good standing in a baccalaureate degree program at Fisk University, and must submit an application to enroll in the minor in film studies program at Watkins College of Art, Design & Film.

Students do not have to apply for admission to, or register at Watkins College of Art, Design & Film.

To enroll in the minor of film studies, students must have completed CORE 150-English Composition I and

ART 101 – Life Drawing and Composition (or their equivalent, as determined by Fisk University) – with a grade of “C” or better. These courses will be accepted as equivalent to the Watkins College of Art, Design & Film courses ENG 101 – English Composition I and ART 111–Drawing I, respectively, for the purpose of satisfying the course prerequisite requirements for the film studies courses included in the minor program of study.

To successfully complete the minor in film studies, students must earn a grade of C or better in the following Watkins College of Art, Design & Film courses:

FLM 103, Elements of Film Art [3 credits]

FLM 112, Tech I [3 credits]

FLM 201, Film History I [3 credits]

FLM 202, Film History II [3 credits]

FLM 251, Social Documentary Filmmaking [3 credits]

FLM 271, Special Topics [3 credits]

Total Credits: 18 credits

The eighteen semester hours will apply toward completion of the undergraduate degree program at Fisk University.

Completion of the minor is not intended to provide a credential in film studies, nor will it qualify a student as eligible to apply for certification examinations. After credit is earned and reported for each class, the Registrar of Watkins College of Art, Design & Film will transmit the proper documentation to the Registrar at Fisk University so that the academic credits can be properly added to the student’s transcript record. Interested students should contact the chair of the Department of Arts and Languages and the academic discipline Coordinator for art at Fisk University. While taking classes at Watkins College of Art, Design & Film, Fisk University students are responsible for understanding and complying with the policies and procedures described in the Watkins College of Art, Design & Film Student Handbook. A copy of this document is available to Fisk students upon registration into the concentration and in the Office of the Registrar at both institutions.

### Minor in Interior Design

Fisk University through a collaborative agreement with Watkins College of Art, Design & Film offers Fisk students enrolled in undergraduate degree programs the possibility to earn a minor in interior design at Watkins College of Art, Design & Film. Participating students must be in good standing in a baccalaureate degree program at Fisk University, and must submit an application to enroll in the minor in interior design program. Students do not have to apply for admission to,

or register at Watkins College of Art, Design & Film.

To enroll in the minor of interior design, students must have completed CORE 150 – Composition I and ART 101 – Life Drawing and Composition (or their equivalent, as determined by Fisk University) with grades of “C” or better. These courses will be accepted as equivalent to the Watkins College of Art, Design & Film courses ENG 101 – English Composition I and ART 111 – Drawing I, respectively, for the purpose of satisfying the course prerequisite requirements for the interior design courses included in the minor program of study.

To successfully complete the minor in interior design, students must earn a grade of C or better in the following Watkins College of Art, Design & Film courses:

IND 101, Design Fundamental [8 credits] IND 111, Architectural Drawing I [8 credits] IND 113, Building Construction [8 credits] IND 206, Historical Interiors I [8 credits] IND 205, Textiles and Furnishings [8 credits] IND 207, Historical Interiors II [8 credits]

OR

IND 311, CAD I [8 credits]

Total Credits: 18 credit hours.

Academic credit of three semester hours will be awarded for successful completion of each course. Students completing the minor will have earned eighteen semester hours to apply toward completion of their undergraduate degree program at Fisk University. Completion of the minor is not intended to provide any credentials in interior design, nor will it qualify a student as eligible to apply for certification examinations. At the end of the program, the Registrar of Watkins College of Art, Design & Film will transmit the proper documentation to the Registrar at Fisk University so that the academic credit can be properly added to the student’s transcript record. While taking classes at Watkins College of Art, Design & Film, Fisk University students are responsible for

understanding and complying with the policies and procedures described in the Watkins College of Art, Design & Film Student Handbook. A copy of this document is available to Fisk students upon registration into the concentration and in the Office of the Registrar at both institutions.

### Concentration in Graphic Design

Fisk University, through a collaborative agreement with Watkins College of Art, Design & Film offers a concentration in graphic design. This agreement allows students enrolled in undergraduate degree programs at Fisk University to complete a concentration in graphic design by cross-registering for courses offered at Watkins College of Art, Design & Film. Participating students must be enrolled in good standing in the Bachelor of Science in Art degree program at Fisk University, and must submit an application to enroll in the concentration in graphic design program. This program is not available to students who have already earned the Bachelor’s degree, or who are enrolled in other programs of study. Students do not have to apply for admission to or register at Watkins College of Art, Design & Film. The Bachelor of Science in Art degree earned through participation in this program will be awarded by Fisk University.

In addition to the University degree requirements outlined in this Bulletin, requirements for the concentration in graphic design are as follows:

Required concentration courses [48 credits]:

ART 101, Life Drawing & Composition [4 credits] ART 111, Elementary Design [4 credits], ART 115 Color Fundamentals [3 credits] GRD 101, History of Graphic Design [3 credits] PHO 121, Black & White Photography I [3 credits] GRD 110, Graphic Design I [3 credits]

GRD 121, Typography I [3 credits]

GRD 210, Graphic Design II [3 credits] GRD 230, Computer Studio I [3 credits] GRD 231, Computer Studio II [3 credits] PHO 351, Digital Imaging [3 credits]

GRD 251, Professional Practices [3 credits]

GRD 310, Graphic Design III [3 credits] GRD 232, Typography II [3 credits]

ART 401, Senior Portfolio I [4 credits]

Total Credits: 48 credit hours.

General Elective Courses are 28 to 40 credits, depending on foreign language placement. Coursework indicated by an asterisk (\*) above is to be taken at Fisk University. All other courses listed are to be taken at Watkins College of Art, Design & Film. Completion of the concentration is not intended to provide a credential in graphic design, nor will it qualify a student as eligible to apply for certification examinations. After credit is earned and reported for each class, the Registrar of Watkins College of Art, Design & Film will transmit the proper documentation to the Registrar at Fisk University so that the academic credit can be properly entered on the student's transcript record.

While taking classes at Watkins College of Art, Design & Film, Fisk University students are responsible for understanding and complying with the policies and procedures described in the Watkins College of Art, Design & Film Student Handbook. A copy of this document is available to Fisk students upon registration into the concentration and in the Office of the Registrar at both institutions.

#### Elected Studies

Dr. Hannibal Leach, Discipline Coordinator

The "elected studies" major option is available, in addition to the prescribed major fields, so that students may propose an individually designed major not regularly offered at Fisk.

This option is intended for students who have clearly developed educational aims and find the usual range of available major fields inappropriate to those aims. Such students may propose individually designed majors by submitting, at least four semesters prior to the anticipated graduation date, a proposal to their faculty academic advisors. The faculty academic

advisor refers the proposal to the appropriate department chairs for review.

Department Chairs may request more information and/or interview students as necessary. Department Chairs will forward all approved proposals to the Dean of the appropriate School for acceptance. The Dean may in turn request more information and/or interview students as necessary. Successful proposals are forwarded to the Provost for final approval. Such proposal becomes the basis for a contract between the student and the University and binding on both student and institution, unless modified by subsequent written agreement. Duplicates will be filed in the Office of the Registrar and the Office of the Provost.

The proposal for an elected studies major should include a clear statement of the rationale for the proposed program, a statement of the student's career objectives, and a listing of specific courses to be included in the program. In preparing elected studies proposals, students are cautioned to remain sensitive to the broad liberal arts objectives of the University and are advised, in particular, to avoid proposals that are too specialized to be compatible with the usual aims of undergraduate study at Fisk. Proposals are also evaluated for their compatibility with the faculty, laboratory, and library resources available to Fisk University.

#### Degree Requirements

Students must complete a minimum of 120 semester hours and fulfill all other degree requirements for the Bachelor's degree as specified in the Undergraduate Degree Requirements section in the published University Bulletin;

Students must complete all CORE requirements

Students must demonstrate mastery of a foreign language at the intermediate level

Students may complete up to sixty hours in their major areas of interest;



A minimum grade of “C” is required in all courses taken as part of the Elected Studies major areas of inquiry;

Students are free to select electives but must remain cognizant of their career goals or graduate education options. It is very important to discuss electives with the Coordinator of the Elected Studies Major; A course selected originally as part of the Elected Studies major areas of inquiry may not be turned into an elective.

For more information concerning how previously earned college credits will apply toward the Elected Studies degree, contact the Provost in Cravath Hall, Room 110.

Note: Elected Studies majors are responsible for meeting all course prerequisites—when required. They should be aware of such courses and choose their curriculum and electives with great care, foresight and precision.

### English

Holly Hamby, Ph.D., Discipline Coordinator

For the student who chooses to major in English, the Discipline’s goals are to provide the knowledge and skills necessary for pursuing graduate studies, and for careers in teaching and in the many other professions that depend on writing and literary ability. For both majors and non- majors, the Discipline seeks to provide opportunities for the intellectual and imaginative development afforded by the study of language and literature. The Discipline also seeks to preserve and promote the study of the literary heritage of African Americans.

The primary objectives of the academic discipline of English are designed so that students who successfully complete the undergraduate major will be able to:

- Write effectively;
- Identify and recognize major writers and literary works in the history of the English and American literature;

- Identify and recognize major writers and literary works in the history of African American literature;
- Demonstrate the skills and strategies for interpreting and critiquing literature; and
- Recognize rhetorical structure, style, and philosophy including the use of the Modern Language Association (MLA) Style.

### Learning Outcomes

Students who complete the program in English will be able to:

- Identify major writers in the history of English and American literature
- Recognize the African American literary tradition
- Understand the skills and strategies for interpreting literature
- Write effectively
- Understand the relationship of literature with other humanities disciplines
- Demonstrate awareness of the role of literature in society and of the opportunities for graduate studies and careers in literature, writing, and other areas in which a literary and writing background is advantageous

Requirements for the major, in addition to the University degree requirements outlined within this Bulletin, are at least 36 credits as follows:

Required major courses [24 credits]: ENG 220, Survey of American Literature I

ENG 330, Survey of British Literature I ENG 265, Shakespeare

Plus, one of the following three courses: ENG 222, American Literature II-Figure ENG 224, American Literature II-Period ENG 226, American Literature II-Genre



Plus, one of the following three courses:

ENG 332, British Literature II-Figure

ENG 334, British Literature II-Period

ENG 336, British Literature II-Genre

Plus, one of the following two courses:

ENG 275, African American Literature to 1919

ENG 276, The Harlem Renaissance to the Present

Electives in English-12 additional credits selected from any English Department courses not taken to meet the above requirements.

If students take Writer's Workshop twice for a total of eight credit hours, they must also take another English elective, for four credits, to fulfill the requirement of twelve credit hours in English electives. Or, students may choose to substitute for English electives with any of the following courses offered through the School of Humanities and Behavioral Social Sciences: Mass Media and Society, Introduction in Journalism, Topics in Journalism, and Newspaper Production.

When used as substitutes for English electives, these courses may be counted toward the twelve required English elective credits. They need not accumulate, however, toward the 36 credits in English that are required as part of the major.

Majors may also take up to twelve additional hours of English courses, for a total of no more than 48 hours, although they are not required to do so.

Joint majors combining English and another discipline must take at least 24 hours in English, consisting of the required major courses. Joint majors may also take up to eight additional hours of English courses, for a total of not more than 32 hours, although they are not required to do so.

Suggested Program Plan for English Majors

First Year, Fall Semester [15 credits]

CORE 100 New Student Orientation

[1 credit]

CORE 150 Composition I

[3 credits]

CORE 131 Mathematics [3 credits]

FREN or SPAN 101 Elem. French or Spanish I [4 credits] General Elective [4 credits]

First Year, Spring Semester [15-17 credits]

CORE 120 Critical Thinking [2 credits]

CORE 160 Composition II [3 credits]

FREN or SPAN 102 Elem. French [4 credits]

CORE Group A-E [A] [2-4 credits]

ENG Elective [4 credits]

Second Year, Fall Semester [18 credits]

ENG 220 Survey of American Literature I [4 credits]

CORE 201 Introduction to Business [3 credits]

CORE 260 Humanities [3 credits]

FREN or SPAN 200 Intermediate [4 credits]

General elective [4 credits]

Second Year, Spring Semester [16 credits]

ENG 222, 224, OR 226 American Literature II-Period, Genre, Figure [4 credits]

CORE Group A-E [E] [4 credits] CORE Group A-E [D] [4 credits] General elective [4 credits]

Third Year, Fall Semester [16-18 credits]

ENG 265 Shakespeare [4 credits]

ENG 275 African American Literature to 1919 or Elective [4 credits]

ENG 330 Survey of British Literature I [4 credits]

CORE Group A-E [B] [3-4 credits]

General Elective [1-2 credits]

Third Year, Spring Semester [16 credits]

ENG 276 The Harlem Renaissance to the Present  
OR elective in English [4 credits]

CORE 360 The World and Its Peoples [4 credits]

ENG 332, 334, 336 British Literature II-Figure,  
Period, Genre [4 credits]

General elective [4 credits]

Fourth Year, Fall Semester [12 credits]

ENG 480 [4 credits]

CORE A-E [C] [4 credits]

Combination of English electives (as needed)  
and general electives [4 credits]

Fourth Year, Spring Semester [12 credits]

Combination of English electives (as needed)  
and general electives [13credits]

Total hours: 122-125 credits

Total hours required for graduation: 120 credits

The cafeteria style CORE curriculum will be  
chosen from one of the courses in each of the  
following groups, A-E.

#### GROUP A (Choose one of the following)

ART 291 African- American Art

ART 292 African Art

ENG 275 African-American Literature to 1919  
HIS 180 African History

HIS 270 African-American History MUS 200  
World Music

MUS 206 Crosscurrents in African and African-  
American Music

#### GROUP B (Choose one of the following)

CORE 132 Mathematics II

BAD 200 Applied Calculus for Business and  
Economics

BAD 260 Applied Statistics

MATH 125 Discrete Mathematics

NSCI 360 Statistics

SSCI 280 Statistics for the Social Science Research

#### GROUP C (Choose one of the following)

CORE 220 Creative Arts

MUS 207 20th Century Music

MUS 208 History of Jazz

ART 207 Arts and Ideas I

ART 208 Arts and Ideas II

MUS 205 Music in America

#### GROUP D (Choose CORE 240 or any two science disciplines from the list below)

CORE 240 Natural Science OR

BIOL101, 101L General Biology and General  
Biology Lab

CHEM 113, 103L General Chemistry and  
Experiments in General Chemistry

PHYS 130,130L University Physics and  
University Physics Lab

#### GROUP E (Choose one of the following)

ECON 230 Principles of Microeconomics ECON  
240 Principles of Macroeconomics HIS 160  
United States History

PSCI 122 American Political Systems PSY 180  
General Psychology

SOC 100 Introduction to Sociology

Total hours required for graduation: 120 credits

### Women and Gender Studies, Minor

Katharine Burnett, Ph.D., Coordinator

The minor in Women's and Gender Studies (WGS) is administered as an Interdisciplinary program by the School of Humanities and Behavioral Social Sciences and the Department of Arts and Languages. Its purpose is to provide Fisk students an opportunity to pursue a coordinated program of study focusing on the history and theory of gender and sexuality, as well as gender-related topics and LGBTQ+ studies in the contemporary world.

The minor draws on the perspectives of literature, philosophy, religious study, and the social and natural sciences. Students in any major field may complete the minor in women's and gender studies, with the approval of their faculty academic advisors and the Coordinator of the Women's and Gender Studies Program.

Requirements for the women's and gender studies minor include 16 hours of courses in the area of women's and gender studies. To complete the minor, the student must complete all requirements for one of the major fields described elsewhere in this Bulletin and successfully complete (grade of "C" or better), in the process of meeting the total credit-hour graduation requirement and the requirements for one of the major fields, four of the following courses:

ART 250 Women and Art

ENG 240 Women and Literature

HIS 240 Women in the Civil Rights Movement

HSS 250 Introduction to Women's and Gender Studies

PSCI 320B Women in Politics

PSY 231 Psychology of Women and Gender

SOC 108 Relations Between Men and Women

Any "special topics" course dealing predominantly with women's and gender studies and approved by the Coordinator of the Women's and Gender Studies Program.

The student's actual course of study (major and minor courses) is designed by the student in consultation with the major faculty academic advisor and the Coordinator of the Women's and Gender Studies Program.

### African American Studies Minor

Hannibal Leach, Ph.D., Coordinator

African American Studies Minor is an interdisciplinary program administered by the Department of Arts and Languages in the School of Humanities and Behavioral Social Sciences. The purpose of the minor is to provide Fisk University students an opportunity to pursue a coordinated program of study focusing on the African American experiences as it relates to past and current knowledge that informs issues in contemporary, national, and global discourses. The minor will be key to individual, community, and national understanding. Fisk is unique in the ability to address this area of study based on the extraordinary past that the university offers as well as the archival treasures and the contemporary opportunities prevalent through the university. This minor will also contribute to a critical understanding of African American culture, race and race politics, economics, literature, history, sociology and other areas of innovation and critical thought. Information about the minor program is available from the Coordinator of the African American Studies Program. Students in any major field may complete the minor in African American studies with the approval of their faculty academic advisors and the Coordinator of African American Studies.

Requirements for the African American Studies minor includes 20-hours of courses in the area of African American studies.

To complete the minor, the student must:

Complete all requirements for one of the major fields; Successfully complete (grade of "C" or better), in the process of meeting the total credit-hour graduation requirement and the requirements for one of the major fields; and

The student's actual course of study (major and minor courses) is designed by the student in consultation with the major faculty academic advisor and the Coordinator of African American studies Minor.

Course consideration for a MINOR in African American Studies:

Required courses in the minor [20 credits]:

Prerequisite: C or better in Composition I and II  
CORE 150 & 160

Required: THREE courses [12 credits] HIS 270  
African-American History

ENG 276 African American Literature 1919 –  
Present PSCI 245 African American Political  
Thought, OR PSCI 254 Politics in the Black  
Community

TWO courses [8 credits] from the following: ART  
291 African-American Art

HIS 210 Selected Topics in African-American  
History\*\*

MUS 206 Crosscurrents in African and African  
American Music (2 credits)

MUS 208 History of Jazz HSS 380 Black  
Experience HIS 350 Africa and the World SOC  
305 Ethnicity and Race ENG 280 Seminar  
Approved

Any “special topics” course dealing  
predominantly with African American studies  
can be approved by the Coordinator of the  
African American Studies Minor.

\*\*Students are required to take the capstone  
course for their respective primary discipline.  
This will be the research component of this  
minor.

4.. No course will be counted twice in satisfying  
the requirements. If you are taking any of the  
courses listed above as apart of required courses  
for your major or for a CORE requirement, select  
from the remaining courses to meet the 20-hour  
requirement. Please see the Coordinator of the  
African American Studies minor if other  
considerations are needed. Other course that

relate to the major may be approved by request  
and submission of the course syllabi.

### Modern Foreign Languages

Ana Rueda-Garcia, Ph.D., Discipline  
Coordinator

The academic discipline of modern foreign  
languages seeks to develop in students the  
ability to read, write, and speak a foreign  
language with accuracy and ease of expression.

The suggested course of study includes  
instruction in language acquisition, the exposure  
to and the study of culture, the techniques of  
literary criticism and the examination of literary  
traditions. French and Spanish are offered as  
languages to meet University graduation  
requirements. Spanish can be elected as a major  
or joint major. The goals of the discipline are to:

- Provide the appropriate foreign  
language training and skills;
- Develop in students an understanding  
and appreciation for foreign languages,  
literatures, and cultures;
- Make readily available to students the  
appropriate technological support to  
enhance learning

### Learning Outcomes

Upon completion of the requisite major classes  
and electives in Spanish, majors and joint majors  
will be able to:

- Demonstrate proficiency in all four basic  
skills: listening comprehension, verbal  
communication, expository writing and  
critical reading
- Differentiate dialectal variances between  
Spain and the Spanish-speaking world
- Demonstrate fundamental knowledge  
and comprehension of literary schools of  
thought

- Identify major literary theorists and discuss their contributions to the discipline
- Analyze and critique Spanish literature
- Identify the practices, behavior, and products of peoples and cultures other than their own.

Prerequisites for a major or joint major in Spanish are the SPAN 101-102 and 200 sequences or their equivalents. Requirements for the major and joint major, in addition to the university degree requirements outlined in this Bulletin, are as follows:

Any prerequisites to the required major or required joint major courses: SPAN 101-102 and 200 or equivalent.

Required courses in the major and joint major [16 credits]:

SPAN 311-312 Conversation and Composition I & II SPAN 313-314 Survey of Spanish Literature I & II

Electives in the major: 16 additional credits in Spanish to total 32 hours

Electives in the joint major: 8 additional credits in Spanish to total 24 hours

Elective course work is highly recommended in African, European, or Latin American history, English, philosophy, and art. Students particularly interested in linguistics will find offerings in psychology, sociology, and mathematics of value. Students intending to teach or enter graduate school are strongly urged to study a second language.

Suggested Program plan for Spanish Majors:

First Year, Fall Semester [17 credits]

CORE 100 New Student Orientation Seminar [1 credit]

CORE 150 Composition I [3 credits]

CORE 131 Mathematics OR MATH 101, 110, or 120 may be substituted [3 credits]

SPAN 101 Elem. Spanish I [4 credits]

General electives [6 credits]

First Year, Spring Semester [16 credits]

CORE 160 Communication II and Oral Communication [3 credits]

CORE 120 Critical Thinking [2 credits]

SPAN 102 Elem. Spanish II [4 credits]

CORE B [3 credits]

General elective [4 credits]

Second Year, Fall Semester [16 credits]

CORE 201 Introduction to Business and Entrepreneurship [3 credits]

SPAN 200 Intermediate Spanish [4 credits]

CORE 201 [3 credits]

CORE A [3 credits]

CORE D [3 credits]

General elective [4 credits]

Second Year, Spring Semester [15 credits]

SPAN 310 Language and Culture [4 credits]

CORE 260 Humanities [3 credits]

Elective course in Spanish [4 credits]

CORE E [4 credits]

Third Year, Fall Semester [16 credits]

CORE 360 The World and Its Peoples [4 credits]

SPAN 311 Conversation/Composition I [4 credits]

SPAN 313 Masterpieces/Survey of Spanish Literature I [4 credits]

CORE C [4 credits]

Third Year, Spring Semester [16 credits]

SPAN 312 Conversation and Composition I [4 credits]

SPAN 314 Masterpieces/Survey of Span Literature II [4 credits]

Elective courses in Spanish [8 credits]

Fourth Year, Fall Semester [13 credits]

Electives in Spanish [4 credits]

General electives [9 credits]

Fourth Year, Spring Semester [14 credits]

Electives in Spanish [8 credits]

General electives [6 credits]

The cafeteria style CORE curriculum will be chosen from one of the courses in each of the following groups, A-E.

**GROUP A** (Choose one of the following)

ART 291 African- American Art

ART 292 African Art

ENG 275 African-American Literature

HIS 180 African History

HIS 270 African-American History

MUS 200 World Music

MUS 206 Crosscurrents in African and African-American Music

**GROUP B** (Choose one of the following)

CORE 132 Mathematics II

BAD 200 Applied Calculus for Business and Economics

BAD 260 Applied Statistics

MATH 125 Discrete Mathematics

NSCI 360 Statistics

SSCI 280 Statistics for the Social Science Research

**GROUP C** (Choose one of the following)

CORE 220 Creative Arts

MUS 207 20th Century Music

MUS 208 History of Jazz

ART 207 Arts and Ideas I

ART 208 Arts and Ideas II

MUS 205 Music in America

**GROUP D** (Choose CORE 240 or any two science disciplines from the list below)

CORE 240 Natural Science OR

BIOL101, 101L General Biology and General Biology Lab CHEM 113, 103L General Chemistry and Experiments in General Chemistry

PHYS 130,130L University Physics and University Physics Lab

**GROUP E** (Choose one of the following) ECON 230 Principles of Microeconomics ECON 240 Principles of Macroeconomics HIS 160 United States History

PSCI 122 American Political Systems PSY 180 General Psychology

SOC 100 Introduction to Sociology

A total of 37-41 hours (41 hours will be earned if one selects two science disciplines to satisfy group D) are required to fulfill the CORE requirement.

Total hours required for graduation: 120



## Music

Paul T. Kwami, D.M.A., Discipline Coordinator

Music has occupied a central role in the Fisk experience since the University's opening in 1866. From their first historic tour, the Fisk University Jubilee Singers® established a reputation for excellence in musical performance and preserved the rich heritage of the Negro Spiritual. Today, Fisk continues to provide students the opportunity to develop individual talent, appreciation, and aesthetic sensibility. Fisk University is accredited by the National Association of Schools of Music.

Instruction is offered in a variety of topics. Individual courses cover the contributions of composers and artists of many cultures and stylistic periods. Individual and group applied music lessons are offered. Non-music majors are encouraged to elect courses in music and to participate in music ensembles.

The Fisk University Music Discipline provides excellent education with a broad-based technical competency and proficiency in preparing students for careers in music. The goals of the department are to:

Prepare students, through various curricula, for careers and leadership in the music profession;

Provide opportunities for individual students to discover and develop the knowledge and understanding in music that can be related to individual interests and needs as well as to activities in a multicultural society;

Offer musical training for students in other academic disciplines through ensemble and applied instruction;

Utilize the variety of performances of music students and faculty to further motivate music students to pursue professional careers and to enrich the lives of the Fisk family, the community, the nation, and the world, following the example of the original Fisk Jubilee Singers®.

### Learning Outcomes

Upon completion of required courses in Music, Music Education or Music Performance, the student will:

- Apply the essential concepts of music to personal and professional situations.
- Demonstrate creativity and stylistic performance practices applicable to diverse musical genres.
- Demonstrate the influence of culture on music composition and performance.
- Recognize important historical periods in music and combine elements of theory and composition in the art of composing and arranging.
- Support and lead the role of music and music education in today's multicultural and diverse world.
- Demonstrate musical service.
- Demonstrate leadership, professionalism, and pedagogical skill.

### Degree Programs

Strong leadership qualities and personal and musical growth are nurtured by provision of a creative atmosphere in three different courses of study. 1) The Bachelor of Arts (B.A.) in music is intended to prepare the student for graduate study in various fields related to music. This degree program serves students who wish to pursue a joint major or minor in another area, pursue an internship or do a senior project. 2) The Bachelor of Science (B.S.) in music education is designed to prepare the student to teach music in elementary or secondary schools and to pursue graduate study in music education.

3) The Bachelor of Music (B.Mus.) in music performance is intended to prepare the student for graduate studies, a career in performance or in music pedagogy. The minor in music is open to students from any major academic program, while the minor in music business is available

only for students pursuing the Bachelor of Arts in music.

#### Admission Requirements

Admission to a Fisk University music degree program is dependent upon an application and musical audition in addition to meeting the general requirements for admission to the University. To be admitted into the music degree program, a student must:

Submit all general materials to the Office of Admission;

Submit application to the music discipline Coordinator in the Department of Arts and Languages, which consists of a letter of application, a letter of recommendation from a music teacher, and a repertoire list;

Audition (live or taped) in the Principal Applied and Secondary Applied areas below:

Voice

One Italian song or aria

One art song in English, French, or German

One Negro Spiritual, comparable to solo arrangements by Edward Boatner, H. T. Burleigh, Moses Hogan, or John W. Work III

Piano

Two solo works from contrasting style periods

Sight-reading

Brass/Woodwinds

One prepared etude

One prepared instrumental solo

Sight reading

Take the Theory Placement Exam

Application should be received by June 15 for the Fall Semester; by November 1 for the Spring Semester.

Transfer students must meet the requirements above. Applied study and theory courses taken at institutions other than Fisk must be validated by an audition or placement exam to count

toward graduation. Credits are accepted, upon evaluation, from other NASM-accredited institutions.

#### Requirements for the B.A. in Music

Meet the requirements for the Bachelor of Arts degree as outlined in this Bulletin.

Required major courses (Bachelor of Arts Degree) [30 credits]

MUS 101-102 Materials in Music Theory [4 credits]

MUS 200 World Music [2 credits]

MUS 201-202 Materials in Music Theory [4 credits]

MUS 307-308 Music History and Literature [4 credits] MUS 323-324 Conducting [2 credits]

Courses in musical performance -- 22 semester credits of coursework depending on the student's principal applied area. Music students are required to be enrolled in a principal applied area and "Seminar in Music Performance and Literature" (MUS 157-158) during each semester of enrollment at the University. Study in the principal applied area culminates with the Senior Recital, for example:

Piano: MUS 151, 152, 251, 252, 351, 352, 451, 452, 450

Voice: MUS 171, 172, 271, 272, 371, 372, 471, 472, 470

Music majors whose principal applied area is not piano are required to complete a secondary area in piano, culminating in the Piano Proficiency Exam (MUS 150A-B, 250A-B).

Music majors whose principal applied area is organ or piano are required to complete a secondary applied area in voice (MUS 170A-B, 270A-B). During each semester of enrollment, students are also required to enroll in the ensemble closest to their principal applied area; two of these must be in the University Choir (MUS 226).

Research or Independent Study in Music.

General electives-24 semester credits of any combination of courses not in the major field, sufficient to bring the total number of degree credit semester credits to at least 120.

Suggested Program for Music Majors (Bachelor of Arts Degree):

First Year, Fall Semester [14 credits]

CORE 100 New Student Orientation [1 credit]

CORE 150 Composition I [3 credits]

CORE 131 Mathematics [3 credits]

MUS 101 Materials in Music Theory [4 credits]

MUS Principal Applied Instrument [1 credit]

MUS Secondary Applied Instrument [1 credit]

MUS 226 University Choir [1 credit]

MUS 157 Seminar in Music Performance and Literature [0 credit]

First Year, Spring Semester [14 credits]

CORE 120 Critical Thinking [2 credits]

CORE 160 Composition II [3 credits]

MUS 102 Materials in Music Theory [4 credits]

MUS Principal Applied Instrument [1 credit]

MUS Secondary Applied Instrument [1 credit]

MUS 158 Seminar in Music Performance [0 credit] MUS 200 World Music [2 credits]

MUS 226 University Choir [1 credit]

Second Year, Fall Semester [17-18 credits]

CORE 201 Introduction to Business and Entrepreneurship [3 credits]

CORE A ART 291, ART 292, ENG 275, HIS 180, or HIS 270 [3-4 credits]

MFL Foreign Language 1 [4 credits]

MUS 201 Materials in Music Theory [4 credits]

MUS Principal Applied Instrument [1 credit]

MUS Ensemble select from MUS 225, 227, or 229 [1 credit]

MUS 157 Seminar in Music Performance and Literature [0 credit]

Second Year, Spring Semester [18 credits]

CORE B CORE 132, BAD 220, BAD 260, MAT 115, MAT 120, or NSCI 360 [3-4 credits]

CORE C CORE 220, ART 207, or ART 208 [3-4 credits]

MFL Foreign Language 2 [4 credits]

MUS 202 Materials in Music Theory [4 credits]

MUS Principal Applied Instrument [1 credit]

MUS Secondary Applied Instrument [1 credit]

MUS Ensemble select from MUS 225, 227, 228, or 229 [1 credit]

MUS 158 Seminar in Music Performance and Literature [0 credit]

Third Year, Fall Semester [16 credits]

CORE E Natural Science OR any two of the following: BIO 101, 101L;

CHEM 113, 103L; PHYS 130, 130L [4 credits]

MFL Foreign Language 3 [4 credits]

MUS 323 Conducting 1 [2 credits]

MUS Principal Applied Instrument [1 credit]

MUS Ensemble select from MUS 225, 227, or 228 [1 credit]

MUS 157 Seminar in Music Performance and Literature [0 credit]

General electives (outside discipline) [4 credits]

Third Year, Spring Semester [17-18 credits]

CORE 260 Humanities [3 credits]

CORE E ECO 230, ECO 240, HIS 160, PSCI 122, PSY 180, SOC 100 [3-4 credits]

MUS Principal Applied Instrument [1 credit]

MUS Ensemble select from MUS 225, 227, 228, or 229 [1 credit]

MUS 324 Conducting 2 [2 credit]

General electives (outside discipline) [6 credits]

MUS 158 Seminar in Music Performance and Literature [0 credit]

Fourth Year, Fall Semester [18 credits]

CORE 360 The World and Its Peoples [4 credits]

MUS Principal Applied Instrument [2 credits]

MUS Ensemble select from MUS 225, 227, or 228 [1 credit]

MUS 157 Seminar in Music Performance and Literature [0 credit]

MUS 281 Independent Study [4 credits]

MUS 307 Music History and Literature 1 [4 credits]

General Electives [3 credits]

Fourth Year, Spring Semester [15 credits]

MUS Principal Applied Instrument [2 credits]

MUS Ensemble select from MUS 225, 227, 228, or 229 [1 credit]

MUS 158 Seminar in Music Performance and Literature [0 credit]

MUS 308 Music History and Literature 2 [4 credit] MUS Senior Recital [0 credit]

General Electives [8 credits]

Total hours required for graduation: 120-124 credits.

Requirements for B.S. Degree in Music Education

Requirements for the Bachelor of Science degree in Music, in addition to the University degree requirements outlined within this Bulletin, include:

Meet requirements for the Bachelor of Science degree in Music Education as outlined in this Bulletin. The normal HFA research requirement (HFAR 200) and the University foreign language

requirement do not apply to students in the B.S. program in music education.

Required major courses (Bachelor of Science Degree in Music Education) [46 credits]

MUS 101-102 Materials in Music Theory [4 credits] MUS 201-202 Materials in Music Theory [4 credits] MUS 303 Counterpoint [4 credits]

MUS 305 Orchestration [4 credits]

MUS 307-308 Music History and Literature [4 credits]

MUS 313 Music in the Elementary School [2 credits]

MUS 315 Music in the High School [2 credits]

MUS 323-324 Conducting [2 credits]

MUS 383 Techniques of Teaching Brass and Percussion [2 credits]

MUS 384 Techniques of Teaching Woodwinds & Strings [2 credits]

MUS 200 World Music [2 credits]

Ensemble participation - Four semesters of participation in the University Choir are required [1 credit per semester]. In addition, students may elect to enroll in other ensembles.

Courses in musical performance - 15 semester credits of coursework depending on the student's principal applied area. Music students are required to be enrolled in a principal applied area and "Seminar in Music Performance and Literature" (MUS 157-158) during each semester of enrollment at the University. Study in the principal applied area culminates with the Senior Recital, for example:

Piano: MUS 151, 152, 251, 252, 351, 352, 455, 450

Voice: MUS 171, 172, 271, 272, 371, 372, 475, 470

Music majors whose principal applied area is not piano are required to complete a secondary area in piano, culminating in the Piano Proficiency Exam (MUS 150A-B, 250A, 250B). Music majors whose principal applied area is organ or piano are required to complete a secondary applied area in voice (MUS 170A-B, 270A-B). Students

whose principal applied area is in instrumental music must take one semester of voice class (MUS 070X).

Professional education courses - 32 credits

General Psychology (PSY 180) and the program of study prescribed by the Teacher Education Program as outlined in this Bulletin.

Suggested Program for Music Majors (Bachelor of Science Degree) in Music Education

First Year, Fall Semester [14 credits] CORE 100 New Student Orientation [1 credit] CORE 150 Composition I [3 credits]

CORE 131 Mathematics [3 credits]

MUS 101 Materials in Music Theory [4 credits]  
MUS Principal Applied Instrument [1 credit]  
MUS Secondary Applied Instrument [1 credit]  
MUS 226 University Choir [1 credit]

MUS 157 Seminar in music Performance and Literature [0 credits]

First Year, Spring Semester [18 credits]

CORE 120 Critical Thinking [2 credits]

CORE 160 Composition II [3 credits]

EDUC 250 Fundamental Responsibilities of Teaching [1 credit]

MUS 102 Materials in Music Theory [4 credits]

MUS 158 Seminar in Music Performance and Literature [0 credits]

MUS Principal Applied Instrument [1 credit]

MUS Secondary Applied Instrument [1 credit]

MUS 226 University Choir [1 credit]

MUS 200 World Music [2 credits]

CORE 201 Introduction to Business and Entrepreneurship [3 credits]

Second Year, Fall Semester [17-18 credits]

CORE A ART 291, ART 292, ENG 275, HIS 180, or HIS 270 [3-4 credits]

EDUC 260 Theory and Practice of Teaching [3 credits]

MUS 201 Materials in Music Theory [4 credits]

MUS Principal Applied Instrument [1 credit]

MUS Secondary Applied Instrument [1 credit]

MUS Ensemble select from MUS 225, 227, or 228 [1 credit]

MUS 383 Techniques of Teaching Brass and Percussion [2 credits]

MUS 313 Music in the Elementary School [2 credits]

MUS 157 Seminar in Music Performance and Literature [0 credits]

Second Year, Spring Semester [18 credits]

CORE B CORE 132, BAD 220, BAD 260, MAT 115, MAT

120 or NSCI 360 [3-4 credits]

CORE C CORE 220, ART 207, or ART 208 [3-4 credits]

PSY 205 Child and Adolescent Development [4 credits]

MUS 202 Materials in music Theory [4 credits]

MUS 384 Techniques of Teaching Brass and Percussion [2 credits]

MUS Principal Applied Instrument [1 credit]

MUS Secondary Applied Instrument [1 credit]

MUS 158 Seminar in Music Performance and Literature [0 credits]

Third Year, Fall Semester [17 credits]

EDUC 320\* Elementary Curriculum and Methods [3 credits]

MUS 303 Counterpoint [4 credits]

MUS 307 Music History and Literature 1 [4 credits]

MUS 323 Conducting 1 [2 credits]

MUS Principal Applied Instrument [2 credits]

MUS Ensemble select from MUS 225, 227, or 228 [1 credit]

MUS 157 Seminar in Music Performance and Literature [0 credits]

MUS 070X Voice Class (Instrumental Emphasis only) [1 credit]

Third Year, Spring Semester [18 credits]

CORE D CORE 240 Natural Science or any 2 of the following: BIO 101, 101L; CHEM 113, 103L; PHYS 130,

130L [4-8 credits]

MUS 305 Orchestration [4 credits]

MUS 308 Music History and Literature 2 [4 credits]

\*Student takes EDUC 320 and 330 OR EDUC 340 and 350.

+Student takes EDUC 320 and 330 OR EDUC 340 and 350.

MUS 324 Conducting 2 [2 credits]

MUS Principal Applied Instrument [4 credits]

MUS 158 Seminar in Music Performance and Literature [0 credits]

Fourth Year, Fall Semester [19 credits]

MUS Principal Applied Instrument [2 credits]

MUS 157 Seminar in Music Performance and Literature [0 credits]

MUS Senior Recital [0 credits]

CORE E ECO 230, ECO 240, HIS 160, PSCI 122, PSY 180,

or SOC 100 [3 credits]

CORE 260 Humanities [3 credits]

CORE 360 The World and Its Peoples [4 credits]

EDUC 330 + Secondary Curriculum and Methods [3 credits]

EDUC 248 Educational Psychology [4 credits]

Fourth Year, Spring Semester [12 credits]

EDUC 400+ Elem. Student Teaching [9 credits]

EDUC 410+ Elem. Ed. Seminar [3 credits]

Total hours required for graduation: 127-130

Requirements for the B. Mus. in Performance

Requirements for the Bachelor of Music degree in Performance, in addition to the University degree requirements outlined within this Bulletin, include:

[1] Student takes EDUC 320 and 330 OR EDUC 340 and 350.

[1] Student takes EDUC 320 and 330 OR EDUC 340 and 350.

[1] Required but does not count toward the total required below.

[1] Please note: In all instances, internship decisions are to be made in consultation with the faculty academic advisor, and the proper University procedures are to be followed. Failure to do so may result in lack of credit for the internship. If student elects a 12-hour internship, s/he will need 128 credit hours to

Meet degree requirements outlined within this Bulletin.

Required major courses [38 semester credits]

MUS 101-102 Materials in Music Theory [4 credits]

MUS 201-202 Materials in Music Theory [4 credits]

MUS 303 Counterpoint [4 credits]

MUS 305 Orchestration [4 credits]

MUS 307-308 Music History and Literature [4 credits]

MUS 323-324 Conducting [2 credits]

MUS 200 World Music [2 credits]



3. Principal Applied Courses - 22 semester credits of coursework depending on the student's principal applied area. Music students are required to be enrolled in a principal applied area and "Seminar in Music Performance and Literature" (MUS 157-158) during each semester of enrollment at the University. A 20-minute Sophomore Hearing is required during the Sophomore year. Junior and Senior recitals are required.

Piano: MUS 151, 152, 253, 254, 355, 356, 350, 455, 456, 450

Voice: MUS 171, 172, 273, 274, 375, 376, 370, 475, 476, 470

4. Secondary Applied Courses - 4 credits. Music majors whose principal applied area is not piano are required to complete a secondary area in piano, culminating in the Piano Proficiency Exam (MUS 150A-B, 250A-B). Music majors whose principal applied area is organ or piano are required to complete a secondary applied area in voice (MUS 170A-B, 270A-B). During each semester of enrollment, students are also required to enroll in the ensemble closest to their principal applied area; two of these must be in the University Choir (MUS 226).

5. Elective studies in music - 8 semester hours chosen from available Elective Music Courses or other music courses approved by the Chair of the Music Department.

Suggested Program for Music Majors (Bachelor of Music Degree in Performance) in Music Education

First Year, Fall Semester [17 credits]

CORE 100 New Student Orientation [1 credit]

CORE 150 Composition I [3 credits]

MFL Modern Foreign Language 1 [4 credits]

MUS 101 Materials in Music Theory [4 credits]

MUS Principal Applied [1 credit]

MUS Secondary Applied Instrument [1 credit]

MUS 226 University Choir [1 credit]

MUS 157 Seminar in Music Performance and Literature [0 credits]

MUS 200 World Music [2 credits]

First Year, Spring Semester [16 credits]

CORE 131 Mathematics I [3 credits]

MFL Modern Foreign Language 2 [4 credits]

MUS 102 Materials in music Theory [4 credits]

MUS Principal Applied Instrument [1 credit]

MUS Secondary Applied Instrument [1 credit]

MUS 226 University Choir [1 credit]

MUS 158 Seminar in Music Performance and Literature [0 credits]

CORE 120 Critical Thinking [2 credits]

Second Year, Fall Semester [16 credits]

MFL Foreign Language 3 [4 credits]

MUS 201 Materials in music Theory [4 credits]

MUS 307 Music History and Literature 1 [4 credits]

MUS Principal Applied Instrument [2 credits]

MUS Secondary Applied Instrument [1 credit]

MUS Ensemble select from MUS 225, 227, or 228 [1 credit]

MUS 157 Seminar in Music Performance and Literature [0 credits]

Second Year, Spring Semester [15-16 credits]

ART 291, ENG 275, HIS 180, or HIS 270 [3-4 credits]

MUS 202 Materials in Music Theory [4 credits]

MUS 308 Music History and Literature 2 [4 credits]

MUS Principal Applied Instrument [2 credits]

MUS Secondary Applied Instrument [1 credit]

MUS Ensemble select from MUS 225, 227, or 228 [1 credit]

MUS 158 Seminar in Music Performance and Literature [0 credits]

Third Year, Fall Semester [15 credits]

CORE 201 Introduction to Business and Entrepreneurship [3 credits]

MUS 303 Counterpoint [4 credits]

MUS 323 Conducting 1 [2 credits]

MUS Principal Applied Instrument [4 credits]

MUS Ensemble select from MUS 225, 227, or 228 [1 credit]

MUS 157 Seminar in Music Performance and Literature [0 credits]

Third Year, Spring Semester [17-18 credits]

CORE 220, ART 207, or ART 208 [3-4 credits]

MUS Principal Applied Instrument [4 credits]

MUS Junior Recital [0 credits]

MUS 305 Orchestration [4 credits]

MUS 324 Conducting 2 [2 credits]

MUS Ensemble select from MUS 225, 227, or 228 [1 credit]

MUS 158 Seminar in Music Performance [0 credits]

MUS Electives in the Music Program [2 credits]

Fourth Year, Fall Semester [16 – 17 credits]

CORE 132, BAD 220, BAD 260, MAT 115, MAT 120, or

NSCI 360 [3-4 credits]

CORE 260 Humanities [3 credits]

ECO 230, ECO 240, HIS 160, PSCI 122, PSY 180, or SOC 100 [3-4 credits]

MUS Principal Applied Instrument [4 credits]

MUS Senior Recital [0 credits]

MUS Ensemble select from MUS 225, 227, or 228 [1 credit]

MUS 157 Seminar in Music Performance and Literature [0 credits]

MUS Electives in the Music Discipline [2 credits]

Fourth Year, Spring Semester [13 credits]

CORE 360 The World and Its Peoples [4 credits]

MUS Principal Applied Instrument [4 credits]

MUS Senior Recital [0 credits]

MUS Ensemble select from MUS 225, 227, or 228 [1 credit]

MUS 158 Seminar in Music Performance and Literature [0 credits]

MUS Electives in the Music Department [4 credits]

Total hours required for graduation: 125 credits

### Minor in Music

A formal minor in music is open to students of all majors except Music.

#### Requirements

Eight credit hours in Music Theory

MUS 101 Materials in Music Theory I [4 credits]

MUS 102 Materials in Music Theory I [4 credits]

Four credit hours chosen from the following

MUS 307 Music History I (up to 1750) [4 credits]

MUS 308 Music History II (1750 to present) [4 credits]

MUS 110 Principles of Jazz Improvisation [2 credits]

MUS 120 Music Technology [2 credits]

MUS 205 Music in America [2 credits]

MUS 206 Crosscurrents in African and African-American Music [2 credits]

US 207 Twentieth-Century Music [2 credits]

MUS 208 History of Jazz [2 credits]

MUS 281–282 Independent Study [2 credits]

Four credit hours of applied music with MUS 157 or MUS 158

May be chosen from any Principal Applied (e.g. MUS 131, MUS 151, MUS 161, etc.) or Secondary Applied (e.g. MUS 150A/B, 170A/B). Introductory courses are excluded (e.g. MUS 050X, MUS 070X)

Two credit hours of ensemble participation [2 credits]

Total hours required for the minor in music: 18 credits

### Minor in Music Business (Music majors only)

The minor in music business is offered through a collaborative agreement with Belmont University. Students interested in the music business minor will be selected during their freshman year. They are required to enroll in courses in the same sequence prescribed for Belmont music business students and will be expected to meet the current criteria for selection and retention in Belmont's music business program. The partnership permits cross-registration so that Fisk students remain Fisk University students. The cross - registration program may in the fall of the student's sophomore year.

Requirements for selection into the Minor in Music Business program:

- A declared major with minor in music business
- A Grade Point Average of 2.5 upon admission to the program and must be maintained throughout the program.

**IMPORTANT:** Quality points and semester hours are earned for grades of **D-** or higher and may count in the music business minor according to the grading system at Belmont University. However, a minimum 2.0 grade point average is required to earn a music business minor. For this reason, a Belmont University grade of "**D-**" received by a Fisk student will be accepted by Fisk University as a passing grade.

Entrance requirements for the cross-registration for the Music Business Minor include:

A declaration of major in music with music business Minor.

A grade point average of 2.5 or higher upon admission to the program and must be maintained throughout the program.

Selection of participants will be conducted through a committee that includes one faculty member each from the Music discipline and the Department of Business Administration, as well as a representative from the Office of the Provost and at least one representative from Fisk's Office of Admissions and Enrollment Management. Factors other than may also be considered.

Requirements for the minor in Music Business: 18 semester hours (credits)

In addition to the degree requirements outlined for the B.A. in Music in this Bulletin, the student will take:

The following courses offered at Belmont University [18 credits]

MBU 1110 Survey of Music Business [3 credits]  
MBU 2520 Copyright Law [3 credits] (prerequisite- MBU 1110)

MBU 3450 Music Publishing [3 credits]  
(prerequisite- MBU 2520)  
MBU, AET, or CEI Electives [9 credits]

MBU 4000 Music Business Seminar (four semesters with a P grade) [0 credits]

The following pre-requisite and co-requisite courses offered by the Fisk University Program in Business Administration [12 credits]

MGT 280 Principles and Practice of Management [3 credits]

ECON 230 Principles of Microeconomics [3 credits]

MGT 380 Entrepreneurial Development [3 credits]

BAD 320 Marketing Principles [3 credits]

It is recommended that the student take MGT 320, Human Resource Management and MATH 110, Pre-Calculus.

Summary Requirements for the B.A. in music with a minor in music business:

Music [50 credits]

Business (required pre-requisites or co-requisites) [12 credits]

Music Business (Belmont University) [18 credits]

Foreign Language [12 credits]

CORE (MATH 101 or MATH 110 substitutes for CORE 131) [3-4 credits]

Total required: 127-132 credits

Suggested Program for music Majors

(Bachelor of Arts degree with a minor in Music Business)

First Year, Fall Semester [15 credits]

CORE 100 New Student Orientation [1 credit]

CORE 150 Composition I [3 credits]

MATH 110 Pre-Calculus (recommended) [4 credits]

MUS 101 Materials in Music Theory [4 credits]

MUS Principal Applied Instrument [1 credit]

MUS Secondary Applied Instrument [1 credit]

MUS 226 University Choir [1 credit]

MUS 157 Seminar in Music Performance and Literature [0 credits]

First Year, Spring Semester [17-18 credits]  
 CORE 160 Composition II [3 credits]  
 CORE 120 Critical Thinking [2 credits]  
 CORE 220, ART 207, or ART 208 [3-4 credits]  
 MUS 102 Materials in Music Theory [4 credits]  
 MUS Principal Applied Instrument [1 credit]  
 MUS Secondary Applied Instrument [1 credit]  
 MUS 226 University Choir [1 credit]  
 MUS 158 Seminar in Music Performance and Literature [0 credits]  
 MUS 200 World Music [2 credits]

Second Year Fall Semester [17-18 credits]  
 ART 291, ART 292, ENG 275, HIS 180, or HIS 270 [3-4 credits]  
 MFL 101 Foreign language 1 [4 credits]  
 MUS 201 Materials in Music Theory [4 credits]  
 MUS Principal Applied Instrument [1 credit]  
 MUS Secondary Applied Instrument [1 credit]  
 MUS Ensemble select from MUS 225, 227, 228, or 229 [1 credit]  
 MUS 157 Seminar in Music Performance and Literature [0 credits]  
 ECON 230 Principles of Microeconomics [3 credits]

Second Year, Spring Semester [17-18 credits]  
 CORE 132, BAD 220, BAD 260, MAT 115, MAT 120 or NSCI 360 [3-4 credits]  
 MFL 102 Foreign Language 2 [4 credits]  
 MUS 202 Materials in music Theory [4 credits]  
 MUS Principal Applied Instrument [1 credit]  
 MUS Secondary Applied Instrument [1 credit]  
 MUS Ensemble select from MUS 225, 227, 228, or 229 [1 credit]

MUS 158 Seminar in Music Performance and Literature [0 credits]  
 MBU 1110 Survey in Music Business [3 credits]  
 MBU 4000 Seminar in Music Business [0 credits]

Third Year, Fall Semester [16 credits]  
 ECO 230, ECO 240, HIS 160, PSCI 122, PSY 180, or SOC 1003 [4 credits]  
 MUS 307 Music History and Literature I [4 credits]  
 MFL 200 Foreign Language 3 [4 credits]  
 MUS Principal Applied Instrument [1 credit]  
 MUS Ensemble select from MUS 225, 227, 228, or 229 [1 credit]  
 MUS 157 Seminar in Music Performance and Literature [0 credits]  
 MBU 2520 – Copyright Law [3 credits] (Prerequisite – MBU 1110) MBU Seminar in music Business [0 credits]

Third Year, Spring Semester [16 credits]  
 CORE 240 Natural Science or any two of the following: BIO 101, 101L; CHEM 113, 103L; or PHYS 130, 130L [4 credits]  
 MUS Principal Applied Instrument [1 credit]  
 MUS Ensemble select from MUS 225, 227, 228, or 229 [1 credit]  
 MUS 308 Music History and Literature 2 [4 credits]  
 MUS 158 Seminar in Music Performance and Literature [0 credits]  
 MBU 3450 – Music Publishing [3 credits] (Prerequisite - MBU 2520 – Copyright Law MBU, AET, OR CEI Electives [3 credits]  
 MBU 4000 Seminar in Music Business [0 credits]

Fourth Year, Fall Semester [16 credits]  
 CORE 260 Humanities [3 credits]

MUS Principal Applied Instrument [2 credits]  
MUS Ensemble select from MUS 225, 227, 228, or 229 [1 credit]  
MUS 157 Seminar in Music Performance and Literature [0 credits]  
MUS 323 Conducting 1 [1 credit]  
BAD 320 Marketing Principles [3 credits]  
MBU, AET, OR CEI Electives [3 credits]  
MGT 320 Human Resource Management (recommended) [3 credits]  
MBU 4000 Seminar in Music Business [0 credits]  
Fourth Year, Spring Semester [17 credits]  
CORE 360 The World and Its Peoples [4 credits]  
MUS Principal Applied Instrument [4 credits]

MUS Ensemble select from MUS 225, 227, 228, or 229 [1 credit]  
MUS 158 Seminar in Music Performance and Literature [0 credits]  
MGT 380 Entrepreneurial Development [3 credits]  
MUS Senior Recital [0 credits]  
MUS 324 Conducting 2 [2 credits]  
MBU, AET, or CEI Electives [3 credits]  
Total hours required for graduation: 124 Total with recommended coursework: 132



# DEPARTMENT OF HISTORY AND POLITICAL SCIENCE

Jennifer W. Adebajo, Ph.D., Chair/ James Quirin, Ph.D., Discipline Coordinator

## HISTORY

The goals of the Fisk University program in History are to:

- Prepare broadly educated men and women for entry into diverse professional careers and public lives;
- Foster the skills that history teaches: analysis, evaluation, and synthesis; Provide students the necessary prerequisites for coherent decision making in all areas of professional life, especially those useful for careers in international relations, public and corporate administration, and law; and
- Develop in history students a greater appreciation of a multicultural world, a pluralistic nation, and a technological society

## Learning Outcomes

Upon completion of the History major, the student will:

- Demonstrate knowledge of key African American historical events and achievements;
- Develop interpretive thesis relevant to the field of History;
- Analyze and synthesize the societal impact of key historical events; and
- Demonstrate critical thinking and research skills relevant to the field of History.

History majors are required to complete 32 credits in the discipline. These courses are as follows:

Required courses [16 credits]

HIS 150 Introduction to History HIS 190 European History

HIS 350 History Seminar

HIS 499 Senior Seminar

Two of the following courses [8 credits]

HIS 160 U.S. History Survey

HIS 270 African-American History

HIS 180 African History

Required to take two of the following courses [8 credits]

HIS 200 Selected Topics in U. S. History

HIS 210 Selected Topics in Afro-American History

HIS 220 Selected Topics in African History

HIS 230 Selected Topics in World History

HIS 240 Selected Topics in Women's History HIS 300 Independent Study in History

Joint majors combining history and another discipline may be arranged according to the usual University regulations. Twenty-four credit hours in history courses are required of any joint major, including HIS 150 and HIS 350.

Suggested Program Plan for History Majors:

First Year, Fall Semester [15 credits]

CORE 100 New Student Orientation [1 credit]

CORE 150 Composition I [3 credits]

Foreign Language [4 credits]

HIS 180, or 270 [4 credits]

CORE 131 Mathematics [3 credits]

First Year, Spring Semester [16 credits]

CORE 132 Mathematics [3 credits]

CORE 120 Critical Thinking [2 credits]

CORE 160 Composition II [3 credits]

Foreign Language [3 credits]

HIS 150, 160, or 190 [4 credits]

Second Year, Fall Semester [16 credits]

CORE 260 Humanities [3 credits]

CORE Group C: The Arts [3-4 credits]

Foreign Language [4 credits]

History 200s Topics courses [4 credits]

Second Year, Spring Semester [16 credits]

CORE Group C The Arts [3-4 credits]

CORE 360 The World and its Peoples

CORE Group E: Social Science [3-4 credits]

HIS 200s Topics [4 credits]

Third Year, Fall Semester [15 credits]

CORE Group B: Analytical Skills

CORE Group D: Science

History any course [4 credits]

General Elective [4 credits]

Third Year, Spring Semester [16 credits]

History 350 Junior Seminar [4 credits]

History any courses [4 credits]

General Electives [8 credits]

Fourth Year, Fall Semester [12 credits]

HIS 499 Senior Seminar [4 credits]

History any course) [4 credits]

General Electives [3-4 credits]

Fourth Year, Spring Semester [11 credits]

History any course [4 credits]

General Electives [8 credits]

The cafeteria style CORE curriculum will be chosen from one of the courses in each of the following groups, A - E.

**GROUP A** (Choose one of the following)

ART 291 African- American Art

ART 292 African Art

ENG 275 African-American Literature

HIS 180 African History

HIS 270 African-American History

MUS 200 World Music

MUS 206 Crosscurrents in African and African-American Music

**GROUP B** (Choose one of the following)

CORE 132 Mathematics II

BAD 200 Applied Calculus for Business and Economics

BAD 260 Applied Statistics

MATH 125 Discrete Mathematics

NSCI 360 Statistics

SSCI 280 Statistics for the Social Science Research

**GROUP C** (Choose one of the following)

CORE 220 Creative Arts

MUS 207 20th Century Music

MUS 208 History of Jazz

ART 207 Arts and Ideas I

ART 208 Arts and Ideas II

MUS 205 Music in America

**GROUP D** (Choose CORE 240 or any two science disciplines from the list below)

CORE 240 Natural Science or,

BIOL101, 101L General Biology and General Biology Lab

CHEM 113,103L General Chemistry and Experiments in General Chemistry

PHYS 130,130L University Physics and University Physics Lab

**Group E** (Choose one of the following)

ECON 230 Principles of Microeconomics ECON 240 Principles of Macroeconomics HIS 160 United States History

PSCI 122 American Political Systems

PSY 180 General Psychology

SOC 100 Introduction to Sociology

A total of 37- 41 hours (41 hours will be earned if one selects two science disciplines to satisfy group D) are required to fulfill the CORE requirement.

Total hours required for graduation: 120 credits

**Political Science**

Jennifer W. Adebajo, Ph.D., Discipline Coordinator

The political science discipline seeks to provide the student with knowledge of political life, research abilities, and the ability to confront problems of political significance. The

department seeks to develop graduates who are well prepared to proceed to the next level of academic training or employment in areas where knowledge of politics is considered both necessary and desirable

The department has two components. Plan I, the general political science component, emphasizes law and graduate school preparation. Plan II, the public administration component, emphasizes preparation for work in both the public and private sectors of society.

Political science majors have a variety of potential career paths, including careers in government, foreign service, international civil service, research, and teaching. They will also be eligible for administrative careers in policy planning and implementation. In addition, study in the discipline will provide a basic course concentration for pre-law and for graduate and professional programs leading to the M.A., M.P.A., and Ph.D. degrees.

The discipline seeks to:

- Provide students with a broad knowledge and understanding of the dynamics of political life as it is manifested in the various institutional and behavioral forms;
- Provide students with the capacity for empirical research and analysis in both the public and private sectors of society;
- Provide students with the ability to seek solutions to problems of global and domestic political significance;
- Acquaint the students with the need to create new knowledge through research and scholarly activity;
- Equip and prepare students for employment in the public and private sectors of society; and
- Equip and prepare students for graduate and professional schools.

#### Learning Outcomes

Upon completion of the political science major, the student will:

- Demonstrate knowledge of the CORE principles and values of the major fields and/or sub-fields of Political Science;
- Describe citizenship as it relates to local, state, national and global communities;
- Analyze the role of government and the way that individuals, groups and institutions can promote or undermine its impact;
- Apply quantitative and qualitative research, critical thinking and written/oral communication skills relevant to the field of Political Science; and
- Demonstrate knowledge of contemporary political issues

Requirements for the political science major vary somewhat as a function of whether the student chooses to concentrate in general political science (plan I) or in public administration (plan II). For the general political science student, requirements (in addition to the University's degree requirements as outlined within this Bulletin) are:

#### Plan I: General Political Science

Courses in Political Science [24 credits]

PSCI 111 Introduction to Political Science

PSCI 122 American Political Systems

PSCI 221 International Politics

PSCI 231 Classical Political Theory

PSCI 305 American Constitutional Law

PSCI 442 Senior Seminar

In addition to the above 24 credits in required studies, students must elect another 16 credits of coursework in political science, chosen from among the following:

PSCI 228 American Foreign Policy

PSCI 232 Modern Political Theory

PSCI 245 African American Political Thought

PSCI 252 Judicial Process

PSCI 254 Politics in the Black Community

PSCI 310 Internship

PSCI 320 Selected Topics in Political Science

PSCI 321 International Law and Organization

PSCI 340 Independent Study in Political Science

PSCI 406 African Political Systems

Required Cognate [4 credits]

HSS 280 Methods and Statistics for Social Research

General Electives [32-40 credits]

Requirements for the public administration program (plan II political science major) are as follows (in Addition to the University's degree requirements as outlined within this Bulletin):

Plan II - Public Administration

Courses in Political Science [32 credits]

PSCI 111 Introduction to Political Science PSCI 122 American Political Systems

PSCI 130 Introduction to Public Administration PSCI 205 Administrative Behavior

PSCI 212 Public Policy Analysis

PSCI 216 Public Personnel Administration PSCI 314 Public Finance Administration

PSCI 342 Administrative Law

In addition to the above 32 credits in required studies, students must complete 16 additional credit hours in political science, one of which should be PSCI 310, Internship in Political Science, from the following courses:

PSCI 228 American Foreign Policy

PSCI 232 Modern Political Theory

PSCI 245 African American Political Thought

PSCI 252 Judicial Process

PSCI 254 Politics in the Black Community

PSCI 310 Internship in Political Science

PSCI 320 Selected Topics in Political Science

PSCI 321 International Law and Organization

PSCI 340 Independent Study in Political Science

PSCI 406 African Political Systems

Required Cognate [4 credits]

HSS 280 Methods and Statistics for Social Science Research

General Electives [40-48 credits]

## Joint Majors

Joint majors combining political science and another discipline may be arranged according to the usual University regulations. The discipline and the Department of History and Political Science adjusts its requirements for students who pursue joint majors, in compliance with the University policy that joint majors should involve 24 semester hours of study in each discipline. Students pursuing a joint major in political science, regardless of the other discipline involved, are required to complete the required cognate, HSS 280. A faculty member from the political science discipline will be assigned to cooperate with the student's other major faculty academic advisor in the construction and execution of an appropriate study plan.

Political Science requirements for the joint major are as follows (in addition to the University's degree requirements as outlined within this Bulletin):

Courses in Political Science [24 credits]

PSCI 111 Introduction to Political Science

PSCI 122 American Political Systems PSCI 221 International Politics

PSCI 231 Classical Political Theory PSCI 254 Politics in the Black Community

PSCI 305 American Constitutional Law

Required Cognate [4 credits]

SSCI 280 Methods and Statistics for Social Research

Suggested Program Plan for Political Science Majors (Plan I – General Political Science)

First Year, Fall Semester [16 credits]  
 CORE 100 New Student Orientation [1 credit]  
 CORE 150 Composition I [3 credits]  
 CORE 131 Mathematics [4 credits]  
 FREN or SPAN 101 Elementary French or Spanish I [4 credits]  
 PSCI 111 Introduction to Political Science [4 credits]

First Year, Spring Semester [17 credits]  
 CORE 160 Composition II and Oral Communication [3 credits]  
 CORE 120 Critical Thinking [2 credits]  
 FREN or SPAN 102 Elementary Spanish or Spanish II [4 credits]  
 PSCI 122 American Political Systems [4 credits]  
 General Elective [4 credits]

Second Year, Fall Semester [15 credits]  
 FREN or SPAN 200 Intermediate French or Spanish [4 credits]  
 CORE 201 Introduction to Business and Entrepreneurship [3 credits]  
 PSCI 221 International Politics [4 credits]  
 PSCI 231 Classical Political Theory [4 credits]

Second Year, Spring Semester [16 credits]  
 CORE A: Cultural Exposure [3-4 credits]  
 CORE C: The Arts [3-4 credits]  
 HSS 280 Methods & Statistics for Social Research [4 credits]  
 Political Science Elective [4 credits]

Third Year, Fall Semester [15 credits]  
 CORE 260 Humanities [3 credits]  
 CORE B: Analytical Skills [3-4 credits]

PSCI 305 American Constitutional Law [4 credits]  
 Political Science Elective [4 credits]

Third Year, Spring Semester [16 credits]  
 CORE 360 The World and Its Peoples [4 credits]  
 CORE D: Social Science [3-4 credits]  
 Political Science Elective [4 credits]  
 General Elective [4 credits]

Fourth Year, Fall Semester [12 credits]  
 CORE E: Social Science [3-4 credits]  
 Political Science Elective [4 credits]  
 General Elective [4 credit]

Fourth Year, Spring Semester [13 credits]  
 PSCI 442 Senior Seminar [4 credits]  
 General Elective [9 credits]

Total hours required for graduation: 120 credits  
 Suggested Program Plan for Political Science Majors (Plan II – Public Administration)

First Year, Fall Semester [15 credits]  
 CORE 100 New Student Orientation [1 credit]  
 CORE 150 Composition I [3 credits]  
 CORE 131 Mathematics [3 credits]  
 FREN or SPAN 101 Elementary French or Spanish I [4 credits]  
 PSCI 111 Introduction to Political Science [4 credits]

First Year, Spring Semester [17 credits]  
 CORE 160 Composition II and Oral Communication [3 credits]  
 CORE 120 Critical Thinking [2 credits]  
 FREN or SPAN 102 Elementary French or Spanish II [4 credits]



PSCI 122 American Political Systems [4 credits]  
General Elective [4 credits]

Second Year, Fall Semester [15 credits]

FREN or SPAN 200 Intermediate French or Spanish [4 credits]

CORE 201 Introduction to Business and Entrepreneurship [3 credits]

PSCI 130 Introduction to Public Administration [4 credits]

PSCI 205 Administrative Behavior [4 credits]

Second Year, Spring Semester [16 credits]

CORE A: Cultural Exposure [3-4 credits]

CORE C: Arts [4 credits]

PSCI 212 Public Policy Analysis [4 credits]

PSCI 216 Public Personnel Administration [4 credits]

Third Year, Fall Semester [15 credits]

CORE 260 Humanities [3 credits]

CORE D: Science [3-4 credits]

CORE 360 The World and Its Peoples [4 credits]

HSS 280 Methods & Statistics for Social Research [4 credits]

Third Year, Spring Semester [16 credits]

CORE B: Analytical Skills [3-4 credits]

CORE 360 World and Its People [4 credits]

PSCI 314 Public Finance Administration [4 credits]

PSCI 342 Administrative Law and Behavior [4 credits]

Fourth Year, Fall Semester [12 credits]

PSCI 310 Internship [4 credits]

General electives [8 credits]

Fourth Year, Spring Semester [14 credits]

CORE E: Social Science [3-4 credits]

General Electives [10 credits]

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§ Please note: In all instances, internship decisions are to be made in consultation with the faculty academic advisor, and the proper University procedures are to be followed. Failure to do so may

The cafeteria style CORE curriculum will be chosen from one of the courses in each of the following groups, A - E.

**GROUP A** (Choose one of the following)

ART 291 African- American Art

ART 292 African Art

ENG 275 African-American Literature

HIS 180 African History

HIS 270 African-American History

MUS 200 World Music

MUS 206 Crosscurrents in African and African-American Music

**GROUP B** (Choose one of the following)

CORE 132 Mathematics II

BAD 200 Applied Calculus for Business and Economics

BAD 260 Applied Statistics

MATH 125 Discrete Mathematics

NSCI 360 Statistics

SSCI 280 Statistics for the Social Science Research

**GROUP C** (Choose one of the following)

CORE 220 Creative Arts

MUS 207 20th Century Music

MUS 208 History of Jazz

ART 207 Arts and Ideas I

ART 208 Arts and Ideas II

MUS 205 Music in America

**GROUP D** (Choose CORE 240 or any two science disciplines from the list below)

CORE 240 Natural Science or,

BIOL101, 101L General Biology and General Biology Lab CHEM 113, 103L General Chemistry and Experiments in General Chemistry

PHYS 130,130L University Physics and University Physics Lab

**GROUP E** (Choose one of the following)

ECON 230 Principles of Microeconomics ECON 240 Principles of Macroeconomics HIS 160 United States History

PSCI 122 American Political Systems

PSY 180 General Psychology

SOC 100 Introduction to Sociology

Total hours required for graduation: 120 credits<sup>§</sup>

Courses may be used interchangeably to fulfill the Political Science discipline electives requirement.

## DEPARTMENT OF BEHAVIORAL SCIENCES

DANI A. SMITH, PH.D., CHAIR

### CRIMINAL JUSTICE

Christine Burton, Ph.D., Discipline Coordinator

The baccalaureate degree program in criminal justice program reflects the unique perspective and history of Fisk University. Issues of racial disparity, racial profiling, the shootings of African American youths by police, the disproportionate incarceration of persons of color, the exoneration of persons sentenced to death, and the denial of civil rights to convicted felons call into question the administration of “justice” by the American criminal justice system. Fisk University, through its Race Relations Institute, was once a leading force in uniting scholars, policy makers, and practitioners in the battle against racial injustice. The criminal justice program at Fisk University is guided by critical analyses of the problems and successes of criminal justice systems throughout the world with the goal of producing scholars, policy makers, and practitioners in the criminal justice field who recognize injustice and seek to improve and/or change the existing system to benefit all societies.

#### *Program Goals*

Students Completing the program will be able to:

1. Identify the functions of the components and agents of the criminal justice system at the local, state, and national levels, and the legal statutes, court cases, and procedures that guide their operation.
2. Understand the theories of criminology that provide the foundation of the justice system.
3. Evaluate the positive and negative consequences of the exercise of discretionary power by each component and/or agent of the criminal justice

system in an individualized system of justice.

4. Assess the effectiveness of the various criminal justice policies intended to prevent and control crime.
5. Distinguish disparities from discrimination regarding the application of criminal justice policies and the administration of justice in a multiracial and multiethnic global society.
6. Develop basic skills for quantitative and qualitative research design and data analysis.
7. Apply an ethical framework to reach judgments and sound decisions in recognizing injustices.
8. Understand the interplay between society and the criminal justice system, with emphasis on the social institutions, cultural norms and values, and the responses to other social problems that impact the criminal justice system.
9. Gain practical experience through an internship at a criminal justice or related agency.

#### *Course Requirements*

- Core courses 38 semester hours
- Foreign language 0-12 semester hours (depending on language placement)
- Cognate courses 12 semester hours
- Required major courses 35 semester hours
- Elective major courses 13 semester hours
- General elective courses 10-18 semester hours

#### *Suggested Program Plan for Criminal Justice Majors*

First Year, Fall Semester [15 credits]  
 CORE 100 New Student Orientation [1 credit]  
 CORE 150 Composition 1 [3 credits]  
 CORE 131 Mathematics [3 credits]  
 CORE E: SOC 100 Introduction to Sociology [4 credits]  
 FREN OR SPAN 101 French or Spanish I [4 credits]

First Year, Spring Semester [16 credits]  
 CORE 120 Critical Thinking [2 credits]  
 CORE 160 Composition II & Oral Communication [3 credits]  
 FREN or SPAN 102 Elementary French or Spanish II [4 credits]  
 SOC 118 Social Problems [4 credits]  
 General Elective [3 credits]

Second Year, Fall Semester [15 credits]  
 CORE A: HIS 270 African American History [4 credits]  
 FREN or SPAN 200 Intensive Intermediate French or Spanish [4 credits]  
 HSS 280 Methods and Statistics for Social Research [4 credits]  
 CRJ 200 Introduction to Criminal Justice [3 credits]

Second Year, Spring Semester [16 credits]  
 CORE 260 Humanities [3 credits]  
 CORE C: Arts [3 credits]  
 CRJ 210 Police and Society [3 credits]  
 CRJ 220 Corrections [3 credits]  
 PSCI 252 Judicial Process [4 credits]

Third Year, Fall Semester [16 credits]  
 CORE 201 Introduction to Business and Entrepreneurship [3 credits]  
 SOC 351 Criminology [4 credits]  
 CRJ 300 Research and Technology in Criminal Justice [3 credits]  
 CRJ Elective [6 credits]

Third Year, Spring Semester [15 credits]  
 CORE D: Natural Science [4 credits]

SOC 376 Race and Ethnicity [4 credits]  
 CRJ elective [3 credits]  
 PSY 348 Abnormal Psychology [4 credits]

Fourth Year, Fall Semester [15 credits]  
 CORE 360 The World & Its Peoples [4 credits]  
 SOC 499 Senior Seminar [4 credits]  
 ECON 400 Business Ethics [3 credits]  
 General Elective [4 credits]

Fourth Year, Spring Semester [12 credits]  
 SOC 390 Internship [4 credits]  
 CRJ Elective [4 credits]  
 General Electives [4 credits]

Recommended General Electives

HIS 160 U.S. History [4 credits]  
 PSY 180 General Psychology [4 credits]  
 PSY 205 Child and Adolescent Development [4 credits]  
 PSY 217 Biological Psychology [4 credits]  
 PSY 262 Learning and Cognition [4 credits]  
 PSY 341 Social Psychology [4 credits]  
 PSCI 111 Introduction to Political Science [4 credits]  
 PSCI 121 American Political Systems [4 credits]  
 PSCI 130 Introduction to Public Administration [4 credits]  
 SOC 342 Social Psychology [4 credits]  
 MGT 280 Management Principles and Practice [3 credits]

Total hours required for graduation: 120 credits

## HOMELAND SECURITY

Christine Burton, Ph.D., Discipline Coordinator

Fisk University's Homeland Security baccalaureate degree program is designed to promote the success of scholars and leaders within a global perspective. Students enrolling in the program will gain an understanding of the modern challenges of transnational security, terror groups, and cyber warfare through a mix of theoretical and applied learning opportunities. At the completion of the program, students will

know how to identify and neutralize domestic and international threats and how to perform homeland security investigation.

The Homeland Security major provides an opportunity for students to explore security issues facing the United States. Students learn about the role of intelligence and the impact of policy in securing the country from domestic and international threats and natural disasters. This major in Homeland Security provides an opportunity for students to gain a broad understanding of global, political, security, economics, domestic and international terrorist organizations.

This program also prepares students for a competitive and rewarding career around Homeland Security. Homeland Security means special agents and national security, but it also includes areas like emergency management and technology. It promotes leadership, problem-solving, and inner resolve which are consistent with a liberal arts education.

*Program Goals:*

1. Identify origins of the Department of Homeland Security and the laws, constitutional issues, regulations, and policies that regulate their operations daily basis.
2. Examine and analyze specific problems within the areas of Homeland Security and present the results in both documented and oral forms.
3. Identify evidence-based strategies that reduce the impact of terrorism and how these plans are evaluated.
4. Evaluate the growing threats of cyber security and its effect on businesses, communications, politics, and critical network security.
5. Gain an understanding of Homeland Security issues from a global perspective.
6. Demonstrate the ability to critically, pragmatically and strategically in the

completion of a capstone project that will apply students learning to specific homeland security administration issues.

*Learning Outcomes*

Students completing the homeland security program will be able to:

1. Identify origins of the Department of Homeland Security and the laws, constitutional issues, regulations, and policies that regulate their operations daily basis.
2. Examine and analyze specific problems within the areas of Homeland Security and present the results in both documented and oral forms.
3. Identify evidence-based strategies that reduce the impact of terrorism and how these plans are evaluated.
4. Evaluate the growing threats of cyber security and its effect on businesses, communications, politics, and critical network security.
5. Gain an understanding of Homeland Security issues from a global perspective.
6. Demonstrate the ability to critically, pragmatically and strategically in the completion of a capstone project that will apply students learning to specific homeland security administration issues.

*Requirements for the B.A. in Homeland Security*

- Core courses 38 semester hours
- Foreign language 0-12 semester hours (depending on language placement)
- Cognate courses 13 semester hours
- Required major course 15 semester hours
- Elective major courses 13 semester hours
- General elective courses 12-18 semester hours (depending on language placement)

*Suggested Program Plan for Criminal Justice Majors*

*First Year*

CORE 100 New Student Orientation [1 credit]  
 CORE 150 Composition 1 [3 credits]  
 CORE 131 Mathematics [3 credits]  
 CORE E: SOC 100 Intro. to Sociology [4 credits]  
 FREN OR SPAN 101 French or Spanish I [4 credits]  
 CORE 120 Critical Thinking [2 credits]  
 CORE 160 Composition II [3 credits]  
 FREN or SPAN 102 Elementary French or Spanish II [4 credits]  
 General Elective [6 credits]

#### *Second Year*

CORE A: HIS 270 African American History [4 credits]  
 FREN or SPAN 200 Intensive Intermediate French or Spanish [4 credits]  
 HSS 280 Methods and Statistics for Social Research [4 credits]  
 CRJ 200 Introduction to Criminal Justice [3 credits]  
 CORE 260 Humanities [3 credits]  
 CORE C: Arts [3 credits]  
 HMLS 225 Introduction to Homeland Security [3 credits]  
 HMLS 201 Introduction to Emergency Management [3 credits]  
 PSCI 305 (American Constitutional Law) [4 credits]

#### *Third Year*

CORE 201 Introduction to Business and Entrepreneurship [3 credits]  
 HMLS 220 Border and Immigration Control [3 credits]  
 HMLS 365 Social Dimensions of Disasters [3 credits]  
 HMLS Elective [6 credits]  
 CORE D: Natural Science [4 credits]  
 CRJ 374 Global Terrorism [3 credits]  
 PSY 348 Abnormal Psychology [4 credits]  
 CRJ 384 Cyber Security [3 credits]  
 General Elective [1 credit]

#### *Fourth Year*

CORE 360 The World & Its Peoples [4 credits]  
 CRJ 499 Senior Seminar [4 credits]

HMLS 400 (Critical Infrastructure Protection [3 credits]  
 General Elective [4 credits]  
 General Electives [4 credits]  
 HMLS Electives [4 credits]  
 CRJ Internship [4 credits]

#### *Recommended General Electives*

PSY 217 Biological Psychology [4 credits]  
 PSY 262 Learning and Cognition [4 credits]  
 PSY 341 Social Psychology [4 credits]  
 SOC 342 Social Psychology [4 credits]  
 HIS 220 Selected Topics in World History [4 credits]

Total hours required for graduation: 120 credits.

## **SOCIOLOGY**

Shirley A. Brown, Ph.D., Discipline Coordinator

The sociology discipline is dedicated to continuing its legacy of excellence in teaching and research as exemplified through the contributions of early and significant Fisk University sociologists such as W.E.B. Du Bois, George Edmund Haynes, and Charles S. Johnson.

The discipline is committed to preparing its students for graduate or professional school and employment in a variety of professions. Thus, emphasis is placed on the understanding of sociological theory, competence in qualitative and quantitative methods, and the application of sociological knowledge in real world settings.

The program in sociology seeks to offer to the sociology major the knowledge and skills necessary for pursuing graduate studies and for careers in the professions such as law, medicine, business, teaching, research, government, urban planning and human services.

Sociology studies how human beings live in groups and in societies, and how they judge the meaning of their social lives. Sometimes sociologists begin with the individual and observe how the commitments of social factors bind them together in social relationships and



result in the production of beliefs, values, and behaviors. At other times sociologists begin with cultural traditions, societies, and even entire civilizations, and study the different cultural designs, the social organizations, and the modes of consciousness according to which people both in conflict and in cooperation order their shared lives.

Sociology fosters reflective self-understanding in students through the appreciation of their own and others' underlying commitments. It also cultivates the ability of human beings to act competently in the various social worlds in which they live.

Majors in sociology will find it helpful to become closely acquainted with at least one other discipline in

the humanities or the behavioral and social sciences, such as history, English, economics, religion, or psychology. Joint majors and interdisciplinary studies are encouraged by the faculty in sociology.

By an emphasis on sociology's educative rather than training value, majors are enabled to serve in a broad range of endeavors, including law, social work, counseling, journalism, urban politics, medicine, government, human services, business, and teaching at the elementary school or college level.

For all students, regardless of major, the program seeks to offer opportunities for intellectual and imaginative growth gained through the study of global issues and the inquiry into the experience of African peoples in the Americas and elsewhere.

The sociology discipline's purpose is to:

Prepare majors for graduate or professional school;

- Train students to conduct social research;
- Develop in students an awareness of the nexus between sociology and international and cross-national issues;

- Expose students to major sociological theorists (including those who have historically been excluded because of race, gender, sexual preference, etc.); and
- Promote sociological thinking and train students to apply sociological concepts to real-world solutions.

#### Learning Outcomes

Upon completion of the sociology major, the student will:

- Demonstrate fundamental knowledge and comprehension of the major concepts relevant to social theory, research methods and the major substantive areas of sociology;
- Design and conduct an empirical study and demonstrate proficiency in data analysis;
- Identify the major theorists in sociology and demonstrate knowledge of their major contributions to the discipline of sociology;
- Recognize diversity as an explanatory variable within and across societies; and
- Apply specific sociological concepts, theories, and principles to real-world situations.

Requirements for the undergraduate major in sociology, in addition to the University degree requirements specified within this Bulletin, are:

Courses in sociology - a minimum of 32 credits, including:

SOC 100 Introduction to Sociology

SOC 374 Social Theory

SOC 499 Senior Seminar

Twenty (20) hours of electives in sociology are chosen in consultation with and with the approval of a discipline faculty academic advisor.

Required cognates [4 credits] as follows: HSS 280

Methods and Statistics for Social Research (taken normally in the sophomore year, with a prerequisite of CORE Mathematics, College Algebra or a higher-level mathematics course). The cognate suffices for the Core Group B option.

Joint majors, combining sociology with another concentration, are encouraged by the Department of Behavioral Sciences and Education, and may be arranged according to the usual University regulations. The student who chooses to pursue a joint major in sociology and another discipline must complete the required courses in sociology (SOC 100, SOC 374, and SOC 499), at least three additional courses in sociology, and the required cognate course in social science (HSS 280). The joint major requires a minimum of 24 credits in sociology and the approved number of credits in the other major. The joint major will have an advisor from the faculty in sociology as well as from the other major.

#### Suggested Program Plan for Sociology Majors

First Year, Fall Semester [15 credits]

CORE 100 New Student Orientation [1 credit]

CORE 150 Composition 1 [3 credits]

CORE 131 Mathematics [3 credits]

FREN or SPAN 101 Elementary French or Spanish I [4 credits]

General Elective [4 credits]

First Year, Spring Semester [16 credits]

CORE 160 Composition II & Oral Communication [3 credits]

FREN or SPAN 102 Elementary French or Spanish II [4 credits]

SOC 100 Introduction to Sociology [4 credits]

CORE 120 Critical Thinking [2 credits]

General Elective [3 credits]

Second Year, Fall Semester [15 credits]

CORE 260 Humanities: Thought and Experience [3 credits]

FREN or SPAN 200 Intensive Intermediate French or Spanish [4 credits]

Sociology Elective [4 credits]

General Elective [4 credits]

Second Year, Spring Semester [15 cr.]

HSS 280 Methods and Statistics for Social Research [4 credits]

CORE 201 Introduction to Business and Entrepreneurship [3 credits]

CORE A: Cultural Exposure [3-4 credits]

Sociology Elective [4 credits]

Third Year, Fall Semester [16 credits]

CORE E: Social Science [3 credits]

CORE C: Arts [3-4 credits]

Sociology Elective [4 credits]

General Elective [4 credits]

Third Year, Spring Semester [16 credits]

SOC 374 Social Theory [4 credits]

CORE D: Natural Science [4 credits]

Sociology elective [4 credits]

General Elective [4 credits]

[15 credits]

SOC 499 Senior Seminar [4 credits] Sociology Elective [4 credits]

General Elective [7 credits]

Fourth Year, Spring Semester [12 credits]

CORE 360 The World & Its Peoples [4 credits] General Electives [8 credits]

Total hours required for graduation: 120 credits

The Cafeteria-style CORE Curriculum will be chosen from one of the courses in each of the following groups, A- E.

**GROUP A** (Choose one of the following)

ART 291 African- American Art

ART 292 African Art

ENG 275 African-American Literature

HIS 180 African History

HIS 270 African-American History

MUS 200 World Music

MUS 206 Crosscurrents in African and African-American Music

**GROUP B** (Choose the following)

HSS 280 Methods and Statistics for Social Science Research

**GROUP C** (Choose one of the following)

CORE 220 Creative Arts

MUS 207 20th Century Music

MUS 208 History of Jazz

ART 207 Arts and Ideas I

ART 208 Arts and Ideas II

MUS 205 Music in America

**GROUP D** (Choose CORE 240 or any two science disciplines from the list below)

CORE 240 Natural Science or,

BIOL101, 101L General Biology and General Biology Lab  
CHEM 113, 103L General Chemistry and Experiments in General Chemistry

PHYS 130,130L University Physics and University Physics Lab

**GROUP E** (Choose one of the following)

ECON 230 Principles of Microeconomics ECON

240 Principles of Macroeconomics

HIS 160 United States History

PSCI 122 American Political Systems

PSY 180 General Psychology

**Psychology**

Sheila R. Peters, Ph.D., Discipline Coordinator

The psychology discipline seeks to develop graduates who are well prepared for graduate study or employment. The faculty perceives its responsibility as going beyond instruction, to challenge and to stimulate students, and to develop students' commitment to academic excellence, social responsibility, and professionalism. The ultimate aim is to facilitate acquisition of knowledge and experience on which students may build in order to make significant contributions to psychology as a profession and to assume leadership roles within their communities.

Psychology is a basic science of human behavior and mental processes. The goals of the psychology discipline are to:

- Contribute to the understanding of humanity through scientific inquiry into the behavior of living organisms by means of a range of research methods;
- Provide fundamental training for mental health practitioners or professionals and researchers in the field of human behavior and development;
- Assist in preparing persons for professions requiring psychological background--such as teaching, the health sciences, social service, law, and ministry; and
- Encourage the application of this knowledge to a variety of problems, such as those associated with minority status and personal, occupational, and social adjustment.

## Learning Outcomes

Upon completion of the psychology major, the student will:

- Identify and differentiate between the major systems and theories of psychology
- Apply critical thinking skills in: quantitative/qualitative research and reasoning
- information literacy (selection, use and interpretation of relevant scholarly research sources)
- Draft career plans and assess these plans throughout their undergraduate experience
- Develop and demonstrate pre-professional skills through applied and experiential learning opportunities

Requirements for the major, in addition to the University degree requirements outlined within this Bulletin, are:

Courses in psychology [32 credits], distributed as indicated below among the five groupings of courses within the department:

**GROUP A** (all the following courses are required) [12 credits]

PSY 180 General Psychology

PSY 310 Experimental & Quasi-Experimental Research Design in Psychology

PSY 481 Senior Seminar

**GROUP B** (one course required) [4 credits]

PSY 205 Child & Adolescent Development PSY 221 Introduction to Personality

**GROUP C** (one course required) [4 credits]

PSY 217 Biological Psychology

PSY 262 Learning & Cognition

**GROUP D** (one course required) [4 credits]

PSY 341 Social Psychology

PSY 348 Abnormal Psychology

**GROUP E** (Psychology Electives) [8 credits]

Students select any two psychology courses not taken above as well as additional psychology courses that are offered by the department.

Specific choices within Groups II-IV, as well as the choice of departmental and general electives, should be made with care to maximize preparation for post-baccalaureate activities.

Students should consult with their assigned faculty academic advisors to combine program options that provide basic training in psychology and are also of maximum usefulness for specific career objectives.

Required cognate [4 credits]

HSS 280 -Methods & Statistics for Social Research  
The cognate suffice for the Core Group B option.

Suggested Program Plan for Psychology Majors

First Year, Fall Semester [15 credits]

CORE 100 New Student Orientation [1 credit]

CORE 131 Essential Mathematics for a Contemporary World [3 credits]

CORE 150 Composition I [3 credits]

PSY 180 General Psychology [4 credits] General Elective [4 credits]

First Year, Spring Semester [13 credits]

CORE 160 Composition II and Oral Communication [3 credits]

CORE 120 Critical Thinking [2 credits]

PSY 262 Learning and Cognition [4 credits]

General Electives [4 credits]

Second Year, Fall Semester [15 credits]

PSY 205 or PSY 221 [4 credits]

CORE 201 Introduction to Business and Entrepreneurship [3 credits]

General Electives [4 credits]

HSS 280 Methods and Statistics for Social Research

Second Year, Spring Semester [15 credits]

PSY Elective [4 credits]

CORE A: Cultural Exposure ART 291, 292; ENG 275; HIS 180, 270; MUS 200, or 206 [4 credits]

CORE 260 Humanities [3 credits]

General Electives [4 credits]

Third Year, Fall Semester [16 credits]

PSY 310 Quasi-experimental design [4 credits]

CORE C: Arts CORE 220; MUS 207, 208, 205; ART 207, or 208 [4 credits]

Foreign Language 101 [4 credits]

General Elective [4 credits]

Third year, Spring Semester [16 credits]

CORE D: Natural Science Core 240, BIO 101/101L, CHEM 113/103 and/or PHYS 130/130L [4 credits]

CORE E: Social Science ECON 230, 240; HIS 160; PSCI 122. [4 credits]

PSY 341 Social Psychology or PSY 348 Abnormal Psychology [4 credits]

Foreign Language 102 [4 credits]

Fourth Year, Fall Semester [16 credits]

PSY 481 Senior Seminar [4 credits]

General Elective [4 credits]

CORE 360 The World and Its Peoples [4 credits]

Foreign Language 200 [4 credits]

Fourth Year, Spring Semester [14 credits]

PSY Elective [4 credits]

General Electives [10 credits]

Total hours required for graduation: 120 credits

Other suggested program plans, specific to students who seek teacher certification at the elementary level or who wish to complete pre-medical requirements, are available from the Department of Behavioral Sciences and Education.

Consultation with a faculty academic advisor is important for all majors so that the suggested program plan may be tailored to the student's particular needs and interests.

Joint majors combining psychology and another discipline may be arranged according to the usual University regulations. The student who chooses to pursue a joint major in psychology and another discipline is required to complete 24 credits in psychology courses, meeting requirements as specified in Groups I-IV above. The cognate required for the major (HSS 280, Methods & Statistics for Social Research) must also be completed. A faculty member from the psychology discipline will be assigned to cooperate with the student's other major faculty academic advisor in the construction and execution of an appropriate study plan.

### Special Education, and Teacher Preparation

Fisk University, through its philosophy and mission, believes that the best preparation for excellence in teaching is a sound education in the liberal arts, together with highly developed instructional skills and competency in the disciplines comprising the major areas of study. Teacher education is, therefore, the responsibility of the entire University. Every discipline cooperates with the Teacher Educator Preparation Programs in offering appropriate

courses that lead to certification in specified areas.

Specific goals of the teacher educator preparation programs are to:

- Ensure the ability of students to function effectively and responsibly as teachers in a multicultural society;
- Ensure the ability to be effective teachers based on the thorough understanding of the institution of public education;
- Be able to translate abstract knowledge of theory and principles into effective practice in the classroom;
- Ensure full knowledge of the ethical responsibilities of teachers; and
- Integrate classroom work, field experience, and research in the teacher education curriculum.

#### Learning Outcomes

Upon completion of the special education major, the student will:

- Demonstrate knowledge and understanding of the primary concepts and ways of knowing of individuals with mild and moderate disabilities;
- Demonstrate knowledge and understanding of the implications of disability legislation and special education policies and procedures in supporting the educational needs of students with mild to moderate disabilities;
- Demonstrate knowledge and understanding of universal and unique patterns of cognitive, social, emotional and physical learning;
- Demonstrate knowledge and understanding of how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners; and

- Demonstrate knowledge and use of various instructional strategies to encourage development of critical thinking, problem solving and performance skills in individuals in grades K-12.

The specific functions of the Teacher Educator Preparation Program are the development of prospective teachers' interpersonal skills, classroom management skills, teaching and learning skills, and understanding of the psychosocial background of American education and of American youth – particularly in the urban setting. Fisk remains supportive of the nation's effort to develop human resources in urban communities through effective leadership training for schools.

Consistent with Fisk's commitment to liberal study, and with the teacher licensure regulations of the State of Tennessee, prospective teachers major in special education or one of the eligible arts and sciences disciplines. In addition, students complete a sequence of courses designed to provide the essential professional preparation needed for the beginning elementary or secondary school teacher.

The discipline Coordinator is responsible for the organization and administration of the programs. There are 5 program options: elementary teaching (grades K) and secondary teaching (grades 6-12). In addition, specialty areas include: Vocal/General Music K-12 and Instrumental Music K-12.

#### Admission to Teacher Education

Requirements for admission to the Teacher Educator Preparation Program include satisfactory progress toward completion of normal University degree requirements as outlined within this Bulletin, as well as:

Submission of a separate application (obtained from the teacher education office and normally submitted by the end of the first semester of the sophomore year) to the Teacher Education



Coordinator (students entering the university as first time freshmen are not admitted into the Teacher Education Program);

Attain requisite score on the PRAXIS I (Core Academic Skills for Educators: Scores are Math 150/Reading 156/ and Writing 162) or ACT 21 or SAT 1080 to be exempt from taking the PRAXIS I.

Satisfactory progress towards completion of an academic major chosen from among those acceptable for the elementary or secondary education program selected;

A minimum cumulative Fisk grade point average of 2.5 or better and to transition officially into student teaching and graduate the student must have a 2.75 Cumulative GPA according to the Tennessee Department of Education for recommendation for licensure;

Completion of a comprehensive criminal background check;

Submission of three faculty letters of recommendation;

Completion of a professional essay describing why the prospective student wants to enter the program;

and completion of an Interview with the Professional Education Council.

Students failing to meet any of the requirements above will be unable to enter the Teacher Education Program.

#### Admission to Student Teaching

As part of the requirements for the Teacher Educator Preparation Program, each student must be formally admitted to student teaching. Thus, each student must:

Meet all teacher education requirements to date;

Document passing scores on the Praxis II examinations in the semester prior to student teaching;

Apply for student teaching through the teacher education advisor, submit the completed

application during the first semester of the senior year;

Maintain a GPA of 2.75 or better in all professional education coursework;

Exhibit professional growth characteristics essential to becoming an effective educator; and

Have completed all professional education courses and all courses in one's major.

Student teaching semesters are limited to (12) semester hours, nine (9) hours in student teaching and three (3) hours in seminar. Dual placements will be a part of the fifteen- week student teaching experience.

#### Expectations Specific to the Teacher Educator Preparation Programs

##### Elementary Teaching (Grades K-5)

Fisk offers a sequence of professional studies courses in education, to be taken in conjunction with an academic major in English, history, business, mathematics, sociology, or Spanish. In addition to meeting all University and major field degree requirements, prospective elementary teachers should complete EDUC 400, Elementary Student Teaching, and the following

30-credit sequence of professional education courses and cognates:

EDUC 100 Elementary Health and Physical Activity

EDUC 248 Educational Psychology

EDUC 250 Fundamental Responsibilities of Teaching

EDUC 260 Theory and Practice of Teaching

EDUC 320-330 Elementary Curriculum and Methods I and II

EDUC 360 Teaching Reading in the Elementary Schools

EDUC 410 Elementary Education Seminar

MATH 200 Mathematics for Elementary Teachers

PSY 205 Child and Adolescent Development

#### Secondary Teaching (Grades 6-12)

Fisk offers a sequence of professional education courses to be taken in conjunction with an academic major in biology, chemistry, English, history, mathematics, physics, political science, or Spanish, depending upon the intended teaching field. Prospective secondary teachers, in addition to meeting all University degree requirements and all requirements for the major field, must also complete EDUC 450, Secondary Student Teaching, and the following 21-credit sequence of professional education courses:

EDUC 248 Educational Psychology

EDUC 250 Fundamental Responsibilities of Teaching

EDUC 260 Theory and Practice of Teaching

EDUC 340-350 Secondary Curriculum and Methods I & II

EDUC 460 Secondary Education Seminar

PSY 205 Child and Adolescent Development

#### Art Teaching (All Grades, K-12)

Students pursue the Bachelor of Science degree program for a major in art, selecting departmental elective courses in consultation with the discipline Coordinator, as well as, art faculty members. In addition, prospective art teachers complete a student teaching placement and the following credit education sequence:

EDUC 248 Educational Psychology

EDUC 250 Fundamental Responsibilities of Teaching

EDUC 260 Theory and Practice of Teaching

EDUC 320 Elementary Curriculum and Methods I

EDUC 350 Secondary Curriculum and Methods II

EDUC 360 Teaching Reading in the Elementary Schools

EDUC 460 Secondary Education Seminar

PSY 180 General Psychology

PSY 205 Child and Adolescent Development

Fisk also offers certification in the following areas:

Music Education

Vocal/General Music (K-12)

Instrumental Music (K-12)

Post Baccalaureate - Baccalaureate

Elementary grades (K-6)

For all teacher education options, it is important that students' electives be planned carefully to be sure that the state requirements are properly satisfied, and for that reason it is absolutely essential that students in the Teacher Educator Preparation Program seek regular academic counsel from the discipline Coordinator, as well as, from a Faculty Academic Advisor in the major department. Fisk does not assume responsibility for errors that may arise from a student's failure to make proper use of the advice the University makes available for program planning.

Eligibility for student teaching is not automatic upon admission to the Teacher Education Program or upon completion of prerequisite coursework. Students must submit pass scores on all Praxis II examinations before they are admitted to Student Teaching. Documentation of Student Teaching assignments are at the discretion of the discipline coordinator. Except for EDUC 410 or 460, the Elementary or Secondary Education Seminar (taken concurrently with student teaching), all courses listed in the applicable professional studies sequence must be completed with a grade of "C" or better prior to placement in student teaching. Application for student teaching must be submitted by April 1 for fall semester student teaching, and by November 1 for spring student teaching. No other formal courses may be taken during the semester in which student teaching is done.

Academic expectations in Fisk's Teacher Educator Preparation Programs are high. Students must meet both Fisk and Tennessee State Board of Education requirements. State licensing requirements in Tennessee are, moreover, subject to frequent change by authorities beyond Fisk University's control, which means that students must remain in touch with the discipline coordinator for updated information. To avoid carrying excessive academic loads in certain semesters, some students may prefer to seek University approval to do certain coursework in summer school. Courses suggested for summer school include Spanish, general psychology, educational psychology, and child and adolescent psychology, except for students who are majoring in one of those disciplines. Other suggested summer school courses may include selected courses, which can be shown to be equivalent to those that are a part of Fisk's CORE Curriculum. All courses to be taken in summer must have the prior approval of the University.

### Special Education

The philosophy of the special education program reflects the belief that all students are unique, differing from one another intellectually, emotionally, socially, and physically, and can learn in the least restrictive environment in accordance with special education rules, regulations, and guidelines, the program leads to a Bachelor of Science degree in special education or licensure in special education. The program is designed with a focus on urban education to prepare teachers, supervisors, and support staff.

The program goals are to:

- Prepare teachers, supervisors, and supportive staff, to develop and implement an integrated curriculum in the regular classroom;
- Serve as a consultant to regular classroom teachers of various disciplines and grade levels;
- Provide additional instruction in resource rooms or other settings.

### Program Objective

To provide a competency-based Teacher Educator Preparation Program through courses and experience designed to prepare competent facilitators of learning with a multicultural perspective to serve in both public and private settings. These courses and experiences provide the students with the requirements established by the Tennessee State Department of Education for Exceptional Learning Special Education.

### Program Requirements

The Special Education Program at Fisk operates cooperatively with the Department of Education of the State of Tennessee. The Program leads to a degree in special education or licensure in special education.

All students are required to meet the general education CORE requirements (35 semester hours) for a Bachelor of Science degree in special education. A total of 120 to 123 semester credit hours must be completed. Students must maintain a minimum cumulative grade point average of 2.7 and be admitted to the Teacher Educator Preparation Program.

The requirements for a major in special education consist of 41 semester hours. A minimum of 32 semester credit hours within the major CORE must be completed. All students must have a total of 30 hours of professional requirements.

Specific Procedures for Admission include:

Submission to the Coordinator a copy of college transcript

A minimum 2.7 cumulative grade point average

Submission of a typed essay

Submission of three faculty recommendations

Completion of Educational Psychology (EDUC 248),

& Theory and Practices of Teaching (EDUC 260).

Major Requirements Course Sequence:

SPED 210 Introduction to Special Education or

SPED 310 Characteristics and Needs of Exceptional Children

SPED 311 Nature of the Learning-Disabled Child

SPED 270 Professional Aspects of Special Education

SPED 410 Assessment in Special Education

SPED 350 Technique and Strategies (Modified)

SPED 280 Practical Application of Special Education

SPED 360 Managing in Appropriate Classroom Behavior

SPED 400 Procedure for Teaching the Gifted

SPED 420 Integrated Technology in Special Education

SPED 480 Student Teaching of Exceptional Children

Professional Education CORE:

EDUC 100 Elementary Health and Physical Activity

MATH 100 Mathematics for Elementary Teachers

PSY 205 Child & Adolescent Psychology

EDUC 248 Educational Psychology

EDUC 250 Fundamental Responsibilities

EDUC 260 Theory and Practice of Teaching

EDUC 320 Elementary Curriculum and Methods I

EDUC 330 Elementary Curriculum and Methods II

EDUC 360 Teaching Reading in the Elementary Schools

EDUC 410 Elementary Education Seminar I

Note: Passing scores for the Praxis II in Principles of Learning and Teaching is required. Also required is passing scores in Special Education Modified: Knowledge Based CORE Principles and Application of CORE Principles.

Special Education –Bachelor’s Degree

Professional Education CORE [30 credits]

EDUC 100 Elementary Health and Physical Activity [3 credits]

PSY 205 Child and Adolescent Development [4 credits]

EDUC 248 Educational Psychology [4 credits]

EDUC 260 Theory and Practice of Teaching [3 credits]

EDUC 250 Fundamental Responsibilities [1 credit]

EDUC 320 Elementary Curriculum Methods I [3 credits]

EDUC 330 Elementary Curriculum Methods II [3 credits]

EDUC 360 Teaching Reading in the Elementary Schools [3 credits]

EDUC 410 Elementary Education Seminar I [3 credits]

MATH 200 Mathematics for Elementary Teachers [3 credits]

Exceptional Learning Major [36 credits]

SPED 210 Introduction to Special Education [3 credits]

SPED 310 Characteristics and Needs of Exceptional Children [3 credits]

SPED 311 Nature of the Learning-Disabled Child [3 credits]

SPED 270 Professional Aspects of Special Education [3 credits]

SPED 410 Assessment in Special Education [3 credits]

SPED 350 Technique and Strategies (Modified) [3 credits]

SPED 280 Practical Application of Special Education [3 credits]

SPED 360 Managing Inappropriate Classroom Behavior [3 credits]

SPED 400 Procedures for Teaching the Gifted [3 credits]

SPED 420 Integrating Technology in Special Education [3 credits]

SPED 480 Student Teaching of Exceptional Children [3 credits]

SPED 210 Introduction to Special Education [3 credits]

Suggested Program for Special Education Majors

First Year, Fall Semester [15 credits]

CORE 100 New Student Orientation [1 credit]

CORE 150 Composition I [3 credits]

CORE 131 Mathematics [3 credits]

FREN or SPAN 101 Elementary French or Spanish I [4 credits]

CORE E: PSY 180 General Psychology (Recommended, Pre-Requisite PSY 205) [4 credits]

First Year, Spring Semester [16 credits]

CORE 160 Composition and Oral Communication [3 credits]

FREN or SPAN 102 Elementary French or Spanish II [4 credits]

CORE 120 Critical Thinking [2 credits]

EDUC 100 Elementary Health and Physical Activity [3 credits]

EDUC 250 Fundamental Responsibilities of Teaching [1 credit]

SPED 210 Introduction to Special Education [3 credits]

Second Year, Fall Semester [15 credits]

CORE D: Natural Science, select one course from group [4 credits]

FREN or SPAN 200 Intensive Intermediate French or Spanish [4 credits]

PSY 205 Child and Adolescent Psychology [4 credits]

SPED 270 Professional Aspects of Special Education [3 credits]

Second Year, Spring Semester [17 credits]

CORE 260 Humanities [3 credits]

CORE C: Arts, select one course from group [3-4 credits]

EDUC 248 Educational Psychology [4 credits]

SPED 280 Practical Applications of Special Education [3 credits]

SPED 360 Managing Inappropriate Class Behavior [3 credits]

Third Year, Fall Semester [16 credits]

EDUC 260 Theories and Practice of Teaching [3 credits]

EDUC 320 Elementary Curriculum Methods I [3 credits]

CORE A: Cultural Exposure, elect one course from group [3-4 credits]

CORE 201 Introduction to Business and Entrepreneurship [3 credits]

MATH 200 Mathematics for Elementary Teachers [3 credits]

Third Year, Spring Semester [16 credits]

EDUC 330 Elementary Curriculum Methods II [3 credits]

SPED 400 Procedures for Teaching the Gifted [3 credits] \

SPED 410 Assessment in Special Education [3 credits]

SPED 420 Integrating Technology in Special Ed Analytical Skills [3 credits]

CORE B Select one course from group [3-4 credits]

Fourth Year, Fall Semester [13 credits]

CORE 360 The World and Its Peoples [4 credits]

SPED 311 Nature of the Learning-Disabled Child [3 credits]

SPED 350 Techniques and Strategies (Modified) [3 credits]



EDUC 310 Teaching Reading in the Elementary Schools [3 credits]

Fourth Year, Spring Semester [12 credits]

EDUC 410 Elementary Education Seminar [3 credits]

SPED 480 Student Teaching Exceptional Children [9 credits]

The cafeteria style CORE curriculum will be chosen from one of the courses in each of the following groups, A - E.

**GROUP A** (Choose one of the following)

ART 291 African-American Art

ART 292 African Art

ENG 275 African-American Literature

HIS 180 African History

HIS 270 African-American History

MUS 200 World Music

MUS 206 Crosscurrents in African and African-American Music

**GROUP B** (Choose one of the following)

CORE 132 Mathematics II

BAD 200 Applied Calculus for Business and Economics

BAD 260 Applied Statistics

MATH 125 Discrete Mathematics

NSCI 360 Statistics

HSS 280 Methods and Statistics for the Social Science Research

**GROUP C** (Choose one of the following)

CORE 220 Creative Arts

MUS 207 20th Century Music

MUS 208 History of Jazz

ART 207 Arts and Ideas I

ART 208 Arts and Ideas II

MUS 205 Music in America

**GROUP D** (Choose CORE 240 or any two science disciplines from the list below)

CORE 240 Natural Science or,

BIOL101, 101L General Biology and General Biology Lab  
CHEM 113, 103L General Chemistry and Experiments in General Chemistry

PHYS 130, 130L University Physics and University Physics Lab

**GROUP E** (Choose one of the following)

ECON 230 Principles of Microeconomics

ECON 240 Principles of Macroeconomics

HIS 160 United States History

PSCI 122 American Political Systems

PSY 180 General Psychology

SOC 100 Introduction to Sociology

Total hours required for graduation: 120 credits

### Teacher Certification Post-Baccalaureate Program

Fisk University's Post-Baccalaureate Program is designed to attract students who have completed their bachelor's degrees, non-traditional talented individuals seeking to change careers. Admission to the Post-Baccalaureate Teacher Certification Program is not automatic.

#### Learning Outcomes

Upon completion of the Teacher Educator Preparation Program, the student will:

- Demonstrate knowledge and understanding of the multicultural society in which they live along with their relationship and responsibility to such a society as teachers and lifelong learners;
- Demonstrate knowledge and understanding of the historical, philosophical, and social foundations underlying the development and practices of public education;
- Demonstrate knowledge and understanding of the principles and processes of human growth, development, learning including



practical application of this knowledge to the teaching of all children; and

- Demonstrate instructional competencies and strategies acquired through a wide range of laboratory, clinical, and student teaching experiences.

Requirements of applicants for the Post-Baccalaureate Program at Fisk University include an evaluation of all official college/university transcripts in addition to the following criteria:

The applicants must:

Possess a Bachelor's degree\*\*;

Have graduated from college with a minimum of 2.75 GPA;

Apply for admission to the Teacher Educator Preparation Program; (this is a separate application from the general university admission);

Demonstrate good potential to become teachers;

Have maintained high academic standing in their baccalaureate program and/or demonstrate success in a career field related to the teaching area for which they seek teacher licensure;

Submit to and pass a formal interview with the Teacher Education Committee following a review of their qualifications; and

Provide positive recommendations from faculty members and/ or previous employers, and the Teacher Education committee.

To obtain their licensure from the Tennessee State Department of Education, candidates must:

Complete all required coursework with a minimum grade point average of 2:0 per course (no grade below C is acceptable);

Passed all Praxis exams before being allowed into student teaching;

Complete enhanced student teaching at a level of performance satisfactory to the Director of Teacher Education and the cooperating schools and teachers;

Submit an application to the Tennessee State Department of Education for Licensure. All applications for licensure will be submitted by the Director of Teacher Education to the Tennessee Department of Education.

For licensure in elementary teaching (grades K-5), Fisk offers the following sequence of professional studies courses in education:

PSY 205 Child and Adolescent Development [4 credits]

EDUC 100 Elementary Health and Physical Activity [3 credits]

EDUC 248 Educational Psychology [4 credits]

EDUC 260 Theory and Practice of Teaching [3 credits]

EDUC 250 Fundamental Responsibilities [1 credit]

EDUC 320 Elementary Curriculum Methods I [3 credits]

EDUC 330 Elementary Curriculum Methods II [3 credits]

EDUC 360 Teaching Reading in the Elementary Schools [3 credits]

EDUC 410 Elementary Education Seminar I [3 credits]

\*\*Students seeking licensure will be required to complete gaps in their undergraduate education to ensure the attainment of the knowledge and skills required in general education, professional

MATH 200 Mathematics for Elementary Teachers [3 credits]

For licensure in secondary teaching (grades 7-12), Fisk offers a sequence of professional education courses:

PSY 205 Child and Adolescent Development [4 credits]

EDUC 248 Educational Psychology [4 credits]

EDUC 260 Theory and Practice of Teaching [3 credits]

EDUC 250 Fundamental Responsibilities [1 credit]

EDUC 340 Secondary Curriculum Methods I [3 credits]

EDUC 350 Secondary Curriculum Methods II [3 credits]

EDUC 410 Secondary Education Seminar I [3 credits]

For licensure in Special Education, Fisk offers the following sequence of professional studies courses in education:

Major Requirements Course Sequence:

SPED 210 Introduction to Special Education [3 credits]

SPED 310 Characteristics and Needs of Exceptional Children [3 credits]

SPED 311 Nature of the Learning-Disabled Child [3 credits]

SPED 270 Professional Aspects of Special Education [3 credits]

SPED 410 Assessment in Special Education [3 credits]

SPED 350 Technique Strategies (Modified) [3 credits]

SPED 280 Practical Application of Special Education [3 credits]

SPED 360 Managing Inappropriate Classroom Behavior [3 credits]

SPED 400 Procedures for Teaching the Gifted [3 credits]

SPED 420 Integrating Technology in Special Education [3 credits]

SPED 480 Student Teaching Exceptional Children [9 credits]

Professional Education CORE:

EDUC 100 Elementary Health and Physical Activity [3 credits]

PSY 205 Child & Adolescent Psychology [4 credits]

EDUC 248 Educational Psychology [4 credits]

EDUC 250 Fundamental Responsibilities [1 credit]

EDUC 260 Theory and Practice of Teaching [3 credits]

EDUC 320 Elementary Curriculum and Methods I [3 credits]

EDUC 330 Elementary Curriculum and Methods II [3 credits]

EDUC 360 Teaching Reading in the Elementary Schools [3 credits]

EDUC 410 Elementary Education Seminar I [3 credits]

MATH 200 Mathematics for Elementary Teachers [3 credits]

# SCHOOL OF NATURAL SCIENCE, MATHEMATICS AND BUSINESS

Cathy Martin, Ph.D., Dean

## MAJORS

Biology

Biochemistry & Molecular Biology

Chemistry

Physics

Computer Science

Data Science

Mathematics

Business Administration

The School of Natural Science, Mathematics and Business includes three departments: Life and Physical Sciences; Mathematics and Computer Science; and Business Administration and hosts the partnership program in Nursing with Vanderbilt University School of Nursing.

Major fields are available for the bachelor's degree in biology, chemistry, business administration, computer science, mathematics, and physics.

Programs leading to the Bachelor of Science or Bachelor of Arts degree are available in each academic discipline. Also, multidisciplinary programs leading to a baccalaureate degree are available.

Each of the major programs provides a broadly based, rich, and in-depth study of subject matter, designed to offer the student a variety of options upon completion of the program. These options

include graduate study, employment with the public or private sector, entrepreneurial opportunities industry or government, and independent or associated research. In the case of each of the major programs, the student may elect a teaching career upon completion of the program. Many prepare for this work by taking the required professional education courses offered through Fisk's Teacher Education Program.

Undergraduate and graduate students have opportunities to participate in faculty-mentored research in the natural sciences, mathematics, computer science, and many aspects of business administration.

Fisk University also hosts M.A. programs (described in the Graduate Studies *Bulletin*) in biology, chemistry, and physics, and there are opportunities in all of these programs for students to apply for participation in the Fisk-Vanderbilt Masters to PhD Bridge Programs.

## Partnership Programs

The school includes several interdisciplinary research centers/laboratories funded by the National Aeronautics and Space Administration (NASA), National Science Foundation (NSF) and the Department of Defense (DOD). One focus of the research funded in these centers is the development and characterization of new materials for use in sustainable energy and biomedical application

# DEPARTMENT OF LIFE AND PHYSICAL SCIENCES

Steven H. Morgan, Ph.D., Chair/ Phyllis Freeman, Ph.D., Discipline Coordinator

## Biology

Fisk's Biology faculty offers both graduate and undergraduate programs and has active research programs in developmental biology, molecular biology, microbiology, neuroscience and neuropharmacology.

Undergraduate students have opportunities to work with on faculty mentored research projects, and Masters students engage in thesis research as part of their degree program. Many students present papers at regional and national scientific meetings. At the undergraduate level, students may elect to study biology as a basic science interest or because the life sciences offer a basis for careers in biomedical research, teaching, medicine, dentistry and even in such fields as science writing and public affairs. Students planning to major in biology are encouraged to consult with a member of the biology faculty during their first year at Fisk.

The goals of the undergraduate program in biology are to prepare students for:

Entry into health professional schools--medicine, dentistry, pharmacy, nursing, etc.

Entry into graduate schools in the biological sciences and related areas the work force as laboratory personnel

Other professions which require a background in biology - including teaching - that through their activities contribute to the welfare and development of society.

### Learning Outcomes

Upon completion of required and elective biology undergraduate major courses, the student will:

- Explain the scope of life sciences including various aspects of basic and biomedical research;

- Demonstrate knowledge of key principles and theories of biology;
- Demonstrate laboratory skills development exemplary of required biological science training and interactive learning experiences; and
- Apply principles and theories of biology to real life problems.

Requirements for the undergraduate biology major, in addition to the University degree requirements outlined within this *Bulletin*, are:

Courses in biology [34 credits], including:

BIOL101, 101L General Biology I Lecture and Lab  
BIOL 102, 102L General Biology II Lecture and Lab  
BIOL 221, 221L Human Anatomy & Physiology I Lecture and Lab

BIOL 222, 222L Human Anatomy and Physiology II Lecture and Lab

BIOL 350, 350L Genetic Principles Lecture and Lab

BIOL 360, 360L Molecular Cell Biology Lecture and Lab

BIOL 497 Senior Seminar I

BIOL 498 Senior Seminar II

Four to eight additional elective credits in biology are required. These courses should be chosen in consultation with a biology faculty academic advisor from the advanced undergraduate courses listed below.

BIOL 313, 313L Molecular Plant Physiology Lecture and Lab

BIOL 242, 242L Environmental Biology Lecture and Lab

BIOL 420, 420L Introduction to Neurobiological Systems Lecture and Lab

BIOL 256-256L Essential Developmental Biology  
Lecture and Lab

BIOL 270-270L Microbiology Lecture and Lab

BIOL 390 Special Problems (Research)

BIOL 390H Special Problems (Honors)  
[Alternating Years] Pharmacology: Chemistry  
and Mechanisms of Drug Action BIOL 410, 410L  
Experimental Molecular Biology and  
Recombinant DNA, Lecture and Lab

NSCI 290, 290H Undergraduate Research

NSCI 361, 361L Biochemistry I Lecture and Lab<sup>++</sup>  
CHEM 582D Pharmacology: Chemistry and  
Mechanism of Drug Action

A student who chooses BIOL 313, 313L from the  
list of required courses may choose BIOL 221-  
222 with lab as major electives (or vice versa).

Required cognates [32 credits]

CHEM 113, 103L General Chemistry I Lecture  
and Lab

CHEM 114, 104L General Chemistry II Lecture  
and Lab

CHEM 233, 203L Organic Chemistry I Lecture  
and Lab

CHEM 234, 204L Organic Chemistry II Lecture  
and Lab

PHYS 130, 130L General Physics I Lecture and  
Lab

PHYS 140, 140L General Physics II Lecture and  
Lab

PSY 180 General Psychology

MATH 120 Calculus 1/MATH 121 Bio calculus

Mathematics requirement [4 credits]. In lieu of  
the CORE mathematics course (CORE 131),  
biology majors take MATH 120 (or higher level),  
and prerequisites as indicated by placement test  
results. Most graduate and professional schools  
require a minimum of two semesters of college  
level mathematics and/or statistics.

Suggested Program Plan for Biology Majors –  
B.A. Degree

First Year, Fall Semester [16 credits]

CORE 150 Composition I [3 credits]

CORE 100 New Student Orientation [1 credit]

MFL 101 Modern Foreign Language<sup>\*\*</sup> [4 credits]

BIOL General Biology I Lecture and Lab\* [3/1  
credits]

MATH 101 College Algebra<sup>++</sup> [4 credits]

First Year, Spring Semester [17 credits]

CORE 160 Composition II / Oral  
Communication [3 credits]

CORE 120 Critical Thinking [2 credits]

MFL 102 Modern Foreign Language<sup>\*\*</sup> [4 credits]

BIOL 101, 101L General Biology II Lecture and  
Lab [3/1 credits]

MATH 110 Pre-Calculus<sup>++</sup> [4 credits]

Second Year, Fall Semester [17 credits]

MATH 120 Calculus/MATH 121 Bio calculus\* [4  
credits]

MFL 200 Modern Foreign Language<sup>\*\*</sup> [4 credits]

BIOL 221, 221L Anatomy and Physiology I  
Lecture and Lab [3/1 credits]

CHEM 113, 103 General Chemistry I Lecture and  
Lab\* [3/1 credits]

CHEM General Chemistry I-Supplemental  
Instruction [1 credit]

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<sup>++</sup>These courses are strongly recommended

Second Year, Spring Semester [17 credits]

CORE 201 Introduction to Business & Entrepreneurship [3 credits]

General Elective [4 credits]

BIOL 221, 221L Anatomy and Physiology II Lecture and Lab [3/1 credits]

CHEM 114, 104 General Chemistry II Lecture and Lab [3/1 credits]

CHEM General Chemistry II-Supplemental Instruction [1 credit]

Sophomore Seminar in Biology [1 credit]

Third Year, Fall Semester [15 credits]

CORE A: Cultural Exposure, select one of ART 291, 292; ENG 275; HIS 180, 270; MUS 200, 206 [4 credits] CHEM 233, 203 Organic Chemistry I Lecture and Lab [3/1 credits]

PHYS 130, 130L Physics I Lecture and Lab [3/1 credits]

CORE 260 Humanities [3 credits]

Third Year, Spring Semester [16 credits]

CORE C: Arts, select one of CORE 220; MUS 207, 208, 205; ART 207, 208 [4 credits]

CHEM 234, 204 Organic Chemistry II Lecture and Lab [3/1 credits]

PHYS 140, 140L Physics II Lecture and Lab [3/1 credits] General Elective [4 credits]

Fourth Year, Fall Semester [13 credits]

BIOL 360, 360L Molecular Cell Biology Lecture and Lab [3/1 credits]

Biology Elective Lecture and Lab [3/1 credits]

BIOL 497, 498 Senior Seminar I [1 credit]

CORE E: Social Science PSY 180 [4 credits]

Fourth Year, Spring Semester [12 credits]

BIOL 350, 350L Genetics Lecture and Lab [3/1 credits]

Biology Elective Lecture and Lab [3/1 credits]

CORE 360 The World and Its Peoples [4 credits]

The cafeteria style CORE curriculum will be chosen from one of the courses in each of the following groups, A-E.

Total: 123 Credit Hours. This value may be adjusted by 3 credit hours *IF* the general elective(s) selected by the student is (are) not valued at 4 credit hours.

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\*Group B- Analytical Skills: Math 120/Math 121

\*Group D- Science: BIOL 101/101L and CHEM 113/103L

*\*\*Foreign language: (0-12 credits) – dependent upon the foreign language placement scores. Note that students who plan to enter graduate school in biology or professional school in the biomedical sciences. Demonstrating proficiency beyond the beginner level (101) are required to take a general university elective in order to meet the 120 hours required for graduation.*

*\*\*CORE Math requirement – fulfilled typically through Math 101 or Math 110. Note that students demonstrating proficiency beyond the beginner level (MA101) are required to take a general university elective in order to meet the 120 hours required for graduation.*

Note: The Biology Proficiency, Exit, and Computer Proficiency Examinations are university requirements.

*\*If the student begins with MATH 120 or MATH 121, then 14 credits of general electives will be required. However, one should consult literature for graduate and professional schools of choice to determine their requirements in mathematics.*

Joint Major

Completion of the required biology courses (excluding BIOL 498) [28 credits], required



cognates and mathematics requirement with a “C” or better will serve as a joint major in biology.

### Biochemistry and Molecular Biology

Lee Limbird, Ph.D., Discipline Coordinator

Undergraduate students in the Biochemistry and Molecular Biology major have opportunities to work with faculty on mentored research projects, with the expectations that undergraduate students will participate in research six of their 8 semesters during the academic year as well as during the summer, at Fisk University or academic laboratories nationally. Students engaged in research typically present papers at regional and national scientific meetings.

At the undergraduate level, students may elect to major in Biochemistry and Molecular Biology in preparation for a career in biomedical research, teaching, or medicine.

The goals of the undergraduate program in Biochemistry and Molecular Biology are to prepare students for:

Entry into graduate schools in the biological and biomedical sciences and related areas the work force;

Entry into health professional schools, particularly MD or MD/PhD programs; and

Other professions which require a background in biochemistry and molecular biology, including teaching, that through their activities contribute to the welfare and development of society.

#### Learning Outcomes

Upon completion of the Biochemistry and Molecular Biology minor, the student will:

- Explain the scope of life sciences in both qualitative and quantitative terms including various aspects of basic and biomedical research;

- Demonstrate knowledge of key principles and theories of biochemistry and molecular Biology and the integration of those with relevant computational and mathematical disciplines and skills;
- Demonstrate appropriate development of contemporary laboratory skills in biochemistry and molecular Biology; and
- Apply principles and theories of biochemistry and molecular Biology to real life problems.

Requirements for the undergraduate biochemistry and molecular Biology major, in addition to the University degree requirements outlined within this Bulletin, are:

Required courses relevant to biochemistry and molecular biology [36 credits], including:

NSCI 361, 361L Biochemistry I and Biochemistry I Lab

NSCI 362, 362L Biochemistry II and Biochemistry II Lab

BIOL 360, 360L Molecular Cell Biology-lecture and lab

BIOL 410, 410L Molecular Methods-lecture and lab

CHEM 341, 341L Physical Chemistry-lecture and lab

NSCI 285, 285L Bioinformatics-lecture and lab

NSCI 360 Junior Seminar I

NSCI 361 Junior Seminar II

Four to eight additional elective credits in biology are required. These courses should be chosen in consultation with biology academic advisor and can include, but not limited to:

BIOL 256, 256L Essential Developmental Biology-lecture and lab

BIOL 270, 270L Microbiology-lecture and lab

BIOL 350, 350L Genetics-lecture and lab

BIOL 420, 420L Introduction to Neurobiology-lecture and lab

BIOL 440, 440L Developmental Biology-lecture and lab

NSCI 290 Undergraduate Research

CHEM 470, 470L Analytical Chemistry-lecture and lab

CHEM 582 Pharmacology: Chemistry and Mechanism of Drug Action

Required cognates [32 credits]. Note: 4 credits are given as part of the CORE curriculum.

BIOL 101, 101L General Biology I-lecture and lab

BIOL 102, 102L General Biology II-lecture and lab

CHEM 113, 103L General Chemistry I-lecture and lab

CHEM 114, 104L General Chemistry II-lecture and lab

CHEM 233, 203L Organic Chemistry I-lecture and lab

CHEM 234, 204L Organic Chemistry II-lecture and lab

PHYS 130, 130L General Physics I-lecture and lab

PHYS 140, 140L General Physics II-lecture and lab

CSCI 110 Introduction to Computer Science

Mathematics requirement [4 credits].

In addition to Bio calculus I (MATH 121), Biochemistry and Molecular Biology majors will either take Calculus II or an approved substitute, such as Mathematical Modeling (MATH 280) or Statistics (NSCI 360).

Suggested Program Plan for Biochemistry and Molecular Biology Majors (B.S. degree)

First Year, Fall Semester [16 credits]

CORE 100, New Student Orientation [1 credits]

CORE 150, Composition I [3 credits]

CHEM 113, General Chemistry I [3 credits]

CHEM 103, General Chemistry Lab I [1 credits]

BIOL 101, 101L, General Biology I-lecture and lab [4 credits]

MATH 101, College Algebra [4 credits]

First Year, Spring Semester [17 credits]

CORE 120, Critical Thinking [2 credits]

CORE 160, Composition II & Oral Communication [3 credits]

CHEM 114, General Chemistry II [3 credits]

CHEM 104, General Chemistry Lab II [1 credits]

BIOL 102, 102L, General Biology II-lecture and lab [4 credits]

MATH 110, Pre-Calculus [4 credits]##

Second Year, Fall Semester [18 credits]

CHEM 233, Organic Chemistry I [3 credits]

CHEM 203, Organic Chemistry Lab I [1 credits]

MATH 121, Bio calculus I [4 credits]

BIOL 360, 360L, Molecular Cell Biology-lecture and lab [4 credits]

NSCI 290, Undergraduate Research [3 credits]

CORE 220 or other Group C CORE course [3 credits]

Second Year, Spring Semester [18 credits]

CHEM 234, Organic Chemistry II [3 credits]

CHEM 204, Organic Chemistry Lab II [1 credits]

CSCI 110, Introduction to Computer Science [4 credits]

NSCI 360 or MATH 140, Statistics or Calculus II [4 credits]

LANG 101, Elementary Foreign Language [4 credits]

NSCI 290, Undergraduate Research [2 credits]

Third Year, Fall Semester [17 credits]

NSCI 361, 361L, Biochemistry I -lecture and lab [4 credits]

PHYS 130, University Physics I [3 credits]

PHYS 130L, Experiments in General Physics I [1 credit]

CORE 201, Introduction to Business & Entrepreneurship [3 credits]

LANG 102, Elementary Foreign Language [4 credits]

NSCI 290, Undergraduate Research [2 credits]

Third Year, Spring Semester [17 credits]

NSCI 362, 362L, Biochemistry II-lecture and lab [4 credits]

NSCI 285, 285L, Bioinformatics-lecture and lab [4 credits]

PHYS 140, University Physics [3 credits]

PHYS 140L, Experiments in General Physics II [1 credit]

LANG 200, Intermediate Foreign Language [4 credits]

NSCI 290, Undergraduate Research [1 credit]

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## Foreign language: (0-12 credits) – dependent upon the foreign language placement scores. Note that students demonstrating proficiency beyond the beginner level (101) are required to take a general university elective in order to meet the 120 hours required for graduation.

Fourth Year, Fall Semester [18 credits]

BIOL 410, Molecular Methods-lecture and lab [4 credits]

Biochemistry/Biology Elective [4 credits]

CHEM 341, 341L, Physical Chemistry-lecture and lab [4 credits]

Senior Seminar [1 credit]

CORE A: Cultural Exposure [3 credits]

NSCI 290, Undergraduate Research [2 credits]

Fourth Year, Spring Semester [18 credits]

Biochemistry/Biology Elective [4 credits]

PSY 180, General Psychology (or other CORE E selection) [4 credits]

General Elective [3 credits]

NSCI 290, Undergraduate Research [2 credits]

CORE 360 The World and Its Peoples [4 credits]

Senior Seminar [1 credit]

The cafeteria style CORE curriculum will be chosen from one of the courses in each of the following groups, A-E.

**GROUP A** (Choose one of the following):

ART 291 African- American Art

ART 292 African Art

ENG 275 African-American Literature

HIS 180 African History

HIS 270 African-American History

MUS 200 World Music

MUS 206 Crosscurrents in African and African-American Music

**GROUP B** (Choose one of the following):

CORE 132 Mathematics II

BAD 200 Applied Calculus for Business and Economics

BAD 260 Applied Statistics

MATH 125 Discrete Mathematics

NSCI 360 Statistics

SSCI 280 Statistics for the Social Science Research

**GROUP C** (Choose one of the following):

CORE 220 Creative Arts

MUS 207 20th Century Music

MUS 208 History of Jazz

ART 207 Arts and Ideas I

ART 208 Arts and Ideas II

MUS 205 Music in America

**GROUP D** (Choose CORE 240 or any two science disciplines from the list below):

CORE 240 Natural Science or

BIOL 101, 101L General Biology and General Biology Lab

CHEM 113, 103L General Chemistry and Experiments in General Chemistry

PHYS 130, 130L University Physics and University Physics Lab

**GROUP E** (Choose one of the following):

ECON 230 Principles of Microeconomics ECON 240 Principles of Macroeconomics HIS 160 United States History

PSCI 122 American Political Systems

PSY 180 General Psychology

SOC 100 Introduction to Sociology

Total hours required for graduation (B.S.): 139-144 credits

## PRE-PHARMACY PROGRAM IN PARTNERSHIP WITH HOWARD UNIVERSITY OR WITH XAVIER UNIVERSITY, LA.

The pre-pharmacy program is a dual degree option arranged between Fisk and Howard University or Fisk and Xavier of Louisiana University. This program permits students to complete a B.S. in biology at Fisk and a professional degree in pharmacy at Howard or Xavier.

Students who participate in the program are expected to complete the core curriculum and prescribed major courses, as well as pharmacy prerequisite courses, during a three-year period at Fisk. The student then transfers to the College of Pharmacy at Howard University or to the College of Pharmacy at Xavier University of Louisiana.

Successful completion of the three -year program at Fisk and the first year of courses in the College of Pharmacy at Howard will satisfy requirements for the Bachelor of Science degree from Fisk. Requirements for the professional degree in pharmacy at Howard, with the Doctor of Pharmacy option, or at Xavier University of Louisiana should be completed during three or more additional years at that institution.

Students who participate in this program are regular, full- time Fisk students for all administrative, academic, financial, and other purposes during the first three years of the program. Thereafter, they are regular, full-time students at Howard University or at Xavier University of Louisiana.

### Pharmacy Program Prerequisites

CORE Curriculum of Fisk, including: Two semesters of English

Speech (Howard)/ Fundamentals of Public Speaking (Xavier University of Louisiana)

Two semesters in the Humanities Two semesters in the Social Sciences Computer Fundamentals Statistics Economics

Theology (Xavier University of Louisiana requirement)

The following courses in the Sciences are required: General Biology I and II-lecture and laboratory General Chemistry I and II-lecture and laboratory Calculus- four credits

Microbiology- lecture and lab

Anatomy and Physiology, I and II-lecture and laboratory Physics I and II-lecture and laboratory Biochemistry-lecture and laboratory

Students in this pre-Pharmacy Program are advised both by their Cognate Discipline Advisor and by Dr. Phyllis Freeman, Coordinator of Pre-Health Programs. This advising is done in collaboration with representatives from the Pharmacy Programs at Howard and at Xavier Universities.

As pre-pharmacy requirements, such as those courses that are expected to be completed with grades of B or better at Fisk University, change over time, so these requirements at Howard University and Xavier University of Louisiana can be consulted at the respective university websites:

[http://www.pharmacy.howard.edu/Documents/Pre- Pharmacy%20Required%20courses.pdf](http://www.pharmacy.howard.edu/Documents/Pre-Pharmacy%20Required%20courses.pdf)  
<http://www.xula.edu/cop/prospective-admission.php>

## BACHELOR OF SCIENCE IN NURSING – AUSTIN PEAY STATE UNIVERSITY (APSU)

APSU and Fisk aim to undertake cooperation in the area of admission and enrollment of FISK students to the School of Nursing that may include, but are not restricted to. the following:

Student exchange for research and study:

- a) Exchange of faculty, staff and research scholars
- b) Joint research activities
- c) Organization and participation in seminars, symposia, short-term academic programs and academic meetings
- d) Exchange of research and educational materials, publications and academic information

According to the agreement:

- a) APSU will prioritize and reserve approximately **five enrollments (spots)** for qualified Fisk students to transfer into the APSU School of Nursing's Bachelor of Science in Nursing (BSN) program who meet published admission criteria.
- b) Admission to the BSN will occur on a semester basis with two entry points per academic year (fall and spring semesters) and will follow APSU's published academic calendar.
- c) APSU will provide curriculum and instruction at the APSU Clarksville campus for qualified Fisk students transferring into APSU's BSN. Fisk students will be subject to APSU's tuition and fee structure at the time of enrollment.
- d) Fisk students transferring to the APSU School of Nursing will have completed all of the required prerequisite courses and meet both the APSU general requirements for admission and the School of Nursing's published admission criteria required for entrance into the BSN.
- e) Fisk transfer students satisfying all APSU requirements for graduation, including residency requirements, will be awarded a Bachelor of Science in Nursing (BSN) from APSU and can participate in APSU graduation ceremonies.
- f) Fisk students transferring to APSU will have access to all of the services and amenities provided to APSU students.

g) Fisk students transferring to APSU will be subject to all APSU rules and policies as well as the APSU student code of conduct.

h) Any other items deemed necessary for the efficient management of the activity.

*Coordinators:*

- At APSU, the BSN coordinator is Tasha Ruffin, Associate Professor of Nursing.
- At Fisk, the coordinator is Dr. Phyllis Freeman, Associate Professor of Biology.

## Chemistry

Stephen Damo, Ph.D., Discipline Coordinator

Chemistry is important, both as an area in liberal education and as a professional field. Fisk's chemistry program is on the approved list of the American Chemical Society (ACS). Its faculty members are active in research in different areas of chemistry, especially in biomedical, computational, and environmental research. Students often collaborate in these projects.

The chemistry discipline offers both undergraduate and graduate programs. The undergraduate offerings are designed to serve three types of students: those who intend to pursue chemistry as a profession or to do graduate work in chemistry; those who need training in chemistry as part of their preparation for professional fields such as medicine, dentistry, nursing, and secondary school teaching; and those who wish a knowledge of chemistry as part of a liberal education. Students intending to major in chemistry should consult with a member of the chemistry faculty regarding a program of study.

The program in Chemistry has the following goals:

- To provide a challenging curriculum with effective methods for teachers to teach and students to learn chemistry.
- To prepare students for graduate study, professional training or careers in



industry, education and government through study and research.

#### Learning Outcomes

Upon completion of the chemistry major, the student will:

- Demonstrate knowledge of CORE principles and theories of chemistry;
- Integrate the use of chemistry with other sciences and apply knowledge, theory, technology and instrumentation of chemistry to solve real life problems;
- Demonstrate knowledge and practice of technical and safety skills in the laboratory; and
- Demonstrate oral and written communication skills relevant to chemistry research.

Departmental honors in chemistry are awarded to exceptional graduating seniors. In addition to Fisk University's requirement for a minimum cumulative grade- point average of 3.3 in chemistry courses, chemistry majors must also have participated in senior research in CHEM 355 and/or 356 and must be examined on an honors thesis based on this research.

Chemistry major programs are designed to meet American Chemical Society standards, which do not permit reduced credit hours in chemistry. Consequently, the chemistry discipline does not enter into joint major agreements with other disciplines.

Requirements for the chemistry major, in addition to the University degree requirements outlined within this Bulletin, are:

1. Courses in chemistry – at least 39 credits (for the B.A. degree), or 42 to 45 (for the B.S. degree), including the following (with variations as authorized by the department):

CHEM 113, 103 General Chemistry I and Lab

CHEM 114, 104 General Chemistry II and Lab

CHEM 233, 203L Organic Chemistry I and Lab

CHEM 234, 206L Organic Chemistry II and Organic/Analytical Chemistry Lab

CHEM 316 Inorganic Chemistry (required for ACS curriculum)

CHEM 341-342 Physical Chemistry I & II and Labs I & II

CHEM 470, 470L Analytical Chemistry and Lab

NSCI 361 Biochemistry I (required for ACS accreditation)

NSCI 361 L Biochemistry Lab I (required for ACS accreditation)

\*CHEM 501, 502 Chemistry Colloquium I and II

The remaining hours in chemistry, sufficient to reach the required total, should be chosen in consultation with the discipline's faculty.

\*Qualified seniors should take the graduate Chemistry Colloquium, CHEM 501-502.

Required cognates [20 credits]:

MATH 120 Calculus I MATH 130 Calculus II

\*MATH Elective (beyond Calculus II) or Statistics (NSCI 360) or Computer Science (CSCI 110)

PHYS 130, 130L University Physics I and Experiments in General Physics I

PHYS 140, 140L University Physics II and Experiments in General Physics II/Lab

\*An additional 4-credit mathematics or computer science course approved by the chemistry faculty.

Mathematics requirement – In lieu of CORE mathematics course (CORE 131), chemistry majors meet the mathematics requirement by means of the cognate coursework in mathematics described above.

4. Chemistry majors are advised to include, among their general elective coursework, additional study in mathematics and computer science.

Suggested Program Plan for Chemistry Majors  
(B.A./B.S. Degrees)

(Recommendations for B.S. noted in parentheses  
where different)

First Year, Fall Semester [16 credits]

CORE 100, New Student Orientation [1 credit]

CORE 150, Composition I [3 credits]

CHEM 113, General Chemistry I [3 credits]

CHEM 103, General Chemistry Lab I [1 credit]

MATH 120, Calculus I [4 credits]

LANG 101, Elementary Foreign Language [4  
credits]

First Year, Spring Semester [17 credits]

CORE 120, Critical Thinking [2 credits]

CORE 160, Composition II & Oral  
Communication [3 credits]

CHEM 114, General Chemistry II [3 credits]

CHEM 104, General Chemistry Lab II [1 credit]

MATH 130, Calculus II [4 credits]

LANG 102, Elementary Foreign Language [4  
credits]

Second Year, Fall Semester [15-16 credits]

CORE E Social Science Elective [3-4 credits]

CHEM 233, Organic Chemistry I [3 credits]

CHEM 203, Organic Chemistry Lab I [1 credit]

PHYS 130, University Physics I [3 credits]

PHYS 130L, Experiments in General Physics  
I/Lab [1 credit]

LANG 200, Intermediate Foreign Language [4  
credits]

Second Year, Spring Semester [16-17 credits]

CORE 260, Humanities: Thought and  
Experience [4 credits]

CHEM 234, Organic Chemistry II [3 credits]

CHEM 206, Analytical/Organic Chemistry Lab  
[2 credits]

CORE A, Cultural Exposure [3-4 credits]

PHYS 140, University Physics II [3 credits]

PHYS 140L, Experiments in General Physics  
II/Lab [1 credit]

Third Year, Fall Semester [17 credits]

CORE C, The Creative Arts [3 credits]

CHEM 341, Physical Chemistry I and Lab I [4  
credits]

CORE 201, Introduction to Business &  
Entrepreneurship [3 credits]

\*MATH COG. An approved cognate course in  
mathematics or related subject [4 credits]

CORE B: General Elective [3 credits]

Third Year, Spring Semester [15 credits]

CORE D: Natural Science Elective(s) or General  
Elective [4 credits]

CHEM 342 Physical Chemistry II and Lab II [4  
credits]

CORE 360 The World and Its Peoples [4 credits]

CHEM 356 Junior/Senior Research or CHEM  
Elective [3 credits]

Fourth Year, Fall Semester [14.5 credits]

CHEM 470, 470L Analytical Chemistry and Lab  
[4 credits]

CHEM 501 Chemistry Colloquium [0.5 credits]

NSCI 361 Biochemistry Lecture I [3 credits]

NSCI 361L Biochemistry Laboratory I [1 credit]

General electives and/or CHEM Electives [6 cr.  
in B.S. degree program]

Fourth Year, Spring Semester [10.5 credits]

CHEM 502, Chemistry Colloquium [0.5 credits]

CHEM 316, Inorganic Chemistry [4 credits]

General Electives and/or CHEM electives [6 credits]

The cafeteria style CORE curriculum will be chosen from one of the courses in each of the following groups, A-E.

**GROUP A** (Choose one of the following):

ART 291 African- American Art

ART 292 African Art

ENG 275 African-American Literature

HIS 180 African History

HIS 270 African-American History

MUS 200 World Music

MUS 206 Crosscurrents in African and African-American Music

**GROUP B** (Choose one of the following):

CORE 132 Mathematics II

BAD 200 Applied Calculus for Business and Economics

BAD 260 Applied Statistics

MATH 125 Discrete Mathematics

NSCI 360 Statistics

SSCI 280 Statistics for the Social Science Research

**GROUP C** (Choose one of the following):

CORE 220 Creative Arts

MUS 207 20th Century Music

MUS 208 History of Jazz

ART 207 Arts and Ideas I

ART 208 Arts and Ideas II

MUS 205 Music in America

**GROUP D** (Choose CORE 240 or any two science disciplines from the list below):

CORE 240 Natural Science or BIOL 101, 101L General Biology and General Biology Lab  
CHEM 113, 103L General Chemistry and Experiments in General Chemistry

PHYS 130, 130L University Physics and University Physics Lab

**GROUP E** (Choose one of the following):

ECON 230 Principles of Microeconomics ECON 240 Principles of Macroeconomics HIS 160 United States History

PSCI 122 American Political Systems PSY 180 General Psychology

SOC 100 Introduction to Sociology

Total hours required for graduation (B.A. and B.S.): 121- 123 credits

# PHYSICS

Steven H. Morgan, Ph.D., Discipline Coordinator

Physics is a science that is fundamental to all sciences and uses mathematics as its language. Because of the role that science plays in our technological society, it is necessary that students be trained in the sciences, with physics playing a core role. The physics discipline seeks to provide the necessary physics experiences via formal coursework, laboratory training, and research to give students the requisite skills of a well-educated liberal arts major. The program articulates the mission of the University through emphasis on physics and related scientific areas.

Specific goals of the discipline are to:

- Provide activities and courses of instruction in physics and related areas to meet the mission and needs of the general University and the School of Natural Science, Mathematics, and Business;
- Provide activities and courses of instruction in physics and related areas to meet the needs of undergraduate and graduate physics majors; and
- Encourage the creation of new knowledge by conducting outstanding research.

Learning Outcomes

- Upon completion of the physics major, the student will:
- Demonstrate knowledge of core elements, laws, principles and theories of physics;
- Relate the importance and apply knowledge of physics to other academic disciplines;
- Demonstrate critical thinking, research skills as well as oral and written communication skills relevant to the field of physics; and

- Demonstrate preparation for graduate study or employment in a physics related profession.

Fisk's physics discipline conducts an active research program in such areas as laser spectroscopy, crystal growth and glass science, detector physics, computational astrophysics and astronomy and surface physics. For many years, Fisk has conducted specialized research on behalf of federal agencies such as the National Aeronautics and Space Administration (NASA), the National Science Foundation (NSF), the Department of Energy (DOE), and for private industry. With its Center for Physics and Chemistry of Materials, Fisk is among the very few undergraduate institutions at which the NSF has chosen to establish a Center of Excellence. Graduate and undergraduate students have opportunities to become involved in the research efforts of faculty members, and a number have collaborated with their professors in publishing research results or presenting them at professional meetings.

The undergraduate offerings in physics meet a variety of student needs. Some students seek the B.A. degree with a major in physics; others seek the B.S. degree; still others pursue joint majors combining physics with another discipline. Many students have pursued dual degrees in physics and engineering offered in collaboration with Vanderbilt University. By selecting appropriate electives, students may choose to focus their studies in a particular area of physics such as astronomy and astrophysics, or materials research. The materials research focus in particular takes advantage of the extensive research in that area which is currently being conducted within the discipline. Physics is also a fundamental part of the scientific education of majors in any of the mathematical and natural science disciplines.

Requirements for the B.A. in physics, in addition to the University degree requirements outlined within this Bulletin, are:

1. Courses in physics [32 credits] as follows:

PHYS 110 Physics Seminar

PHYS 130, 130L University Physics I and Experiments in General Physics

PHYS 140, 140L University Physics II and Experiments in General Physics II

PHYS 340 Methods in Theoretical Physics

PHYS 341 Theoretical Mechanics

PHYS 351 Intermediate Electricity and Magnetism

PHYS 490 Senior Seminar

And additional coursework in physics, as approved by the department, such that the student achieves the required total of 32 semester hours of study in the discipline. These additional courses must be at the 200 level or above.

Required cognates--16 credits:

MATH 120 Calculus I

MATH 130 Calculus II

MATH 210 Calculus III

CSCI 110, 110L Introduction to Computer Science I, Lab

These mathematics courses, together with any prerequisite courses indicated by placement test results, also meet the University's mathematics requirement, in lieu of CORE 131 and 132 Mathematics.

The department strongly recommends that students' elective studies include:

CHEM 113, 103L General Chemistry I and Lab  
CHEM 114, 104L General Chemistry II and Lab  
CSCI 120, 120L Intro to Computer Science II and Lab

Requirements for the B.S. in physics are similar to those for the B.A. degree, with the following exceptions and variations:

Eight additional hours in physics are required for the

B.S. degree, beyond the 32 required for the B.A. These are to be selected, subject to departmental approval, from among courses in physics numbered 200 and above.

The University foreign language requirement does not apply to the B.S. degree in physics.

A Suggested Program Plan for B.A. Physics Majors Who Have Not Had High School Pre-Calculus:

First Year, Fall Semester [16 credits]

CORE 100 New Student Orientation [1 credit]

MATH 110 Pre-Calculus [4 credits]

CORE 150 Composition I [3 credits]

\*CHEM 113, 103 General Chemistry I/Experiments I [4 credits]

General Elective [4 credits]

PHYS 110 Seminar [0 credits]

\*Satisfies ½ of CORE D requirement.

First Year, Spring Semester [17 credits]

\*PHYS 130, 130L University Physics I/Experiments I [4 credits]

\*\*MATH 120 Calculus I [4 credits]

CORE 160 Composition II and Oral Communication [3 credits]

CORE 120 Critical Thinking [2 credits]

CHEM 114, 104 General Chemistry II/Experiments II [4 credits]

\*Satisfies ½ of CORE D requirement.

\*\*Satisfies CORE B requirement.

Second Year, Fall Semester [15 credits]

PHYS 140, 140L University Physics II/Experiments II [4 credits]

MATH 130 Calculus II [4 credits]

CORE 201 Introduction to Business and Entrepreneurship [3 credits]

CSCI 110 Intro to Computer Science I and Lab [4 credits]

Second Year, Spring Semester [12-14 credits]

PHYS 340 Methods in Theoretical Physics [3 credits]

MATH 210 Calculus III [4 credits]

CORE A Cultural Exposure, select one from ART 291, 292; ENG 275; HIS 180, 270;

MUS 200, 206 [2-4 credits]

CORE 260 Humanities [3 credits]

Third Year, Fall Semester [12-14 credits]

PHYS 341 Theoretical Mechanics [3 credits]

PHYS 351 Intermediate Electricity and Magnetism [3 credits]

CORE C: Arts, select one from CORE 220; MUS 207, 208, 205; ART 207, 208 [2-4 credits]

MFL Foreign Language 101 [4 credits]

Third year, Spring Semester [15-16 credits]

PHYS Elective(s) [4 credits]

General Electives [4 credits]

CORE E: Social Science, select one from ECON 230, 240; HIS 160; PSCI 122; PSY 180; SOC 100 [3-4 credits]

MFL Foreign Language 102 [4 credits]

Fourth Year, Fall Semester [14-18 credits]

Physics Elective [3 credits]

General Elective(s) [3-7 credits]

CORE 360 The World and Its Peoples [4 credits]

MFL Foreign Language 200 [4 credits]

Fourth Year, Spring Semester [15 credits]

PHYS 490 Senior Seminar [1 credit]

Physics Electives [5 credits]

General Electives [9 credits]

Total hours required for graduation: 120 credit hours.

Further information on the suggested program plan for physics majors (B.A. or B.S. degree) can be obtained by contacting the physics Discipline Coordinator or checking the physics web pages.

The suggested program depends on student preparation and on the concentration that the student elects: astrophysics and space science,

biophysics, chemical physics, applied physics, mathematical physics, engineering physics, premedical physics, and physics-materials science option.



# DUAL-DEGREE PROGRAMS IN SCIENCE AND ENGINEERING (3+2) PROGRAM

Arnold Burger, Ph.D., Coordinator

The Dual Degree Program allows a student to earn a baccalaureate degree in a science major (biology, chemistry, mathematics, computer science and physics) from Fisk plus a baccalaureate degree in biomedical engineering, chemical engineering, civil engineering, computer engineering, computer science, electrical engineering or mechanical engineering from Vanderbilt University, the University of Tennessee at Knoxville, or Case Western University. This is a five-year program, with the first three years spent in residence at Fisk and the last two years spent living on the Vanderbilt campus. This requires special attention to the sequence of courses taken at Fisk, so contact with the Fisk Dual Degree Program advisor should be made as soon as possible.

## Overall Requirements and Conditions

As soon as possible during the freshman year, the student should obtain the "Declaration of Intention to Pursue a Dual-Degree" form from the Dual Degree Program Advisor. This should be completed and returned so that the Advisor can inform the student of the program requirements. Note that completion of this form does not mean that the student is admitted to the program. Formal admission to the program occurs only when the student has completed the work necessary to begin taking courses in the partnering Engineering School. Continuation in the program requires successful academic progress. A minimum of 90 hours of Fisk courses are required, including:

Major courses (approx. 30-39 hours, depending on the major)

CORE curriculum courses

Electives and major cognate courses

The student must major in one of the natural sciences, mathematics, or computer science at Fisk. Usually the Fisk major will be determined by the desired engineering major field at the partnering institution. The Dual Degree Program advisor should be consulted on this. A more detailed description of appropriate pre-engineering preparation is available in this Bulletin.

## FISK-VANDERBILT DUAL DEGREE PROGRAM

The student must satisfy the degree requirements for the Vanderbilt degree, including a minimum of 60 hours of Vanderbilt courses.

Major courses (approximately 40 hours)

Program electives and cognate courses (approximately 20 hours)

The student will be informed of the specific science, mathematics and computer science courses that he/she must complete at Fisk before he/she can transfer to Vanderbilt University. These courses may vary depending upon the student's major. The program is designed for the student to take all of his/her courses at Fisk during the freshman year. The student should normally cross register to take one to three hours at Vanderbilt each semester of the sophomore year. It is necessary before cross-registering to apply for admission to the Dual Degree Program. The student should cross register to take four to eight hours at Vanderbilt during each semester of the junior year.

Information about Vanderbilt engineering programs can be found at the Vanderbilt School of Engineering website.

By January 15 of the second semester of the junior year, the student should fill out the

proper forms to transfer to Vanderbilt University. The student will have all of his/her financial affairs handled by Vanderbilt. This means:

The student should have his/her FAFSA information form and PROFILE data sent to Vanderbilt;

The student will have to get a transfer application from the Office of Undergraduate Admissions from Vanderbilt University and make sure that it is marked that of a Dual Degree Program applicant; and

The student has to have a Fisk University transcript sent to Vanderbilt University.

Once this has been done and if the student has a 3.5 GPA or higher at Fisk and Vanderbilt, both overall and in math and science, the Vanderbilt Dual Degree Coordinator will recommend to the Vanderbilt Admissions Office the admission of the student and Vanderbilt will provide the student with information on his/her housing contract.

#### Application Procedure

In October or November of the fall of the third year, students should make formal application to the Vanderbilt Office of Undergraduate Admissions as a special case (three-two student) of the transfer application process.

Before initiating the application process, the student should make sure that the 3-2 liaisons at Fisk and at Vanderbilt can certify them as having met the requirements of our dual-degree contract (B average, proper pre-engineering courses, and the recommendation of the home institution). The Fisk liaison should communicate his/her recommendation to Vanderbilt and to the Vanderbilt Office of Undergraduate Admissions.

Contact with Vanderbilt Undergraduate Admissions should be made through the Director of Recruitment and Admission of Vanderbilt. Please make sure that the Vanderbilt admissions office understands that you are a 3-2 transfer applicant.

Application for need-based financial aid, if appropriate, should be made as part of the application process through Admissions. Merit (honor) aid is not available.

Admission will initiate arrangements with our immigration officers (if appropriate) and housing (if needed). We cannot guarantee housing for transfer students, but we can help them.

#### After Admission to Vanderbilt

While a Vanderbilt student, all of the student's financial matters will be handled through Vanderbilt University. The student will pay tuition at Vanderbilt. The student must keep in mind that all bills must be paid at Vanderbilt each semester before he or she will be allowed to continue the following semester. The student will be responsible for making sure that each university has all the required information on them in order to graduate. The most important requirement is that the student must transfer his/her Vanderbilt transcript to Fisk the last semester before graduation. This is necessary so that Fisk can substitute major courses taken at Vanderbilt for the rest of the program electives and cognates needed to meet the graduation requirements from Fisk.

Additional information about the Vanderbilt Engineering Programs can be found at the Vanderbilt School of Engineering website: <http://engineering.vanderbilt.edu>.

#### FISK/UNIVERSITY OF TENNESSEE - KNOXVILLE DUAL DEGREE PROGRAM

This is a five-year program, with the first three years spent in residence at Fisk and the last two years spent living on the UT-Knoxville campus (UT-K).

#### Requirements

To be eligible for the program, students must meet the general entrance requirement of UT's College of Engineering (see

<http://www.engr.utk.edu/futurestudents/admission.html> ) and be recommended by Fisk. Fisk students transferring to UT-K must meet the minimum requirements stated below to be considered for admission to a major within the UT College of Engineering. These minimum standards for consideration do not guarantee being admitted to the major. The final admission decision for the major resides with the department head or designee.

Must have earned a minimum 2.8 cumulative average and a C or better in each of these specific courses: CORE 150 English Composition I, CHEM113, 103L General Chemistry I, and MATH 120 Calculus I (and subsequent courses in the three sequences, if taken).

If the student has completed any physics course, he/she must have earned a grade of C or better.

The overall record will be evaluated for quality and seriousness of purpose. An excessive number of withdrawals, incompletes, repeated courses, or failures may result in denial.

By January 15 of the second semester of the junior year, the student should fill out the proper papers to transfer to University of Tennessee, Knoxville. The student will have all of his or her financial affairs handled by University of Tennessee, Knoxville. This means:

The student should have his/her FAFSA information form and PROFILE data sent to University of Tennessee, Knoxville.

The student will have to get a transfer application from the Office of Undergraduate Admissions from University of Tennessee, Knoxville and make sure that it is marked as a Fisk/UT-K Dual Degree Program applicant.

The student has to have a Fisk University transcript sent to University of Tennessee, Knoxville.

After Admission to UT-K College of Engineering

While a UT-K student, all of the student's financial matters will be handled through UT-K.

The student will pay tuition at UT -K. The student must keep in mind that all bills must be paid at UT-K each semester before he or she will be allowed to continue the following semester. The student will be responsible for making sure that each university has all the required information on them in order to graduate.

The most important requirement is that the student must transfer his/her UT-K transcript to Fisk the last semester before graduation. This is necessary so that Fisk can substitute major courses taken at UT -K for the rest of the program electives and cognates needed to meet the graduation requirements from Fisk.

#### FISK-CASE WESTERN RESERVE UNIVERSITY DUAL DEGREE PROGRAM

The Program is a "three + two" Dual Degree Program between Fisk University and Case, leading to a Bachelor of Arts (BA) or Bachelor of Science (BS) degree in Biology, Chemistry, Computer Science, Mathematics and Physics from Fisk and a Bachelor of Science in Engineering degree from Case. Dual Degree Students can major in the following disciplines at Case School of Engineering:

Biomedical Engineering Chemical Engineering  
Civil Engineering Computer Engineering  
Electrical Engineering Macromolecular Science  
Materials Science

Mechanical and Aerospace Engineering Systems  
and Control Engineering

#### Admission Requirements

Prior to admission to the Program students must:

Complete the equivalent of 90 semester hours or 135 quarter hours at the University and earn a grade point average of 3.0 or greater on a 4.0 scale;

Students must have a 3.0 cumulative grade point average in Math and Science courses at Fisk;

Complete the then current Dual Degree Entrance Course Requirements established by Case. The requirements are set forth on the Case website,

[www.engineering.case.edu/desp/dualdegree](http://www.engineering.case.edu/desp/dualdegree)

Be in disciplinary good standing at Fisk.

#### Admission process

Application to Case is made through Case's Office of Undergraduate Admission. The application process can be reviewed on-line through the Undergraduate Admissions home page, <http://admission.case.edu/>. Acceptance into the program and Case shall be at the sole discretion of Case and the student's application does not guarantee acceptance.

Acceptance to the Program prior to the end of a student's third year at Fisk shall be conditional, with formal admission contingent upon the student's final grade point average and academic requirements at the end of the third year meeting the Program requirements. Students must provide Case with an official transcript, as soon as it becomes available, prior

to a final decision being made at Case. Final acceptance into the Program is contingent upon Case's issuance of a written statement confirming said acceptance.

#### After Admission

Each student shall be responsible for paying the tuition and fees to the institution in which he or she is enrolled during the time enrolled and for complying with all of the policies and procedures of such institution. Students in the Dual Degree Program may apply and qualify for financial aid at <http://finaid.case.edu>

**NOTE:** It is up to the student to speak with his/her advisors at both schools to schedule the required courses in five years.

This will be one of the student's greatest concerns since both schools offer some of the upper level courses only once a year.

# DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

Cathy R. Martin, Ph.D., Chair

## Mathematics

Cathy R. Martin, Ph.D., Discipline Coordinator

Mathematics is important in the life of every individual. The mathematics faculty have contact with every Fisk student, whether in the mission of general education, teacher education, support for client disciplines, or the mathematical education of majors and joint majors.

Course offerings are academically challenging, but it is the belief of the mathematics faculty that all students can learn mathematics. Mathematics is central for providing experiences to ensure that students gain “proficiency in analytical reasoning and computational skills” necessary for survival in a “technological society” as well as understanding connections between mathematics and other disciplines. Clearly, mathematics has special responsibility for support to other disciplines, such as those in the natural or social sciences and business administration, as well as to students who select mathematics as a single or joint major.

### Learning Outcomes

Upon completion of the Mathematics major, the student will:

- Demonstrate and communicate knowledge and application of the theories and practices of Mathematics;
- Apply general problem-solving and proof techniques based on the principles of mathematical thinking; and
- Identify and apply the connections and contributions of Mathematics to other disciplines.

The goals of the mathematics area and the learning outcomes that flow from these goals follow.

Goal I: To provide a course of study for a mathematics major program consistent with other colleges and universities as delineated by organizations such as the MAA (Mathematical Association of America) Committee on the Undergraduate Programs in Mathematics (CUPM) Guidelines and Programs at Liberal Arts Colleges.

### Outcomes:

Graduates of the B.A. major program in mathematics must:

- Demonstrate knowledge of mathematics in the areas of elementary analysis (calculus), higher algebra, and higher analysis at the undergraduate level;
- Be able to apply the knowledge gained to solve problems related to various disciplines;
- Demonstrate general knowledge in the areas of physics and computer science;
- Demonstrate the ability to develop and discuss a problem or narrow band of knowledge of a subject in writing and orally; and
- Be able to connect the importance of mathematics historically and presently to a technological society.

Goal II: To provide a course of study for a mathematics joint major program that gives students adequate knowledge to combine two areas of knowledge for work or further study in either discipline or a combination thereof.

Outcomes:

Graduates of the joint major program in mathematics must:

- Demonstrate knowledge of mathematics in the areas of elementary analysis (calculus) and higher algebra;
- Demonstrate knowledge in the cognate subjects selected;
- Demonstrate the ability to develop and discuss a problem or narrow band of knowledge of a subject in writing and orally; and
- Be able to connect the importance of mathematics historically and presently to a technological society.

Goal III: To provide a course of study that supports other disciplines and majors requiring mathematics beyond that required in the program of general education.

Outcomes:

Graduates of a client discipline must:

- Demonstrate awareness of the connection between prescribed mathematics courses and their respective disciplines; and
- Be able to apply the principles of mathematics for problem-solving in their respective disciplines and related disciplines.

Goal IV: To provide technological experiences in the learning of mathematics using graphing calculators, computer algebra systems, and computer-aided instruction.

Outcomes:

Graduates of any major program must:

- Be familiar with the operation and use of technologies in the learning of mathematics; and
- Be aware of the role of technology in society presently and in the future.

Goal V: To provide critical thinking experiences in the learning of mathematics which promote the development of strong life-long skills of problem solving and quantitative analysis.

Outcomes:

Graduates of any major program must:

- Be able to apply the principles of mathematics for problem-solving in any discipline;
- Be able to apply a known solution of a problem to correctly solve a new, related problem;
- Be able to analyze the information given and required in a problem, select an appropriate strategy, arrive at the solution, and assess the accuracy of the answer.

Requirements for the mathematics major, in addition to the University degree requirements outlined within this Bulletin, are:

Courses in mathematics [33 credits] numbered 120 and above. Mathematics majors do not take CORE 131 or CORE 132.

The required courses are:

MATH 120 Calculus I or MATH 121 Bio calculus

MATH 130 Calculus II

MATH 210 Calculus III

MATH 220 Introduction to Higher Algebra

MATH 240 Linear Algebra

MATH 270 Ordinary Differential Equations

MATH 320 Algebraic Structures

MATH 353 Introduction to Real Analysis

MATH 395 Senior Seminar



Mathematics electives in the major must be numbered above

200. An advanced course in computer science or physics may be substituted for a mathematics elective with permission of department.

Required cognates [16 credits]

CSCI 110/L Introduction to Computer Science I and Lab

CSCI 120/L Introduction to Computer Science II and Lab

NSCI 360 Statistics

PHYS 130L Experiments in General Physics I

PHYS 130 University Physics I

Joint majors combining mathematics with another discipline may be arranged. Twenty-four credits in mathematics courses are required as part of any such joint major, and must include:

MATH 120 Calculus I or MATH 121 Biocalculus

MATH 130 Calculus II

MATH 210 Calculus III

MATH 220 Introduction to Higher Algebra

MATH 240 Linear Algebra

MATH 320 Algebraic Structures

The program also may include such other mathematics courses at the 200 level or higher as the student, with departmental approval, may elect; and the foreign language requirement must be completed as for any other major. Students wishing to undertake a joint major in mathematics should obtain the advice of the mathematics Discipline Coordinator as early as possible after deciding to pursue the major. A faculty member from the department will be assigned to cooperate with the student's other major faculty academic advisor in the construction and execution of an appropriate study plan.

## Suggested Program Plan for Mathematics Majors

First Year, Fall Semester [16 credits]

CORE 100 New Student Orientation Seminar [1 credit]

CORE 150 Composition I [3 credits]

FREN or SPAN 101 Elementary Foreign Language I [4 credits]

MATH 120 Calculus I or MATH 121 Biocalculus [4 credits]

General Elective [4 credits]

First Year, Spring Semester [17 credits]

CORE 160 Composition II and Oral Communication [3 credits]

CORE 120 Critical Thinking [2 credits]

FREN or SPAN 102 Elementary Foreign Language II [4 credits]

Math 130 Calculus II [4 credits]

CORE A Course [4 credits]

Second Year, Fall Semester [15 credits]

CORE C: Creative Arts 220 [3 credits]

FREN or SPAN 200 Intermediate Foreign Language [4 credits]

CSCI 110, 110L Intro Computer Science I and Lab [4 credits]

MATH 210 Calculus III [4 credits]

Second Year, Spring Semester [14-15 credits]

CORE 201 Intro to Business and Entrepreneurship [3 credits]

CSCI 120, 120L Intro Computer Science II and Lab [4 credits]

MATH 240 Linear Algebra [4 credits]

CORE 240 Natural Science [4 credits]

Third Year, Fall Semester [14 -15 credits]

CORE 260 Humanities [3 credits]

MATH 240 Linear Algebra [4 credits]

PHYS 130, 130L Experiments in General Physics and Lab [4 credits]

CORE A Course [3-4 credits]

Third Year, Spring Semester [16 credits]

CORE E Course [4 credits]

MATH 320 Algebraic Structures [4 credits]

General or Mathematics Elective [8 credits]

Fourth Year, Fall Semester [17 credits]

MATH 353 Real Analysis [4 credits]

MATH 395 Math Seminar [1 credit]

CORE 360 The World and Its Peoples [4 credits]

General or Mathematics Electives [8 credits]

Fourth Year, Spring Semester [16 credits]

NSCI 360 Statistics [4 credits]

MATH 270 Differential Equations [4 credits]

General or Mathematics Electives [8 credits]

Note: MATH 395, Senior Seminar, must be retaken in Spring Semester if not completed in the Fall Semester.

The cafeteria style CORE curriculum will be chosen from one of the courses in each of the following groups, A-E.

**GROUP A** (Choose one of the following):

ART 291 African- American Art

ART 292 African Art

ENG 275 African-American Literature

HIS 180 African History

HIS 270 African-American History

MUS 200 World Music

MUS 206 Crosscurrents in African and African-American Music

**GROUP B** (Choose one of the following):

CORE 132 Mathematics II

BAD 200 Applied Calculus for Business and Economics

BAD 260 Applied Statistics

MATH 125 Discrete Mathematics

NSCI 360 Statistics

SSCI 280 Statistics for the Social Science Research

**GROUP C** (Choose one of the following):

CORE 220 Creative Arts

MUS 207 20th Century Music

MUS 208 History of Jazz

ART 207 Arts and Ideas I

ART 208 Arts and Ideas II

MUS 205 Music in America

**GROUP D** (Choose CORE 240 or any two science disciplines from the list below):

CORE 240 Natural Science or,

BIOL101, 101L General Biology and General Biology Lab

CHEM 113, 103L General Chemistry and Experiments in General Chemistry

PHYS 130,130L University Physics and University Physics Lab

**GROUP E** (Choose one of the following):

ECON 230 Principles of Microeconomics

ECON 240 Principles of Macroeconomics

HIS 160 United States History

PSCI 122 American Political Systems

PSY 180 General Psychology

SOC 100 Introduction to Sociology

A total of 37-41 hours (41 hours will be earned if one selects two science disciplines to satisfy group D) are required to fulfill the CORE requirement.

Total hours required for graduation: 120-128 credits (depending upon number of elective courses recommended by faculty advisor.)

### Computer Science

Dr. Lei Qian, Discipline Coordinator

Required Coursework for Computer Science Majors [42- 44 credits]

CSCI 110, 110-L Introduction to Computer Science I and Lab

CSCI 120, 120-L Introduction to Computer Science II and Lab

CSCI 201, 202 Sophomore Seminar

CSCI 230, 230-L Introduction to Computer Architecture and Lab

CSCI 241 Data Structures and Algorithms

CSCI 261 Operating Systems CSCI 282 Programming Languages

CSCI 292 Theory of Computation

CSCI 301, 302 Junior Seminar

CSCI 312 Database Management CSCI 410 Senior Seminar

Six to eight hours of departmentally approved computer science electives at the 300 level or above.

Cognate courses [19 credits]

MATH 120 Calculus I

MATH 130 Calculus II

MATH 125 Discrete Mathematics

MATH 240 Linear Algebra

NSCI 360 Statistics

Mathematics requirement

In lieu of the CORE mathematics course (CORE 130), computer science majors take MATH 120 and other prerequisites as appropriate according to placement test results.

Joint Majors

Joint majors combining computer science and another discipline may be arranged. Requirements for the joint majors in computer science, in addition to the University degree requirements outlined within this Bulletin, are:

Required coursework in computer science [32 credits]

CSCI 110, 110-L Introduction to Computer Science I and Lab

CSCI 120, 120-L Introduction to Computer Science II and Lab

CSCI 201, 202 Sophomore Seminar

CSCI 230, 230-L Introduction to Computer Architecture and Lab

CSCI 241 Data Structures and Algorithms CSCI 261 Operating Systems

CSCI 282 or CSCI 312 Programming Languages or Database Management

CSCI 301, 302 Junior Seminar CSCI 410 Senior Seminar

Plus, four hours of departmentally approved computer electives at the 200 level or above.

Required cognate courses [15 credits]

MATH 120 Calculus I

MATH 125 Discrete Mathematics

MATH 240 Linear Algebra

NSCI 360 Statistics

### Mathematics requirement

In lieu of the CORE mathematics course (CORE 131), computer science joint majors take MATH 120 and other prerequisites as appropriate according to placement test results.

Students wishing to undertake a joint major in computer science should obtain advice from the department as early as possible after deciding to pursue the major. A faculty member from the department will be assigned to cooperate with the student's other faculty academic advisors in the construction and execution of an appropriate study plan.

The minor in computer science is available to any student who is not majoring in computer science. The program requires the successful completion (grade of "C" or better) of 24 semester hours of courses in computer science, including:

CSCI 110, 110-L Introduction to Computer Science I and Lab

CSCI 120, 120-L Introduction to Computer Science II and Lab

CSCI 230, 230-L Introduction to Computer Architecture and Lab

CSCI 241 Data Structures and Algorithms

Other computer science courses to complete the minor may be selected, with departmental approval, from among all other computer science courses that are acceptable for the computer science major. Students wishing to minor in computer science should obtain the advice of the Mathematics and Computer Science Department as early as possible after deciding to pursue the minor. A faculty member from the department will be assigned to assist the student's faculty academic advisor with the construction and execution of an appropriate study plan.

Suggested Program Plan for Computer Science Majors:

(Suggested program requires testing into MATH 120 Calculus II. Otherwise, additional mathematics course may be required.)

First Year, Fall Semester [16 credits]

CORE 100 New Student Orientation [1 credit]

CORE 150 Composition I [3 credits]

CSCI 110, 110L Introduction to Computer Science I and Lab [4 credits]

FREN or SPAN 101 Elementary French or Spanish I [4 credits]

MATH 120 Calculus I [4 credits]

First Year, Spring Semester [17 credits]

CORE 120 Critical Thinking [2 credits]

CORE 160 Composition II and Oral Communications [3 credits]

CSCI 120/120L Intro to Computer Science II and Lab [4 credits]

FREN or SPAN 102 Elementary French or Spanish II [4 credits]

MATH 130 Calculus II [4 credits]

Second Year, Fall Semester [15.5 credits]

CORE 260 Humanities [4 credits]

MATH 125 Discrete Mathematics [4 credits]

FREN or SPAN 200 Intermediate French or Spanish [4 credits]

CSCI 201 Sophomore Seminar [0.5 credits]

CSCI 241 Data Structures and Algorithms [4 credits]

Second Year, Spring Semester [16.5 credits]

CORE Group A Cultural Exposure [4 credits]

CORE 240 Natural Science [4 credits]

MATH 240 Linear Algebra [4 credits]

CSCI 202 Sophomore Seminar [0.5 credits]

CSCI 230, 230L Intro to Computer Architecture and Lab [4 credits]

Third Year, Fall Semester [15.5-16.5 credits]

CORE C: The Arts [3-4 credits]

CSCI 261 Operating Systems [4 credits]

NCSI 360 Statistics [4 credits]

CSCI 301 Junior Seminar [0.5 credits]

General Elective [4 credits]

Third Year, Spring Semester [15.5-16.5 credits]

CORE 201: Introduction to Business and Entrepreneurship [3 credits]

CSCI 292: Theory of Computation [4 credits]

CSCI 282 Programming Languages [4 credits]

CSCI 302 Junior Seminar [0.5 credits]

CSCI Elective [3 credits]

General Elective [2 credits]

Fourth Year, Fall Semester [16 credits]

CORE E: Social Science [3 credits]

CSCI 410: Senior Seminar [2 credits]

CSCI Elective [4 credits]

General Elective [4 credits]

General Elective [4 credits]

Fourth Year, Spring Semester [13-14 credits]

CORE 360: The World & Its People [4 credits]

CSCI 312: Database Management [4 credits]

General Elective [3-4 credits]

General Elective [4 credits]

The CORE curriculum will be chosen from one of the courses in each of the following groups, A-E.

**GROUP A** (Choose one of the following):

ART 291 African- American Art

ART 292 African Art

ENG 275 African-American Literature

HIS 180 African History

HIS 270 African-American History

MUS 200 World Music

MUS 206 Crosscurrents in African and African-American Music

**GROUP B** (Choose one of the following):

CORE 132 Mathematics II

BAD 200 Applied Calculus for Business and Economics

BAD 260 Applied Statistics

MATH 125 Discrete Mathematics

NCSI 360 Statistics

SSCI 280 Statistics for the Social Science Research

**GROUP C** (Choose one of the following):

CORE 220 Creative Arts

MUS 207 20th Century Music

MUS 208 History of Jazz

ART 207 Arts and Ideas I

ART 208 Arts and Ideas II

MUS 205 Music in America

**GROUP D** (Choose CORE 240 or any two science disciplines from the list below):

CORE 240 Natural Science or,

BIOL101, 101L General Biology and General Biology Lab  
CHEM 113, 103L General Chemistry and Experiments in General Chemistry

PHYS 130, 130L University Physics and University Physics Lab

**GROUP E** (Choose one of the following):

ECON 230 Principles of Microeconomics

ECON 240 Principles of Macroeconomics

HIS 160 United States History

PSCI 122 American Political Systems

PSY 180 General Psychology

SOC 100 Introduction to Sociology

Total hours required for graduation: 126.5-128.5 credits

Note: One additional general elective [4 credits] may be taken in summer school to fulfill requirements for graduation when a student places below the calculus- level upon enrollment.

### Data Science

Dr. Sajid Hussain, Discipline Coordinator

The Fisk University Data Science program is the first dedicated undergraduate data science program at a Historically Black College or University as well as in the state of Tennessee. The Data Science program is one of the newest and fastest growing programs at Fisk University.

The data science program prepares students for inter-disciplinary careers related to computing and big data. Students are trained for both professional careers and graduate studies. A minor in data science may be taken in combination with any other major.

Data Science is an interdisciplinary field of scientific methods, processes, and systems to extract knowledge or insights from data. Virtually every area of our society is generating considerable data: social networking, business platforms, health care and personalized/precision medicine, digital

humanities for literature and historical 'excavation', defense and security, manufacturing and supply chain, climate change forecasting, as examples. However, without data management, curation, analysis and visualization – these data do not inform new insights.

The Department offers both a Bachelor of Science and Bachelor of Arts degree as well as a Data Science minor. The Data Science program strives to bring Innovation to Passion through partner discipline requirements where students can choose a partner discipline including but not limited to Art, Biology, Chemistry, Physics, Psychology, Political Science or Business. This allows students to use the innovation of data science to explore their passion. The program is also designed to allow students to easily add a joint major within the 4-year degree program. These partnerships allow students to complete degrees in areas like Computational Biology and Computational Social Science.

The Bachelor of Arts degree has the fundamental mathematics and computer science content and allows for 18-20 hours of partner discipline courses. The Bachelor of Science degree has more advanced mathematics and computer science content and allows for 10-12 hours of partner discipline courses.

An integral component of the program is the experiential learning component. The Sophomore, Junior, and Senior seminar courses offer students an opportunity to select projects and follow the data science pipeline with appropriate tools at each level of matriculation through the program. The Data Science Club offers students from any discipline the opportunity to be part of the Data Science family. Members of the Data Science club determine the focus of the club and problems, tools and technologies that the students address and learn. The Data Science Innovation Hub offers students the paid opportunities to contribute to ongoing research projects by Faculty members and students at Fisk



University and Beyond. Lastly, our industry partnerships allow industry partners to hold seminars and work sessions with students where they discuss real world problems encountered in industry as well as offering internships. The Fisk University Data Science program offers an innovative approach to Data Science preparing students for a diverse workforce.

### *Program Goals*

The goals of the program in data science are designed to produce graduates who can:

1. successfully qualify for positions in data science, computer science, information technology, lab technicians, and research scientists; entry into graduate schools in data science, computer and information sciences and technologies; entry into the workforce as data scientists, software engineers, and data analysts.
2. enter other professions that require a background in computer science or computer technology;
3. teach computer-related subject matter to individuals at the post-secondary level; and
4. become productive citizens who contribute to the welfare and development of their communities through their career activities.

Students who complete the major in data science will:

- Have knowledge of the conceptual framework of the major branches of computer science.
- Be able to apply the computer science theoretical principles to problems using the appropriate data structures and algorithms.
- Be able to work effectively in Windows, Unix/Linux, MacOS operating systems.

Be able to program effectively with high-level programming languages.

- Be able to apply the necessary technical skills that are fundamental to experimental data science.
- Have a fundamental understanding of the relationship of computer science and mathematics to another partner discipline.
- Be aware of the role of data and computational thinking in society.

### *Course Requirements*

The CORE Curriculum provides broad understanding of cultures, history, and the

development of effective communication skills that are fostered in a liberal arts environment.

In addition to CORE requirements, students complete 58-60 credits in three (3) areas: 1) Computational Thinking, 2) Mathematics-Statistics, and 3) Partner Discipline (e.g. Psychology, Biology, Political Science, or Business Administration).

As Data Science has strong interdisciplinary focus, there are several options for a Joint Major with Data Science: Biology, Business Administration, English, History, Psychology, Political Science, Mathematics, Sociology, etc.

The Data Science minor requires 20-22 cr. in Computational Thinking and Statistics. The minor in data science is available to any student who is not majoring in data science/computer science. The program requires the successful completion (grade of "C" or better) of 22-24 semester hours of courses in computer science

### **B.S. Data Science Course Requirements**

#### *Computer Science Courses [24 credits]*

CSCI 110, 110-L Introduction to Computer Science I and Lab [4 credits]

CSCI 120, 120-L Introduction to Computer Science II and Lab [4 credits]

CSCI 241 Data Structures and Algorithms [4 credits]

CSCI 280 Mathematical Modeling (or equivalent) [4 credits]

CSCI 312 Database Management [4 credits]

CSCI 380 Machine Learning (or equivalent) [4 credits]

*Seminar Courses* [4 credits]

CSCI 201, 202 Sophomore Seminar [0.5 x 2 = 1 credit]

CSCI 301, 302 Junior Seminar [0.5 x 2 = 1 credit]

CSCI 410 Senior Seminar [2 credits]

*Mathematics courses* [16 credits]

MATH 120 Calculus I

MATH 130 Calculus II

MATH 125 Discrete Mathematics

MATH 240 Linear Algebra

*Statistical Courses* [4 credits]

BAD 260 Applied Statistics, or HSS 280 Stat. for the Social Science Research, or NSCI 360 Stat, or Bio Statistics

*Partner Discipline Courses* (10-12 credits)

10-12 hours of any major (approved by the advisor)

### **B.A. Data Science Course Requirements**

*Computer Science Courses* [24 credits]

CSCI 110, 110-L Introduction to Computer Science I and Lab [4 credits]

CSCI 120, 120-L Introduction to Computer Science II and Lab [4 credits]

CSCI 241 Data Structures and Algorithms [4 credits]

CSCI 280 Mathematical Modeling (or equivalent) [4 credits]

CSCI 312 Database Management [4 credits]

CSCI 380 Machine Learning (or equivalent) [4 credits]

*Seminar Courses* [4 credits]

CSCI 201, 202 Sophomore Seminar [0.5 x 2 = 1 credit]

CSCI 301, 302 Junior Seminar [0.5 x 2 = 1 credit]

CSCI 410 Senior Seminar [2 credits]

*Mathematics courses* [8 credits]

MATH 120 Calculus I

Math course approved by the Advisor

*Statistical Courses* [4 credits]

BAD 260 Applied Statistics, or HSS 280 Stat. for the Social Science Research, or NSCI 360 Stat, or Bio Statistics

*Partner Discipline Courses* (18-20 credits)

18-20 hours of any major (approved by the advisor)

### **Minor Data Science Course Requirements**

*Computer Science Courses* [12 credits]

CSCI 110, 110-L Introduction to Computer Science I and Lab [4 credits]

CSCI 120, 120-L Introduction to Computer Science II and Lab [4 credits]

CSCI 241 Data Structures and Algorithms [4 credits]

*Statistical Courses* [4 credits]

BAD 260 Applied Statistics, or HSS 280 Stat. for the Social Science Research, or NSCI 360 Stat, or Bio Statistics

*Computer Science Electives* [6-8 credits]

Any two (2) courses approved by the advisor.

Mathematics requirement

In lieu of the CORE mathematics course (CORE 130), Data Science majors take MATH 120 and other prerequisites as appropriate according to placement test results

### **Suggested Program Plan for Data Science Majors:**

*First Year, Fall Semester*

CSCI 110 - Computer Science I (Python)

CSCI 110L - Computer Science I (Lab)

Foreign Language

MATH Course (based on placement)

CORE 100 - New Student Orientation

CORE 150 - Composition I

*Third Year, Fall Semester*

*First Year, Spring Semester*

CSCI 120 - Computer Science II (Object  
Orientation)  
CSCI 120L - Computer Science II (Lab)  
Foreign Language  
MATH Course (based on placement)  
CORE 120 - Critical Thinking  
CORE 160 - Composition II

Computer Science Elective  
CSCI 301 - Junior Seminar I  
Math Course  
Partner Discipline Elective  
CORE and Electives

*Second Year, Fall Semester*

CSCI 241 - Data Structures and Algorithms  
CSCI 201 - Sophomore Seminar I  
Foreign Language  
Math Course  
CORE and Electives

*Third Year, Spring Semester*  
Computer Science Elective  
Partner Discipline Elective  
CSCI 302 - Junior Seminar II  
Major Elective  
CORE and Electives,

Second Year, Spring Semester  
Computer Science Elective

Fourth Year, Fall Semester  
CSCI 410 - Senior Seminar  
Major Electives  
CORE and Electives

Partner Discipline Elective  
CSCI 202 - Sophomore Seminar II  
Math Course  
CORE and Electives

Fourth Year, Spring Semester  
Major Electives  
CORE and Electives

# DEPARTMENT OF BUSINESS ADMINISTRATION

Nicholas Umontuen, Chair

The Department of Business Administration offers a major in business administration for the Bachelor of Science degree. Within the major, students may choose a specialized concentration in accounting, financial economics, international business relations and management.

A concentration is available in Music Business through Belmont University. Finally, another option is a joint major in business administration in conjunction with a major from outside the department. If a student desires to complete a joint major, the student must fulfill all of the requirements for the business major, as well as, concentration requirements (if applicable).

The courses in the Department of Business Administration meet the needs of students wishing to pursue graduate study in business administration, economics, management, or other social sciences, and those who wish to pursue careers in business, government, or other organizations without prior graduate or professional study. The program also offers a strong base for professional careers in accounting, law, and financial consulting. The courses emphasize problem-solving techniques and stress the development of analytical skills involving quantitative methods and computer literacy.

In addition to formal coursework, the department offers opportunities for personal development and community involvement on a practical level. Credit is granted for various internships, which are designed to combine practical "world of work" experience with academic study.

Students enrolled in the Department of Business Administration are eligible for membership in the Society for the Advancement of Management; the National Association of Black

Accountants; and Enactus. Qualified students are inducted into the international honor society in business, Delta Mu Delta.

The mission of the Department of Business Administration is to provide students with excellent education and training in the fundamental and cognate fields of business and to prepare students for leadership within a high-quality liberal arts environment.

## Learning Outcomes

Upon completion of the business administration major, the student will:

- Demonstrate general business knowledge including economics, information systems, finance, accounting, marketing, international business, quantitative analysis and management theories;
- Demonstrate business leadership skills including ethics, self-confidence and initiative;
- Demonstrate the ability to evaluate and understand risk, returns, effective decision-making critical thinking, planning and profitability;
- Demonstrate the uses of technology concepts and techniques by managers; and
- Demonstrate the ability to use effective communication skills both written and oral through case studies, business plans, and/or oral presentation and research papers.

Requirements for the business administration major, in addition to the University CORE and language requirements, are as follows:

Common Professional Component [40 credits]  
Cognate courses [8 credits]

### Concentration [24 credits]

Courses offered in accounting, business administration, economics, finance, and management are open to all Fisk students who have met the prerequisites. Courses for the concentration in music business administration that are offered through Belmont University are only available to business majors. The common professional component is required of all business administration majors.

The common professional component (40 credits):

ACC 230 Principles of Accounting I [3 credits]

ACC 240 Principles of Accounting II [3 credits]

BAD 110 (or CSCI 100) Business Information Systems [3 credits]

BAD 220 Legal and Ethical Environment of Business [4 credits]

BAD 250 Business Communication [3 credits]

BAD 320 Marketing [3 credits]

BAD 399 Internship Seminar [3 credits]

BAD 490 Business Policy [3 credits]

ECON 230 Principles of Microeconomics [3 credits]

ECON 240 Principles of Macroeconomics [3 credits]

FIN 320 Business Finance [3 credits]

MGT 280 Management Principles and Practice [3 credits]

MGT 330 Productions and Operations Management [4 credits]

Cognate Courses [8 credits]

BAD 260 Applied Statistics (or HSS 280 or NSCI 360) [4 credits]

BAD 200 Applied Calculus for Business and Economics (or MATH 120)\* [4 credits]

Applied Calculus is not required for the management and the music business concentrations, but it is still highly

recommended. It is, however, required for all other concentrations.

### Areas of Concentration

The Department of Business Administration offers five areas of concentration: accounting, financial economics, international business relations, management, and music business.

#### Accounting Concentration

The accounting concentration is designed to prepare students in the main areas of accounting, including financial and managerial accounting, cost accounting, auditing, accounting information systems, and federal taxation. This concentration should be of particular interest to those business students who would like to become Certified Public Accountants (CPA).

#### Required Courses in Accounting Concentration [24 credits]

ACC 300 Cost Accounting and Control [4 credits]

ACC 310 Intermediate Financial Accounting Theory I [4 credits]

ACC 320 Intermediate Financial Accounting Theory II [4 credits]

ACC 330 Federal Taxation I [4 credits]

ACC 410 Advanced Accounting [4 credits]

Plus, One of the following:

ACC 250 Accounting Information Systems [4 credits]

ACC 420 Accounting Seminar [4 credits]

ACC 430 Federal Taxation II [4 credits]

ACC 440 Auditing [4 credits]

Minimum total hours required for graduation: 124 credits

#### Financial Economics Concentration

The objectives of the financial economics concentration are the same as those for the B.S.

degree program in business administration. The financial economics concentration is designed specifically to equip students to bring analytical thinking and good judgment to bear on financial and economic challenges confronting businesses and individuals. The concentration is built on the solid foundations provided by the CORE curriculum and the department's common professional component. Graduates with a concentration in financial economics are prepared for careers in corporate finance, banking, investment management, financial planning/consulting, and government and to pursue graduate studies.

#### Required Courses in Financial Economic Concentration [24 credits]

ECON 330 Managerial Economics [4 credits]

ECON 340 Macroeconomic Analysis [4 credits]

FIN 330 Corporate Financial Management [4 credits]

FIN 370 Investments: Analysis and Management [4 credits]

For economics emphasis, plus two of the following:

ECON 350 International Economics [4 credits]

ECON 370 Introduction to Econometrics [4 credits]

ECON 400 Topics in Economics [4 credits]

ECON 450 Economics of Development [4 credits]

MGT 350 International Business [4 credits]

For finance emphasis, plus two of the following:

FIN 310 (or ACC 310) Financial Statement Analysis [4 credits]

FIN 350 Financial Markets [4 credits]

FIN 410 International Financial Management [4 credits]

FIN 420 Financial Institutions Management [4 credits]

MGT 350 International Business [4 credits]

Minimum total hours required for graduation:  
124 credits

#### International Business Relations Concentration

In today's global economy, most businesses and other potential employers have become highly interdependent with the rest of the world. For this reason, some students in the business administration program choose a concentration that enables them to broaden their education to include additional courses in language, culture, international politics, and international law. The international business relations concentration is designed to meet the needs of these students.

The objectives of the international business concentration are the same as those for the B.S. degree program in business administration. The curriculum in international business relations is designed specifically to provide the student with additional preparation in those areas of study deemed necessary for success in today's global economy. The concentration emphasizes foreign language studies beyond those required by the University, international politics and law, and an understanding of other cultures. Graduates of the business administration program with concentration in international business relations are adequately prepared for employment in multinational corporations, international organizations, government and/or for graduate studies.

#### Required Courses in International Business Relations Concentration [24 credits]

SPAN Conversation and Composition [4]

MGT 350 International Business [4]

ECON 350 International Economics [4]

FIN 410 International Financial Management [4]

Plus Two of the following:

SPAN 320 Business Language [4 credits]

PSCI 421 International Law and Organ. [4 credits]



MFL Foreign Language Elective [4 credits]

ECON 450 Economics of Development [4 credits]

FIN 370 Investments: Man. and Analysis [4 credits]

Minimum total hours required for graduation: 124 credits.

### Management Concentration

The concentration in management is designed to provide a solid management foundation and the greatest degree of flexibility in career choice. Students choosing this concentration are exposed to all areas of management theory and practice. This concentration provides a launching platform into managerial jobs in almost all industries as well as a strong foundation for graduate studies.

The objectives of the management concentration are the same as those for the B.S. degree program in business administration. The concentration provides specifically greater depth and breadth in analytical, leadership, communication, and interpersonal relationship skills that are needed to compete successfully in today's work environment. Students are also adequately prepared to venture out on their own as entrepreneurs as well as for graduate studies.

### Required Courses for Management Concentration [24 credits]

ECON 330 Managerial Economics [4 credits]

MGT 320 Human Resource Management [4 credits]

MGT 340 Organizational Behavior [4 credits]

MGT 380 Entrepreneurial Development [4 credits]

Plus, two of the following:

MGT 350 International Business [4 credits]

MGT 422 Strategic Marketing [4 credits]

MGT 400 Topics in Management [4 credits]

FIN 410 International Financial Management [4 credits]

Minimum total hours required for graduation: 124 credits

### Suggested Program Plan for Business Administration Majors:

First Year, Fall Semester [16 credits]

CORE 100 New Student Orientation [1 credit]

CORE 150 English Composition I [4 credits]

MATH 101 College Algebra [4 credits]

MFL 101 Foreign Language I [4 credits]

BAD 110 Business Information Systems [3 credits]

First Year, Spring Semester [17 credits]

MFL 102 Foreign Language II [4 credits]

CORE 120 Critical Thinking [2 credits]

CORE 160 Composition II and Oral Communications [3 credits]

MGT 280 Management: Principles and Practice [3 credits]

BAD 200 Applied Calculus for Business and Economics [4 credits]

Second Year, Fall Semester [17 cr.]

CORE Course [4 credits]

LANG 200 Foreign Language III [4 credits]

ECON 230 Principles of Microeconomics [3 credits]

ACC 230 Principles of Accounting I [3 credits]

BAD 250 Business Communications [3 credits]

Second Year, Spring Semester [16 credits]

ACC 240 Principles of Accounting II [3 credits]

BAD 260 Applied Statistics I [4 credits]

BAD 399 Internship Seminar [2 credits]

ECON 240 Principles of Macroeconomics [3 credits]  
CORE 220 The Creative Arts [4 credits]

Third Year, Fall Semester [15 credits]

CORE 230 Natural Science [4 credits]

BAD 220 Legal & Ethical Environment of Business [4 credits]

BAD 320 Marketing [3 credits]

Concentration courses/general electives [4 credits]

Third Year, Spring Semester [15 credits]

CORE 260 Humanities: Thought and Experience [4 credits]

FIN 320 Business Finance [3 credits]

MGT 330 Production and Operations Management [4 credits]

Concentration courses/general electives [4 credits]

Fourth Year, Fall Semester [14-16 credits]

CORE 360 The World and Its Peoples [4 credits]

Concentration courses/general electives [10-12 credits]

Fourth Year, Spring Semester [13-16 credits]

BAD 490 Business Policy [3 credits]

Concentration electives/general electives [10-13 credits]

Field examination in Business [0 credits]

The cafeteria style CORE curriculum will be chosen from one of the courses in each of the following groups, A-E.

**GROUP A** (Choose one of the following):

ART 291 African- American Art

ART 292 African Art

ENG 275 African-American Literature

HIS 180 African History

HIS 270 African-American History

MUS 200 World Music

MUS 206 Crosscurrents in African and African-American Music

**GROUP B** (Choose one of the following):

CORE 132 Mathematics II

BAD 200 Applied Calculus for Business and Economics

BAD 260 Applied Statistics

MATH 125 Discrete Mathematics

NSCI 360 Statistics

SSCI 280 Statistics for the Social Science Research

**GROUP C** (Choose one of the following):

CORE 220 Creative Arts

MUS 207 20th Century Music

MUS 208 History of Jazz

ART 207 Arts and Ideas I

ART 208 Arts and Ideas II

MUS 205 Music in America

**GROUP D** (Choose CORE 240 or any two science disciplines from the list below):

CORE 240 Natural Science or,

BIOL101, 101L General Biology and General Biology Lab  
CHEM 113, 103L General Chemistry and Experiments in General Chemistry

PHYS 130, 130L University Physics and University Physics Lab

**GROUP E** (Choose one of the following):

ECON 230 Principles of Microeconomics  
 ECON 240 Principles of Macroeconomics  
 HIS 160 United States History  
 PSCI 122 American Political Systems  
 PSY 180 General Psychology  
 SOC 100 Introduction to Sociology

Total hours required for graduation: 124 credits

### Music Business Concentration

The concentration in music business is offered through a collaborative agreement with Belmont University. Students interested in the music business concentration will be selected prior to enrollment at Fisk or during their Freshman year. They are required to enroll in courses in the same sequence prescribed for Belmont music business students and will be expected to meet the current criteria for selection and retention in Belmont music business program. The partnership permits cross-registration so that Fisk students will remain Fisk University students. The cross-registration program may begin as early as the second semester of the Freshman year, although most students choose to wait until the sophomore year.

Entrance requirements for cross -registration for the music business concentration include:

A declared major in business administration with a concentration in music business; and

A grade Point Average of 2.5 or higher upon admission to the program and must be maintained throughout the program.

The selection of participants will be conducted through a committee that includes one faculty member each from the music discipline and Department of Business Administration, as well as a representative from the Office of the Provost and at least one representative from the Office of Admissions. Factors other than G.P.A. may also be considered.

In addition to the degree requirements outlined for the B.S. in business administration in this Bulletin, the student will take:

The following courses offered at Belmont University [18 credits]

MBU 1110 Survey of Music Business [3 credits]

MBU 3450 Music Publishing [3 credits]

MBU 3520 Intellectual Properties [3 credits]

MBU, AET, or EIS Electives [9 credits]

MBU 4000 Music Business Seminar (each semester) [0 credits]

The following courses offered by the Fisk University music discipline [12 credits]

MUS 100 and 101 Materials of Music I [8 credits]

Principal or secondary applied instrument\* [2 credits]

MUS 110, 120, 205, 206, 207, or 208 depending on students' interest area [2 credits]

Summary Requirements for the B.S. in business administration with a concentration in music business: Common Professional Component [40 credits] Cognate Courses (BAD 260) [4 credits]

CORE Courses (MGT 380) [4 credits]

Concentration (Belmont Music Business and Fisk Music) [30 credits]

Foreign Language [12 credits]

CORE (incl. MATH 110 substitutes for CORE 131) [37 credits]

General Electives at Fisk [5 credits]

Total credit hours required for graduation: 130 semester hours

Suggested Program Plan for the B.S. Degree in Business Administration with a Concentration in Music Business

First Year, Fall Semester [17 credits]

CORE 100 New Student Orientation [1 credit]

CORE 150 English Composition I [4 credits]  
 MATH 110 Pre-Calculus [4 credits]  
 BAD 110 Business Information Systems or equivalent [3 credits]  
 MFL 101 Foreign Language I [4 credits]  
 MUS Principal or Secondary Applied Instrument [1 credit]  
 First Year, Spring Semester [16 credits]  
 CORE Course [3 credits]  
 MUS 100 Elements of Music [4 credits]  
 MFL 102 Foreign Language II [4 credits]  
 MGT 280 Management Principles and Practice [3 credits]  
 MUS Principal or Secondary Applied Instrument [1 credit]  
 Second Year, Fall Semester [16 credits]  
 CORE 120 Critical Thinking [2 credits] MFL 200 Foreign Language III [4 credits]  
 ACC 230 Principles of Accounting [3 credits]  
 ECON 230 Principles of Microeconomics [3 credits]  
 MUS 101 Materials in Music Theory [4 credits]  
 Second Year, Spring Semester [17 credits]  
 CORE 220 The Creative Arts [4 credits]  
 BAD 260 Applied Statistics [4 credits]  
 ACC 240 Principles of Accounting II [3 credits]  
 ECON 240 Principle of Macroeconomics [3 credits]  
 MBU 1110 Survey of music Business [3 credits]  
 MBU 4000 Seminar in Music Business [0 credits]  
 Third Year, Fall Semester [17 credits]  
 CORE Course [3 credits]  
 BAD 250 Business Communication [3 credits]

BAD 220 Legal and Ethical Environment [4 credits]  
 FIN 320 Business Finance [3 credits]  
 MBU 3450 Music Publishing [3 credits]  
 MBU 4000 Seminar in Music Business [0 credits]  
 Third Year, Spring Semester [16 credits]  
 CORE 260 Humanities [3 credits]  
 BAD 320 Marketing Principles [3 credits]  
 BAD 399 Internship Seminar [2 credits]  
 MGT 330 Production Management [4 credits]  
 MBU 3520 Intellectual Properties [3 credits]  
 MBU 4000 Seminar in Music Business [0 credits]  
 Fourth Year, Fall Semester [16 credits]  
 CORE 230 Natural Science [4 credits]  
 CORE 360 The World and Its Peoples [4 credits]  
 MBU AET, or EIS Electives [6 credits]  
 MBU 4000 Seminar in Music Business [0 credits]  
 General Electives [2 credits]  
 Fourth Year, Spring Semester [15 credits]  
 BAD 490 Business Policy [3 credits]  
 MGT 380 Entrepreneurial Development [4 credits]  
 MUS Music 110, 120, 205, 206, 207 or 208 [2 credits]  
 MBU AET, OR EIS Electives [3 credits]  
 Fisk General Electives [3 credits]  
 The cafeteria style CORE curriculum will be chosen from one of the courses in each of the following groups, A-E.  
 GROUP A (Choose one of the following):  
 ART 291 African- American Art  
 ART 292 African Art

ENG 275 African-American Literature

HIS 180 African History

HIS 270 African-American History

MUS 200 World Music

MUS 206 Crosscurrents in African and African-American Music

**GROUP B** (Choose one of the following):

CORE 132 Mathematics II

BAD 200 Applied Calculus for Business and Economics

BAD 260 Applied Statistics

MATH 125 Discrete Mathematics

NSCI 360 Statistics

SSCI 280 Statistics for the Social Science Research

**GROUP C** (Choose one of the following):

CORE 220 Creative Arts

MUS 207 20th Century Music

MUS 208 History of Jazz

ART 207 Arts and Ideas I

ART 208 Arts and Ideas II

MUS 205 Music in America

**GROUP D** (Choose CORE 240 or any two science disciplines from the list below):

CORE 240 Natural Science or,

BIOL101, 101L General Biology and General Biology Lab CHEM 113, 103L General Chemistry and Experiments in General Chemistry

PHYS 130, 130L University Physics and University Physics Lab

**GROUP E** (Choose one of the following):

ECON 230 Principles of Microeconomics

ECON 240 Principles of Macroeconomics

HIS 160 United States History

PSCI 122 American Political Systems

PSY 180 General Psychology

SOC 100 Introduction to Sociology

Total hours required for graduation: 130 credits

## COURSE DESCRIPTIONS A-Z

### AEROSPACE SCIENCE (AERO) Courses

These courses are offered at Tennessee State University for Fisk University students at no cost. To apply, students must apply for “special” student status at TSU and return the application along with official transcripts for all undergraduate coursework. More information is available at [www.tnstate.edu/rotc](http://www.tnstate.edu/rotc).

Scholarships are also available for students who meet qualification criteria. Completion of the AFROTC program at TSU guarantees students a commission as an officer in the United States Air Force upon graduation from Fisk.

#### AERO 1012 FOUNDATIONS OF THE U.S. AIR FORCE [1 credit]

This course is a survey course designed to introduce students to the USAF and the AFROTC. Topics include: Mission and organization of the Air Force, officer ship and professionalism, military customs and courtesies, USAF officer opportunities, and an introduction to communication skills.

#### AERO 2012 AIR POWER HISTORY [1 credit]

This course examines the general aspects of air and space power through historical perspective. From this perspective, the course covers a time period from the first balloons and dirigibles to the war on terrorism. Historical examples are provided to extrapolate the development of Air Force capabilities (competencies), and missions to demonstrate the evolution of what has become today’s USAF and space power.

#### AERO 3515 AIR FORCE LEADERSHIP STUDIES [3 credits]

This course is a study of leadership management fundamentals, professional knowledge, Air Force

personnel and evaluation systems, leadership ethics, and communication skills required of an Air Force junior officer.

#### AERO 4515 NATIONAL SECURITY AFFAIRS- PREPARATION FOR ACTIVE DUTY [3 credits]

This course examines the U.S. national security process, regional studies, advanced leadership ethics, and USAF doctrine. Special topics focus on the military as a profession, officer ship, military justice, civilian control of the military, preparation for active duty and current affairs affecting the military.

#### AERO 1013L-2013L, 3516L-4516L

#### LEADERSHIP LABORATORY [1 credit each]

This course is for all cadets enrolled in the General Military Course (GMC) or Professional Officer Course (POC). They must take leadership laboratory each semester. The one- and one-half hours per week is typically taken throughout a cadet’s enrollment in AFROTC. Instruction is conducted within the framework of an organized cadet corps with a progression of leadership experiences designed to maximize leadership potential. Topics include military customs and courtesies, drill and ceremony, and group leadership problems. All cadets registered for Leadership Laboratory must be enrolled in the equivalent aerospace studies class.



## ACCOUNTING

### ACC 230 PRINCIPLES OF ACCOUNTING I [3 credits]

This course presents the fundamental principles of double- entry accounting and its usefulness in reporting financial information to individuals external to the business entity. Typical economic transactions are analyzed and then recorded. Prerequisite: College Algebra.

### ACC 240 PRINCIPLES OF ACCOUNTING II [3 credits]

This course is a continuation of ACC 230 but emphasizes managerial accounting techniques. Prerequisite: ACC 230.

### ACC 330 COST ACCOUNTING AND CONTROL [4 credits]

This course is a study of basic cost accumulation systems and refinements used to determine costs of products or activities in various types of enterprises. Classification of costs and revenues on several bases for various uses, budgeting and standard cost accounting, analyses of relevant costs and other data for decision making will also be addressed. Prerequisite: ACC 310.

### ACC 310 INTERMEDIATE FINANCIAL ACCOUNTING I [4 credits]

This course is the first in the two-course sequence that places emphasis on concepts underlying asset valuation and income measurement. Statements released by the Financial Accounting Standards Board will be considered as they affect the particular subject under study. Prerequisite: ACC 240.

### ACC 320 INTERMEDIATE FINANCIAL ACCOUNTING II [4 credits]

This course is the second in the two-course sequence. The study of concepts underlying asset valuation and income measurement will be completed. Problem areas under consideration

by the profession will be analyzed and discussed. Prerequisite: ACC 310.

### ACC 330 FEDERAL TAXATION I [4 credits]

This course covers determination of taxable income with emphasis on the philosophy of taxation, including income concepts, exclusions from income, deductions, and credits. Research methodology is introduced. Prerequisite: ACC 230.

### ACC 350 ACCOUNTING INFORMATION SYSTEMS [4 credits]

This course covers the structure of contemporary accounting systems with emphasis on controls, auditing, reporting, and efficient operation. Prerequisites: ACC 240 and BAD 110.

### ACC 410 ADVANCED ACCOUNTING [4 credits]

This course is designed to critically examine generally accepted accounting principles as they are applied to branches, consolidations, foreign operations, corporate combinations, fiduciary arrangements, and insurance. Prerequisite: ACC 320.

### ACC 420 ACCOUNTING SEMINAR [4 credits]

This course examines topics including, but not limited to, accounting theory and underlying concepts and standards, control in nonprofit organizations, total quality management, and issues in international accounting. Prerequisite: Senior standing and permission of the Instructor.

### ACC 430 FEDERAL TAXATION II [4 credits]

This course emphasizes advanced aspects of income, deductions, exclusions, and credits, especially as applied to tax problems of partnerships and corporations. Prerequisite: ACC 240.

#### ACC 440 AUDITING [4 credits]

This course is a study of auditing. It explores internal and external audits of business operations, including a review of EDP systems. The course is intended to consider the theory, the legal and ethical responsibilities of an auditor, and the methods of certifying financial statements. Prerequisite: ACC 320.

### [ART](#)

#### ART 101 LIFE DRAWING AND COMPOSITION [4 credits]

This course is designed as a broad foundational study in drawing both the draped and the undraped human figure, as well as elementary forms such as those found in nature and in geometry. Some study of surface anatomy involved. Skill development in four media. Textbook required.

#### ART 102, LIFE DRAWING AND COMPOSITION [4 credits]

This course is an enlargement of ART 101, with more emphasis on compositional and spatial analyses. Some attention to portraiture, with continued emphasis on the undraped figure.

Unlimited media. Textbook required.

#### ART 111, ELEMENTARY DESIGN [4 credits]

This course is a studio orientation to the elements of visual organization in two dimensions. The course seeks to develop an understanding of the fundamentals of line, shape, form, color, texture, and value in both the formal and informal arrangement. Employment of three to four media. Textbook required.

#### ART 112, INTERMEDIATE DESIGN [4 credits]

This course is a studio orientation to the elements of visual organization in three dimensions. Further study of line, shape, form, color, texture, and value within the context of spatial arrangement and analysis. Unlimited media. Textbook required.

#### ART 201, METHODS AND MATERIALS OF PAINTING I [4 credits]

This course elaborates on the preparation and use of materials necessary for painting in aqua and acrylic media. It presents an overview and comparative study of old, modern, and contemporary masters vis-à-vis their respective techniques and approaches to pictorial development. Textbook required.

#### ART 202, METHODS AND MATERIALS OF PAINTING I [4 credits]

This course elaborates on the preparation and use of materials necessary for painting in oil and encaustic media. It presents an overview and comparative study of non-Western painters and their approaches to pictorial development. Textbook required.

#### ART 207, ARTS AND IDEAS I [4 credits]

This course is a survey of world art as depicted in visual and written history. Emphasis is placed on art as a concept and its many manifestations in traditional form. A lecture/dialectic format is employed. Textbook required.

#### ART 208, ARTS AND IDEAS II [4 credits]

This course is a survey of world art as depicted in visual and written history. Emphasis will be on art concepts, the art of the present, and non-traditional approaches to the art object.

#### ART 213, CERAMICS I [4 credits]

This course uses a studio approach to basic techniques relating to both functional and decorative objects from clay, with an emphasis on

hand-building. Some study of glazes and their application. Textbook required.

#### ART 214, CERAMICS II [4 credits]

This course uses a studio approach to basic techniques relating to both functional and decorative objects from clay with emphasis on throwing at the potter's wheel. Some further study of glazes and their application. Textbook required.

#### ART 215, PHOTOGRAPHY I [4 credits]

This course elaborates on the preparation, use, and maintenance of materials and equipment necessary for foundational knowledge in the medium of black and white photography.

Emphasis is placed on the development of compositional skills with access to the darkroom as needed.

#### ART 216, PHOTOGRAPHY II [4 credits]

This course elaborates on the preparation, use, and maintenance of materials and equipment necessary for foundational knowledge in the medium of color photography. Emphasis is placed on the development of compositional skills with access to the darkroom as needed.

#### ART 227, PRINTMAKING I [4 credits]

This course uses a studio approach as an introduction to basic printmaking techniques such as linocut, woodcut, and serigraphy. Compositional elements are stressed. Textbook required.

#### ART 228, PRINTMAKING II [4 credits]

This course uses a studio approach as an introduction to intaglio printmaking techniques such as line etching, aquatint, and dry point. Along with compositional elements, spatial and textural elements are studied. Textbook required.

#### ART 250, WOMEN AND THE ARTS [4 credits]

This course intends to encourage an intelligent investigation of the role of women vis-à-vis the arts, across cultures, social strata, and race, from antiquity to the present. An analysis of the historical portrayal of women as aesthetic objects, as well as an examination of their increasingly diverse associations with the arts as practitioners, investors, connoisseurs, brokers, et cetera. The visual, literary, and performing arts, including film, are explored.

#### ART 291, AFRICAN AMERICAN ART [4 credits]

This course is a lecture-oriented survey course that explores the artistic expression of people of African descent living in the Americas, with emphasis on those native to the United States. Attention is given to an exploration of recurring questions vis-à-vis black art, such as its true meanings and implications.

Textbook required.

#### ART 292, AFRICAN ART [4 credits]

This is a lecture that explores the art forms of people indigenous to the African continent. Study includes Egyptian, Moroccan, Benin, Ife, Ashanti, and Yoruba cultures, among others, from antiquity to the present. Although comprehensive in scope, emphasis is placed at the discretion of the Instructor. Textbook required.

#### ART 301, SCULPTURE I [4 credits]

This course introduces students to traditional techniques employed in the studio, with an emphasis on modeling and casting the sculptural form. Earlier Western techniques are studied. Textbook required.

#### ART 302, SCULPTURE II [4 credits]

This course introduces students to experimental techniques employed in the studio setting, with an emphasis on carving and assembling the sculptural form. Textbook required.

#### ART 400, INDEPENDENT STUDY [4 credits]

This course represents an extension of an area of specialization, with the approval and supervision of a faculty member in the department. Specialization and advanced study of art history, ceramics, drawing, painting, design, printmaking, and museum study. Art majors only. Course may be repeated without penalty, with special permission.

#### ART 401- 402, SENIOR PORTFOLIO [4 credits per semester]

This course requires the development of the senior portfolio and project, under the direction of a faculty member in the department. Required of all seniors in lieu of a comprehensive examination.

### BUSINESS ADMINISTRATION

#### BAD 110, BUSINESS INFORMATION SYSTEMS [3 credits]

This course introduces the student to computers and computer-based information systems. Basic computer concepts are briefly overviewed. Business information systems, including decision support, artificial intelligence, user computing, data communications, and databases are surveyed. The course includes hands-on lab instruction in the use of word processing, spreadsheet, and business presentations software.

#### BAD 200, APPLIED CALCULUS [4 credits]

This course includes basic concepts of differential and integral calculus, with emphasis on the application of calculus in solving business, management, and economic problems.

Prerequisite: Completion of Pre-Calculus mathematics.

#### BAD 220, LEGAL AND ETHICAL ENVIRONMENT

#### OF BUSINESS [4 credits]

This course identifies the legal and ethical environments in which businesses function. Topics include the nature, sources, functions, and processes of law and legal reasoning relating to contracts; agency and torts; government regulations and administrative law; and ethical business conduct as it relates to employees and customers in varied business environments.

#### BAD 250, BUSINESS COMMUNICATIONS [3 credits]

This course explores basic business communication principles and how these principles are applied to prepare letters, memoranda, oral and written presentations and reports.

Prerequisites: CORE 150, and one of the following – ENG 275, African-American Literature, HIS 270, African-American History, or HIS 180, African History

#### BAD 260, APPLIED STATISTICS [4 credits]

This course familiarizes the student with the application of descriptive and inferential statistical analysis to business, management, and economic problems. Topics include tabular and graphical methods, measures of location and dispersion, probability, discrete and continuous probability distributions, sampling and sampling distributions, interval estimation, hypothesis testing, simple linear regression, correlation, comparison of two populations, and time series analysis.

Prerequisite: MATH 101.

#### BAD 320, MARKETING [3 credits]

This course introduces marketing concepts and functions in profit and non-profit organizations. Internal and external variables related to product design, markets, life cycles, pricing, distributions and promotion are addressed. Prerequisite: ECON 230.

#### BAD 399, INTERNSHIP SEMINAR [2 credits]

Topics included in the seminar are review of organizational theories and issues in human resource management. The work experience requirement may be satisfied during the semester or with full-time employment during a summer prior to the semester in which the course is to be taken. Prerequisite: Junior standing.

#### BAD 490, BUSINESS POLICY [3 credits]

This course is a capstone course designed to integrate the principles and practices of management from all functional areas and to develop capabilities in formulating, analyzing, and implementing strategies used in the management of organizations. Prerequisite: Senior standing.

### BIOLOGY

#### BIOL101, GENERAL BIOLOGY I [3 credits]

This course is an introductory course for biology majors. Topics discussed include the chemistry of life, structure and function of the cell, biochemical pathways, cellular reproduction, and Mendelian genetics. Students are introduced to animal form and function, nutrition, circulation, respiration, reproduction and development, neural transmission and chemical signals, and ecology.

#### BIOL101L, GENERAL BIOLOGY I LABORATORY [1 credit]

This laboratory introduces students to experiments and other activities are conducted to develop proficiency in use of metric values, preparation of solutions, isolation and identification of organic molecules of living systems. Cell structure and function, including cellular reproduction and other metabolic processes, are studied. Basic aspects of anatomy and physiology of vertebrates are introduced.

#### BIOL 102, GENERAL BIOLOGY II [3 credits]

This course is a continuation of BIOL101. Topics to be considered are the molecular basis of inheritance; protein synthesis; origin and evolution of life forms; and structure, function and reproduction of prokaryotes and eukaryotes.

Studies will also include anatomy and physiology, reproduction, development, nutrition, control systems and evolution of selected invertebrate and plant life forms. Prerequisite: Grade of C or better in BIOL 101 and 101L.

#### BIOL 102L, GENERAL BIOLOGY II LABORATORY [1 credit]

These laboratory exercises will focus on the anatomy and physiology of prokaryotes, protists and fungi; the development, physiology, microscopic and gross anatomy of plants; and the development, anatomy and physiology of invertebrates.

Molecular biology techniques are introduced which may be used by students in the conduct of individual or small group research projects to address basic problems in the life sciences.

Prerequisite: Grade of C or better in BIOL 101 and 101L.

#### BIOL 220, 220L ZOOLOGICAL HISTOLOGY [4 credits, including lecture and lab]

This course is designed to acquaint the student with techniques involved in histological preparations and provide basic information for recognizing structure as it relates to the physiology of cell types in vertebrate tissues and organs, especially in mammals. Prerequisite: Grade of C or better in BIOL 101, 101L or permission of the Instructor.

#### BIOL 221, HUMAN ANATOMY AND PHYSIOLOGY I [3 credits]

This course will include the interrelationship between structure and function of the body regions. Basic concepts in cell physiology, histology and gross anatomical terminology related to structure and function of the skeletal, muscular and integumentary systems will be included during the first half of this two-semester course. Clinical applications and case study methods will be used to reinforce these concepts. Prerequisite: Grade of C or better in BIOL 101, 101L or permission of the Instructor.

#### BIOL 221L HUMAN ANATOMY AND PHYSIOLOGY LABORATORY I [1 credit]

This lab experience is designed to stimulate interest, strengthen concepts addressed in lecture and provide students with laboratory skills. The structure and function of cells, histology, gross examination of bones, and dissection and identification of individual muscles will be completed during this semester.

Prerequisites: Grade of C or better in BIOL 101, 101L or permission of the Instructor.

#### BIOL 222, HUMAN ANATOMY AND PHYSIOLOGY II [3 credits]

This course will include studies of the structure and function of the digestive, cardiovascular, respiratory, lymphatic and immune, urinary, reproductive, nervous and endocrine systems of

the human. Clinical applications will be used to reinforce the concepts considered. Prerequisites: Grade of C or better in BIOL 221, 221L or permission of the Instructor.

#### BIOL 222L, HUMAN ANATOMY AND PHYSIOLOGY LABORATORY II [1 credit]

The laboratory focus will include dissections and identification of structures of the systems studied in BIOL 222. Prerequisites:

Grade of C or better in BIOL 221, 221L or permission of the Instructor.

#### BIOL 242, 242L, ENVIRONMENTAL BIOLOGY [4 credits, including lecture and lab]

This course presents the fundamental principles of ecology, with special emphasis on ecosystem analysis and applied ecology.

Field trips will be required during some laboratory sessions. Prerequisites: Grade of C or better in BIOL101, 101L or permission of the Instructor.

#### BIOL 255, 255L VERTEBRATE BIOLOGY (Anatomy) [4 credits, including lecture and lab]

This course presents the fundamentals of vertebrate anatomy and function with consideration of evolutionary trends. The basic body plan of chordates as seen in different taxa will be studied, including dissections of selected representatives. Prerequisites:

Grade of C or better in BIOL 101, 101L or permission of the Instructor.

#### BIOL 256, 256L, VERTEBRATE BIOLOGY (Development) [4 credits, including lecture and lab]

This course introduces students to various aspects of normal and abnormal embryonic development of representative vertebrates – amphibia (frog), avers (chicken), Mammalia (pig and human). All



will be studied from gametogenesis to hatching/birth.

Prerequisites: Grade of C or better in BIOL 101, 101L or permission of the Instructor.

#### BIOL 270, MICROBIOLOGY [3 credits]

This course is designed to assist students as they seek to understand the relevance of microorganisms in human and plant symbiotic relationships – in disease progression and in industrial/environmental applications. Among the topics included are microbiological techniques, microbial replication, metabolism, growth, and proposed therapeutic treatment of diseases caused by microbes. Prerequisites: Grade of C or better in BIOL 101, 101L; CHEM 203, 233 or concurrent enrollment in the latter/permission of the Instructor.

#### BIOL 270L, MICROBIOLOGY LABORATORY [1 credit]

These Laboratory exercises will reinforce concepts introduced in BIOL 270. Co-requisite: enrollment in BIOL 270.

#### BIOL 313, MOLECULAR PLANT BIOLOGY [4 credits]

This course covers general principles, emphasizing morphological, molecular and physiological functions of cells and their development in higher plants. Multimedia technology is integrated throughout the lecture and laboratory curriculum. Prerequisite: Grade of C or better in BIOL 102, 102L; CHEM 234, 204.

#### BIOL 313L, EXPERIMENTS IN MOLECULAR PLANT BIOLOGY [0 credit]

This laboratory is designed to involve students in investigation, problem solving, and discovery.

Students will work in small groups with computer simulation programs and other activities involving plants. Experiments using molecular biology techniques will allow studies in plant genetics; physiology and histology will be covered. Computer exercises allow students to investigate molecular techniques, principles of genetics, classification of organisms based on evolutionary relationships, evolutionary mechanisms, population ecology and other topics. Concurrent enrollment in BIOL 313 is required.

#### BIOL 350, 350L, GENETIC PRINCIPLES [4 credits, including lecture and lab]

This course introduces students to the fundamental principles of heredity and variation. Consideration is given to topics in Mendelian and other classical genetic principles. Topics concerning the post-Mendelian era include transformation, transduction, and nucleic acid replication structure and function. Laboratory exercises will reinforce the principles presented.

Prerequisites: Grade of C or better in BIOL 101, 101L, CHEM 203, 233 or concurrent enrollment in the latter/permission of the Instructor.

#### BIOL 360, 360L, MOLECULAR CELL BIOLOGY [4 credits, including lecture and lab]

This course serves to unify the once separate fields of biochemistry, genetics, cell biology, and physiology. The laboratory experiments will highlight principles of cell structure and function, cell metabolism, and signal transduction.

Prerequisite: BIOL 350 and 350L.

#### BIOL 390, SPECIAL PROBLEMS IN BIOLOGY [4 credits]

This course is open to junior and senior majors who are judged to be able to conduct independent study with minimal supervision and who are not seeking honors credit. Prerequisite: Identification of a preceptor and permission of the Department Chair.

**BIOL 390H, SPECIAL PROBLEMS IN BIOLOGY [4 credits]**

This is an honors course open to junior and senior majors with a cumulative average in science courses of 3.0 or better.

Prerequisite: Identification of a preceptor and permission of the Department Chair.

**BIOL 410, 410L, MOLECULAR METHODS [3 credit lecture and 1 credit lab]**

This course introduces students to the principles and methodology used in DNA and RNA isolation, characterization, mutation, and manipulation, as well as the fundamentals of molecular cloning and propagation. This is a laboratory-intensive course that emphasizes the value of critical thinking and analytical reasoning required for experimental design and data interpretation. Prerequisites: BIOL 313, 313L or NSCI 361, 361L, or permission of Instructor.

**BIOL 420, 420L, INTRODUCTION TO NEUROBIOLOGY [3 credit lecture and 1 credit lab]**

This course serves as an introduction to electrical signaling and synaptic transmission in the central and peripheral nervous system, overview of neuro-anatomy, and exploration of the systems for perception of pain, movement, and vision.

Prerequisites: BIOL 221, BIOL 222 (preferred), or permission of the Instructor.

**BIOL 440, 440L, ESSENTIAL DEVELOPMENTAL BIOLOGY [3 credits lecture and 1 credit lab]**

This course studies how single cells evolve to complex tissues and organ systems throughout the animal kingdom.

Prerequisites: BIOL 101 and either BIOL 360 or BIOL 410 or permission of the Instructor.

**BIOL 450, 450L. BRAIN, BEHAVIOR, AND NEUROPHARMACOLOGY [3 credits lecture and 1 credit lab]**

This course examines the structure and anatomical organization of the central nervous system, the diseases and conditions that arise when the brain is altered, and the methods and drugs used to treat them. Pre-requisites: BIO 420, 420L or permission of the Instructor.

**BIOL 497-498, SENIOR SEMINAR [1 credit per semester]**

This course's objectives are to increase the student's understanding of interrelations of scientific principles through oral and written presentations. Students are required to conduct library research on an approved topic. Prerequisite: senior status with expectations of receiving the B.A. degree within 1- 3 semesters.

**CHEMISTRY**

**CHEM 103, EXPERIMENTS IN GENERAL CHEMISTRY I [1 credit]**

This course provides a review of chemical concepts, mathematical operations, and laboratory exercises to accompany General Chemistry. Exercises will illustrate the determination of empirical formulas, limiting reactants, spectroscopy, inorganic nomenclature, titrations and other topics covered in general chemistry I. Students should enroll concurrently in CHEM 113.

CHEM 104, EXPERIMENTS IN GENERAL CHEMISTRY I [1 credit]

This course is a continuation of CHEM 103. Exercises will illustrate pH and buffers, acid-base reactions, kinetics, molar mass determinations, electrochemistry, inorganic chemical principles, and other topics covered in general chemistry II. Students should enroll concurrently in CHEM 114.

Prerequisite: CHEM 113 and 103.

CHEM 113, GENERAL CHEMISTRY I [3 credits]

This course presents the fundamental principles of chemistry, including atomic theory, molecular concepts, stoichiometry, gas laws and elementary thermo-chemistry. This course requires a good background in mathematics. Students should enroll concurrently in CHEM 103 laboratory.

CHEM 114, GENERAL CHEMISTRY II [3 credits]

This

course covers topics that include: chemistry of some elementary inorganic and organic substances, equilibria principles, solution chemistry, acid-base theories, pH, buffers, principles of kinetics and electrochemistry. Prerequisite:

CHEM 113, 103. Students should enroll in CHEM 104 concurrently with CHEM 114.

CHEM 203, EXPERIMENTS IN ORGANIC CHEMISTRY I [1 credit]

This course introduces students to experiments in organic laboratory techniques such as distillation, extraction, recrystallization, and chromatography. Preparation of representative organic compounds will be accomplished. Students should enroll concurrently in CHEM 233.

CHEM 204, EXPERIMENTAL ORGANIC CHEMISTRY II [1 credit]

This Laboratory work includes experiments in organic spectroscopy and multi-step syntheses. Designed for non- majors in chemistry. Prerequisite: CHEM 203 and 233. Students should enroll concurrently in CHEM 234.

CHEM 206, EXPERIMENTS IN ORGANIC AND ANALYTICAL CHEMISTRY [2 credits]

This laboratory experiments will include semi-routine multi-step preparations of compounds such as substituted aminonitriles, aminoamides, and heterocyclic compounds. There is frequent utilization of spectroscopic methods of analysis. Volumetric and gravimetric methods are utilized for quantitative analysis of unknown samples for such functions as sulfate, chloride, and oxalate. This course is primarily for chemistry majors, who take this course in lieu of the CHEM 204, concurrently with CHEM 234. Prerequisites: CHEM 233 and 234.

CHEM 233, ORGANIC CHEMISTRY I [3 credits]

This course is a systematic study of the compounds of carbon, emphasis is on basic principles of bonding, structure, and functional groups. Also included are mechanisms of such reactions as nucleophilic substitutions and eliminations. Study of structural, geometric, and chiral isomerism, as well as principles of spectroscopy such as infrared and nuclear magnetic resonance will be covered. Prerequisites: CHEM 114 and 104. Students should enroll concurrently in CHEM 203.

CHEM 234, ORGANIC CHEMISTRY II [3 credits]

This course is a continuation of CHEM 233. Topics include the chemistry of aromatic compounds: properties, reactions, and mechanisms. Also included are detailed studies of the chemistry of functional groups: their preparation, reactions

and mechanisms. Other topics may include introductions to polymers, carbohydrates, amino acids, and other biomolecules.

Prerequisites: CHEM 233 and 203. Students should enroll concurrently in either CHEM 204 or 206.

#### CHEM 316, INORGANIC CHEMISTRY [4 credits]

This course encompasses a three-hour of lecture and five hours of laboratory work each week. Recent theoretical advances and laboratory exercises are utilized to discuss topics, which include inorganic synthesis, bonding, stereochemistry, reactivity and descriptive chemistry of inorganic compounds of the main group and the transition elements. Prerequisite: CHEM 342.

#### CHEM 341, PHYSICAL CHEMISTRY I and LAB I [4 credits]

This course encompasses a three-hour of lecture and three hours of laboratory work each week. This course offers a formal introduction to equilibrium thermodynamics and its application to a number of problems that are of interest in chemistry.

Examples include the (systematic) study of thermo-chemistry, phase changes, and "real" physicochemical systems.

Prerequisites: CHEM 114, MATH 120.

#### CHEM 342, PHYSICAL CHEMISTRY II and LAB II [4 credits]

This is a three-hour lecture and three hours of laboratory work each week. A continuation of CHEM 341, this course emphasizes solutions chemistry. The Gibbs chemical potential is the basis for most discussions. Some attention is given to time dependent properties such as diffusion, viscosity of gases and of

macromolecule systems, and the kinetics of chemical reactions. Prerequisite: CHEM 341.

#### CHEM 355-356, SENIOR RESEARCH [3 credits per semester]

This course permits the student to conduct a minor research project, including the literature search, planning laboratory work, writing up the work in the form of an honors thesis, and presenting the work at Student Research Day or a regional/national meeting. Senior status recommended.

Prerequisite: permission of Instructor.

#### CHEM 450, CHEMICAL LITERATURE [1 credit]

This course is a study of the structure and use of chemical literature.

#### CHEM 457, HISTORY AND PHILOSOPHY OF CHEMISTRY [1 credit]

This is a seminar and reading course for advanced students.

#### CHEM 470, ANALYTICAL CHEMISTRY [4 credits] These

are two lectures and six laboratory hours each week. Extends laboratory instruction in classical quantitative analysis to include instrumental methods such as polarography, potentiometry, conductimetry, electrode position colorimetry, ion exchange, chromatography, spectrophotometry, and use of radioisotopes. Prerequisite: CHEM 342.

#### [COMPUTER SCIENCE](#)

#### CSCI 100, INTRODUCTION TO COMPUTING [3 credits]

This is an introduction to the fundamental concepts of computing. Designed to develop the student's understanding of how the computer works, its capabilities, limitations, and

applications. Topics include types of computers, the central processing unit, data representation and storage, operating systems, applications software, and networks. To give life to these concepts, students will be introduced in laboratory sessions to specific applications software for word processing and data storage and manipulation. Prerequisite: None.

#### CSCI 102, FRESHMAN SEMINAR [0.5 credits]

This is a seminar course that will provide opportunities to enhance student learning and exposure via invited speakers, discussion groups, demonstrations, laboratory assistance, and outside investigations.

#### CSCI 104, EXPLORING COMPUTER SCIENCE [2 credits]

This is a hands-on introductory course for students with a strong interest in computer science. Students will be exposed to the various aspects of both theoretical and applied computer science through laboratory exercises. Course content will illuminate the interplay between logic, mathematics, engineering, and management principles in computer science. Topics will include introductions to computer architecture, operating systems, programming constructs, networks, and distributed systems.

Basic mathematical topics such as number representation, algebraic rules, and logic will also be included. Computer-related career options will be explored through an introduction to the various computer science sub-disciplines and applications of computers in science, medicine, industry, and business.

Prerequisite: Computer Science major or consent of the Instructor.

#### CSCI 110, INTRODUCTION TO COMPUTER SCIENCE I [4 credits]

This is a three-hour lecture and 2-hours lab. This course provides an introduction to the discipline of computing, emphasizing problem solving techniques, algorithm development, and software design concepts and their realization as computer programs. Topics will include control structures, iteration, recursion, data types, and procedural abstraction and their implementation in a high-level language. Prerequisite: Calculus eligibility. Co-requisite: Math 130. Students should enroll concurrently in CSCI 110-L section.

#### CSCI 110-L, INTRODUCTION TO COMPUTER SCIENCE I LABORATORY [not for credit]

This laboratory course closely coordinated experiences in a closed, supervised laboratory to accompany CSCI 110, in which the student should enroll concurrently.

#### CSCI 120, INTRODUCTION TO COMPUTER SCIENCE I [4 credits]

This is a three-hour lecture and 2-hours lab. Software design techniques needed for solving larger problems are introduced, including abstract data types, requirements and specifications, complexity analysis, and file organizations. The course includes an introduction to basic data structures (stacks, queues, trees, and graphs) and transformations (searching and sorting). The entire problem-solving procedure from design to debugging and validation is described. Co-requisite: Students should enroll concurrently in CSCI 120-L section.

#### CSCI 120-L, INTRODUCTION TO COMPUTER SCIENCE II LABORATORY [not for credit]

This laboratory course closely coordinated experiences in a closed, supervised laboratory to accompany CSCI 120, in which the student should enroll concurrently.

#### CSCI 201 -202, SOPHOMORE SEMINAR [0.5 credit per semester]



This course is a seminar that will provide opportunities to enhance student learning and exposure via invited speakers, discussion groups, demonstrations, laboratory assistance, and outside investigation.

CSCI 230, INTRODUCTION TO  
COMPUTER ARCHITECTURE  
[4 credits]

This is a three-hour lecture and two-hours lab each week. Emphasizes the fundamentals of computer organization and machine architecture, using a layered approach. Topics include data representation, the machine language execution cycle, microprogramming, addressing modes, and symbolic assembly level of language. Interconnection structures, memory, I/O, and fundamental notions of an operating system. Coordinated laboratory exercises allow students to experiment with program behavior and machine elements at each level. Prerequisites: CSCI 120, Math 120. Students should enroll concurrently in CSCI 230-L section.

CSCI 241, DATA STRUCTURES AND  
ALGORITHMS [4 credits]

This course continues the study of data structures and the design and analysis of algorithms. It will include an introduction to algorithm design techniques, including greedy algorithms and divide and conquer. Prerequisites: CSCI 120, MATH 125.

CSCI 261, OPERATING SYSTEMS [4 credits]

This course is an introduction to major concepts in the design of operating systems, including process management, storage management, protection and security, and distributed systems. Case studies and team projects are used to develop parts of a modern operating system. Prerequisites: CSCI 230, CSCI 241.

CSCI 280/MATH 280/BIOL 280/NSCI 280,  
MATHEMATICAL MODELLING OF  
BIOLOGICAL SYSTEMS [4 credits]

The course focuses on developing mathematical models with the goal of building upon intuitive understanding using mathematical approaches. Topics include: basic principles of model building; probability theory and statistics; markov chains and related stochastic models; matrices and their operations; differential equation models. Lab work will utilize MATLAB.

CSCI 282, PROGRAMMING LANGUAGES [4  
credits]

This course introduces the fundamental concepts and principles underlying various programming paradigms will be discussed. Included will be data types, run-time behavior or programs, data control, sequence control and semantics. The paradigms and their languages include procedural, functional, logic and object-oriented. Prerequisites: CSCI 230, CSCI 241.

CSCI 285/MATH 285/BIOL 285/NSCI 285,  
BIOINFORMATICS I/LAB [4 credits]

Focuses on familiarizing students with data structure and architectural strategies for organizing complex data sets and then introducing the available computational tools for interrogating these data sets. Topics include: the central dogma and the genetic code; gene structure and transcriptional control; DNA sequencing; protein composition, structure, and function; biological databases; basic computer theory; programming languages; relational databases. There will be associated lab work.

CSCI 292, THEORY OF COMPUTATION [4  
credits]

This course presents formal models of computation such as finite state automata, pushdown automata, and Turing machines will be studied, along with the corresponding elements of formal languages



(including regular expressions, context-free languages, and recursively enumerable languages). These models will provide a mathematical basis for the study of complexity classes, computability, and undecidability. Prerequisites: CSCI 241, MATH 125.

CSCI 301-302, JUNIOR SEMINAR [0.5 credit per semester]

This seminar will provide opportunities to enhance student learning and exposure via invited speakers, discussion groups, demonstrations, laboratory assistance, and outside investigations. To be taken each semester.

CSCI 312, DATABASE MANAGEMENT [4 credits]

This course presents principles, tools, and techniques of database design, with emphasis on concepts and structures necessary to design and implement a database management system. The relational, network, and hierarchical models of database design along with relational algebras, data independence, logical and physical views, directory maintenance, and query languages will be studied. Prerequisite: CSCI 241.

CSCI 320, NUMERICAL ANALYSIS [4 credits]

This course is a programming for numerical calculations. Topics include round-off error, approximation and interpolation, finite differences, numerical differentiation and integration, curve fitting, direct and interactive solution of systems of linear equations, ordinary differential equations and nonlinear equations. Prerequisites: MATH 130, CSCI 120.

CSCI 360, COMPUTER NETWORKS AND DISTRIBUTED SYSTEMS [4 credits]

This course is an in-depth study of design principles and protocols for computer and communication networks based on the OSI layered model. Transmission of bits on optical

fibers and transmission lines, data link protocols, local area networks, Ethernet, addressing, routing, flow control, TCP/IP networks, and network applications. Prerequisite: CSCI 230 or consent of Instructor.

CSCI 370, SOFTWARE ENGINEERING [4 credits]

This course is an introduction to the basic concepts and major issues of software engineering. A continued emphasis on problem solving concepts is integrated with a treatment of the software life cycle, requirements, specification and verification and validation issues. The students working in teams will design, implement, and present a substantial software project.

Prerequisite: CSCI 241 and consent of Instructor.

CSCI 390, SPECIAL TOPICS [3-4 credits]

These are lectures on topics of current interest. Topics vary according to the needs and interests of students and faculty. Suggested topics include Artificial Intelligence, Expert Systems and Robotics, Compiler Design, Networks, and Computer Graphics. Prerequisite: consent of Instructor. May be taken only twice, if necessary.

CSCI 398, INDEPENDENT STUDY [1-4 credits]

This course, an independent study is available for motivated students who wish to pursue the study of a topic not covered by the normal course offerings in the University. Arrangements for independent study may be made by means of a written proposal, signed and approved by the Instructor, the Department Chair, and the Provost; to be filed with the Registrar at the time of registration. Topics suggested for independent study include, but are not limited to: UNIX system administration, graph theory, performance evaluation, and network application programming.

CSCI 410, SENIOR SEMINAR [2 credits]

This course is a presentation of student research.  
Prerequisite: Senior standing or consent of Department Chair.

### CORE CURRICULUM

#### CORE 100, NEW STUDENT ORIENTATION SEMINAR [1 credit]

New Student Orientation is a one semester course that is designed to provide students with the essential academic, social and personal skills to maximize their opportunity for success during their freshman year. Academic rules and regulations, learning strategies, time, stress and financial management, healthy lifestyle choices, and career development are among the topics that will be discussed in this course. All students will engage in group discussions focused on a selected summer reading. Even though students will meet primarily in their respective sections, they will be required to attend convocations and other designated campus events. Students will also be expected to participate in an approved service learning project. The Proficiency Profile test will be administered in this course to evaluate the academic skills of our freshmen students. This class will meet one hour per week.

#### CORE 120, CRITICAL THINKING COURSE: APPLICATION OF THE PAUL/ELDER MODEL [2 credits]

This freshman level course focuses on the foundation of the Paul/Elder model of critical thinking. This model focuses on improvement and assessment of thinking through the understanding of elements of reasoning and the application of intellectual standards for the development of intellectual traits including lifelong learning. Students will increase their understanding of the model and will be given the opportunity to apply these concepts to real world problems.

#### CORE 131, ESSENTIAL MATHEMATICS FOR A CONTEMPORARY WORLD [3 credits]

This course is designed to give students majoring in the liberal arts, social sciences, education, business, and other nonscientific areas an understanding and appreciation of the many applications of mathematics in our contemporary world. Major areas covered will be elements of set theory; numeration and mathematical systems; geometry; basic concepts of algebra such as equations, inequalities, percentages and proportions; functions and graphs; and an introduction to statistics. Pre-requisites: A grade of C or better in Math 100 or placement in CORE 131/Math 101. This course is not appropriate for science or business majors with math requirements. The course is offered in the fall semester.

#### CORE 132, ESSENTIAL MATHEMATICS FOR A CONTEMPORARY WORLD II [3 credits]

This course is a continuation of the survey experience from CORE 131(Math I). Additional topics emphasized will be logic; graph theory (and how it is used to show connections between objects in a set or analyze/simplify information); calculations involved in personal financial management (annuities, credit, home ownership, stocks/bonds); voting and apportionment in which different ways of determining a winner or use of fairness is discussed; problem-solving strategies; probability. This course can be taken by science and business majors due to the unique nature of topics. Pre-requisite: A grade of C or better in either CORE 131 or College Algebra. This course is offered in the spring semester.

#### CORE 150, COMPOSITION I [3 credits]

The first- semester course in the CORE First-Year Composition sequence will introduce students to the fundamentals of college writing and communication, with an emphasis on both the writing process and the final product. Students will develop their understanding of global and

contemporary issues via critical thinking and learn to respond critically using techniques such as summary, analysis, and evaluation. This course will emphasize expository writing techniques, with assignments based on critical analyses of primary texts. By the end of the course, students will learn how to communicate clearly and effectively for a variety of audiences and writing situations. Prerequisite: None

#### CORE 160, COMPOSITION II [3 credits]

In the second -semester course in the CORE First-Year Composition sequence, students will more fully develop their abilities in critical thinking as demonstrated via written and oral communication.

Emphasis in this course is placed on crafting persuasive arguments, with research techniques taught as a necessary tool for the process of argumentation. This course will deepen critical reading and analysis skills, and introduce students to the elements of logic, particularly as it is used in multiple writing situations. Advanced techniques of analysis, such as synthesis, will be developed by students as they research and utilize appropriate information from primary and secondary sources for their writing. Prerequisite: CORE 150 – Composition I or approved equivalency.

#### CORE 201, INTRODUCTION TO BUSINESS AND ENTREPRENEURSHIP [3 credits]

Introduction to Business and Entrepreneurship is an overview of the principles and practices of business concept and entrepreneurial development. It describes the tools that allow students to make informed decisions about their business and entrepreneurial goals. The focus of this course is on students' understanding of concepts that include: choice of ownership, marketing, financial statement analysis, personal and other financial management and the creating and maintaining a business entity. Prerequisites: Composition I, Composition II, and

CORE 131 or Math 101 with a D or higher, or approved equivalents

#### CORE 220, THE CREATIVE ARTS [3 credits]

Seeks to develop students' appreciation of the arts, reflecting an ability to recognize, articulate and record in a discriminating way an understanding of the characteristics common to the various forms of the visual and performing arts, and the creative process. Through class lectures, experiences, discussions, and demonstrations the course will encourage critical thinking in seeking answers to the question of the involvement of the arts through history in human, social, cultural, political, and economic evolution. Students should come to understand how artistic expression reflects the era in which it is created.

Suggested for the second or third year.

#### CORE 240, NATURAL SCIENCE [4 credits]

This course leads students to an understanding of the investigative approaches of the natural sciences, their historical development and the interrelationship of science and technology. Different course sections emphasize either the biological or physical sciences, but all provide an introduction to certain basic concepts or themes: the scientific method; the birth of modern astronomy; development of the biosphere, atmosphere, geosphere; forces of nature; energy, its sources and utilization; electromagnetic radiation and its interaction with matter; the structure, properties, reactivity and bonding of matter; evolution, characteristics and classification of life forms; the inheritance of genetic characteristics; and the relationships between an organism and its environment. Students utilize computer technology to analyze data, research topics and assist in the mastery of scientific concepts. Classroom demonstrations and laboratory experiments are conducted to illustrate concepts.

Prerequisite: CORE 131.

CORE 260, HUMANITIES: THOUGHT AND  
EXPERIENCE [3 credits]

Students debate humankind's perennial questions, with attention to the manner in which these questions have been understood in various times and cultures. Topics include the meaning of human life; ethics; the problem of knowledge; experience and reality; God and religious experience; and the individual's relationship to society. Most readings are drawn from primary sources in history, literature, philosophy, and the world's religious traditions. A writing-intensive course; suggested for the second or third year. Prerequisite: CORE 150 and CORE 160.

CORE 360, THE WORLD AND ITS PEOPLES [4  
credits]

Aims to prepare students for life as informed citizens in a multicultural world. Course includes the study of humanity from our early origins through the present, emphasizing the unity of human experience; the diversity of peoples; the variety of civilizations and cultures; the effects of geography and technology on human life; and the changing patterns of social, political, economic, and cultural institutions, both within civilizations and globally. The first half of the course focuses on the patterns of major civilizations in Africa, Asia, Europe, and the Americas. The second half focuses on the civilizational interactions during the past 500 years, which have created the world as it is today. Suggested for the third year. Prerequisites: CORE 150, 160, 220, and 260.

CRIMINAL JUSTICE

CRJ 200, INTRODUCTION TO CRIMINAL  
JUSTICE [3 credits]

A critical analysis and assessment of the nature, processes, and organizations that comprise the

American criminal justice system. A major emphasis is the criminal justice process and the conflicts at each stage of the process related to crime control, due process, and to race, ethnicity, gender, class, and age.

CRJ 210, POLICE AND SOCIETY [3 credits]

In the field of law enforcement in the United States, it is essential to know the contemporary problems being faced and combine that knowledge with empirical research and theoretical reasoning to arrive at best practices and an understanding of policing. This course will provide a thorough analysis of the key issues in policing today and offers an issues-oriented discussion focusing on critical concerns such as personnel systems, organization and management, operations, discretion, use of force, culture and behavior, ethics and deviance, civil liability, and police-community relations. A critical assessment of police history and the role politics played in the development of American police institutions is also addressed, as well as globalization, terrorism, and homeland security. Prerequisite: CRJ 200.

CRJ 220, CORRECTIONS [3 credits]

This course is designed to introduce students to the history of American corrections and the fundamental theories of punishment and treatment. A focus will be placed on correctional law, police, practices, issues, and controversies within the correctional system. We will examine the incarceration rates of people of color and other groups, probation and parole, types of punishment and the public policy surrounding the expansion of community-based corrections. Prerequisite: CRJ 200.

CRJ 300, RESEARCH AND TECHNOLOGY IN  
CRIMINAL JUSTICE [3 credits]

Examines the global application of research, technology, and crime analysis to support and

enhance the effectiveness of criminal justice agencies in preventing and reducing crime. Prerequisites: HSS 280 and CRJ 200.

#### CRJ 342, CRIME VICTIMS [3 credits]

The scientific study of the victims of crime, which includes the impact of victimization at the individual and societal levels. Also included are the laws, policies, and resources relevant to criminal victimization and the intersection between crime victims and the criminal justice system. Prerequisite: CRJ 200.

#### CRJ 365, COMPARATIVE CRIMINAL JUSTICE [3 credits]

Comparison of international contemporary and historic justice processes with specific focus on similarities and differences in laws, police procedures, court practices, and correctional processes. Prerequisite: CRJ 200.

#### CRJ 385, WHITE COLLAR CRIME [3 credits]

An analysis of the crimes committed by individuals within the occupational setting and by corporations. Also examined are the physical, economic and social costs of white-collar crime, as well as the characteristics of white-collar offenders and explanations for white collar offending. Prerequisite: CRJ 200.

### ECONOMICS

#### ECON 230, PRINCIPLES OF MICROECONOMICS [3 credits]

This course is an introduction to the content and methods of economic theory, emphasizing the study of individual markets, the price system, production and cost theory, and market structures. Prerequisite: MATH 101.

#### ECON 240, PRINCIPLES OF MACROECONOMICS [3 credits]

This course deals with the economy as a whole. It introduces national income accounting, national output determination, inflation, unemployment, business cycles, economic policy formulation, and some issues affecting the U.S. economy and its interrelation with other economies. Prerequisite: MATH 101.

#### ECON 330, MANAGERIAL ECONOMICS [4 credits]

This course is concerned with an application of microeconomics to business decision making and attempts to bridge the gap between economic theory and practice. It draws heavily from various disciplines, including mathematics, statistics, operations management, micro and macro theory, decision theory, and other social science areas. It integrates concepts and methods from all these areas to bear on managerial problems. Students will learn how to use a statistical computer program to carry out data management and analysis in the context of practical business problems. Prerequisites: ECON 230, MATH 101, and BAD 260.

#### ECON 340, MACROECONOMIC ANALYSIS [4 credits]

This course presents a more detailed analysis of relevant macroeconomic theories and issues. It acquaints students with problems, models, and policies related to the overall performance of the economy. It uses case studies and data to bring a higher level of realism to the topics covered in class. It provides students with a better understanding of how macroeconomic models are formulated and the effect of macroeconomic issues on their everyday life, as well as on the performance of business firms and public institutions. Prerequisites: ECON 240 and BAD 200 or MATH 120.



#### ECON 350, INTERNATIONAL ECONOMICS [4 credits]

This course is aimed at acquainting students with international economic issues and the analytical tools needed to begin to understand international trade and global monetary arrangements. It can be divided into two main sections. The first one deals with international trade and trade policy, and the second one considers balance of payment and exchange rate issues. Prerequisites: ECON 230 and ECON 240.

#### ECON 370, INTRODUCTION TO ECONOMETRICS [4 credits]

This course deals with the application of statistical methods to economics. It teaches students how to estimate economic relationships, forecast the behavior of economic variables, and carry out hypothesis testing. It is designed to prepare students for further studies and to familiarize them with the basic methodology of empirical research. Students are given hands-on experience on computers and are expected to gain proficiency in the use of specific statistical software. Prerequisites: ECON 230, ECON 240, BAD 200 and BAD 260.

#### ECON 400, TOPICS IN ECONOMICS, 1-4 credits.

This course allows students to focus on a particular topic in economics on an independent study basis and permits the Instructor to introduce unconventional topics and emerging issues in economics that cannot be adequately treated in regular courses. Course may be repeated for up to a maximum of 8 credits. Prerequisite: ECON 330 or 340.

#### ECON 450, ECONOMICS OF DEVELOPMENT [4 credits]

This course overviews the performance, history, and main characteristics of less developed economies in Asia, Africa, and Latin America. It explores the meaning of development and the

leading approaches to the study of economic development.

Particular issues to be addressed include poverty, economic growth, income distribution, population growth, urbanization and rural migration, agricultural modernization, industrialization, trade patterns, and economic dependency. Prerequisites:

ECON 230 and ECON 240.

### EDUCATION

#### EDUC 248, EDUCATIONAL PSYCHOLOGY [4 credits]

This course presents the applications of the principles of general psychology to the school situation, emphasizing psychological factors affecting student motivation and performance. Test construction, selection, and interpretation are introduced. The course also includes a survey of exceptional children, with emphasis on related concepts, issues, and procedures. May require supervised field placement in a school setting in which exceptional and other children are observed.

#### EDUC 250, FUNDAMENTAL RESPONSIBILITIES OF TEACHING [1 credit]

This course is for students seeking either elementary or secondary licensure. Fundamental professional and legal standards in teaching, and the role of teachers and schools in protecting the physical and mental health of young people. The course includes first aid and cardio-pulmonary resuscitation training and preparation for the PRAXIS I Academic Skills Assessment Test, which is part of the final examination for the course. Students may not apply for admission to the Teacher Education Program without first having completed this course.



EDUC 260, THEORY AND PRACTICE OF TEACHING [3 credits]

This course is for students seeking either elementary or secondary licensure. An introduction to education, including the ethics of education, education law, and public educational policy; the structure of schools and the teaching profession; and the literature of educational research and theory. Includes field observation in educational settings.

EDUC 320, ELEMENTARY CURRICULUM AND METHODS I [3 credits]

This course is an introduction to the elementary school curriculum and the selection of age-appropriate activities for children; classroom management; setting long and short-range instructional goals and objectives; lesson planning and use of materials and technological and other resources; communication skills needed by elementary teachers. Special focus on the teaching of reading and language arts. Course includes field assignments in educational settings. Prerequisites: EDUC 250 and admission to the elementary Teacher Education Program. In addition, students should have completed, or be concurrently enrolled in, PSY 205.

EDUC 330, ELEMENTARY CURRICULUM AND METHODS II [3 credits]

This course continues treatment of themes from EDUC 320, with focus on development of students' study skills; adapting instruction to students with special needs; and the teaching of science, mathematics, and social studies. Course includes field assignments in educational settings. Prerequisites: EDUC 250, PSY 205, and admission to the elementary

Teacher Education Program.

EDUC 340, SECONDARY CURRICULUM AND METHODS I [3 credits]

This course is an introduction to the secondary school curriculum; selection of developmentally appropriate activities for adolescent learners; classroom management; setting long and short-range instructional goals and objectives; lesson planning and use of materials and technological and other resources; communication skills needed by secondary teachers. Special focus on the teaching of reading and writing in the content area. Course includes field assignments in educational settings.

Prerequisites: EDUC 250 and admission to the secondary Teacher Education Program. In addition, students should have completed, or be concurrently enrolled in, PSY 205.

EDUC 350, SECONDARY CURRICULUM AND METHODS II [3 credits]

This course continues treatment of themes from EDUC 340, with focus also on development of students' study skills; adapting instruction to students with special needs; home, school, and community coordination. Students carry out curriculum and teaching projects in the content area, supervised by faculty members from their major departments as well as by teacher education faculty. Course includes field assignments in educational settings. Prerequisites: EDUC 250, PSY 205, and admission to the secondary Teacher Education Program.

EDUC 400, ELEMENTARY STUDENT TEACHING [9 credits, required but do not count as part of the 120-degree credits]

This course requires concurrent enrollment in EDUC 410, Elementary Education Seminar. Normally no other concurrent coursework is permitted for students who are enrolled in Student Teaching. Prerequisites: EDUC 320 and 330, and admission to the elementary Teacher Education Program.

EDUC 410, ELEMENTARY EDUCATION SEMINAR [3 credits]

This course is a required of, and is limited to, students concurrently enrolled in EDUC 400. Evaluating one's own performance in teaching; further study of curriculum, pedagogy, and classroom management in light of the student teaching experience.

EDUC 450, SECONDARY STUDENT TEACHING [9 credits, required but do not count as part of the 120-degree credits]

This course requires concurrent enrollment in EDUC 460, Secondary Education Seminar. Normally no other concurrent coursework is permitted for students who are enrolled in Student Teaching. Prerequisites: EDUC 340 and 350, and admission to the secondary Teacher Education Program; and completion of at least 75 percent of all departmental requirements for the major corresponding to the student's teaching field.

EDUC 460, SECONDARY EDUCATION SEMINAR [3 credits]

This course is required of, and is limited to, students concurrently enrolled in EDUC 450. Faculty participation from the student's major department as well as from the Teacher Education Program, with focus on curriculum and teaching skills specific to the content area; on classroom management; and on evaluating one's own performance in teaching.

## ENGLISH

ENG 146, ADVANCED COMPOSITION [4 credits]

This course is a review of grammatical principles and mechanics, to encourage correct writing in individual styles. Emphasis on exploration, discovery, and creation through language.

ENG 150, WRITERS' WORKSHOP [4 credits]

In an atmosphere free of tension and rigid regulations, Writers' Workshop aims to provide an outlet for creativity under the supervision of a skilled writer or Instructor whose training and interest permit service as a mentor for aspiring younger writers. May be taken by any interested student.

ENG 180, STUDIES IN LITERATURE [4 credits]

This course explores major authors and ideas in literature. Topics will vary from semester to semester. This course is available to all students, regardless of class standing or major. Course may be repeated without penalty.

ENG 220, SURVEY OF AMERICAN LITERATURE [4 credits]

This course is a historical survey of the main currents in American literature from the pre-colonial period to 1865. Students will be exposed to the traditional canon as well as to texts by those who have previously been excluded from that canon, such as female and minority writers.

ENG 222, AMERICAN LITERATURE II – FIGURE [4 credits]

An historical survey of the main currents in American literature from 1865 to the present. This course allows for an opportunity to explore a major American literary figure (or perhaps two or three) in depth. Reading will include the primary texts by that figure (or figures) as well as biographical and critical materials. Topics will vary from semester to semester. Prerequisite: ENG 220 or consent of Instructor.

ENG 224 AMERICAN LITERATURE II – PERIOD [4 credits]

An historical survey of the main currents in American literature from 1865 to the present. This

course allows for an opportunity to explore a period of American literature in depth. Periods could be as long as a century or as short as a decade. Readings will include historical background to the era under study as well as primary texts. Topics will vary from semester to semester.

Prerequisite: ENG 220 or consent of Instructor.

ENG 226, AMERICAN LITERATURE II – GENRE [4 credits]

An historical survey of the main currents in American literature from 1865 to the present. This course allows for an opportunity to explore an American literary genre in depth. Genres could be as general as "The American Novel" or "The American Drama," or they could be as specific as "The American Detective Fiction" or "The American Long Poem." Exact topics will vary from semester to semester. Prerequisite: ENG 220 or consent of Instructor.

ENG 240, WOMEN AND LITERATURE [4 credits]

This course is an exploration of the concerns and images of women in literature with possible emphasis on genre, period, ethnic group, or individual writer.

ENG 265, SHAKESPEARE [4 credits]

This course is a survey of major Shakespearean plays and poetry, aiming to develop meaningful reading of Shakespeare, familiarity with the method and matter of a great mind, and an understanding of the poet's effect on his own and all ages.

ENG 275, AFRICAN AMERICAN LITERATURE TO 1919 [4 credits]

This course presents the African American literary record from Phyllis Wheatley to the 20<sup>th</sup> century, inclusive of the short story, novel, drama, folk literature, poetry, essays, letters, and biography. The approach is chronological and emphasizes the effects of social history upon the

thinking of African Americans specifically and Americans in general.

ENG 276, THE HARLEM RENAISSANCE TO THE PRESENT [4 credits]

This course explores literature of the Harlem Renaissance to the Present inclusive of the period of Realism, Naturalism and Modernism, the Black Arts Movement and Contemporary literature.

ENG 280, SEMINAR [4 credits]

This course is designed to allow faculty and students to explore topics of special interest, the seminars may explore varied topics such as masterpieces of world literature, the African American experience as reflected in literature and folklore, and other areas of faculty members' choosing. Seminar may be taken more than once for credit as topics change from term to term – though English majors are reminded of the need to keep total hours within the prescribed limit for courses in the Department.

ENG 330, SURVEY OF BRITISH LITERATURE [4 credits]

This course is an overview of the major British writers and texts from the Old English period to the 19<sup>th</sup> century.

ENG 332, BRITISH LITERATURE II – FIGURE [4 credits]

An historical survey of the main currents in British literature from the 19<sup>th</sup> Century to the Modern. This course is a close analysis of the works of one significant figure (excluding Shakespeare) in the history of British literature and works of those closely associated with him or her. Prerequisite: ENG 330 or consent of Instructor.

ENG 334, BRITISH LITERATURE II – PERIOD [4 credits]

An historical survey of the main currents in British literature from the 19<sup>th</sup> Century to the Modern. This course is an in-depth analysis of the writers and texts from one period in the history of British Literature: Old English, Middle English, Renaissance, Restoration, Romantic, Victorian, Modern, and Contemporary. Prerequisite: ENG 330 or consent of Instructor.

ENG 336, BRITISH LITERATURE II – GENRE [4 credits]

An historical survey of the main currents in British literature from the 19<sup>th</sup> Century to the Modern. This course is an in-depth analysis of one of the major genres as it developed throughout the history of British Literature: drama, poetry, and fiction.

Prerequisite: ENG 330 or consent of Instructor.

ENG 480, SENIOR SEMINAR [4 credits]

The course is suggested for all majors to further develop and strengthen their writing and analytical skills. Students will also discuss, write and critically address the humanities and other disciplines as crucial components of formulating, expressing, and developing ideas. From this, a broader understanding of the scope of opportunities open to graduates with sound writing and literary skills may be realized. One primary aspect of the course requires each student to present original research within the areas of the humanities [art, music and religion etc.] and student interest will determine the readings for the class. Prerequisite: senior status or by permission of the department.

[FINANCE](#)

FIN 310, FINANCIAL STATEMENT ANALYSIS [4 credits]

This course introduces students to the techniques of analyzing financial statements from the point of view of creditors and investors. It is required of students concentrating in finance and strongly recommended to business students who have interest in taking the chartered financial analyst (CFA) examinations.

Prerequisite: ACC 240.

FIN 320, BUSINESS FINANCE, 3 credits.

MGM FIN 330, CORPORATE FINANCIAL MANAGEMENT [4 credits]

This course is an advanced treatment and extension of the materials covered in FIN 320. The course combines lectures and short case studies to help students advance their analytical and decision-making skills in financial management. Prerequisite: FIN 320.

FIN 350, FINANCIAL MARKETS [4 credits]

This course examines the role of financial assets and their markets in the global economy. Prerequisites: ECON 230, ECON 240, and FIN 320.

FIN 370, INVESTMENTS: ANALYSIS AND MANAGEMENT [4 credits]

This course is an in-depth study and application of the techniques of investment analysis and portfolio management. Students study the instruments and strategies of investing in a global economy. Prerequisite: FIN 320.

FIN 410, INTERNATIONAL FINANCIAL MANAGEMENT [4 credits]

This course examines the methods used by multinational corporations to manage exposures to accounting, economic, political, and sovereign risks. Topics covered in FIN 320 are reexamined from this perspective. Prerequisite: FIN 320.

FIN 420, FINANCIAL INSTITUTIONS  
MANAGEMENT [4 credits]

This course begins with an overview of the financial services industry. It will examine risk management techniques and how managers use these techniques in their day-to-day management of bank assets and liabilities. Prerequisites: FIN 320.

[FRENCH](#)

FREN 101- 102, ELEMENTARY FRENCH, 4 credits  
each.

This course is an introduction to the basics of the language: Aural comprehension, speaking, reading, and writing.

Grammar is emphasized. Conducted in French. These courses are for students who have studied less than two years of French in high school.

FREN 200, INTENSIVE INTERMEDIATE  
FRENCH [4 credits]

This course is a continuation of FREN 101-102. Designed to cover two semesters of work in one semester. Emphasizes conversational and writing skills and class discussion of outside readings. Conducted in French. Prerequisite: French 102 or equivalent.

FREN 301, CONTEMPORARY FRENCH  
CULTURE [4 credits]

This course is an introduction to the institutions and politics of France and French-speaking countries, with attention given to current attitudes and behaviors. Prerequisite: FREN 200 or an equivalent course.

FREN 302, PHONETICS [4 credits]

This course is an introduction to phonetics and drill on the sounds of French and the comprehension of oral French. Prerequisite: FREN 200 or an equivalent course.

FREN 311-312, CONVERSATION AND  
COMPOSITION [4 credits]

This course allows for the development of speaking and grammatical skills. This course should be taken with or before all other higher numbered advanced courses and must be taken in sequence. Prerequisite: FREN 200 or an equivalent course.

FREN 313, FRENCH MASTERPIECES I [4 credits]

This course introduces readings from medieval times (in modern French through the French Revolution).

FREN 314, FRENCH MASTERPIECES II [4 credits]

This course introduces readings from the nineteenth century through the early twentieth century.

FREN 320, READING FRENCH [4 credits]

This course aims to develop reading skills. The readings are aimed to meeting the need of varying groups of students and include both literary and non-literary works.

FREN 350, BLACK FRENCH LITERATURE [4  
credits]

This course is a study of the works produced by black French-speaking writers throughout the world. Students who are not concurrently taking or have not completed FREN 311-312 are admitted only with permission of the Instructor.

FREN 360, TWENTIETH CENTURY [4 credits]

This course is an introduction to the French Literature: major authors and intellectual movements of this century.

FREN 370, TOPICS IN FRENCH LITERATURE AND CULTURE [4 credits]

This course introduces and elaborates on topics selected by teacher and student interests. The course may be repeated, if different topics are offered, and may substitute for other major courses with the permission of the department.

## HISTORY

HIS 150, INTRODUCTION TO THE STUDY OF HISTORY [4 credits]

This course is an introduction to the theory and practice of historical inquiry and research: effective library skills; techniques of historical interpretation; trends in historiography; paper preparation; and career or graduate school focus.

HIS 160, UNITED STATES HISTORY [4 credits]

This course is a political, economic, and cultural survey of American history from colonial beginnings to the present.

HIS 180, AFRICAN HISTORY [4 credits]

This course is a survey of the history of Africa from earliest times to the present including ancient Egypt, early empires, the slaving era, colonialism, and modern independence.

HIS 190, EUROPEAN HISTORY [4 credits]

This course is a survey of European history from the classical era through the Renaissance, Reformation, rise of nationalism, imperialism, and the modern era.

HIS 200, SELECTED TOPICS IN U.S. HISTORY [4 credits]

This course introduces students to a selected topic in U.S. history, emphasis varies from year to year. The particular topic is announced prior to registration.

HIS 210, SELECTED TOPICS IN AFRO-AMERICAN HISTORY [4 credits]

This course introduces students to a selected topic in Afro- American history, emphasis varies from year to year. The particular topic is announced prior to registration.

HIS 220, SELECTED TOPICS IN AFRICAN HISTORY. [4 credits]

This course introduces students to a selected topic in African history, emphasis varies from year to year. The particular topic is announced prior to registration.

HIS 230, SELECTED TOPICS IN WORLD HISTORY [4 credits]

This course introduces students to a selected topic in world history, emphasis varies from year to year. The particular topic is announced prior to registration.

HIS 240, SELECTED TOPICS IN WOMEN'S HISTORY [4 credits]

This course introduces students to a selected topic in women's history, emphasis varies from year to year. The particular topic is announced prior to registration.

HIS 270, AFRICAN-AMERICAN HISTORY [4 credits]

This course is a historical survey of the interactions of black people and white society in the United States from the colonial era to the



present. Prerequisites: CORE 150-English Composition I and one of the following – ENG 275-African- American Literature, HIS 270-African-American History, or HIS 180-African History.

#### HIS 300, INDEPENDENT STUDY IN HISTORY [4 credits]

This course is an independent study and research course designed to meet specialized needs of students that cannot be satisfied with the regular curriculum. Requires prior consultation with a faculty member in the History Department willing to oversee the project. Course may be repeated without penalty, with special permission.

#### HIS 350, HISTORY SEMINAR [4 credits]

This course is a study of a selected topic in history in a seminar setting with a required research paper. Emphasis varies from semester to semester with the particular topic being announced prior to registration.

#### HIS 499, SENIOR SEMINAR [4 credits]

This course is a discussion of career planning and/or graduate school placement. Preparation and presentation of a senior project. Senior Exam.

### HOMELAND SECURITY

#### HMLS 201: INTRODUCTION TO EMERGENCY MANAGEMENT [3 credits]

This course introduces students to the field of Emergency Management with special attention to principles and practices of emergency management at the local, state and national levels.

#### HMLS 220: BORDER AND IMMIGRATION CONTROL [3 credits]

This course will examine the political and operational factors influencing border and immigration control at the federal, state and local levels. Students will analyze homeland security legislation, practices and presidential directives focusing on issues dealing with border and immigration control.

#### HMLS 225: INTRODUCTION TO HOMELAND SECURITY [3 credits]

An overview of the history, organization and the functions of the Department of Homeland Security. This course will focus on the theories, concepts, and research pertaining to homeland security in America.

#### HMLS 400: CRITICAL INFRASTRUCTURE PROTECTION [3 credits]

This course will provide a basis understanding of the identification, prioritization, and protection of critical infrastructure including information technology, telecommunications, chemical, transportation, energy, water, medical, emergency services and postal and shipping. This course will focus on risk-based implementation of protective measure and practices.

### HONORS

#### HON 111-112, INTRODUCTION TO THE HONORS PROGRAM [2 credits]

This course introduces students to the expectations of the W. E. B. Du Bois Honors Program. Students will learn about the history of the program, including its namesake, and begin preparing for their senior honors project, the culmination of the program.

Prerequisite: Admission to the W.E.B. Du Bois General University Honors Program.

#### HON 121-122, FRESHMAN HONORS INDEPENDENT STUDY [2 credits]

Topics as approved by the Instructor and by the Director of the Program. Prerequisite: admission to the W.E.B. Du Bois General University Honors Program.

HON 211-212, SOPHOMORE HONORS COLLOQUIUM [4 credits each semester]

Topics vary. Students may choose from a variety of colloquia offered, except those which may be restricted (by subject matter and student level) to participants with specific qualifications.

Prerequisites: overall cumulative grade point average of 3.0 or better and admission to the Program.

HON 221-222, SOPHOMORE HONORS INDEPENDENT STUDY [2 credits]

Topics as approved by the Instructor and by the Director of the Program. Prerequisites: Overall cumulative grade point average of 3.0 or better and admission to the Program.

HON 311-312, JUNIOR HONORS COLLOQUIUM [4 credits each semester]

Topics vary. Students may choose from a variety of colloquia offered, except those which may be restricted (by subject matter and student level) to participants with specific qualifications.

Prerequisites: overall cumulative grade point average of 3.0 or better and admission to the Program.

HON 321-322, JUNIOR HONORS INDEPENDENT STUDY [3 credits]

Topics as approved by the Instructor and by the Director of the Program. Prerequisites: overall cumulative grade point average of 3.0 or better and admission to the Program.

HON 411-412, SENIOR HONORS COLLOQUIUM [4 credits each semester]

Topics vary. Students may choose from a variety of colloquia offered, except those which may be restricted (by subject matter and student level) to participants with specific qualifications.

Prerequisites: overall cumulative grade point average of 3.0 or better and admission to the Program.

HON 421-422, SENIOR HONORS INDEPENDENT STUDY [4 credits]

Topics as approved by the Instructor and by the Director of the Program. Prerequisites: Overall cumulative grade point average of 3.0 or better and admission to the Program.

HON 497-498, SENIOR HONORS PROJECT [4 credits]

The consummation of Honors education at Fisk for those students seeking to graduate with General University Honors. Student must design and execute a research and/or creative project under the direction of a faculty academic advisor. The completed project must be presented to the Honors and University community before a panel of persons constituted by the student's project advisor, another faculty resource person appointed by the Director of the W.E.B. Du Bois General University Honors Program, and a third faculty resource person selected by the student. Upon registering for the Senior Honors Project, the student must meet with the Director of the Program regarding all matters involved in the successful completion of the project, including conceptualization of the project, securing an advisor, construction of the review panel, schedule for executing and completing the project, and involvement of all members of the review panel in completion of the project prior to the final public review.

HUMANITIES AND SOCIAL SCIENCES HSS 170, SPECIAL TOPICS [4 credits]

The course will explore topics of special interest in the Humanities and Social Sciences. The course topic may vary but the title and content will be announced prior to registration.

Class may be taken more than once for credit as topics change from term to term.

#### HSS 180 PUBLIC SPEAKING [3 credits]

This course introduces students to appropriate vocal technique, breathing and relaxation exercises, projection, history, theories and techniques of public speaking in civic, professional, and private life. Specific emphasis will be placed upon developing self-confidence, composing speech outlines, developing basic research skills, and delivery techniques, as well as preparing appropriate visual aids.

#### HSS 229, TOPICS IN BROADCASTING [4 credits]

Content varies each semester, so the course may be taken for credit more than once. Prerequisites may be stated by the Instructor for those course topics that require basic broadcast skills.

#### HSS 235, MASS MEDIA AND SOCIETY [4 credits]

An exploration of the history and function of mass communication in society and an introduction to communication theory.

Recommended as a foundation for all other mass communication courses.

#### HSS 237, INTRODUCTION TO JOURNALISM [4 credits]

Basic news reporting methods and news writing techniques; an introduction to laws affecting the journalist; historical trends in the print media.

#### HSS 238, TOPICS IN JOURNALISM [4 credits]

Content varies each semester, so the course may be taken for credit more than once. Projected topics include the black press; communications law; editing; critical reviewing; advertising copy and layout. Prerequisites may be stated by the Instructor for those course topics which require basic journalistic skills.

#### HSS 240, PRACTICUM IN MASS COMMUNICATIONS [1- 4 credits]

Supervised field experience in broadcast or prints media. Experience and training should include attention to production, editing, or other activity appropriate for academic credit. Credit hours, scope of duties, and requirements must be specified in the Practicum Enrollment Form signed by the student, the field supervisor, the faculty liaison, and the Mass Communication Discipline Coordinator. This form must be filed as part of officially enrolling in the practicum, according to guidelines provided with the form. The practicum may be taken more than once, provided the total is not more than four credit hours of degree credit, and provided that the duties are different on succeeding occasions. No practicum can be repeated in the same media site. Arrangements must be completed in writing by pre-registration or registration, as appropriate. Prerequisite: permission of Instructor.

#### HSS 242, NEWSPAPER PRODUCTION [4 credits]

Students undertake a variety of print journalism responsibilities. Students are trained to act as staff and management of the Fisk University campus newspaper, The Forum.

#### HSS 250, INTRODUCTION TO WOMEN'S STUDIES [4 credits]

This course examines a range of feminist theories and perspectives with an interdisciplinary approach, and a concentration on feminists of

color and Third World perspectives; topics include the body, community, race and ethnicity, sexuality, class, nationality, history, gender and literary studies. This course is vital for students interested in the Women's and Gender Studies Minor.

#### HSS 280, METHODS AND STATISTICS FOR SOCIAL RESEARCH [4 credits]

This course is an introduction to the principles of research techniques commonly used in the social sciences. The course will include analysis of data, including the construction of tables and graphs and the calculations of descriptive statistics, such as measures of central tendency, variability, and correlation. Students will critically read examples of research reports and research topics, using existing records in the Library and in computer databases. Prerequisite: CORE 130 or equivalent.

#### HSS 380, BLACK EXPERIENCES [4 credits]

This course is an application and analysis of social, psychological, historical, cultural, and political perspectives in understanding and solving problems/issues experienced by African Americans.

#### HSS 380A, MULTICULTURAL DIVERSITY, SOCIAL INEQUALITY, AND THE PURSUIT OF HEALTH IN GLOBAL PERSPECTIVE [3 credits]

In collaboration with Case Western Reserve University, the seminar will be conducted via live teleconference from Fisk to examine a broad range of issues – including gender, race, class, politics, and religion – of critical importance to physical and mental health in today's globalizing world. Students across institutions will be paired to work on collaborative research projects that will result in joint class presentations.

### [LIFE AND PHYSICAL SCIENCES](#)

#### NSCI 110, SPACE EXPLORATION [4 credits]

This course is intended as a general elective suitable for all students, including non-science majors and pre-service teachers. It will focus on topics in astronomy, planetary science, and space exploration. The mathematical level will be appropriate for those who have had high school algebra and geometry, and is intended to be multi-disciplinary, incorporating concepts from general physics/astronomy, geology, and biology (including space medicine).

#### NSCI 280/MATH 280/BIOL 280/CSCI 280, MATHEMATICAL MODELLING OF BIOLOGICAL SYSTEMS [4 credits]

The course focuses on developing mathematical models with the goal of building upon intuitive understanding using mathematical approaches. Topics include: basic principles of model building; probability theory and statistics; markov chains and related stochastic models; matrices and their operations; differential equation models. Lab work will utilize MATLAB.

#### NSCI 285/MATH 285/BIOL 285/CSCI 285, BIOINFORMATICS I/LAB [4 credits]

Focuses on familiarizing students with data structure and architectural strategies for organizing complex data sets and then introducing the available computational tools for interrogating these data sets. Topics include: the central dogma and the genetic code; gene structure and transcriptional control; DNA sequencing; protein composition, structure, and function; biological databases; basic computer theory; programming languages; relational databases. There will be associated lab work.

#### NSCI 290, UNDERGRADUATE RESEARCH [2-4 credits]

This course is an introduction to the principles, methodology, and operation of instruments

used in modern research. Topics will be drawn from research areas of interest to current faculty and research staff. The course will emphasize the value of critical thinking, analytical reasoning, and basic research methods required for careers in one of the natural science divisional disciplines and related areas. Prerequisite:

Permission of the Department Chair.

#### NSCI 360, STATISTICS [4 credits]

This course is an introduction to probability and statistical inference in an interdisciplinary setting. Limit theorems, sampling, hypothesis-testing, regression is also explored. Non-parametric methods. Enough theory is presented

#### NSCI 361L, BIOCHEMISTRY I LABORATORY [1 credit]

Laboratory experiments to accompany NSCI 361, which must be taken concurrently.

#### NSCI 362, BIOCHEMISTRY II [3 credits]

This course includes three hours of lecture and recitation work each week. Continuation of NSCI 361; includes the metabolism of biologically important compounds, the factors that regulate metabolic pathways, and an introduction to metabolically based diseases including changes in DNA structure. Prerequisite: NSCI 361. NSCI 362-L laboratory section should be taken concurrently.

#### NSCI 362L, BIOCHEMISTRY II LABORATORY [1 credit]

Laboratory experiments to accompany NSCI 362, which must be taken concurrently.

to introduce the intellectual foundations of statistical method, but the main emphasis is on applications in the natural sciences. Prerequisite: MATH 130 or equivalent.

#### NSCI 361, BIOCHEMISTRY I [3 credits]

This course includes three hours of lecture and recitation work each week. Explores the nature and relationship of those chemical compounds commonly found in living cells. Includes basic aspects of enzymes kinetics and the overall nature of metabolic interactions of carbohydrates. Prerequisite: CHEM

234. NSCI 361-L laboratory section should be taken concurrently.

#### NSCI 390: Energy and Fuels [4 credits]

This interdisciplinary course covers energy technologies, resources, economics, environmental impacts, and public policies, with an emphasis on renewable energy and energy efficiency for the power, transport, and building sectors.

Comparative assessments among clean energy technologies and conventional fossil fuel technologies lead to analysis of policy options at local, national, and international levels. Participants will receive background information and publications, as well as hands-on training on these topics. The course will meet for three hours of lectures and one three-hour laboratory per week to conduct experiments and generate lab reports.

### MANAGEMENT

#### MGT 280, MANAGEMENT PRINCIPLES AND PRACTICE, [3 credits]

This course introduces the fundamental concepts of management and organizational behavior, including problems and basic processes of planning, organizing, decision



making, communicating, and controlling, international business, and productions/operations management.

**MGT 320, HUMAN RESOURCE MANAGEMENT [4 credits]**

This course identifies the role and importance of effective human resource utilization in the attainment of individual and organizational goals. Topics include recruitment and selection, training and development, motivation, wage and salary administration, and maintenance activities such as health and safety programs. Prerequisite: MGT 280.

**MGT 330, PRODUCTION AND OPERATIONS MANAGEMENT [4 credits]**

This course familiarizes the student with the quantitative methods and techniques employed in the management of business and manufacturing firms. Topics include PERT/CPM, Linear Programming, Transportation Models, Forecasting, Decision Analysis, Simulation, and Markov Chains. Computer lab assignments demonstrate the use of the computer as a tool for solution of complex problems. Prerequisites: BAD 260.

**MGT 340, ORGANIZATIONAL BEHAVIOR [4 credits]**

This course relates theoretical behavioral concepts to the technological, psychological, structural, and management processes in business organizations. Organizational theory dealing with interpersonal relationships, group dynamics, and communications problems within organizations is addressed. Prerequisite: MGT 280.

**MGT 350, INTERNATIONAL BUSINESS [4 credits]**

This course introduces the student to multinational business strategies for direct foreign investment, foreign exchange, international financial markets, balance of payments, and economic integration. Organizational, financial, and accounting strategies are explored. The ethical and cultural aspects of international business are emphasized for both industrialized and developing countries.

Prerequisite: MGT 280.

**MGT 380, ENTREPRENEURIAL DEVELOPMENT [4 credits]**

In this course, the student is required to complete the steps from the inception to the design of operation of a small business enterprise. The student will consider opportunities, risks, and strategies in the development of a new business venture. This will culminate in the development of an acceptable business plan presented either individually or in teams.

**MGT 400, TOPICS IN MANAGEMENT [1- 4 credits]**

This course may be repeated for a maximum of 8-hours credit. Pertinent topics not included in the regular curriculum will be included. Topics such as a one-semester course in multicultural and gender issues could, for example, be offered under this course number. Prerequisite: permission of Instructor.

**MGT 422, STRATEGIC MARKETING [4 credits]**

The course addresses the development, implementation, and evaluation of strategic marketing programs in a global economy. The topics focus on the exploitation of



strategies that result in competitive advantage. The ethical and cultural aspects of international marketing are introduced. Prerequisite: BAD 320.

## MATHEMATICS

MATH 100, INTERMEDIATE ALGEBRA [4 credits, non- degree only]

This course is for students with less than a 2-year algebra sequence from high school or whose score on the mathematics placement test is not satisfactory for CORE 130 or MATH 101. Review of basic concepts with emphasis on equations and inequalities, functions and graphing, systems of linear equations and graphing, exponential and logarithmic functions, and the conic sections. The above topics are introduced in their basic setting.

MATH 101, 101S, COLLEGE ALGEBRA [4 credits]

This course presents fundamental concepts of algebra are reviewed, but emphasis is on advanced study of algebraic equations and inequalities, algebraic functions and their graphs, exponential and logarithmic functions, and systems of equations and inequalities. Additional topics will be covered following completion of the topics listed above. The course will make use of technology (calculators and computers) and mathematical modeling for solving both hypothetical and real-life problems. The course is recommended for students needing more algebraic experience before taking advanced courses in their discipline (for example, quantitative courses not requiring trigonometry).

Prerequisites: MATH 100 or successful completion of a 2- year sequence in high

school algebra and a suitable score on a mathematics placement test.

MATH 110, PRECALCULUS [4 credits]

This course emphasizes functions and their graphs, exponential and logarithmic functions, trigonometry, trigonometric functions and applications, systems of equations and inequalities, matrices and determinants, series, counting, and probability. The course will make use of technology and mathematical modeling for problem solving. This is a one semester preparation for calculus, involving all of the elementary functions. Prerequisites: MATH 101 or successful completion of at least a 2-year sequence of high school algebra and an adequate score on a mathematics placement test.

MATH 121, BIOCALCULUS I [4 credits]

Concepts of Calculus I are taught in a biological context while maintaining a balance of mathematical content, rigor, and reasoning. Biologically oriented examples and modelling applications using computational tools. Topics include: limits and continuity; differential calculus with applications; optimization; integration with its applications; basic differential equations. Lab work utilizes mathematics.

MATH 125, DISCRETE MATHEMATICS [4 credits]

This course is a non-calculus-based course designed for students interested in computer science. No previous experience is required. The course will provide the mathematical foundations necessary for other computer science courses. Topics covered include introduction to formal logic, techniques of proofs, recursion and recurrence relations, elementary analysis of algorithms, counting

principles, relations and functions, graphs and trees, and graph algorithms. Prerequisite: MATH 110 or eligibility to enroll in MATH 120.

#### MATH 120, CALCULUS I [4 credits]

Topics of this course include limits, derivatives, and integration of algebraic, trigonometric, exponential, and logarithmic functions, with applications. The course will use technology for exploration and problem-solving. Prerequisites: MATH 110 or successful completion of at least a two-year sequence in high school algebra and high school trigonometry, and an adequate score on the mathematics placement test.

#### MATH 130, CALCULUS II [4 credits]

This course is the second of a three-semester course sequence. Topics included are techniques of integrations, improper integrals, conic sections, polar coordinates, parametric equations, solid analytic geometry and vectors in space, and applications.

Prerequisite: MATH 120.

#### MATH 200, MATHEMATICS FOR ELEMENTARY TEACHERS [4 credits]

This course introduces students to the algorithms of arithmetic, number bases, mensuration and convergence factors. Divisibility properties of the integers, primes and composites, sets and numbers, logic and sets and techniques of proof. Prerequisite: MATH 101 or CORE 130. Not open to students who have completed MATH 220.

#### MATH 210, CALCULUS III [4 credits]

This course is the third in a three-semester sequence. Topics included are infinite series, vector valued- functions, partial differentiation, multiple integration, and topics in vector calculus (line integrals, surface integrals, Green's Theorem, Divergence Theorem, and Stokes' Theorem). A computer algebra system will be used for problem-solving and to gain new insight and understanding. This three-course sequence is very important for advanced studies in mathematics and many other disciplines.

Prerequisite: MATH 130.

#### MATH 220, INTRODUCTION TO HIGHER ALGEBRA [4 credits]

This course is an introduction to fundamental mathematical techniques used in upper-level mathematics courses and other disciplines. The course presents the principles of mathematical logic and uses them to examine standard methods of direct and indirect proof, including mathematical induction. Topics include techniques from elementary number theory and the naive set theoretic approach to functions and relations. An axiomatic development of some structures is introduced, as well as systems of linear equations and matrices. Prerequisite: MATH 120 or permission of the Instructor.

#### MATH 240, LINEAR ALGEBRA [4 credits]

This course introduces students to systems of linear equations and matrices, abstract vector spaces and linear transformations, orthogonality, eigenvalues, eigenvectors, and diagonalization. Some attention is given to the development of abstract reasoning and a variety of applications of linear algebra in natural and social science.

Prerequisite: MATH 130 or concurrent enrollment in MATH 130.

MATH 270, ORDINARY DIFFERENTIAL EQUATIONS [4 credits]

This course is on linear differential equations, Integral transforms, integrating in series and system of linear differential equations with applications. Prerequisite: MATH 130.

MATH 280/BIOL 280/CSCI 280/NSCI 280, MATHEMATICAL MODELLING OF BIOLOGICAL SYSTEMS [4 credits]

The course focuses on developing mathematical models with the goal of building upon intuitive understanding using mathematical approaches. Topics include: basic principles of model building; probability theory and statistics; markov chains and related stochastic models; matrices and their operations; differential equation models. Lab work will utilize MATLAB.

MATH 285/BIOL 285/CSCI 285/NSCI 285 BIOINFORMATICS I/LAB [4 credits]

Focuses on familiarizing students with data structure and architectural strategies for organizing complex data sets and then introducing the available computational tools for interrogating these data sets. Topics include: the central dogma and the genetic code; gene structure and transcriptional control; DNA sequencing; protein composition, structure, and function; biological databases; basic computer theory; programming languages; relational databases. There will be associated lab work.

MATH 320, ALGEBRAIC STRUCTURES [4 credits]

This course is a systematic study of groups, rings and fields complete with substructures, homomorphisms, endomorphism, isomorphisms and automorphism and field extensions.

Prerequisite: MATH 240.

MATH 353, INTRODUCTION TO REAL ANALYSIS [4 credits]

This course represents a rigorous treatment of limits and continuity with an introduction to a topology for the reals, completeness of the reals, differentiability and integrability and sequences, series and the theory of convergence. Prerequisite: MATH 240.

MATH 390, SPECIAL TOPICS IN MATHEMATICS [4 credits]

Topics vary, depending on the interest of students and staff.

Prerequisite: Permission of the Instructor.

MATH 395, SENIOR SEMINAR [1 credit]

This course is open only to senior mathematics majors. Under the supervision of a full-time member of the mathematics faculty, the student will prepare a seminar to be presented orally and in writing.

MATH 398, INDEPENDENT STUDY [3-4 credits]

In this course, the student may complete any mathematics requirement by independent study and periodic evaluations by a full-time member of the Mathematics faculty. Prerequisite: approval of Discipline Coordinator.

### MILITARY SCIENCE (MS) Courses

These courses are offered at Vanderbilt University and are available only to students enrolled in the Army ROTC program. Courses can be counted as electives for credit toward graduation. Each class includes a laboratory conducted on Thursday afternoon between 2:45 p.m. and 4:35 p.m.

#### MS 111, FOUNDATIONS OF OFFICERSHIP [1 credit]

First Reserve Officer Training Corps (ROTC) class. Cadets will learn about the U.S. Army's organization, customs, and missions.

#### MS 113, BASIC LEADERSHIP [2 credits]

In this course, cadets are introduced to leadership techniques used in military organizations and basic soldier skills such as radio communication and first aid.

#### MS 151, AMERICAN MILITARY HISTORY: PRINCIPLES OF WAR [3 credits]

This course is an overview of American military history and strategy from colonial times to present. Focus is on the role played by the U.S. Army.

#### MS 152 LEADERSHIP & TEAMWORK [2 credits]

Begins to teach basic military skills such as map reading, land navigation using a map and compass, first aid, weapons marksmanship, drill and small unit tactics.

#### MS 211 LEADERSHIP & PROBLEM SOLVING [3credits]

Focuses on tactics at the squad level. Students learn the troop leading procedures and how to give both oral and written operations orders.

#### MS 212 LEADERSHIP & ETHICS [3 credits]

Involves practical exercises emphasizing the leader's role in directing and coordinating the efforts of individuals and small units in the execution of offensive and defensive tactical missions.

#### MS 251 LEADERSHIP & MANAGEMENT: DEVELOPING ADAPTIVE LEADERS [3 credits]

Develops cadet proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing performance feedback to subordinates.

#### MS 252 OFFICERSHIP [3 credits]

Involves practical exercises in staff planning and coordination at the large-unit level with emphasis on leadership and management.

## MUSIC

### MUS 050X, PIANO CLASS FOR BEGINNERS [1 credit per semester]

One-hour class instruction offered weekly for beginning piano students who have had little or no exposure to the piano.

Elementary piano technique and music reading is taught through the simplest repertoire.

### MUS 052X, PIANO CLASS FOR BEGINNERS [1 credit per semester]

Continuation of MUS 050X. Further study of technique and reading. Repertoire consists of folk-song arrangements and the simplest solo and ensemble piano repertoire. Students may audition into MUS 052X with permission of the Instructor.

### MUS 053X, PIANO CLASS FOR BEGINNERS [1 credit per semester]

Continuation of MUS 052X. Further study of technique and reading. Repertoire consists of solo and ensemble piano repertoire. Students may audition into MUS 053X with permission of the Instructor.

### MUS 054X, PIANO CLASS FOR BEGINNERS [1 credit per semester]

Continuation of MUS 053X. Further study of technique and reading. Repertoire consists of solo and ensemble piano repertoire. Students may audition into MUS 054X with permission of the Instructor.

### MUS 060A-B, INTRODUCTORY ORGAN [1 credit per semester]

One half hour lesson offered weekly. This is a course for music and non-music students who have no previous background in organ playing. Areas of study include manual technique, pedal technique, and elements of technique and interpretation.

Prerequisite: MUS 250B or audition.

### MUS 070X, VOICE CLASS FOR BEGINNERS [1 credit]

One-hour class instruction offered weekly in basic vocal technique for non-music majors as it pertains to solo and ensemble singing. Study of literature from a method book. Music education majors whose applied principal area is in instrumental music must take one semester of this class. May be repeated for credit.

### MUS 100, ELEMENTS OF MUSIC [4 credits]

This course is for non-music majors. The course is designed as an introduction to music theory and entails coverage of intervals, triads, rhythm, meter, scales, chords, and musical terminology. In addition, each student is expected to develop fundamental ear training skills which include sight-singing, melodic dictation, and rhythmic dictation. A thorough knowledge of the fundamentals of music is expected by the end of the semester.

MUS 100 is required of all students who are not prepared for MUS 101. Credits not applicable toward the music theory requirement. MUS 100 or MUS 101 may satisfy theory requirement for Dance minor.

### MUS 101-102, MATERIALS IN MUSIC THEORY [4 credits each semester]

This is an integrated course that covers the study of diatonic harmony and related

materials including secondary dominants, simple modulation, music reading and related aural skills through the use of computer assisted instruction, sight-singing and dictation. Prerequisite: Successful passage of entrance exam into music theory or MUS 100.

#### MUS 110, PRINCIPLES OF JAZZ IMPROVISATION [2 credits]

This course includes the fundamentals in music – scales, modes, rhythms – learned and applied to acquire the technical facility required to express and sustain an improvisatory musical idea. Transcribed, recorded solos by jazz masters are introduced as models for analysis and application. Prerequisite: audition or permission of the Instructor. \$100 Music Fee

#### MUS 120, INTRODUCTION TO MUSIC TECHNOLOGY [2 credits]

This course is an introduction to digital technology as it relates to the production of sound, including MIDI technology, and computer technology. Students will use notation programs, compositional aids, sound editing, and CD writing skills. Prerequisite/Co -requisite: MUS 100 and CSCI 100 or Test. \$100 Music Fee

#### MUS 150-A-B. SECONDARY PIANO [1 credit per semester]

One half hour private lesson offered weekly or two one-hour group classes, as determined by audition. This course is primarily designed for music students who have a major instrument and wish to study piano as a secondary area. Voice majors are required to take piano as their secondary instrument. Concentration areas: easier piano literature and

development of proficiency in areas of functional keyboard skills.

MUS 151 -152, PRINCIPAL PIANO [1 credit per semester] One hour private and one studio class required weekly. This course is for music majors in the B.A. in music and B. Mus. in Performance degree programs, who have selected piano as their principal instrument. Concentration: scales, arpeggios, technical exercises and suitable repertoire. Prerequisite: audition. May be repeated for credit.

#### MUS 157-158, SEMINAR IN MUSIC PERFORMANCE AND LITERATURE [0 credits]

The Seminar will present performances by students of repertoire prepared in private lessons under the supervision of a music faculty, as well as discussions, lectures concerning pedagogical concepts and music literature, and illustrations of performance techniques. These Master Classes and Performance Seminars are used as supplementary forms of instruction throughout four years of study at Fisk. The first four seminars will be offering instruction in fretted instruments. Participation by all music students is mandatory.

#### MUS 160A-B, SECONDARY ORGAN [1 credit per semester]

One half hour lesson offered weekly. This course is primarily designed for music students who have a major instrument and wish to study organ as a secondary instrument. Areas of study: manual technique, pedal technique, elements of technique and interpretation, beginning organ pieces. Prerequisite: MUS 060B or permission of the Instructor. May be repeated for credit.



MUS 161-162, PRINCIPAL ORGAN [1 credit per semester]

Two half hour lessons offered weekly. This course is designed for music majors who have selected organ as their major instrument. The following areas of study are covered: pedal studies, major and minor scales, legato studies, and other selected works by well-known composers. May be repeated for credit.

Prerequisite: audition.

MUS 170A-B, SECONDARY VOICE [1 credit]

One-half hour lesson offered weekly. This course is intended for music majors whose principal major is instrumental music.

Keyboard majors must take Secondary Voice. Student is expected to develop sound technique, applicable to both individual and ensemble singing, through studies in a method book, such as *Bel Canto* by M. Marchesi and/or Van Christy.

MUS 171 -172, PRINCIPAL VOICE [1 credit per semester]

One hour private and four group lessons required weekly. This is a required course for voice majors in the B.A. in Music and B. Mus in Performance degree programs. Study in the elements of vocal technique from a method book with special attention to vocal action and its controls. Elementary vocalizes, Italian Classics, and basic Art Songs will be learned with emphasis on phonetic symbols as they pertain to diction in singing Italian, English, German and French. Prerequisite: vocal audition. May be repeated for credit.

MUS 201-202, MATERIALS IN MUSIC THEORY [4 credits each semester]

A continuation of the study of traditional harmony through the use of computer assisted instruction including composition and improvisation, the study of advanced chromatic vocabulary and modulation. An analytical study of compositions in the smaller and larger forms, primarily from the tonal repertoire. Second semester will include keyboard harmony, analysis of techniques and composition approaches to twentieth century music. A thorough drilling in the art of sight-singing and dictation, both semesters. Prerequisite: MUS 102.

MUS 205, MUSIC IN AMERICA [2 credits]

A historical survey of music of the United States from its founding to the present time, including the study of major composers, musical forms, and styles, including jazz and other popular forms that developed in the United States.

MUS 206, CROSSCURRENTS IN AFRICAN AND AFRICAN AMERICAN MUSIC [2 credits]

A study of the African Americans' contribution to music in America.

MUS 207, TWENTIETH CENTURY MUSIC [2 credits]

Twentieth Century Music is a historical survey of music of the Twentieth Century, including the study of musical forms and major composers during the 1900s.

MUS 208, HISTORY OF JAZZ [2 credits per semester]

History of Jazz is a study of jazz from traditional to avant garde. A historical

survey of the various styles of jazz and the innovators in each style will be included.

#### MUS 225, JUBILEE SINGERS [1 credit]

The Fisk Jubilee Singers® specialize in singing Negro Spirituals. This ensemble rehearses on Tuesdays and Thursdays. On-campus and off-campus performances are required. Auditions are open to all current students of the University. Frequent travel is common. The Singers must retain a 2.5 GPA throughout their tenure; failure to do so will result in dismissal from the ensemble.

Prerequisite: audition.

#### MUS 226, UNIVERSITY CHOIR [1 credit]

This is a mixed vocal ensemble that provides training in performance, with emphasis on proper vocal technique for ensemble singing. All music majors must complete four semester hours in this ensemble. Generally, this group performs for selected Sunday Chapel Services and performs major choral compositions in concert. Membership: permission of the director. May be repeated for credit.

#### MUS 227, JAZZ ENSEMBLE [1 credit]

The ensemble meets regularly to rehearse and review ensemble music in the jazz and contemporary tradition. Performances are scheduled and presented to the community. May be repeated for credit. Prerequisite: permission of the instructor.

#### MUS 228, OPERA WORKSHOP [1-2 credits]

A laboratory-performance based course in which students perform scenes from

operas of different periods. The student is given the opportunity to deal with musical, technical, and dramatic aspects of producing an opera. When feasible, whole operas are performed at the end of the semester. May be repeated for credit. Prerequisite: musical audition.

#### MUS 229, FISK UNIVERSITY MARCHING BAND [1 credit]

The Fisk University Marching was birthed out of the Fisk University Drumline within the music discipline. Membership is open to all Fisk students in any academic discipline by audition only. The Fisk University Band is a heterogeneous instrumental ensemble that performs a variety of literature written in several styles for marching and pep bands, concert bands as well as music written in the Western classical tradition.

Prerequisite: Audition.

#### MUS 250-A-B, SECONDARY PIANO [1 credit per semester]

One half hour private lesson required weekly. Lessons will cover the same materials as MUS 150A-B. Greater development and proficiency in areas of functional keyboard skills will be expected. Piano literature: Baroque through 20th Century. The four- semester program culminates in the passing of the Piano Proficiency Test required of students enrolled in secondary piano. Prerequisite: MUS 150A-B

#### MUS 251-252, PRINCIPAL PIANO FOR B.A. IN MUSIC [1 credit]

One hour private and one studio class required weekly. Areas of study will include advanced technique and literature to include sonatas by Beethoven and Well-Tempered Clavier by Bach.

Required: Sophomore hearing to advance to upper division. May be repeated for credit. Prerequisite: MUS 152.

MUS 253-254, PRINCIPAL PIANO FOR B.MUS [2 credits per semester]

One hour private and one studio class required weekly. This course is essentially the same as MUS 251-252, but more literature study and greater technical proficiency are expected. Prerequisite MUS 152.

MUS 260A-B, SECONDARY ORGAN [1 credit per semester]

This is a continuation of MUS 160A-B. Areas of study include advanced technical studies for manuals and pedals, music for manuals only, music for manuals and pedals. Pieces by major composers will also be studied. Prerequisite: MUS 160B.

MUS 261-262, PRINCIPAL ORGAN FOR B.A. IN MUSIC [1 credit per semester]

Two half-hour lessons offered weekly. This is a course designed for students majoring in organ. Areas of study include advanced pedal studies, organ literature and organ pedagogy. Required: Sophomore Hearing to advance to upper division.

Prerequisite: MUS 162.

MUS 263-264, PRINCIPAL ORGAN FOR B.MUS. [2 credits per semester]

This course will follow essentially the same guidelines as MUS 261-262, but greater preparation will result in a more extensive literature and greater technical proficiency. Required: Sophomore Hearing to advance to upper division.

Prerequisite: MUS 162.

MUS 270A-B, SECONDARY VOICE [1 credit]

One-half hour lesson offered weekly. Further study in the elements of vocal technique and phonetic symbols as they pertain to singing in English, Italian and German or French.

Prerequisite: MUS 170B.

MUS 271-272, PRINCIPAL VOICE FOR B.A. IN MUSIC [1 credit per semester]

One hour private and four technique classes required weekly. Further development in technique; laws of interpretation; special emphasis on German Lieder, songs of modern African American composers, and simpler opera and oratorio areas. Required: Sophomore Hearing to advance to upper division. May be repeated for credit. Prerequisite: MUS 172.

MUS 273-274, PRINCIPAL VOICE FOR B.MUS. [2 credits per semester]

This course will follow essentially the same guidelines as MUS 271-272. Greater preparation will be expected culminating in more extensive literature and greater technical proficiency.

Required: Sophomore Hearing and Proficiency Exam to advance to upper division. Prerequisite MUS 172.

MUS 281-282; 381-382; 481-482, INDEPENDENT STUDY [2-4 credits]

Advanced study in music for students of demonstrated ability. A member of the music faculty will be assigned by the Department Chair to advise each student.

MUS 303, COUNTERPOINT [4 credits]

This course involves the study of contrapuntal techniques used in the 16th and

18th century styles of writing. It covers melodic writing, principles of two voice counterpoint, canon, imitation, inventions, fugue, analysis and original compositions.

Prerequisite: MUS 202.

#### MUS 305, ORCHESTRATION [4 credits]

A study of the orchestra and techniques of writing and arranging for orchestral and band instruments, including transposition, transcription, ranges, timbres, mixtures, phrasing and score reading. This course includes a 1-hour practicum, e.g., basic string methods.

#### MUS 307, MUSIC HISTORY AND LITERATURE I [4 credits]

A guided survey of the music and musical forms prevalent in the historic periods up to and including the Baroque era and the beginnings of organized music activities in North America up to about 1750. Course content will include lecture, independent research, student reports, performances, assigned readings and study of audio/visual research materials.

#### MUS 308, MUSIC HISTORY AND LITERATURE II [4 Credits]

A guided survey of the music and musical forms prevalent in the historic periods from 1750 to the present, including the Classic, Romantic and Contemporary periods. Relevant trends in African American music will be included. Course content will include lectures, independent research, student reports, performances, assigned readings and study of audio/visual research materials.

#### MUS 313, MUSIC IN THE ELEMENTARY SCHOOL [2 credits]

This course is designed for music education majors. It investigates the domains of knowledge, educational terms, leadership roles in supervision, behavioral objectives, levels of cognitive behavior in children and lesson plan examples. It will explore Zoltan Kodaly's Vocal Approach and Carl Orff's Instrumental Approach. Systematic classification or terminology by such important educational leaders as Jean Piaget, John Dewey, Robert & Vernice Nye and "Bloom's Taxonomy" will be studied. Students teach actual music lessons in class and in the field under supervision. Whenever possible, this course meets in the public schools where students observe course instructors teach children.

#### MUS 315, MUSIC IN THE HIGH SCHOOL YEAR [2 credits]

This course focuses on materials and presentation in the three principal areas of study in music in the high school. They include choral music, instrumental music, and music appreciation. Emphasis is placed on various choral ensembles, literature, choral administration, beginning instrumental ensembles and lesson procedures, advanced band-orchestra techniques, related materials, and instrumental administration.

#### MUS 320, 330, 340, 350, 360, 370, 390, JUNIOR RECITAL [0 credits]

A formal, juried presentation in concert of learned repertoire appropriate to the Junior level in the student's principal applied music study area. A successful jury hearing must precede the recital by one month. Instruction will be under the guidance of the student's major applied teacher. Repertoire will include music from at least three major performance genres (i.e., nationalities, languages,

historical periods, styles, and composers as appropriate).

MUS 323-324, CONDUCTING (third year course) [2 credits each semester]

A study of basic conducting rudiments, posture, conducting patterns, styles, attacks and releases with emphasis on analysis of the score, rehearsal techniques, and skills required for effective tone, balance and interpretation. Emphasis on Choral Techniques in the first semester; concentration on Instrumental Conducting in the second semester. Prerequisite: Junior standing.

MUS 351-352, PRINCIPAL PIANO FOR B.A. IN MUSIC [1 credit per semester]

One hour private and one studio class required weekly. Continuation of technical studies, such as scales, arpeggios, Hanon, etc. Standard piano literature will include keyboard literature by African American composers. May be repeated for credit.

MUS 355-356, PRINCIPAL PIANO FOR B.MUS. [4 credits per semester]

Two -hour private lessons and one studio class required weekly. This course will follow essentially the same guidelines as MUS 351-352, but longer preparation will be necessary for more extensive literature and greater technical proficiency. Required: Junior recital. Prerequisite: MUS 254.

MUS 361-362, PRINCIPAL ORGAN FOR B.A. IN MUSIC [1 credit per semester]

Two half hour lessons offered weekly. Areas of study covered include the continuation of technical studies. Major works by popular and modern composers will also be studied.

Prerequisite: successful completion of Sophomore Hearing. May be repeated for credit. Prerequisite MUS 262.

MUS 365-366, PRINCIPAL ORGAN FOR B.MUS. [4 credits per semester]

This course is essentially the same as MUS 361-362, but emphasis is on longer preparation for more extensive literature and greater technical proficiency. Required: a junior recital.

Prerequisite MUS 254.

MUS 371-372, PRINCIPAL VOICE FOR B.A. IN MUSIC [1 credit per semester]

One hour private and four technique classes required weekly. Further technical development through advanced vocalises in the Marchesi Method book. Special emphasis on French literature. Course content as part of Vocal Literature survey will include student reports, assigned reading and listening. Required: a mini recital for the Performance Seminar. May be repeated for credit. Prerequisite: MUS 272.

MUS 375-376, PRINCIPAL VOICE FOR B. MUS. [4 credit per semester]

One hour private and four technique classes required weekly. Course requirements are essentially the same as MUS 371-372, but greater preparation for each class will be expected. Final project: a notebook covering vocal literature from about 1650 to the present. Performance level at the end of this year should approach the professional standard. Required: a junior recital.

Prerequisite: MUS 274

MUS 383, TECHNIQUES OF TEACHING BRASS AND PERCUSSION [2 credits]

This course covers a study of teaching problems through the practical experience of learning to play both brass and percussion instruments. This will be accomplished by acquainting the student with fundamental techniques of playing these instruments and by learning the appropriate literature.

**MUS 384, TECHNIQUES OF TEACHING WOODWINDS AND STRINGS [2 credits]**

This course covers a study of teaching problems through the practical experience of learning to play woodwinds, stringed and fretted instruments. This will be accomplished by acquainting the student with fundamental techniques of playing these instruments and by learning the appropriate literature.

**MUS 420, 430, 440, 450, 460, 470, 490, SENIOR RECITAL [0 credits]**

A formal, juried presentation in concert of learned repertoire appropriate to the Senior level in the student's principal applied music study area. A successful jury hearing must precede the recital by at least one month. Instruction will be under the guidance of the student's major applied teacher. Repertoire will include music from at least three major performance genres (i.e., nationalities, languages, historical periods, styles, and composers as appropriate).

**MUS 451-452, PRINCIPAL PIANO FOR B.A. IN MUSIC [2 credits per semester]**

One hour private and one studio class required weekly. Advanced piano literature, scales, arpeggios and advanced technical exercises will be

covered. Required: Mini recital. May be repeated for credit. Prerequisite: MUS 352.

**MUS 455-456, PRINCIPAL PIANO FOR B.MUS. [4 credits per semester]**

Two-hour private lessons and one studio class required weekly. Course description is essentially the same as MUS 451-452, but greater concentration will be placed in the following areas as well as greater preparation: scales, arpeggios, technical exercises, repertoire, accompanying and seminars in piano pedagogy. Required: Senior recital. Prerequisite: MUS 356.

**MUS 461 -462, PRINCIPAL ORGAN FOR B.A. IN MUSIC [2 credits per semester]**

One-hour lesson weekly. This is a continuation of previous studies but expanded to cover the study of hymn and accompaniment playing. Required: A mini recital.

Prerequisite: MUS 362. May be repeated for credit.

**MUS 465-466, PRINCIPAL ORGAN FOR B.A. IN MUS [4 credits per semester]**

One-hour lesson weekly. Course description is essentially the same as MUS 461-462, but greater emphasis is on preparation for the required Senior Recital which should approach professional standard. Required: Senior recital. Prerequisite: MUS 366.

**MUS 471-472, PRINCIPAL VOICE FOR B.A. IN MUSIC [2 credits per semester]**

One-hour individual lesson weekly. Continued study of comprehensive repertoire and advanced technical skills. The Marchesi



Methods book should be mastered by the end of MUS

472. Required: a senior recital of 30-minute minimum in length.

Prerequisite MUS 372.

MUS 475-476, PRINCIPAL VOICE FOR B.A. IN MUSIC [4 credits per semester]

One hour private and four technique classes required weekly. Course description is essentially the same as MUS 471-472, but much greater preparation for each lesson will be expected.

Course preparation will also include supplemental reading, lectures and practice teaching for vocal pedagogy. Final project: A notebook covering pedagogical principles for teaching voice. Required: a senior recital of professional quality covering African-American Art Songs, Negro spirituals, German Lied, French mélodie, Italian classics, Operatic and Oratorio arias in their original languages and art songs in English. The recital must represent at least four different languages. Prerequisite: MUS 376.

### NAVAL SCIENCE (NS)

(NS) HIS 131, SEA POWER IN HISTORY [3 credits]

This course is a survey of U.S. Naval History from the American Revolution to the present with emphasis on major developments. Included is an in-depth discussion of the geopolitical theories of Alfred Thayer Mahan. The course also treats present day concerns in sea power and maritime affairs, including the economic and political issues of merchant marine commerce and the law of the sea.

The course is taught by the Vanderbilt University History Department.

NS 241, ORGANIZATION AND MANAGEMENT [3 credits]

This course is a comprehensive advanced level study on organizational behavior and management. Topics include a survey of the management functions of planning, organizing, and controlling, an introduction to individual and group behavior in organizations, and extensive study of motivation and leadership. Major behavioral theories are explored in detail.

Practical applications are explored by the use of experimental exercises, case studies, and laboratory discussion. Other topics include decision making, communication, responsibility, authority, and accountability.

### PHYSICS

PHYS 110, SEMINAR 1 [0 credits]

Seminar for students majoring in physics. Presentations will be given by outstanding guest scientists and Fisk scientists, on state-of-the-art topics.

PHYS 117, Physics for the Life Sciences I [3 credits]

A calculus –based introduction to the general physical principles in mechanics, vibration, thermodynamics and fluids, and their application to living systems. Three lectures weekly.

Prerequisite: MATH 110 or departmental permission; students should enroll concurrently in PHYS 117L laboratory.

PHYS 117L, Laboratory and Recitation for Physics for the Life Sciences I [1 credit]

Laboratory and biologically relevant problem-solving techniques are coordinated with PHYS 117, Physics for the Life Sciences I. Accompanies PHYS 117, in which students must be concurrently enrolled in or must have passed.

PHYS 118, Physics for the Life Sciences I II [3 credits]

A calculus -based introduction to the general physical principles in waves and optics, electricity and magnetism, modern and nuclear physics, and their application to living systems. Three lectures weekly. Prerequisite: PHYS 117 or departmental permission; students should enroll concurrently in PHYS 118L laboratory.

PHYS 118L, Laboratory and Recitation for Physics for the Life Sciences II [1 credit]

Laboratory and biologically relevant problem-solving techniques are coordinated with PHYS 118, Physics for the Life Sciences II. Accompanies PHYS 118, in which students must be concurrently enrolled in or must have passed.

PHYS 130, UNIVERSITY PHYSICS I [3 credits]

This course includes three lectures and one problem session weekly. An introductory treatment of mechanics, vibration, wave motion, sound, heat, and thermodynamics. Differentiation and integration are developed and used at appropriate points during the semester. Prerequisite: MATH 110 or departmental permission; students should enroll concurrently in PHYS 130L laboratory.

PHYS 130L, EXPERIMENTS IN GENERAL PHYSICS I [1 credit]

One laboratory weekly. Experiments cover topics in mechanics, sound, and heat, with emphasis on the use of good laboratory and research techniques to obtain and handle experimental data. Use of significant figures and evaluation of results are stressed.

Accompanies PHYS 130, in which students must be concurrently enrolled in or must have passed.

PHYS 140, UNIVERSITY PHYSICS II [3 credits]

This course includes three lectures and one problem session weekly. It is a continuation of PHYS 130, emphasizing electricity and magnetism, geometrical and physical optics, and topics in atomic and nuclear physics. Prerequisite: PHYS 130. Co-requisite: PHYS 140L laboratory.

PHYS 140L, EXPERIMENTS IN GENERAL PHYSICS II [1 credit]

One laboratory weekly. A continuation of PHYS 130L, with experiments on topics in electricity and magnetism, optics, and modern physics. Accompanies PHYS 140, which students must have passed or must be concurrently enrolled in. Prerequisite: PHYS 130L or equivalent.

PHYS 232, MODERN PHYSICS [3 credits]

Three lectures weekly. Development of theories leading to a knowledge of the electron, the atom, the wave nature of matter, x-rays, radioactivity, the nuclear structure and the application of this knowledge in present day technology. Prerequisite: PHYS 140 or equivalent.

PHYS 234, EXPERIMENTS IN MODERN PHYSICS [1 credit]

One laboratory weekly. This course is designed to accompany PHYS 232, in which students should be concurrently enrolled. Experiments in atomic structure, electron properties, black body radiation, spectroscopy, x-rays, and radioactivity.

PHYS 252, ELECTRONICS [3 credits]

Two lectures and one laboratory session per week. A survey of electronic principles and their practical application in scientific instruments. Designed for physics, chemistry, and biology majors who require a working knowledge of electronic circuits and devices. Prerequisites: PHYS 130, 130L, 140, 140L, and MATH 120.

PHYS 262, HEAT AND THERMODYNAMICS [3 credits]

This course explores temperature, gas laws, specific heats, heat transfer, first and second laws and their consequences, thermodynamic relations, phase transitions, and low temperature phenomena. Prerequisites: PHYS 130, 130L, 140, 140L; and MATH 120.

PHYS 330, INTRODUCTION TO ASTROPHYSICS [3 credits]

This course is an introductory calculus-based astrophysics course suitable for Physics and other science or engineering majors, which will provide students – physics majors, other science/engineering majors – with an overview of modern astrophysics, structured around Origins-related themes. The objective will be to introduce the tools of astronomy, and to trace the modern search for astronomical

origins through the physical processes that govern the chemical evolution of the Universe on all scales. This will naturally lead to a survey of the formation and evolution of galaxies, stars, and planets, while taking full advantage of the physics precepts and math abilities with which these students are already facile.

Prerequisite: PHYS 130, co-requisite: MATH 130.

PHYS 340, METHODS IN THEORETICAL PHYSICS [3 credits]

This course is a survey of mathematical and theoretical methods in physics. Topics include infinite series, ordinary differential equations, partial differential equations, complex analysis and function theory.

PHYS 341, THEORETICAL MECHANICS [3 credits]

This course is an introduction to the classical mechanics of particles and rigid bodies, covering topics such as kinematics and dynamics of systems of particles, rotation properties of rigid bodies, and motion under a central force. Prerequisites: PHYS 130, 130L, 140, 140L; and MATH 120.

PHYS 351, INTERMEDIATE ELECTRICITY AND MAGNETISM [3 credits]

This course focuses on fundamental theorem in electrostatics; dielectric phenomena; magnetic fields and their association with currents; electromagnetic radiation; and introduction to Maxwell's equations. Prerequisites: PHYS 130, 130L, 140, 140L; and MATH 210.

PHYS 359, INTRODUCTION TO MATERIALS SCIENCE, 3 credits.

This course is the study of the relationship between the structure and properties of materials. Both theoretical and experimental aspects will be covered. Lecture and laboratory sessions.

Prerequisites: PHYS 130, 130L, 140, 140L and MATH 130.

#### PHYS 381, SPECIAL PROBLEMS IN EXPERIMENTAL PHYSICS [2 to 4 credits]

In this course, provision is made for students to practice individually with advanced laboratory techniques and to solve special experimental problems. Prerequisites: PHYS 130, 130L, 140, 140L; and MATH 210.

#### PHYS 382, SPECIAL PROBLEMS IN THEORETICAL PHYSICS [2-4 credits]

In this course, provision is made for students to practice individually with advanced theoretical techniques and to solve special theoretical problems. Prerequisites: PHYS 130, 130L, 140, 140L; and MATH 210.

#### PHYS 430, TOPICS IN HIGH ENERGY ASTROPHYSICS [3 credits]

A topical course in high-energy astrophysics, suitable for physics and other science or engineering majors. This course will provide students who have taken PHYS 330 with a more in-depth exposure to topics in high-energy astrophysics, structured around SEU-related themes. The objective will be to give students an introduction to advanced topics such as X-ray and gamma-ray astronomy, including relativistic processes in the universe.

#### PHYS 441, SOLID STATE PHYSICS [3 credits]

This course is an introduction to the modern theory and experimental methods used in understanding the properties of solids. Prerequisites: PHYS 130, 130L, 140, 140L; and MATH 210.

#### PHYS 452, QUANTUM MECHANICS [3 credits]

This course explores the development of the Schrodinger theory to include operator formalism and perturbation theory.

Prerequisites: PHYS 341, 351.

#### PHYS 472, INTRODUCTION TO MODERN OPTICS [3 credits]

This course is an introduction, at an intermediate level, to recent developments in optics interference; diffraction; polarization; coherence; emission of light by atoms, molecules and solids; theory of lasers and elementary holographic techniques.

Prerequisites: PHYS 130, 130, 140, 140L; and MATH 210. PHYS 490, SENIOR SEMINAR [1 credit]

Capstone course in physics required of all senior physics majors. Students will undertake an in-depth exploration of a topic in physics. The course comprises lectures, discussion, readings and other activities aimed at the integration of physics knowledge and development of competencies in scientific writing, critical thinking, quantitative literacy and ethics and civic responsibility.

### POLITICAL SCIENCE

#### PSCI 111, INTRODUCTION TO POLITICAL SCIENCE [4 credits]

This course introduces students to the different and most fundamental ideas,

ideologies, concepts, constructs, principles and systems of government and politics in the world.

PSCI 122, AMERICAN POLITICAL SYSTEMS [4 credits]

This course is an introduction to federal, state, county, city, township, and town governments. Analyzes and acquaints students with the theories, powers, structures, functions, and problems of federal, state, and local governments.

PSCI 130, INTRODUCTION TO PUBLIC ADMINISTRATION [4 credits]

This course is an introduction to the study of public administration. It encompasses the environment, ideological foundations, structures, functions, and intergovernmental relations of the administrative systems at the national, state, and local levels in the United States in particular and the world in general.

PSCI 205, ADMINISTRATIVE BEHAVIOR [4 credits]

This course analyzes and acquaints students with the assumptions, theories, and principles of formal administrative organization, and the impact that the assumption, theories, and principles have on the administrative process and behavior.

PSCI 212, PUBLIC POLICY ANALYSIS [4 credits]

This course is a study of public policy in the United States, emphasizing the scope, logic, politics, formulation, implementation and evaluation of public policy at the national, state, and local levels of American government.

PSCI 216, PUBLIC PERSONNEL ADMINISTRATION [4 credits]

This course explores the assumptions, theories, and principles of public personnel systems; the evolution, structure, and functions of such systems in the United States; and the problems of in- service programs, collective bargaining, and affirmative action.

PSCI 221, INTERNATIONAL POLITICS [4 credits]

This course is an assessment of the similarities and differences in the structure and function of political systems in the world and the cultural religious, social, economic, and military relations among political systems in the world.

PSCI 228, AMERICAN FOREIGN POLICY [4 credits]

This course is an analysis of the particularities of the United States foreign policy, including economic, political, and military interests. Particular emphasis is placed on U.S. foreign policy relationships with different parts of the world.

PSCI 231, CLASSICAL POLITICAL THEORY [4 credits]

This course is a study of political theories of the classical thinkers. Analysis and evaluation of the basic assumptions and fundamental principles of the political theories of the naturalists, humanists, rationalists, and empiricists.

PSCI 232, MODERN POLITICAL THEORY [4 credits]

This course is an analysis and evaluation of the basic assumptions and fundamental principles of the political theories of thinkers selected from among the great figures in

political thought from the sixteenth century to the present day.

PSCI 245, AFRICAN-AMERICAN  
POLITICAL THOUGHT [4 credits]

This course explores categories of black political thought, issues, and individual theorists. Emphasizes the evaluation of concept and meaning of theory, as related to black political thinking.

PSCI 252, JUDICIAL PROCESS [4 credits]

This course is an examination of the criminal and civil procedures in the administration of justice in the United States. The organization and procedures of federal and state courts, selection of federal and state judges, selection of judicial administrative personnel.

PSCI 254, POLITICS IN THE BLACK  
COMMUNITY [4 credits]

This course considers the political activities in which blacks engage in order to improve their status. Economic and political aspects of the black community, urban poverty, and goals and strategies of social change and the past, present and future role of black community leaders.

PSCI 305, AMERICAN  
CONSTITUTIONAL LAW [4 credits]

This course is a study of the case-by-case interpretation by the Supreme Court of the constitutional and statutory laws of the United States, relative to the institutions of government and politics and the civil liberties and civil rights of the people.

PSCI 310, INTERNSHIP IN POLITICAL  
SCIENCE [4-12 credits]

This course offers an opportunity to gain service-learning experience and to demonstrate skills at an early stage of the student's career preparation. Seeks to help students meet their aptitude and career goals and establish an attitude of growth and development. All internships must be pre-approved and may only be taken by majors in their junior year.

PSCI 314, PUBLIC FINANCIAL  
ADMINISTRATION [4 credits]

This course is a study of public revenues and the politics of managing, budgeting, appropriating, authorizing, spending, accounting, and auditing them.

PSCI 320, SELECTED TOPICS IN POLITICAL  
SCIENCE [4 credits]

This course acquaints students with unsolved major issues and current major issues in the political arena, including but not limited to those of political party systems, legislative systems, executive systems and judicative systems. Course may be repeated once (unless otherwise permitted).

PSCI 321, INTERNATIONAL LAW AND  
ORGANIZATION [4 credits]

This course explores the origin, nature and purpose of the laws of regionalism in international organization, including multipurpose regional organizations and functional regional organizations.

PSCI 340, INDEPENDENT STUDY IN  
POLITICAL SCIENCE [4 credits]



This course is designed to satisfy the specialized interests of advanced students. Each student enrolled must develop a study plan for the semester, in consultation with a faculty member in the department, prior to final registration. Course may be repeated once and may be taken by majors only.

PSCI 342, ADMINISTRATIVE LAW [4 credits]

This course acquaints students with the law of internal administration, the law of external administration, the powers and duties of administrative authorities, the scope and limits of official powers, sanctions, or means of enforcement, and remedies against official actions.

PSCI 406, AFRICAN POLITICAL SYSTEMS [4 credits]

This course is an examination of the political development of the countries of Africa. Emphasizes contemporary politics, but attention is also given to pre-European and European-dominated political systems.

PSCI 442, SENIOR SEMINAR [4 credits]

This course is designed to prepare students for graduate study and career opportunities. Emphasis is on research in specialized topics in political science. Students are required to propose, plan, and develop a major research paper in political science. May only be taken by graduating seniors in the discipline.

## PSYCHOLOGY

PSY 180, GENERAL PSYCHOLOGY [4 credits]

This course is a systematic study of the history, experiments, and theories regarding human behavior and the relation of this material to everyday life. Emphasizes the methods and techniques employed in studying human behavior. Required of all psychology majors.

PSY 205, CHILD AND ADOLESCENT DEVELOPMENT [4 credits]

This course traces the origin and development of human behavior from birth to young adulthood. Cognitive, physical, and psychosocial development from infancy through adolescence.

Emphasizes understanding of development through knowledge of the theoretical and research literature and through observation of behavior. Prerequisite: PSY 180.

PSY 217, BIOLOGICAL PSYCHOLOGY [4 credits]

This course is a study of the relationship between human physiology and human experiences such as hunger, sleep, sex, emotions, learning, memory, and perceptions. The course will emphasize the relationship of human experience to central nervous system activity but will include study of the importance of hormones and genes in the control of behavior. Prerequisite: PSY 180.

PSY 221, INTRODUCTION TO PERSONALITY [4 credits]

This course introduces the major categories of theories that have influenced contemporary psychological thought. Surveys these theories in an integrated manner; attempts to show the relevance of each theory by discussion of its therapeutic and social application. Students are introduced to a common framework including the key issues in personality,

which will facilitate comparisons among the various theories. Prerequisite: PSY 180.

**PSY 224, PSYCHOLOGICAL ASSESSMENT [4 credits]**

This course provides an introduction to the background and methodology of testing, test construction, and elementary measurement theory. A critical survey of the major types of tests of mental ability, achievement, specialized abilities, vocational interests, attitudes, and personality will be undertaken, including both group and individual tests. Consideration will be given to

1) planning, constructing, scoring, and evaluating tests; 2) using statistical procedures to evaluate tests and test results, as an aid to interpreting individual performance; 3) critical discussion of issues and problems in the use of tests; and 4) understanding the role of tests in making selection, placement, and classification decisions as they are used by psychologists as a part of the assessment process. Prerequisites: PSY 180 and HSS 280.

**PSY 231, PSYCHOLOGY OF WOMEN & GENDER [4 credits]**

The course will provide a survey and integration of the theoretical orientations and empirical research important to understanding women and their behavior, as well as the influences that affect them in contemporary society. An underlying perspective is that the behavior of women occurs in a biosocial context and can best be understood within that context. Emphasis will be placed on psychological literature but will draw on important interdisciplinary

writings as well.

Intersections of gender, race, and class will be considered throughout. Topics covered will include myths and stereotypes about women in a historical context; biological and socio-cultural bases of female development and functioning; women, education, and work; women, mental health, and psychotherapy; women and relationships, including violence against women; and women and aging. Prerequisite: PSY 180.

**PSY 256, ORGANIZATIONAL PSYCHOLOGY [4 credits]**

This course explores psychological theories, principles, and research findings as they relate to the study and understanding of people in organizations. Topics include research methods, selection and training, leadership, motivation and productivity, job performance and satisfaction, and group and inter-group relations. Prerequisite: PSY 180 or permission of Instructor.

**PSY 262, LEARNING & COGNITION [4 credits]**

This course is a study of changes in cognitions, emotions, and behaviors as explained by an array of evolving learning/thinking theories (classical, instrumental, cognitive). The interactions between these theories and hereditary predispositions will also be examined. Prerequisite: PSY 180.

**PSY 310, EXPERIMENTAL & QUASI-RESEARCH EXPERIMENTAL DESIGNS IN PSYCHOLOGY [4 credits]**

This course is a study of various experimental, ex post facto, and quasi-experimental designs commonly used in research in psychology. The course will include an extensive

discussion of inferential statistical techniques used to analyze data from these designs, as well as a review of descriptive statistical techniques. In addition to class discussions of the choice and appropriate use of research designs, students will design, implement, analyze, and report results for demonstration research projects.

Prerequisites: PSY 180 and HSS 280 or equivalent.

#### PSY 341, SOCIAL PSYCHOLOGY [4 credits]

This course is an overview of major theories, principles, and data in social psychology. Emphasizes issues of interpersonal attraction; attitude formation and change; discrimination and prejudice; propaganda and persuasion; human aggression and violence. Prerequisite: PSY 180.

#### PSY 348, ABNORMAL PSYCHOLOGY [4 credits]

This course explores the dynamic processes and factors involved in normal and abnormal behavior, emphasizing the significance of aberrant behavior in understanding more fully normal behavior and the nature of mental hygiene. Lectures, films, case histories, field trips. Prerequisite: PSY 180.

#### PSY 374, FIELD PLACEMENT [4 credits]

Students participate in the programs of approved field agencies that perform psychological services. Students work at the agency for a minimum of 10 hours a week, meet regularly on campus as a group with the Instructor of the course, read and report on research related to the clients or type of program at their respective agencies, and write about their

experiences. Because arrangements are made individually, permission of the Instructor must be obtained by midterm of the preceding fall semester.

Open only to junior and senior psychology majors or by permission of the Instructor.

#### PSY 380, SPECIAL TOPICS IN PSYCHOLOGY [4 credits]

Integrative treatment of a specific content area or topic in psychology, with attention given to areas and topics current in psychological theory, research, and practice but not included as regular course offerings. Possible topics include human sexuality, behavior modification, health psychology, communications in psychology, computer applications for psychology, and minority issues. Fieldwork or laboratory work may be required in some semesters, as appropriate to the particular topic. Prerequisite: PSY 180, or permission of Instructor. Course may be repeated without penalty, with special permission.

#### PSY 450, INDEPENDENT READINGS AND RESEARCH [1-4 credits]

Opportunity for the advanced undergraduate psychology student to engage in a planned program of independent readings or to design and execute a small-scale research project, under the supervision of a psychology faculty member. Strongly recommended for students who intend to pursue graduate study in psychology. Choice of supervising Instructor and preliminary plan must be approved prior to registration for the course. Open only to senior psychology majors. Course may be repeated without penalty, with special permission.

#### PSY 481, SENIOR SEMINAR [4 credits]

A course for senior psychology majors, that will focus on 1) preparation for and information on graduate study and careers in psychology, 2) a comprehensive historical review of psychology, and 3) development of a scholarly literature review on a psychology-related topic. Topics may originate from the student or may be drawn from a list of topic areas at the beginning of the course. Open only to senior psychology majors.

## SPANISH

### SPAN 101-102, ELEMENTARY SPANISH [4 credits each semester]

This course is an introduction to the basics of the language: Aural comprehension, speaking, reading, and writing. Grammar is emphasized. Conducted in Spanish. These courses are for students who have studied less than two years of Spanish in high school. Not for credit toward the major in Spanish.

### SPAN 200, INTENSIVE INTERMEDIATE SPANISH [4 credits]

This course is a continuation of SPAN 101-102. Designed to cover two semesters of work in one semester. Emphasizes conversational and writing skills and class discussion of outside readings. Conducted in Spanish. Not for credit toward the major in Spanish. Prerequisite: SPAN 102, or equivalent.

### SPAN 300, SPANISH FOR THE HEALTH CARE PROFESSIONAL [4 credits]

This course is an intermediate conversation course that emphasizes linguistic skills, medical terminology, clinical interviews while incorporating pertinent cultural

information necessary for dealing with the Hispanic community. Service Learning/Community Outreach is an important course requirement. Prerequisite: SPAN 200.

### SPAN 310, LANGUAGE AND CULTURE [4 credits]

This course is designed to examine the history and culture of Spanish-speaking people in the Caribbean, South America, Spain, and other parts of the world. Conducted in Spanish. Prerequisite: SPAN 200 or the equivalent.

### SPAN 311 -312, CONVERSATION AND COMPOSITION IN SPANISH [4 credits each semester]

A year sequence reinforcing learned grammatical structures and emphasizing conversation and composition. Should be among the first courses to be taken in the major sequence. Conducted in Spanish. Prerequisite: SPAN 200 or equivalent.

### SPAN 313-314, SURVEY OF SPANISH LITERATURE [4 credits each semester]

A year sequence devoted to the history of Spanish literature and to the reading of outstanding literary works. Conducted in Spanish. Prerequisite: SPAN 311-312 or permission of Instructor.

### SPAN 320, BUSINESS LANGUAGE [4 credits]

This course is designed to address certain basic needs of the student or entrepreneur who is interested in acquiring language skills pertinent to business. Emphasis will be placed on correspondence, vocabulary-building, conversation, and business translation. The course is conducted in Spanish and English.

Prerequisite: SPAN 200 or the equivalent.

SPAN 330, INDEPENDENT STUDY IN SPANISH [1-3 credits]

This course is offered to the exceptional student in lieu of a required course, permitting the student to pursue supervised research into a subject of special interest. Not a conventional course with a single instructor. Prerequisite: Permission of Instructor.

SPAN 340, SURVEY OF LATIN AMERICAN LITERATURE [4 credits]

This course explores Latin American literature from the colonial period to the present. Conducted in Spanish. Prerequisite: SPAN 311-312 or permission of Instructor.

SPAN 350, CARIBBEAN LITERATURE [4 credits]

This course is an exploration of the literature of the region, with emphasis on black writers. Conducted in Spanish. Prerequisite: SPAN 311-312 or permission of Instructor.

SPAN 360, THE GOLDEN AGE OF SPANISH LITERATURE [4 credits]

This course offers a critical study of the 17th century with emphasis on drama. Conducted in Spanish. Prerequisite: SPAN 311-312 or permission of Instructor.

SPAN 370, 20TH CENTURY SPANISH LITERATURE [4 credits]

This course explores the prose of the 20th century, particularly the Generation of '98 and the novel. Conducted in Spanish.

Prerequisite: SPAN 311-312 or permission of Instructor. SPAN 380, SEMINAR [4 credits]

This course is designed to explore varied topics such as masterpieces of Spanish and Spanish American Literature; the Afro - Hispanic experience as reflected in literature and folklore. May be taken more than once for credit as topics change.

Prerequisite: SPAN 311-312 or permission of Instructor.

[SOCIOLOGY](#)

SOC 100, INTRODUCTION TO SOCIOLOGY [4 credits]

This course begins with the question "How is social order possible?" and examines how groups form and how they elaborate codes (norms, roles, values) and exert control over members' behavior. Provides the student with a broad overview of the concepts, methods, and theoretical perspectives in sociology.

SOC 101, FAMILY LIFE [4 credits]

This course is the study of the social forces and cultural traditions shaping different kinds of family relations and emotional qualities of family life. The emergence of the modern family and its current concerns. Changes in the patterns and meanings of woman- man and parent-child relations. The causes and consequences of variation in these patterns, processes, and problems.

SOC 108, RELATIONS BETWEEN MEN AND WOMEN [4 credits]

This course examines love and its aberrations, men's and women's perceptions and treatments of one another, the nature of masculinity and femininity, the gay and lesbian communities in America, and

pornography analyzed from a sociological perspective.

#### SOC 115, SOCIAL PROBLEMS [4 credits]

This course examines sociological approaches to understanding contemporary social problems. The focus is on the magnitude, causes, consequences, and possible solutions to various problems such as poverty, racism, sexism, and problems of aging, crime, and population.

#### SOC 206, URBAN SOCIOLOGY [4 credits]

The course examines the historical transformation of urban communities and contemporary urban life. Specific topics addressed include the impact of globalization on local places; class, race, and ethnic segregation in urban and metropolitan communities; immigration; urban, political, economic and social change in comparative perspective.

#### SOC 245, MEDIA, SOCIETY, AND CULTURE [4 credits]

This course is an analysis of the role of radio, television, magazines, movies, newspapers, and the Internet in our society. Overview of the interactions between audience, media controllers, and political institutions.

#### SOC 254, DEVIANCE AND SOCIAL CONTROL [4 credits]

This course is a critical examination, through original works, of the major contrasting approaches in American sociology to the explanation and interpretation of deviance. Attention is given to formal, medical, and informal norms and sanctions.

#### SOC 260 WOMEN AND CRIME [4 credits]

This course begins with the introduction to issues that face women as they navigate the criminal justice system. Students will gain a better understanding of women as victims, offenders, and criminal justice professionals.

#### SOC 282, LIFE CYCLE, ADULTHOOD, AND AGING [4 credits]

This course is an introduction to the field of social gerontology, including the study of current thinking and research about the changing social conditions for the elderly in industrialized societies.

#### SOC 326, DEMOGRAPHY [4 credits]

This course is a systematic introduction to the study of human populations. Historical and contemporary global population issues related to size, growth, and composition will be included. Examines social, economic, and biological factors associated with fertility, mortality, and migration. Prerequisites: SOC 100 and CORE 130 or higher-level mathematics course.

#### SOC 342, SOCIAL PSYCHOLOGY [4 credits]

This course is an overview of major social psychological theories and methods of study; emphasis on socialization, attitude formation and change, prejudice and discrimination, persuasion, and small groups. Prerequisite: SOC 100.

#### SOC 345, ENVIRONMENTAL JUSTICE [4 credits]

A systematic introduction to the field of environmental justice. Explores the impact of environmental stresses on specific populations' health and quality of life. Examines social, economic, and political factors associated with environmental impacts on disenfranchised communities of



color. Specific topics to include: history of environmental justice, impact of environmental racism; race, class, gender and environmental exposure; the emergence of the environmental justice movement, framing environmental justice problems; the environmental justice framework, case studies in environmental justice, environmental concerns of Blacks, and environmental policies to address environmental inequalities.

Prerequisite: SOC 100 or permission of Instructor.

#### SOC 347, SOCIAL MOVEMENTS AND SOCIAL CHANGE [4 credits]

This course explores key issues in the study of socio-cultural change. Dynamics of movements which have sought to promote or resist changes in society, culture, or human character. Broader processes of change that keep shaping the world of our experience. Relations of social movements to long term cultural changes are examined.

#### SOC 351, CRIMINOLOGY [4 credits]

This course is a study of the entire range of behaviors in the criminal justice system, from those who commit what are called crimes, to those who enforce the laws defining what is criminal, to those who prosecute, convict, sentence, and incarcerate. The life of men and women behind the walls and the social consequences on their families and communities.

#### SOC 355 JUVENILE DELINQUENCY [4 credits]

The course examines delinquent behavior and the general operation of the juvenile control system.

#### SOC 358 LAW AND SOCIETY [4 credits]

A study of the relationship between law and society with emphasis on the major classical and contemporary theories of law and society, the organization of law, law and social control, and law and social change.

#### SOC 360, SPECIAL TOPICS IN SOCIOLOGY [4 credits]

This course is an integrative treatment of a specific area or topic in sociology, with attention given to areas and topics current in sociological theory, methods, and practice, but not included as regular course offerings. Possible topics include historical sociology; qualitative research methods; sociology of popular culture; sociology of women; and race, class, and gender. The course may be taken more than once for credit as topics change from term to term. Prerequisite: SOC 100 or permission of Instructor.

#### SOC 365, MEDICAL SOCIOLOGY [4 credits]

This course is the study of contemporary issues in medical and health care. Special attention is given to the efficiency and effectiveness of health care delivery systems and also to the pervasive inequality in the quality of care in the United States.

#### SOC 374, SOCIOLOGICAL THEORY [4 credits]

This course is an inquiry among major social thinkers in the 20th century into the conceptions of the good life and the metaphors they use in explaining the relationships among persons and between persons and various social institutions. Some metaphors are love, the jungle, the organism, the marketplace, the stage, and the game. Prerequisite: SOC 100.

#### SOC 375 SOCIAL DIMENSIONS OF DISASTER [4 credits]

This course examines the sociological, psychological and physiological human responses and behaviors to natural and human made disasters. Special emphasis will be on normal and abnormal reactive behaviors, the recovery process and principles of mental health care for victims and responders of disasters. This course provides an extensive foundation for understanding how people act in disasters from a social and psychological perspective.

#### SOC 376, RACE AND ETHNICITY [4 credits]

This course is the study of different ways of arranging the relations among racial, ethnic, and religious groups in complex heterogeneous societies. Also, the inquiry into the ideological, social, and psychological sources of prejudice, cooperation, and peaceful coexistence are examined. Group identities, their subversions, manipulations, revivals, and upgrading are also examined. Prerequisite: SOC 100.

#### SOC 380, INDEPENDENT READINGS AND RESEARCH [1-4 credits]

In this course, the student undertakes an extensive research project in an area of sociological inquiry. Choice of supervising Instructor and preliminary plan must be approved prior to registration for the course. Prerequisites: SOC 100 and permission of Instructor.

#### SOC 390, INTERNSHIP [4 credits]

The internship entails assignment to some community agency or setting where the student will participate in a minimum of 15 hours a week in the regular activities

sponsored by the agency. Each student keeps a daily log of activities, reports regularly to the supervisor in the field, and reports are provided to the instructor. In recent years, students have completed their internships in health facilities, in criminal justice programs, and at community centers, among younger and older persons. The internship can be used to fulfill academic credit and also as a paid or non-paid opportunity offered by the agency. Prerequisite: SOC 100 and a minimum of two additional courses in sociology.

#### SOC 499, SENIOR SEMINAR [4 credits]

Required for all majors in sociology, the seminar continues the development of critical awareness of sociological theories and methods of research. The course reviews the sociological knowledge already acquired by the student and requires each student to conduct a supervised research project. Each participant makes an oral presentation to the other members of the seminar and submits a final, written paper. Prerequisites: SOC 100, HSS 280 and SOC 374.

### SPECIAL EDUCATION

#### SPED 210, INTRODUCTION TO SPECIAL EDUCATION [3 credits]

This is a course that explores principles, characteristics, and special needs; local and state programs for diagnosis and care; educational provisions in regular or special classes, home teaching, social and vocational guidance. Field experience required.

#### SPED 270, PROFESSIONAL ASPECTS OF SPECIAL EDUCATION [3 credits]

This course focuses on the development of skills in communication and collaborating effectively with parents, general education

teachers, school administrators, support service personnel in school, and with other service providers in the community. A family systems framework is presented and studied. An emphasis is placed on training in problem identification and problem solving, consensus building, conflict resolution, and communications.

SPED 280, PRACTICAL APPLICATION OF SPECIAL EDUCATION [3 credits]

This course addresses the education of students with disabilities from a practical, and multicultural perspective. An overview of history, legislation, and practice in the areas of community and employment integration of students with disabilities. Emphasis is placed on facilitating the student's success in making the transition from school to community living. Field experience required.

SPED 310, CHARACTERISTICS AND NEEDS OF EXCEPTIONAL CHILDREN [3 credits]

This is a course that addresses the characteristics and needs of children with disabilities. Included are psycho-social developmental and legal aspects. Field experience required.

SPED 311, NATURE OF THE LEARNING DISABLED CHILDREN [3 credits]

This course covers the characteristics, identification and diagnosis, together with the relationships to other disabling conditions, issues, and trends.

SPED 350, TECHNIQUES AND STRATEGIES (MODIFIED) [3 credits]

This course focuses on effective instructional techniques and strategies to use in teaching students with mild disabilities. Includes strategies for academic studies as well as social behavior. Field experience required.

SPED 360, MANAGING INAPPROPRIATE CLASSROOM BEHAVIOR [3 credits]

This course is designed to acquaint students with the origin of inappropriate behavior on the part of children with special needs. An emphasis is placed on understanding the social and emotional aspects of behavior and how misbehavior impacts academic achievement. Students will also gain an understanding of effective techniques and approaches to deal with inappropriate behavior.

SPED 400, PROCEDURES FOR TEACHING THE GIFTED [3 credits]

This is a course that addresses the characteristics and needs of the gifted child. Identifying, cognitive, behavioral, communication aspects, as well as, instructional approaches and teaching tactics. Provisions made through alternative special education services. Field experience required.

SPED 410, ASSESSMENT IN SPECIAL EDUCATION [3 credits]

This course is concerned with appropriate assessment instruments and procedures for students with disabilities or suspected of having disabilities. Provides training in the administration and interpretation of psycho-educational tests. Field experience required.

SPED 420, INTEGRATING  
TECHNOLOGY IN SPECIAL  
EDUCATION [3 credits]

This is a course that addresses the implementation and strategies for utilizing various computer-based technology in the Special Education classroom.

SPED 480, STUDENT TEACHING OF  
EXCEPTIONAL CHILDREN [9 credits]

This course deals with observation and supervised field experience with exceptional children. Experience must be split between two of the following: Elementary and Secondary programs for the mildly disabled: Role of consultant, inclusion, and resource teacher; or for the ECE (Exceptional Child Education) students between home -based, school-based, and hospital programs. Prerequisites: Completion of all course requirements and admission to the Teacher Education Program.

[SOCIAL SCIENCES](#)

HSS 280, METHODS AND STATISTICS  
FOR SOCIAL RESEARCH [4 credits]

This course is an introduction to the principles of research techniques commonly used in the social sciences. The course will include analysis of data, including the construction of tables and graphs and the calculations of descriptive statistics, such as

measures of central tendency, variability, and correlation. Students will critically read examples of research reports and research topics, using existing records in the Library and in computer databases. Prerequisite: CORE 130 or equivalent.

HSS 380, BLACK EXPERIENCES [4 credits]

This course is an application and analysis of social, psychological, historical, cultural, and political perspectives in understanding and solving problems/issues experienced by African Americans.

HSS 380A, MULTICULTURAL  
DIVERSITY, SOCIAL INEQUALITY,  
AND THE PURSUIT OF HEALTH IN  
GLOBAL PERSPECTIVE [3 credits]

In collaboration with Case Western Reserve University, the seminar will be conducted via live teleconference from Fisk to examine a broad range of issues – including gender, race, class, politics, and religion – of critical importance to physical

and mental health in today's globalizing world. Students across institutions will be paired to work on collaborative research projects that will result in joint class presentations.

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M.S., PhD, Vanderbilt

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