

FISK UNIVERSITY



UNDERGRADUATE BULLETIN 2008 – 2010

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ACCREDITATION

Fisk University is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award the Bachelor of Arts, Bachelor of Science, Bachelor of Music and Master of Arts degrees in biology, chemistry, physics and general and clinical psychology.

Even before regional accreditation was available to African-American institutions, Fisk had gained recognition by leading universities throughout the nation and by such agencies as the Board of Regents of the State of New York, thereby enabling Fisk graduates' acceptance into graduate and professional schools. In 1930, Fisk became the first African-American institution to gain accreditation by the Southern Association of Colleges and Schools. It was also the first African-American institution to be placed on the approved lists of the Association of American Universities (1933) and the American Association of University Women (1948). In 1953, Fisk received a charter for the first Phi Beta Kappa chapter on a predominantly black campus and also became the first private, black college accredited by the National Association of Schools of Music. In 1997 Fisk received accreditation from the International Assembly for Collegiate Business Education (ICABE) and in 1998 from the Association of Collegiate Business Schools and Programs (ACBSP) for its Business Administration Bachelor of Science degree program, with concentrations in Accounting, Financial Economics, Management, and International Business Relations. Fisk also holds memberships in the American Assembly of Collegiate Schools of Business and the American Association of Colleges for Teacher Education. Its Chemistry Department is on the approved list of the American Chemical Society. Fisk is a member of the Council of Graduate Schools in the United States and a sponsoring institution of the Oak Ridge Associated Universities, Inc. It is approved for teacher licensure preparation by the State of Tennessee Department of Education.

POLICY OF NON-DICRIMINATION

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.

ABOUT THIS BULLETIN

The content of 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 can be accessed online at 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.

WELCOME TO FISK UNIVERSITY

At Fisk University, our students are valued members of a learning community where academic excellence is the imperative. We provide 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. The tradition of excellence at Fisk spans decades and is supported by a dynamic and enthusiastic teaching faculty. Our faculty to student ratio of 1/15 permits the faculty to provide individual attention to our students and instill in them a thirst for lifelong learning. The John Hope and Aurelia E. Franklin Library, a first-class repository of some of America's most priceless documents, memorabilia and African American arts; and the Carl Van Vechten Gallery, a one of a kind art gallery house resources that our students and learning community use to develop research, academic and life skills. A dynamic staff and an engaged alumni and friends complete the Fisk Family.

From this solid foundation, we groom our students to become ethical custodians of the human family and to develop a strong consciousness for global and community engagement. We offer our students the opportunity to participate in scholarly research, internships and/or to earn dual and /or joint degrees from renowned colleges and universities like Meharry Medical College, Belmont University, Vanderbilt University, and Case Western Reserve University. Study Abroad and student exchange programs are also integral part of our institution. In addition, extra curricular activities abound and are usually tailored to students' interest, personal growth, moral responsibility and social awareness. The Jubilee Singers®, various choir groups, drama, dance and art clubs, fraternities and sororities are a few examples of the dynamic student groups and associations that operate on our campus. Finally, community service and service learning are also encouraged in the curriculum. All these activities effectively support our vision, values, and mission.

OUR VISION

To Be the Best Small Liberal Arts University in America.

OUR VALUES: THE D. E. T. A. I. L. S.

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.

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.

OUR MISSION

Fisk University provides a rich academic experience steeped in the liberal arts tradition. Our faculty and students exhibit a passion for learning and personal growth. We are committed to ethical leadership and engagement in our local and global communities.

We hope that this Bulletin gives you a taste of all the exciting programs and activities that await you at this great institution of learning. We trust that your interest is just beginning and you will build a lifelong connection with our beloved University and humanity at large, because as conveyed by our creed, "Our sons and daughters are forever on the altar."

DEGREES OFFERED

At Fisk, we offer:

1. The **Bachelor of Arts (B.A.)**, **Bachelor of Science (B.S.)**, and **Bachelor of Music (B.Mus.)** degrees. Academic majors available for the B.A. degree include: biology, chemistry, dramatics, speech and dance, English, history, mathematics, music, physics, political science, psychology, religious and philosophical studies, sociology, and Spanish. B.S. degree candidates may major in art, business administration, chemistry, computer science, nursing, special education and physics. The B.Mus. degree is available with a major in musical performance, which may involve concentrations in piano, vocal, or instrumental music.
2. Unique, exciting and innovative dual and joint degree programs through articulations and collaborative agreements with several illustrious regional and national colleges and universities. The agreements allow Fisk students to simultaneously earn a Bachelor's degree from Fisk and a Master's degree and/or a Bachelor's degree from Fisk and a Medical, Dental or Doctor in Philosophy degrees* from the collaborative institutions of their choice. Joint degree and dual degree programs are offered with the following institutions:
 - Belmont University, Nashville, TN. (Business Administration—Concentration in Music Business and Music Department—Minor in Music Business)
 - Case Western Reserve University, Cleveland, OH., (Engineering)
 - Howard University, Washington D.C., (Pre-Pharmacy)
 - Meharry Medical College, Nashville, TN., (Bio Medical Sciences)
 - Vanderbilt University, Nashville, TN., (Engineering, Nursing, Master to Ph.D. Bridge Program, ROTC).

Note: See the "Fisk Special and Joint Programs" section in this Bulletin for detailed information and academic requirements for joint and dual degree programs.

3. A **Teacher Certification** program which provides preparation for Elementary Education Grades K-8 and Secondary Education Grades 7-12. For the Elementary certification program, professional

coursework in education is taken in conjunction with an academic major in dramatics and speech, English, French, history, business, mathematics, psychology, religious and philosophical studies, sociology, or Spanish. For the Secondary Certification Program professional education coursework is taken in conjunction with an academic major in biology, chemistry, dramatics and speech, English, French, history, mathematics, physics, political science, or Spanish, depending upon the intended teaching field. Fisk University also offers the Exceptional Learning Special Education Modified K-12 Degree Program in cooperation with the Tennessee Department of Education. 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, to: 1) develop and implement an integrated curriculum in the regular classroom; 2) serve in a consulting capacity to regular classroom teachers of various disciplines and grade levels; and 3) provide additional instruction in resource rooms or other settings. A post-baccalaureate Teacher Certification Program is also available to individuals with a Bachelor's 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.

Note: B.A. or B.S. candidates interested in a major area not listed in this Bulletin may propose "elected studies" majors, which are individually designed programs in areas not normally offered as majors at Fisk.



The Fisk Memorial Chapel

CALENDAR 2008-2010

FALL 2008

Fri	Aug 15	All faculty return to campus; in-service semester preparation
Mon-Tue	Aug 18-19	Fall University Institute
Sat	Aug 23	New students arrive; residence halls open
Sun-Mon	Aug 24-25	Placement tests and orientation for new students
Tue	Aug 26	Placement test results placed in Banner
Wed	Aug 27	Advising and course registration for new students only
Thu-Fri	Aug 28-29	Returning students arrive; advising and course registration (penalty fee applies for returning students who did not register during the regular registration period in the Spring); move into residence halls
Mon	Sep 1	Labor Day (Holiday)
Mon-Sat	Sep 2-30	Credit by examination administered (other times by permission of Provost)
Tue	Sep 2	Fall term classes begin; last day to register for Fall term (late penalty fee applies)
Thu	Sep 4	Opening Honors Convocation, 10:00 a.m.
Fri	Sep 5	Computer Proficiency Examination for returning students
Fri	Sep 12	Last day to add courses (after this date students will be financially responsible for all attempted hours, regardless of withdrawals made)
Wed	Sep 24	Deadline for study abroad scholarships and application approval for study abroad for spring semester
Mon	Oct 6	Jubilee Day observances; Convocation, 10:00 a.m.
Sat	Oct 11	Academic Profile Exam (MAPP: Measure of Academic Proficiency and Progress) pre-test for incoming freshmen; mandatory
Fri	Oct 17	Last day to drop courses with "WD" (withdrawn) mark (courses dropped after this date are shown with "WP" (withdrawn passing) mark or "WF" (withdrawn failing), depending on instructor's evaluation)
Mon-Fri	Oct 20-24	Mid-semester evaluations
Mon-Tue	Oct 27-28	Fall Break
Wed	Oct 29	Last day for faculty to submit mid-term grades via Banner Web
Thu	Nov 6	Registration opens for Spring term (penalty fee applies for students who do not register during this regular registration period; some courses may be unavailable in the Spring to students who fail to register)
Fri	Nov 14	Last day to drop courses with "WF" mark (courses dropped after this date are shown with a failing grade unless the instructor's evaluation indicates passing, which will result in a "WP" mark)
Sat	Nov 15	Senior Exit Exam (for students completing coursework in December); mandatory
Thu-Sat	Nov 20-22	Homecoming and Fall Family Weekend
Fri	Nov 21	Last day to register for Spring term (penalty fee applies for students who do not register by this date, and some courses may be unavailable in the Spring to students who fail to register)
Wed-Fri	Nov 26-28	Thanksgiving recess
Fri	Dec 5	Last day for faculty to submit Senior Audits for Commencement; last day for students to file for degree for Commencement
Tue	Dec 9	Fall term classes end; last day to drop classes with "WP" mark
Wed	Dec 10	Final examination preparation day; no classes or examinations scheduled
Thu-Tue	Dec 11-16	Final examinations
Wed	Dec 17	Last day for faculty to submit final grades via Banner Web; end of Fall term; last day to submit work for completion of "I" (Incomplete) mark from previous semester; residence halls close; winter recess begins
Mon-Wed	Dec 22-31	Faculty, staff and administration winter holiday break; University closed

All dates are subject to change

SPRING 2009

Thu-Fri	Jan 1-2	Faculty, staff and administration New Year holiday break; University closed
Mon	Jan 5	Students arrive; residence halls open at 9:00 a.m.
Tue	Jan 6	Placement tests for new students; advising and registration
Wed	Jan 7	Spring term classes begin; (last day for registration for Spring term—new students only)
Thu	Jan 15	Martin Luther King Convocation, 10:00 a.m.; classes as usual at other hours
Fri	Jan 16	Last day to add courses for Spring term (after this date students will be financially responsible for all attempted hours, regardless of withdrawals made)
Mon	Jan 19	Martin Luther King Day (holiday)
Sun-Sat	Feb 1-28	Black History Month; credit by examination administered (other times by permission of Provost)
Mon-Fri	Feb 16-20	Mid-semester evaluations
Mon	Feb 23	Last day for faculty to submit midterm grades via Banner Web; last day to drop courses with “WD” mark (courses dropped after this date are shown with “WP” or “WF” mark, depending on instructor’s evaluation)
Mon-Fri	Mar 2-6	Spring Recess
Mon	Mar 9	Classes resume
Mon	Mar 9	Registration opens for Summer and Fall terms (penalty fee applies for students who do not register during this regular registration period); some course may be unavailable in the Summer and Fall to students who fail to register
Fri	Mar 13	Deadline for application for study abroad for Fall
Sat	Mar 14	Academic Profile Exam (MAPP: Measure of Academic Proficiency and Progress); mandatory for seniors
Tue	Mar 24	Last day to drop courses with “WF” mark (courses dropped after this date are shown with failing grade unless the instructor’s evaluation indicates Passing, which will result in a “WP” mark)
Thu-Mon	Mar 26-Apr 6	Spring Arts Festival
Thu	Apr 2	Scholar’s Research Day Convocation, 1:00 p.m.
Fri	Apr 10	Good Friday (holiday)
Mon	Apr 13	Last day to register for Summer and Fall terms (penalty fee applies for students who do not register during this regular registration period); some courses may be unavailable in the Summer and Fall to students who fail to register
Sat	Apr 18	Senior Exit Examination; mandatory
Thu	Apr 23	Spring term classes end; last day to drop classes with “WP” mark; last day to submit work for completion of “I” (Incomplete) mark from previous semester
Fri	Apr 24	Final examination preparation day
Fri-Sat	Apr 24-25	Senior Examination Period
Mon	Apr 27	Last day for faculty to submit senior grades via Banner Web
Mon-Fri	Apr 27-May 1	Final examination for non-seniors
Wed	Apr 29	University scholarship application deadline for enrolled students
Mon	May 4	Last day for faculty to submit final grades for non-seniors via Banner Web; end of Spring term; residence halls close
Mon	May 4	Commencement
Fri	May 15	Last official day for Faculty

All dates are subject to change

SUMMER 2009

	March 9- April 13	Registration for Summer term (Fisk Students only)
	May 1- May 15	Registration for non-Fisk Students
Fri	May 29	New students arrive; residence halls open at 9 a.m.
Mon	June 1	Late registration (penalty fee applies for returning students who did not register during the regular registration period in the Spring term)
Mon	June 1	Summer term classes begin; last day to add courses for Summer term
Mon	June 8	Last day to drop courses with “WD” mark (courses dropped after this date are shown with “WP” or “WF” mark, depending on instructor’s evaluation)
Wed-Fri	June 24-26	Mid-term evaluations
Mon	June 29	Last day to drop courses with “WF” mark (courses dropped after this date are shown with failing grade unless the instructor’s evaluation indicates passing, which will result in a “WP” mark)
Fri	July 3	Independence Day (Holiday)
Mon	July 20	Summer term classes end; last day to drop classes with “WP” mark
Tue-Thu	July 21-23	Examinations administered
Fri	July 24	Last day for faculty to submit Summer term grades via Banner web; End of Summer term; residence halls close by 12 noon

All dates are subject to change.

FALL TERM 2009		
Mon	Aug 17	All faculty return to campus; in-service semester preparation
Tue-Wed	Aug 18-19	Fall University Institute
Sat	Aug 22	New students arrive; residence halls open
Sun-Mon	Aug 23-24	Placement tests and orientation for new students
Tue	Aug 25	Placement test results placed in Banner; Advising and course registration for new students only
Thu-Fri	Aug 27-28	Returning students arrive; advising and course registration (penalty fee applies for returning students who did not register during the regular registration period in the Spring); move into residence halls
Mon	Aug 31	Fall term classes begin; last day to register (penalty fee applies)
Tue-Wed	Sep 1-30	Credit by examination administered (other times by permission of Provost)
Thu	Sep 3	Opening Honors Convocation, 10:00 a.m.
Fri	Sep 4	Computer Proficiency Examination for returning students
Mon	Sep 7	Labor Day
Fri	Sep 11	Last day to add courses (after this date students will be financially responsible for all attempted hours, regardless of withdrawals made)
Thu	Oct 1	Deadline for application for study abroad approval and study abroad scholarships for spring semester
Tue	Oct 6	Jubilee Day observances; Convocation, 10:00 a.m.
Sat	Oct 10	MAPP (Measure of Academic Proficiency and Progress); pre-test for incoming freshmen; mandatory
Sun	Oct 11	Last day to drop courses with “WD” (withdrawn) mark (courses dropped after this date are shown with “WP” (withdrawn passing) mark or “WF” (withdrawn failing), depending on instructor’s evaluation)
Mon-Fri	Oct 12-16	Mid-semester evaluations
Thu	Oct 22	Last day for faculty to submit mid-term grades via Banner Web
Mon-Tue	Oct 26-27	Fall Break
Tue-Fri	Nov 3-Dec 4	Registration opens for Spring term (penalty fee applies for students who do not register during this regular registration period; some courses may be unavailable to these students)
Sat	Nov 14	Senior Exit Exam (for students completing coursework in December); mandatory
Fri	Nov 13	Last day to drop courses with “WF” mark (courses dropped after this date are shown with a failing grade unless the instructor’s evaluation indicates passing, which will result in a “WP” mark)
Thu-Sat	Nov 19-21	Homecoming and Fall Family Weekend
Wed-Fri	Nov 25-27	Thanksgiving recess
Fri	Dec 4	Last day for faculty to submit Senior Audits for Commencement; Last day for students to file for degree for Commencement & Last day to register for Spring term (penalty fee applies for students who do not register by this date, and some courses may be unavailable to these students)
Fri	Dec 11	Fall term classes end; last day to drop classes with “WP” mark
Mon-Sat	Dec 14-19	Final examinations
Mon	Dec 21	Last day for faculty to submit final grades via Banner Web; End of Fall term; last day to submit work for completion of “I” (Incomplete) mark from previous semester; residence halls close; winter recess begins
Mon-Fri	Dec 21-Jan 1	Faculty, staff and administration winter holiday break; University closed.
<i>All dates are subject to change</i>		

SPRING TERM 2010		
Fri	Jan 1	Faculty, staff and administration New Year holiday break; University closed

Mon	Jan 4	University opens
Tue	Jan 5	Students arrive; residence halls open at 9:00 a.m.
Wed	Jan 6	Placement tests for new students; advising and registration
Thu	Jan 7	Spring term classes begin; last day for (late) registration for Spring term (Penalty fee applies for returning students who did not register during the regular registration period in the Fall; some courses may be unavailable to these students).
Thu	Jan 14	Martin Luther King Convocation, 10:00 a.m.; classes as usual at other hours
Mon	Jan 18	Martin Luther King Day (holiday)
Fri	Jan 15	Last day to add courses for Spring term (after this date students will be financially responsible for all attempted hours, regardless of withdrawals made)
Mon-Sun	Feb 1-28	Black History Month; Credit by examination administered (other times by permission of Provost)
Sun	Feb 14	last day to drop courses with "WD" mark (courses dropped after this date are shown with "WP" or "WF" mark, depending on instructor's evaluation)
Mon-Fri	Feb 15-19	Mid-semester evaluations
Thu	Feb 25	Last day for faculty to submit midterm grades via Banner Web
Mon-Fri	Feb 22-26	Spring Recess
Mon	Mar 1	Classes resume
Mon-Fri	Mar 8-Apr 9	Registration opens for Fall & Summer terms (Penalty fee applies for returning students who do not register during this regular registration period; some courses may be unavailable to these students)
Sat	Mar 13	MAPP (Measure of Academic Proficiency and Progress); post-test for seniors; mandatory for seniors
Mon	Mar 15	Deadline for application for study abroad approval and study abroad scholarships for Fall semester
Thu-Mon	Mar 25-Apr 5	Spring Arts Festival
Mon	Mar 29	Last day to drop courses with "WF" mark (courses dropped after this date are shown with failing grade unless the instructor's evaluation indicates Passing, which will result in a "WP" mark)
Thu	Apr 1	Scholar's Research Day Convocation, 1:00 p.m.
Fri	Apr 2	Good Friday (holiday)
Fri	Apr 9	Last day to register for Summer & Fall terms; Penalty fee applies for returning students who do not register during this regular registration period; some courses may be unavailable to these students)
Sat	Apr 10	Senior Exit Examination; mandatory
Fri	Apr 23	Spring term classes end; last day to drop classes with "WP" mark; last day to submit work for completion of "I" (Incomplete) mark from previous semester
Sat-Mon	Apr 24-26	Senior final exams; final examination preparation day
Tue	Apr 27	Last day for faculty to submit senior grades via Banner Web, 12:00 p.m.
Tue-Sat	Apr 27-May 1	Non-senior examination period
Mon	May 3	COMMENCEMENT
Wed	May 5	Last day for faculty to submit final grades for non-seniors via Banner Web; end of Spring term; residence halls close
Sat	May 15	Last official day for Faculty
<i>All dates are subject to change</i>		

SUMMER TERM 2010		
	Mar 8-Apr 9	Registration for Summer term (Fisk Students only)

	May 4-May 14	Registration for non-Fisk Students
Fri	May 28	New students arrive; residence halls open at 9 a.m.
Mon	May 31	Memorial Day
Tue	June 1	Late registration (penalty fee applies for returning students who did not register during the regular registration period); some courses may be unavailable to these students
Tue	June 1	Summer term classes begin; last day to add courses for Summer term
Mon	June 7	Last day to drop courses with “WD” mark (courses dropped after this date are shown with “WP” or “WF” mark, depending on instructor’s evaluation)
Wed-Fri	June 23-25	Mid-term evaluations
Tue	June 29	Last day to drop courses with “WF” mark (courses dropped after this date are shown with failing grade unless the instructor’s evaluation indicates passing, which will result in a “WP” mark)
Mon	July 5	Holiday – Independence Day
Tue	July 20	Summer term classes end; last day to drop classes with “WP” mark
Wed-Thu	July 21-22	Examinations administered
Fri	July 23	Last day for faculty to submit Summer term grades via Banner web; End of Summer term; residence halls close by 12 noon
<i>All dates are subject to change.</i>		

TABLE OF CONTENTS

WELCOME TO FISK UNIVERSITY	3
OUR VISION	3
OUR VALUES: THE D. E. T. A. I. L. S.	3
OUR MISSION.....	4
DEGREES OFFERED	4
CALENDAR 2008-2010.....	6
TABLE OF CONTENTS	12
HISTORY AND SETTING	19
COMMON ABBREVIATIONS	21
HISTORIC BUILDINGS	22
LIFE AT FISK.....	24
RESIDENTIAL LIVING	25
STUDENT ACTIVITIES AND ORGANIZATIONS.....	29
MUSICAL HERITAGE AND PERFORMANCE	29
<i>Fisk Jubilee Singers®</i>	29
<i>Fisk University Choir</i>	29
<i>Modern Black Mass Choir</i>	30
<i>Fisk Opera Workshop</i>	30
<i>Fisk Jazz Ensemble</i>	30
<i>Orchesis</i>	30
<i>Stagecrafters</i>	30
STUDENT GOVERNMENT ASSOCIATION.....	30
CLASS ORGANIZATIONS.....	31
ATHLETICS	31
ACADEMIC CLUBS	31
<i>Tanner Art Club</i>	31
<i>Fraternities and Sororities</i>	31
<i>University's Forensic Club</i>	31
<i>Other Academic Clubs</i>	31
UNIVERSITY CONVOCATIONS	32
UNIVERSITY FACILITIES	33
UNIVERSITY LIBRARY	33
POSTAL SERVICES	34
UNIVERSITY BOOKSTORE	34
88.1. FM WFSK: THE HOME OF SMOOTH JAZZ & SMOOTH GROOVES	34
STUDENT SUPPORT SERVICES	34
ADA COMPLIANCE STATEMENT	34
THE L.E.A.D. PROGRAM	35
LEARNING CENTERS	35
THE ACADEMIC ADVISOR	35
CAREER SERVICES OFFICE.....	35
COUNSELING SERVICES	35
THE FISK MEMORIAL CHAPEL	36
THE INTERNATIONAL EDUCATION ENRICHMENT AND EXCHANGE CENTER (IEEEC)	36

VETERANS' AFFAIRS	36
ADMISSION TO FISK	37
QUALIFICATIONS.....	37
EARLY ADMISSION	38
CONDITIONAL ADMISSION.....	38
THE APPLICATION PROCESS	38
ADVANCED PLACEMENT	39
INTERNATIONAL BACCALAUREATE CREDITS	40
TRANSFER ADMISSION APPLICANTS	40
NON-DEGREE-SEEKING STUDENTS	40
RE-ADMISSION	41
INTERNATIONAL STUDENTS.....	41
FINANCIAL AID AT FISK.....	43
FEDERAL FINANCIAL AID GRANT PROGRAMS	43
<i>Eligibility for Financial Assistance</i>	<i>43</i>
<i>Free Application for Federal Student Aid (FAFSA).....</i>	<i>44</i>
<i>Federal Pell Grant.....</i>	<i>44</i>
<i>ACG-- Academic Competitiveness Grant.....</i>	<i>45</i>
<i>SMART GRANT--The National Science & Mathematics Access to Retain Talent Grant.....</i>	<i>45</i>
<i>Family Federal Education Loan Programs.....</i>	<i>46</i>
<i>Federal Perkins Loans.....</i>	<i>46</i>
<i>Federal Supplemental Educational Opportunity Grant.....</i>	<i>46</i>
<i>Federal Work-Study Program</i>	<i>46</i>
<i>Employment Programs</i>	<i>47</i>
<i>Continued Financial Aid Eligibility.....</i>	<i>47</i>
<i>Renewal of Aid</i>	<i>47</i>
<i>Appeals to the Committee on Financial Aid.....</i>	<i>47</i>
<i>Students' Rights Regarding Financial Aid</i>	<i>47</i>
<i>Students' Responsibilities Regarding Financial Aid:</i>	<i>48</i>
STATE GRANTS	50
<i>Financial Aid Satisfactory Academic Progress Schedule.....</i>	<i>50</i>
COLLEGE COSTS.....	51
SCHEDULE OF TUITION AND FEES (2008-2009)	53
LIBRARY FINES	54
TUITION, ROOM AND BOARD REFUND POLICY	54
PLANNING A FISK EDUCATION	55
ORIENTATION TO FISK	55
PLACEMENT TESTS	55
PROFICIENCY EXAMINATIONS	55
FACULTY ACADEMIC ADVISOR.....	55
STUDY PLAN	56
ACADEMIC OPPORTUNITIES, HONORS AND AWARDS.....	57
STUDENT EXCHANGE PROGRAMS.....	57
<i>Domestic Exchange Programs</i>	<i>57</i>
<i>Study Abroad.....</i>	<i>60</i>
ARMY, NAVY, AND AIR FORCE	60
RESERVE OFFICERS TRAINING CORPS (ROTC) PROGRAMS	60
<i>Air Force Reserve Officer Training.....</i>	<i>61</i>
<i>Army and Navy ROTC</i>	<i>61</i>
ACADEMIC HONORS.....	61

PRESIDENTIAL AND PROVOST SCHOLARS	61
W.E.B. DU BOIS GENERAL UNIVERSITY HONORS PROGRAM	62
DEGREES WITH HONORS	62
DEPARTMENTAL HONORS.....	63
ACADEMIC REQUIREMENTS AND STANDARDS.....	66
UNDERGRADUATE DEGREE REQUIREMENTS.....	66
CLASSIFICATION OF STUDENTS	67
GRADING SYSTEM	68
SATISFACTORY ACADEMIC STANDING.....	71
<i>Credit Hour Requirements For Satisfactory Academic Standing.....</i>	<i>74</i>
TIMELY GRADUATION CHART	75
<i>Credit Hour Requirements For A Timely Graduation.....</i>	<i>75</i>
ACADEMIC REGULATIONS AND POLICIES.....	76
ACADEMIC CREDIT	77
SEMESTER HOURS.....	77
REGISTRATION.....	77
COURSE CHANGE (ADD/DROP).....	78
AUDITING COURSES.....	78
REPEAT ENROLLMENT	78
NON-DEGREE CREDIT	79
STUDY AWAY FROM FISK.....	79
OFFICIAL FISK TRANSCRIPT	79
STUDENT RECORDS.....	80
WITHDRAWING FROM THE UNIVERSITY.....	81
WITHDRAWN ADMINISTRATIVELY	81
LEAVE OF ABSENCE.....	82
MILITARY AND ALTERNATIVE SERVICE.....	82
CONFERRING DEGREES.....	82
MAJOR COURSE OF STUDY.....	83
ELECTED STUDIES MAJOR	83
CHANGE OF MAJOR.....	83
MINORS	83
SECOND BACCALAUREATE DEGREES.....	84
CAREER CHOICES.....	84
COURSES OF STUDY	87
UNDERGRADUATE PROGRAMS OF STUDY.....	87
CORE CURRICULUM AT FISK	88
THE CORE CURRICULUM.....	90
DISCIPLINE STUDIES	92
BUSINESS ADMINISTRATION DEPARTMENT	92
<i>Suggested program plan for the B. S. Degree in business administration with a concentration in Music</i>	
<i>Business.....</i>	<i>98</i>
<i>Non-Concentration Option and Joint Majors.....</i>	<i>99</i>
DIVISION OF HUMANITIES AND FINE ARTS	103
<i>Humanities and Fine Arts: Divisional Courses</i>	<i>104</i>
<i>Art Department</i>	<i>106</i>
<i>Dramatics, Speech and Dance Department.....</i>	<i>109</i>
<i>English Department.....</i>	<i>119</i>
<i>Modern Foreign Languages Department.....</i>	<i>125</i>

<i>Music Department</i>	128
<i>Religious and Philosophical Studies Department</i>	145
DIVISION OF NATURAL SCIENCE AND MATHEMATICS	154
<i>Biology Department</i>	155
<i>Chemistry Department</i>	161
<i>Mathematics and Computer Science Department</i>	165
<i>Physics Department</i>	176
FISK SPECIAL AND JOINT PROGRAMS	181
<i>Nursing Program</i>	181
<i>Joint Bachelor's/M.S.N. Program</i>	187
<i>Fisk-Meharry Joint Programs in Biomedical Sciences (JPBS)</i>	187
<i>Pre-Pharmacy Program</i>	188
<i>Dual Degree in Science and Engineering Programs</i>	189
DIVISION OF SOCIAL SCIENCES.....	191
<i>Division of Social Sciences: Divisional Courses</i>	192
<i>History Department</i>	192
<i>Political Science Department</i>	195
<i>Psychology Department</i>	201
<i>Sociology Department</i>	205
<i>Teacher Education and Special Education</i>	209
OTHER UNDERGRADUATE ACADEMIC PROGRAMS.....	218
<i>W.E.B. Du Bois General University Honors Program</i>	218
<i>Army and Navy ROTC</i>	219
<i>Air Force ROTC</i>	220
COURSE DESCRIPTIONS A-Z	222
BOARD OF TRUSTEES	268
ADMINISTRATORS AND FACULTY	270
ADMINISTRATORS AND FACULTY	271
ADMINISTRATORS	271
FACULTY	272
FACULTY AND ADMINISTRATIVE OFFICERS, EMERITI	278



The Provost's House

HIGHLIGHTS OF FISK'S HISTORY

Year	Event
	<ul style="list-style-type: none"> 1865 John Ogden, the Reverend Erastus Milo Cravath, and the Reverend Edward P. Smith established the Fisk School in Nashville. 1866 On January 9, Fisk convened its first classes. 1867 On August 12, Fisk School was incorporated as Fisk University. 1871 On October 6, the original Jubilee Singers departed Fisk to raise money.
1873	January 1, groundbreaking ceremony held for Jubilee Hall.
1875	Reverend E. M. Cravath became the first President of Fisk University. Fisk graduated its first class consisting of eight students that included two women and two whites.
1876	Jubilee Hall was formally dedicated.
1878	Fisk's first Missionaries, Albert P. Miller and Andrew E. Jackson, graduated. Upon leaving the Mendi Mission, Miller in a short address left Fisk its motto: "Her Sons and Daughters Are Ever On The Alter."
	<ul style="list-style-type: none"> 1880 The Mozart Society, the first Musical Organization in Tennessee, was formed. In later years, the Society becomes the Fisk University Choir.
1882	Livingston Hall was erected through a \$60,000 gift by Mrs. Valerie Stone.
1883	The Fisk Herald began.
1884	The Fisk Alumni Association was founded.
1885	The Music Department was created.
1888	W.E.B. DuBois graduated.
1889	The Gymnasium and workshop (presently) Van Vechten Art Gallery was created.
	<ul style="list-style-type: none"> 1891 Bennett Hall, named from the Reverend H.S. Bennett, was elected at the cost of \$25,000.
1892	Fisk Memorial Chapel was built with a legacy of \$25,000 from the estate of Clinton B. Fisk.
1893	First Football Team was organized.
1901	James G. Merrill became the second President of Fisk, in June.
1906	Chase Hall (Science Building) was erected on the site where the statue of W.E.B. DuBois now stands.
1908	The Carnegie Library (now the Academic Building) was erected.
1909	George A. Gates was elected third President of Fisk.
1915	Fayette A. McKenzie became the fourth President of Fisk.
1925	Fisk students strike against the Administration policies of President McKenzie on February 4.
1926	Thomas E. Jones was selected the fifth President of Fisk.
1927	The Fisk News was established as an Alumni Publication; Fisk celebrated its first Homecoming.
1930	Fisk became the first Historically Black College to gain accreditation by the Southern Association of Colleges and Schools.
1931	James Weldon Johnson was appointed to the Adam K. Spence Chair in Creative Writing.
1945	Effective July 1946, President Jones resigns.
1946	Charles S. Johnson was appointed the sixth and first black President of Fisk.
1948	The Fisk Forum, the student newspaper, was established.
1949	Georgia O'Keefe presented Fisk with the Alfred Stieglitz collection of Modern Art.
1952	Fisk became the first black college to be granted a charter to establish a chapter of the Phi Beta Kappa Honor Society.

Accreditation

Fisk University is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools.

Professional Accreditations

- American Chemical Society
- National Association of Schools of Music
- Council of Graduate Schools
- International Assembly for Collegiate Business Education

Degrees offered

Bachelor of Arts
Bachelor of Science
Bachelor of Music
Master of Arts

1956	Charles S. Johnson dies, October 28.
1957	Stephen J. Wright was elected the seventh President of Fisk.
1960	The Nashville sit-in movement was organized by John Lewis, '67.
1966	Fisk held her Centennial Celebration.
1967	James R. Lawson was selected the eighth President of Fisk.
1969	The Modern Black Mass Choir was organized.
1972	Fisk attained an enrollment of 1559, the largest in the college's history.
1975	James Lawson resigned as President.
1977	Walter J. Leonard became the ninth President of Fisk.
1978	Fisk's entire campus was officially designated an historical district by the U.S. Department of Interior.
1980	The name, Jubilee Singers, became a registered trademark.
1981	The Jubilee Singers Memorial Bridge opened.
1984	Walter Leonard resigned as President of Fisk; Henry Ponder became the tenth President.
1988	Cecilia N. Adkins, '43, became the first woman elected chair of the Fisk University Board of Trustees.
1990	Fisk begins restoration of historic buildings after receiving an initial United States Congressional Grant.
1991	Fisk breaks ground for the Honors Building, the first new building in twenty years.
1996	The Fisk Race Relations Institute is reestablished with a grant from the W.K. Kellogg Foundation; Henry Ponder resigns as President of Fisk.
1997	Rutherford H. Adkins became the eleventh President of Fisk.
1998	President Adkins dies February, after serving only 8 months.
1999	John L. Smith, Jr. became the twelfth President of Fisk.
2001	Carolynn Reid-Wallace becomes the thirteenth President of Fisk.
2003	Carolynn Reid-Wallace resigns as President of Fisk.
2004	Charles Fuget became interim President of Fisk.
2004	Hazel O'Leary became the fourteenth President of Fisk.

Source: Library, 1997 Homecoming Committee

<u>Presidents of Fisk University</u>
Erastus M. Cravath 1875 - 1900
James G. Merrill 1901 - 1908
George A. Gates 1909 - 1912
Fayette A. McKenzie 1915 - 1925
Thomas E. Jones 1926 - 1945
Charles S. Johnson 1946 - 1956
Stephen J. Wright 1957 - 1966
James R. Lawson 1967 - 1975
Walter J. Leonard 1977 - 1984
Henry Ponder 1984 - 1996
Rutherford H. Adkins 1997 - 1998
John L. Smith, Jr. 1999 - 2001
Carolynn Reid-Wallace 2001 - 2003
Hazel R. O'Leary 2004 - Present

Fisk University Rankings

U.S. News and World Report in its 2006 Edition of "America's Best Colleges" ranks Fisk University among the Tier 3 National Liberal Arts Colleges. The National Science Foundation ranks Fisk University as one of the highest per capita producers in the nation for the number of its African-American students who earn baccalaureates and go on to earn the Doctorate in the Natural Sciences. For the eighth consecutive year, Fisk is included in the Princeton Review "Top 361 Colleges and Universities." Newsweek Magazine also has recently featured Fisk in its annual list of the "Hottest 25 Colleges and Universities".

HISTORY AND SETTING

The origins of Fisk University may be traced to the days immediately following the abolition of slavery in the United States. Six months after the end of the Civil War, and just two years after the Emancipation Proclamation, three men—John Ogden, the Reverend Erastus Milo Cravath, and the Reverend Edward P. Smith—established the Fisk School in Nashville, named in honor of General Clinton B. Fisk of the Tennessee Freedmen's Bureau. General Fisk provided the new institution with facilities in former Union army barracks near the present site of Nashville's Union Station. In these facilities, Fisk convened its first classes on January 9, 1866. The first students ranged in age from seven to seventy. The work of Fisk's founders was sponsored by the American Missionary Association, which later would become part of the United Church of Christ, with which Fisk retains an affiliation today. Ogden, Cravath, and Smith, along with others in their movement, shared a dream of an educational institution that would be open to all, regardless of race, and that would measure itself by "the highest standards, not of Negro education, but of American education at its best." Their dream was incorporated as Fisk University on August 22, 1867.

The tradition of excellence at Fisk began with Fisk students. The world-famous Fisk Jubilee Singers® originated as a group of students who set out from Nashville in 1871 to raise money to save their school. The Singers raised funds that preserved their University and permitted the construction of Jubilee Hall, the South's first permanent structure built for the education of African American students. In the process, they introduced much of the world to the spiritual as a musical genre. Jubilee Hall remains today the dramatic focal point of Fisk's campus and to this day, on October 6th, Fisk pauses to observe the anniversary of the Singers' departure from campus in 1871. Since then, Fisk has continuously played a leadership role in the education of African Americans.

- In 2007, Fisk earns fifth place ranking among Tier One Schools in U.S. News and World Report's "Historically Black Schools and Colleges: Top Schools."
- U.S. News and World Report in its 2006 Edition of "America's Best Colleges" ranks Fisk University among the Tier 3 National Liberal Arts Colleges.
- The National Science Foundation ranks Fisk University as one of the highest per capita producers in the nation for the number of its African-American students who earn baccalaureates and go on to earn the Doctorate in the Natural Sciences.
- For the eighth consecutive year, Fisk is included in the Princeton Review "Top 361 Colleges and Universities."
- Newsweek Magazine also has recently featured Fisk in its annual list of the "Hottest 25 Colleges and Universities".
- *Washington Monthly* recognized Fisk as the fifth best of 300 liberal arts schools in the nation in terms of research, service learning opportunities and its work to aid the social mobility of 1st generation college students.
- The University's student retention rate of 86.5% ranks among the top 4% of all U.S. colleges and universities.
- According to the Department of Education, Fisk University's graduation rate of 77.7 percent is 37 percent higher than peer institutions and higher than the African American student graduation rate at 13 of the nation's 56 highest-ranking predominantly white institutions.
- Over 70% of Fisk graduates go on to attend graduate and professional schools.
- Fisk is routinely included in Peterson's "Top Colleges for Science." Fisk faculty members—even while emphasizing teaching above all other priorities—carry out funded research projects to a degree exceeded by no college or university of comparable size. Furthermore, the research conducted by Fisk's physics research faculty in crystal growth, spectroscopy and material science is internationally recognized and experiments developed in Fisk's physics laboratories have orbited the earth in the space shuttle.
- For the past ten years, *Money Magazine* has included Fisk on its "100 Best College Buys" list.

Fisk alumni have also been among America's intellectual, artistic, and civic leaders since the University's beginnings. Prominent Fisk alumni include but are not limited to:

- **Cecelia Nabrit Adkins**, CPA, First American woman to head a Christian publishing house
- **Rel Dowdell**, award-winning filmmaker
- **W.E.B. Du Bois**, social critic, scholar, author and co-founder of the National Association for the Advancement of Colored People (NAACP)
- **John Hope Franklin**, historian, author, scholar, educator
- **Nikki Giovanni**, award-winning poet and author
- **Alcee L. Hastings**, U.S. Representative, Florida
- **David Levering Lewis**, historian, Pulitzer Prize winning author
- **John Lewis**, U.S. Representative, Georgia
- **Hazel R. O'Leary**, lawyer, U.S. Secretary of Energy (1993-1997), 14th President, Fisk University, (2004-)
- **Terita R. Redd**, Broadway actress
- **Kym E. Whitley**, actress, comedian.

Fisk's campus of 40 acres, which in 1978 was listed as a historic district in the National Register of Historic Places, draws many visitors. It is situated on a hill overlooking downtown Nashville, the capital of Tennessee. Known nationwide as "Music City," or the "Athens of the South," Nashville is one of the most cosmopolitan, progressive, and dynamic Southern cities. In 2006, Metropolitan Nashville ranked No. 1 —for the second year in a row— in "America's 50 Hottest Cities" by *Expansion Management* magazine. The city also ranked No. 1 in "Kiplinger's Personal Finance" as the best place to live and work. Nashville offers the best combination of vibrant economy, lively culture and affordable living. The city's combination of business-friendly amenities and fine quality of life has stimulated an influx of multinational corporations to the area. Nissan North America Inc., Actus Lend Lease, Asurion, Louisiana-Pacific Corp., Caremark Rx, Olhausen Billiards and Quantum Computers all recently relocated to Nashville. For the outdoor minded scholar, Nashville offers more than 5,500 acres of public parks, numerous golf courses, swimming pools, tennis courts, and a nationally recognized public library system. Finally, Nashville is home to 16 institutions of higher learning, four of which, Tennessee State University, The American Baptist Theological Seminary, Meharry Medical College, and Fisk University are historically or predominantly African American.



From left to right, students: Jocelyn Cole, Jefferson Cox, Kana Gaines, Devin Mikell and Karla Turner

COMMON ABBREVIATIONS

ACC	Accounting
AERO	Aerospace Science
AFROTC	Air Force Reserve Officer Training Corps
BAD	Business Administration
BIOL	Biology
CHEM	Chemistry
CORE	Core Curriculum
CSCI	Computer Science
DRAM	Drama
ECON	Economics
EDUC	Education
ENG	English
FIN	Finance
FREN	French
HC	Health Care Administration
HFAR	Humanities and Fine Arts (Divisional Courses)
HIS	History
HON	Honors (W.E.B. Du Bois General University Honors Program)
JPBS	Joint Programs in Biomedical Sciences
MATH	Mathematics
MFL	Modern Foreign Languages
MGT	Management
MS	Military Science
MUS	Music
N	Nursing
NS	Naval Science
NSCI	Natural Science and Mathematics (Divisional Courses)
PHYS	Physics
PSCI	Political Science
PSY	Psychology
ROTC	Reserve Officer Training Corps
RPH	Religious and Philosophical Studies
SOC	Sociology
SPAN	Spanish
SPCH	Speech
SPED	Special Education
SSCI	Social Sciences (Divisional Courses)

HISTORIC BUILDINGS

JUBILEE HALL



Jubilee Hall – undoubtedly the most amazing of Fisk's campus buildings – is also considered one of the most famous college residence halls in the world. It was constructed with proceeds from the historic 1871 Fisk Jubilee Singers® tour, as the first permanent structure erected in the South for the education of African Americans. Its interior was completely rebuilt in 1955, and the building has been a designated National Historic Landmark since its centennial in 1976.

HARRIS MUSIC BUILDING



The Harris Music Building is one of several other historic structures on campus. It was built by the American Missionary Association, with money from the income of the Daniel Hand Fund. It was originally used as a training school for teachers, was remodeled for the use by the Music Department in 1991, and was fully restored as a historic structure with funds from the United States Department of the Interior.

CARL VAN VECHTEN GALLERY



The Carl Van Vechten Gallery was originally built as a church but served as the first gymnasium for physical education, and mechanical arts building on a black college campus. It underwent major renovation in 1984, with funding from the U.S. Department of Commerce and other donors, with its interior redesigned by the architectural firm of McKissack, McKissack and Thompson. In 1987, the Tennessee General Assembly established an endowment fund for the gallery, allowing Tennessee school children to view the exhibited collections.

LITTLE THEATRE



The Little Theatre building is the oldest structure on campus, dating from about 1860. It was one of the original Civil War barracks acquired for the fledgling school by General Clinton B. Fisk and was moved to the present campus site after the construction of Jubilee Hall in 1876. It was first remodeled for its current use as a theater in 1935. It was given a full interior and exterior renovation in 1991-92 with funds from the United States Department of the Interior.

FIK MEMORIAL CHAPEL



The Fisk Memorial Chapel is the center of the religious and cultural life of the University community. It was built as a memorial to General Clinton B. Fisk, through a legacy provided by his estate. Along with its strong religious tradition, the Chapel is rich with Fisk's intellectual and cultural heritage. With a seating capacity of over eight hundred, the Chapel has served as a campus and community gathering place and as the site of many University functions such as concerts, arts festivals, academic convocations, lectures, and conferences. Heads of States have been received on its platform and outstanding artists, lecturers, ministers, and political figures have made historic appearances at the Chapel. The Chapel houses a 40-rank organ, one of the finest examples in the United States of the work of the famed organ-builder Walter Holtkamp, Sr. For its centennial rededication in 1992, the building was fully restored as a historic structure by the United States Department of the Interior.

CRAVATH HALL



Cravath Hall, formerly the Erastus Milo Cravath Memorial Library, was built in 1929-30 at the center of the main campus and housed the University Library until 1969. Aaron Douglas, renowned artist of the Harlem Renaissance and founder of the Fisk University Art Department created one of a kind murals on the walls within Cravath Hall. Today, it houses many of the principal administrative offices of the University.

CARNEGIE HALL



Formerly, the Academic Building and the Carnegie Library, Carnegie Hall is a finely proportioned, solidly detailed building which gives an impression of dignity and formality. The interior is highlighted by a two-story light well, which gives a welcome airiness to this rather heavy structure. Andrew Carnegie donated \$30,000 for the construction of this building. William Howard Taft, then Secretary of War, laid the cornerstone on May 22, 1908. It now houses the University Business Office and Student Accounts.

TALLEY-BRADY HALL



Talley-Brady Hall was completed on July 1, 1931, and named in honor of Thomas Washington Talley, long-time professor of chemistry and chair of the department, and in honor of one of his students, St. Elmo Brady, who later served as chair of the Chemistry Department. Dr. Brady gained an international reputation for his work in the field of alkaloids.

JAMES WELDON JOHNSON HOUSE



In 1931, Thomas Elsa Johnson, the 5th president of Fisk University, commissioned the construction of a two-story Dutch Colonial house. A spacious and comfortable home with a gambrel roof, pediment entry, and clapboard siding, the house was built to capture the favor of James Weldon Johnson, renowned poet, novelist, and historian. The James Weldon Johnson House was renovated through a grant from the U.S. Department of Housing and Urban Development, Historically Black Colleges and Universities Program in 2004.

JOHN W. WORK II, HOUSE

In 1878, Adam K. Spence, a Fisk University founder and Dean, constructed a picturesque Victorian home immediately adjacent to the Fisk University campus. Years later, the 1-1/2 story gabled home became the residence of Dr. John W. Work II, Chair of the Fisk University Music Department. A nationally revered professor and musician, Dr. Work is best known for his work as Director of the world-renowned Jubilee Singers® from 1948 to 1957. During this time, he accompanied the artists on one of their European tours. Dr. Work also found time to compose the spiritual “My Heart’s in the Swampland”, a celebrated collaboration with Fisk University Professor Emeritus, Dr. L. M. Collins. Because it provided these scholars with the means and opportunity to focus solely on the trends and nuances of their respective disciplines, the Work house now stands as a symbol of the University’s deep and abiding commitment to scholastic advancement.

LIFE AT FISK

Fisk’s reputation is built upon high standards in scholarship, upon a serious approach to study, and upon an insistence on clear thinking and effective writing and speaking. The student first obligation is to carefully and thoroughly complete his/her academic requirements. The faculty recognizes that some of the most important learning of the college years comes about through activities outside the classroom, particularly such activities as debating, editing of student publications, membership in the choirs, and other activities that engage and stretch the student’s critical intelligence, appreciation for the arts, and capability for collaborative work. Invaluable qualities of character, initiative, imagination, responsibility, and judgment may develop from such experiences, and the faculty, therefore, recognizes such experiences as an indispensable part of a college education though they are not always represented within the formal academic curriculum.

Student services at Fisk are founded on the idea that a University education involves the total person. Student development includes academic and intellectual growth, emotional maturity, sense of vocation, social competence, physical fitness, aesthetic appreciation, moral courage, ethical leadership, and spiritual depth.

Students are encouraged to attend the cultural programs presented on campus, including music recitals, national and international films screenings, as well as lectures and discussion series on national and international affairs, science, literature, and the arts. They are also encouraged to participate in the student government of the University and in campus student organizations. By assuming responsibility in these phases of university life, students obtain the training necessary for good citizenship and effective leadership.

Life on campus, in close quarters, is itself an important part of the Fisk experience. To facilitate constructive community life, assistance is provided to students in interpreting the standards of conduct of the University. The Fisk University Code of Student Conduct is designed to acquaint students and faculty members with the general areas of student life and contains detailed statements of the expectations of the University regarding campus life. It serves as a manual of individual and group standards of behavior and attire that are consistent with the ideals and purposes of the University.



Jubilee Hall

RESIDENTIAL LIVING

Students who live on campus reside in four residence halls: Jubilee Hall, Shane Hall, Crosthwaite Hall, and New Livingstone Hall. Jubilee Hall has four floors and houses all fresh women. All rooms are double occupancy. Shane Hall has seven floors and is the only co-educational hall on campus. It is setup in a suite style, which includes a shared bathroom between adjacent student rooms. Crosthwaite Hall has four floors and houses sophomore and junior women. New Livingstone Hall has three floors and houses all fresh men. The lower level of New Livingstone Hall houses the dance studio, a living learning center, the faculty of the theater department, and classrooms.

Living in University residence halls is a requirement of all undergraduate students. The Vice President of Student Life may make exceptions when the student is a legal resident of Davidson County, when there is a temporary shortage of residence hall space, or due to personal circumstances. Fisk believes that participation in residential campus life is an indispensable part of a University education. When an exception is granted, it must come in the form of a written approval from the Vice President of Student Life and must be received prior to the beginning of the registration period, in which the student seeks permission for off-campus residence.

ROOM REGULATIONS

Room regulations established by the University apply as part of the housing agreement between the institution and the student. When a student reserves a room in a residence hall, it is mutually agreed and understood that the student is liable for payment of room charges, as well as any damages, throughout the full academic year. The University reserves the right to close the residence halls during winter and spring break periods.

A major objective of the residence hall program is to create an environment that supports the academic endeavors of students. Toward this end, students are expected to honor quiet hours in the residence halls from 8:00 p.m. to 8:00 a.m. Students are also required to keep electronic, radio, and television equipments at modest

sound levels at all times. Activities and programs are designed to assist students in their day-to-day interactions, enable them to assume responsibility for their education, exercise self-discipline in their personal conduct, and promote self-direction in their intellectual and personal growth.

ROOM FURNISHINGS

Rooms are furnished with twin beds, chests or drawers, desks, chairs, and mirrors. Students supply their own linens, pillows, spreads, blankets, towels, washcloths, and other room accessories such as throw rugs, vases, brooms, dustpans, desk lamps, and curtains. Microwaves, hot plates, grills, or any other cooking devices are not allowed in student rooms.

ROOM RESERVATION FORM

Room reservation forms are sent to new students after their acceptance to Fisk University. Returning student applications are available in the Spring. The students must return the room reservation form to the Office of Student Life. A room is then reserved and a residence hall assignment reservation is mailed to the student. Specific room assignments are made when the student arrives. Students from the local area may also reside on campus and should submit their requests to the Office of Student Life.

RESERVATION FEE

Currently enrolled students must reserve rooms and request roommates by April 30 of each year through the Office of Student Life. Neither roommate choice nor space availability can be assured for students who fail to meet this deadline. Continuing students pay a nonrefundable room-reservation fee of \$100 by April 30 of each year to assure that space would be available in the residence hall for the new year.

All students must sign a housing contract with the Office of Student Life in addition to paying the residence hall deposit, in order to assure that space will be available in campus housing.

DAMAGED UNIVERSITY PROPERTY AND ROOM DAMAGE DEPOSIT

University property, including University-owned residence hall furnishings, is for the use of present as well as future University community members. University property is not to be damaged, defaced, or appropriated for personal use. Students found violating this expectation are assessed for the recovery or restoration of the University property involved and may be subject to additional disciplinary sanctions.

The University respects the privacy of its students and their rights to the best possible education. However, the University is first and foremost an educational enterprise for enrolled students. Therefore, for the safety of all individuals, Fisk University prohibits enrolled students, faculty and staff from residing with children, conducting babysitting in its residence halls and from bringing children into University classes. This policy does not affect graduate housing, faculty housing or attendance at University sponsored events or activities.

A room damage deposit of \$100 is also required of each student residing in a residence hall. This sum is held as long as the student maintains campus residency and until the student officially checks out of the room. If the student vacates a room without officially checking out, the room deposit is forfeited. Lost and damaged furniture and room damage assessments will be made during room checkout.

VACATING THE RESIDENCE HALLS

All students who are not members of the graduating class or the University Choir are expected to vacate the residence halls immediately after their last final examination in May.

PERSONAL PROPERTY

Student property is the student's responsibility. The University is not responsible for loss, theft, or damage of student's property in residence halls and in other University buildings. The University recommends that students obtain insurance for personal property.

THE CECILE B. JEFFERSON DINING ROOM

The Cecile B. Jefferson Dining Room in Adam K. Spence Hall is open to students, faculty members, and guests throughout the academic year. Students' board fees cover all meals for each semester. All students residing in University housing are required to pay the board fee and are expected to eat their meals in the dining hall as part of their campus community experience. A meal card is required for all meals and is non-transferable. The University will accommodate special dietary requirements if possible, for an additional charge. In case of a lost meal card, contact the Office of Auxiliary Services in Carnegie Hall. Students who do not wish to purchase the meal plan for medical reasons only, must provide written documentation to the Office of Student Life. All medical documentation will be verified. Applications for exemptions from meal plans will only be considered if special meal accommodations cannot be provided by Dining Services. Requests to opt out of the meal plan will not be accepted after September 10 of the Fall Semester. Requests to opt out of the meal plan will not be accepted after February 1 of the Spring Semester. Spring Semester Requests will only be accepted from new students.

The University reserves the right to close its food service during the fall break, the Thanksgiving holidays, winter break, spring vacation, and the month after graduation. During such occasions, The Sub, located on the lower level of Adam K. Spence Hall, may be available to students as an alternative. The Sub provides a variety of sandwiches, drinks and entrees at a reasonable cost to students, faculty and guests. During periods when The Sub is open, meal cardholders can use their card to purchase food. Purchases on the meal card may not exceed the normal meal allowance.

OFFICE OF PUBLIC SAFETY

Fisk University's Office of Public Safety (FOPS) is a contract quasi professional security organization that 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 also all 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 (between dark and daylight), traffic/parking, investigative and administrative services of the university community.

The Office of Public Safety is open 24 hours a day, seven days a week, to respond to emergencies, reports of criminal activities and to provide security for the campus. Campus facilities are patrolled routinely by security officers and all buildings are locked when not in use. Building checks are conducted on a regular basis. The grounds are unrestricted to students, faculty, staff, and their guests with legitimate reasons to be on the property. Campus residences (Crosthwaite, Jubilee, Shane, and New Livingston Halls) are restricted to occupants and their authorized guests.

Security officers have the authority to detain individuals until Metro Nashville Police officers arrive on the premises. The campus community is encouraged to report all campus crimes to the FOPS immediately. Security officers conduct preliminary investigations of all reported situations and refer them to the appropriate law enforcement agency when necessary or mandated. All violations of state and federal criminal law that come to the attention of the FOPS are reported immediately to the appropriate law enforcement agency for investigation and disposition.

FOPS strictly enforces the University's policies including:

1. Alcohol

The possession, use, and sale of alcoholic beverages by faculty, staff, students, visitors, etc., regardless of age are prohibited on the Fisk campus.

2. 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.

3. Weapons

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



Poet and alumna Nikki Giovanni

STUDENT ACTIVITIES AND ORGANIZATIONS

Student activities and organizations thrive on the Fisk campus, largely under the direction of students themselves, with the active encouragement of the administration, faculty and Office of Student Life.

Student organizations are required to register with the Office of Student Activities. They are organized under the advisorship of one or more faculty or staff members, must meet the approval of the University, and must remain subject to the jurisdiction of the institution. Fisk supports the efforts of student organizations to offer programs of interest to the community at large. Students and student organizations may not, however, enter into agreements on behalf of the University without first obtaining the approval of appropriate University officials. In the absence of such approvals, no commitments to third parties by students or student organizations are binding upon the University. All campus facilities are for the use of the University community. Campus organizations and other student groups may request the use of all facilities through the Director of Student Activities or the administrative official who has direct oversight of the facility.

MUSICAL HERITAGE AND PERFORMANCE

FISK JUBILEE SINGERS®

The Fisk Jubilee Singers® remain a vital part of the University's musical heritage and tradition. The Fisk Jubilee Singers®, famous for their historic 1871 tour of America and Europe, continue the tradition of touring widely and performing for many audiences. They specialize in African-American spiritual music. In 1956, the Singers, then under the direction of John W. Work, III, made a triumphant return tour of Europe, where fifty-four concerts were given in nine countries. One of Dr. Work's successors, Matthew W. Kennedy, directed the Singers from 1972-73, 1975-83, and 1985-86, as they performed concerts in Nassau, in most of the principal cities of the United States, and over national radio and television networks. Recent directors of the Singers have included Richard M. Turner, III (1968-72); Oscar M. Henry (1973-75); McCoy Ransom (1983-85); Horace C. Boyer (1986-87); Anthony E. Williams (1987-90); DeLise P. Hall (1990-94); and Paul Kwami (1994-present). Any Fisk student may audition to become a Jubilee Singer.



FISK UNIVERSITY CHOIR

The Fisk University Choir was founded in 1879 by Professor Adam K. Spence and was known originally as the Mozart Society. The Fisk University Choir is a mixed chorus, the oldest organization of its kind in Tennessee. In past years the Fisk University Choir was featured frequently on national radio broadcasts, and it continues to provide music for University Chapel services, University Convocations and Lecture Series, annual Christmas Carol services, annual arts festivals, and occasional performance tours. The Fisk University Choir cultivates a

diverse repertoire, and its members become acquainted with a wide range of choral music genres. Membership is open to all interested students.

MODERN BLACK MASS CHOIR

The Modern Black Mass Choir has served the University in concerts and at Fisk Chapel services on the campus, in the community, on tour for congregations of leading churches, and on college campuses elsewhere. Membership is by audition and is open to all interested students.

FISK OPERA WORKSHOP

The Fisk Opera Workshop is a laboratory-performance based course in which students perform scenes from operas of different periods. The student is given the opportunity to deal with the musical, technical, and dramatic aspects of producing an opera. When feasible, whole operas are performed at the end of the semester. The Opera Workshop is offered every other year for credit.

FISK JAZZ ENSEMBLE

The Fisk Jazz Ensemble is a group of student instrumentalists who perform a range of African-American music including jazz, Latin, and blues. Organized in 1970 as the "Orchestrated Crowd," this group has performed on radio and television and has given community and campus concerts, appearing with such notable musicians as Quincy Jones, "Cannonball" Adderley, Edward Kennedy, Duke Ellington, and Eubie Blake.

ORCHESIS

Orchesis, the University's performing dance company, provides an opportunity for dancers to increase their performing capabilities. It provides an experience in choreography and participation through membership in the concert ensemble. Experience is also provided in performance in a major dance work choreographed and guided by a visiting dance artist or by an artist from the Dance faculty. Orchesis has two major performances a year (one in each academic semester), as well as studio performances for dance majors and minors. The company also tours in Tennessee and other States. In 1987, Orchesis became a member of the Black College Dance Exchange Conference through the inspiration of Dr. Peter A. Fields Jr., Director. Admission to the company is open to students by audition or by permission of the director.

STAGECRAFTERS

Stagecrafters, the University's acting ensemble, provides opportunities for intensive study of plays and their production. The Ensemble is the main University theater group. Membership is open to all students who may participate in the construction of scenery or costumes, or as actors, designers, lighting technicians, or make-up artists. Character roles are obtained by audition only. Several major productions and student-directed laboratory performances are scheduled each year and are presented in the historic Little Theatre, the oldest building on campus.

STUDENT GOVERNMENT ASSOCIATION

The Student Government Association (SGA) is the primary vehicle for student participation in University governance, as well as in student government. Students serve on most of the decision making bodies of the University, including the Board of Trustees. Additionally, the right of student organizations to govern themselves within the framework of University regulations is respected in democratic processes. The Student Government Association consists of an Executive Council, a House of Representatives, and a Judiciary Council. The Association has general responsibility for self government, administers its own budget, and represents the students in various ways. Through various standing committees, the SGA assists in providing services and programs for the student body, including student orientation, concerts, dances, lectures, films, and Homecoming activities.

CLASS ORGANIZATIONS

Class organizations exist for freshmen, sophomores, juniors, and seniors. The members of each entering class comprise an organization that retains its identity as long as there are living alumni of the class. Membership in each class is according to student classification, and officers are elected or appointed for the academic year.

ATHLETICS

Athletics programs— intramural—are offered at Fisk and designed to serve as a means of contributing to the total educational process of all students. The programs are shaped by the principle that the Fisk athlete is a student primarily and an athlete incidentally. There is no physical education program for academic credit and no athletic scholarships at Fisk. Financial aid and academic scholarships are awarded to all students through regularly established institutional processes, primarily on the basis of economic needs and/or academic achievement. Also, recruitment procedures apply uniformly to each prospective student and are administered by duly-appointed officers representing the whole educational program. All Fisk students—including those participating in intramural sports— must make normal progress, both qualitatively and quantitatively, toward a degree.

ACADEMIC CLUBS

TANNER ART CLUB

The Tanner Art Club holds meetings and undertakes special projects to stimulate appreciation of the arts. Cartoons and student artwork contribute a creative element to the student publications, including *The Forum*, the *Herald*, and the *Oval*. The art studios are open not only to students in art classes and to members of the Tanner Art Club, but also to other students who wish to draw, paint, or sculpt as a personal interest. Members of the art faculty are available to give assistance at all times.

FRATERNITIES AND SORORITIES

Fraternities and sororities are represented on the Fisk campus, and their combined membership comprises about twenty percent of the University's enrollment. Fraternities include Omega Psi Phi, *Eta Psi Chapter*; Alpha Phi Alpha, *Chi Chapter*; Phi Beta Sigma, *Alpha Gamma Chapter*; Kappa Alpha Psi, *Alpha Delta Chapter*; and Alpha Phi Omega, *Omega Lambda Chapter*; Phi Mu Alpha Sinfonia, and Zeta Rho Chapter. Sororities are Alpha Kappa Alpha, *Pi Chapter*; Delta Sigma Theta, *Alpha Beta Chapter*; Zeta Phi Beta, *Upsilon Chapter*; and Sigma Gamma Rho, *Alpha Upsilon Chapter*. Not all fraternities and sororities are active at all time at the same time.

UNIVERSITY'S FORENSIC CLUB

The University's Forensic Club provides an opportunity for students to enhance their public speaking skills. Members participate in competitive college tournaments. The Forensic Club also encourages a sense of friendly competition that fosters intellectual stimulation and character development. Major presentations are scheduled during the academic year.

OTHER ACADEMIC CLUBS

Other academic clubs are active, depending upon student interest, in various disciplines. Clubs are also available among pre-law and pre-medical students and students enrolled in the dual-degree programs in science and engineering.

UNIVERSITY CONVOCATIONS

University convocations are scheduled two 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 Honors Convocation* and the *Martin Luther King 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.

The primary purpose of Fisk University is to prepare leaders. Leaders must know socially appropriate dress and acceptable conduct for every occasion. At Convocations, we expect students to maintain manners, attire, and personal grooming that are suitable to the historic traditions of the University. Furthermore, because we are a respected liberal arts, historically black institution, there are frequent visitors to our campus, including prospective students, parents, alumni, donors, and accrediting agencies. Fisk requires that students uphold suitable dress and grooming standards, both on and off campus.

UNIVERSITY FACILITIES

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. *Jubilee*, the Library's automated catalog, is linked to the campus, offering local and remote searching of holdings. The network of computers provides students and faculty convenient access to E-mail and Internet use. Additionally, the Library participates in the *Athena Project*, an alliance between academic and public libraries in Middle Tennessee that enables students to search the catalogs of the participating libraries electronically and request the books that they need. The Library also provides a number of electronic databases such as Lexis-Nexis, Tennessee Electronic Library, and Oxford Reference Online, and subscribes to a number of online journals.

The John Hope and Aurelia E. Franklin University Library houses over 200,000 volumes representative of the academic disciplines at Fisk. There is expansion space for a collection more than twice the present size. In addition, the Library receives several hundred periodicals and serves as a partial depository for Federal government documents.

The 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 and a Library Handbook are available to assist students in familiarizing themselves with the collections, facilities, and services offered. In addition, the library promotes Information Literacy, the ability to successfully address the vast array of print and online sources.

The 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 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. Du Bois, 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. Furthermore, 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

Located on the lower level of Spence Hall, the Fisk University Bookstore is operated by the College Bookstores of America, a division of Nebraska Book Company. The University Bookstore serves the needs of Fisk students, faculty, staff, and alumni. The primary mission of the University Bookstore is to assemble all current term textbooks in a convenient and well organized location on campus.

In addition to textbooks, the bookstore 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.

88.1. FM WFSK: THE HOME OF SMOOTH JAZZ & SMOOTH GROOVES

88.1FM WFSK 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, 88.1FM 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 line up.

88.1FM 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” honors 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 University Counseling Center and the Office of the Provost, 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.

THE L.E.A.D. PROGRAM

The Leadership Enrichment and Academic Development (L.E.A.D.) program is a federally funded TRIO program designed to promote academic achievement and increase the college graduation rates of at-risk students including first generation college students. The L.E.A.D. program provides opportunities for students to participate in academic skill development workshops and tutoring, peer study and mentoring groups, financial aid resource exploration, cultural enrichment programs, graduate school preparation and grant aid awards. "Early Warning Intervention" enables LEAD counselors to identify students who are experiencing difficulty in addition to those making satisfactory progress. Students are provided access to counselors who are trained to foster student development through personal, academic, and career counseling.

LEARNING CENTERS

The Fisk University Learning Centers continue to serve the university community. Presently, there are three centers: The Boyd House Learning Center; the New Livingstone Learning Center, and the Jubilee Hall Scholars Learning Center. The staff of the Learning Centers are committed to promoting student achievement and retention by developing independent, effective life-long learners and supporting innovation in learning. In the Learning Centers, we strive to empower the students to take responsibility for their own learning. The centers exist to assist students in developing high level of competencies through tutorial services, workshops, learning sessions, discussion groups, lectures, and academic coaching. All of the centers' offerings are available to help the students become more effective learners.

THE ACADEMIC ADVISOR

The academic advisor's duty is to support the work of the faculty academic advisor. S/he advises students in the development and completion of their academic goals at Fisk University. S/he assists in the development of advising policies, deadlines and procedures and primarily advises freshmen, sophomores and first year transfer students, tracking student progress and providing students with in-depth University information and policy interpretation relevant to their academic progress. The academic advisor gives special attention to students on academic warning, probation and final warning status.

CAREER SERVICES OFFICE

The Career Services Office assists students in making the best possible career choices. The services of the office include career information, 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. The Job Placement component of the Federal Work-Study Program is housed in the Office of Career Services. The primary focus is to have the student's job reflect 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.

THE FISK MEMORIAL CHAPEL

The Fisk Memorial Chapel is the nondenominational focal point of religious and spiritual activities at Fisk University. The Chapel both embraces and promotes the mission and strategic plan of Fisk University through ecumenical and interfaith dialogue, scholastic research and service to the global community. The Dean of the Chapel directs the religious life program for Fisk University, coordinates services (worship, funeral, wedding and baptismal), the Chapel Assistants program as well as the Leaders of the Interfaith Fellowship Team (L.I.F.T.). The Chapel also supports the student, religious organizations that are recognized by the Office of Student Life. A central part of the formal religious program of the University is the worship service held each Sunday morning in the Fisk Memorial Chapel. Music is provided by the Fisk University Choir, as well as other members of the University community. The fellowship of the Fisk Memorial Chapel is in no way meant to interfere with students' membership in religious organizations at home or in the Nashville Community.



THE INTERNATIONAL EDUCATION ENRICHMENT AND EXCHANGE CENTER (IEEEEC)



Fisk students on a study abroad tour in Spain, '06

The IEEEEC 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 h selected domestic universities in other states.

VETERANS' AFFAIRS

Veterans' affairs are coordinated in the Office of the Registrar. Fisk is approved for veterans' education by the United States Department of Veterans' Affairs. Because there usually is a delay in the disbursement of V.A. Benefits, veterans should plan to arrive at Fisk with sufficient funds for two months' expenses.



Cravath Hall

ADMISSION TO FISK

Admission to Fisk is quite 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 family feeling on its campus.

QUALIFICATIONS

Admission is granted to applicants who show evidence of solid preparation and 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 and character. To qualify for admission to the freshman class, candidates must present evidence of the following:

1. A minimum of 3.0 un-weighted GPA on a 4.0 scale; a minimum ACT composite score of 21 and a minimum SAT1 combined score of 1500.
2. 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.
3. 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.
4. Proper academic preparation, as determined by the Office of Admission, is as follows:
 - 4 years of English
 - 3 years of Math (to include Algebra 2 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, Physics, Math, Computer Science, Nursing, pre-pharmacy) are encouraged to take the most challenging science and math courses their school has to offer.

Students who submit applications to Fisk University without fulfilling the above stated proper 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, 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:

1. **Mathematics and natural science majors** should have 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.
2. **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, but who, in other ways show promise of success at Fisk. Conditionally admitted students are ordinarily restricted to a maximum of a twelve 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 (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.

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 see that all credentials are received by the Office of Admission. The steps of the application process are:

1. Complete the application for admission and mail it to the Office of Admission. 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;
2. Submit, with the application, the \$50.00 nonrefundable fee;
3. 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 or slow 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 should be submitted from each secondary school attended.
4. 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's admission procedure is what is called "rolling" admission; that is, the application is acted upon when the file is complete. When the application file is completed 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 \$500 (\$300 towards tuition, \$100 room security deposit, and \$100 room reservation fee) to the Office of Admission. This fee (100% refundable if submitted on or before May 1) is credited to the student's tuition, room, and board and guarantees the 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 Dean of Admission.

ADVANCED PLACEMENT

Advanced placement courses taken in high school may qualify students for advanced placement credit 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 believe 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.

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 Admission. 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 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 ADMISSION APPLICANTS

Transfer students, who hold the Associate of Arts (A.A.) degree with a liberal arts emphasis from an accredited institution, are considered to have satisfied Fisk University's core curriculum requirements. The academic records of entering transfer students who do not hold such a degree 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 at another accredited college should apply for advanced standing. Transfer admission applicants must meet the following requirements:

1. Satisfactory completion of at least one, preferably two semesters of college work (30 credit hours or greater). Official transcripts for all college work must be submitted to the Office of Admission at the time of application.
2. 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.
3. 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.
4. 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:

1. 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.
2. 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.
3. 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.
4. Fisk reserves the right to require students who have completed freshman English courses elsewhere to take one course in composition at Fisk.
5. A maximum of 62 credit hours can be transferred to Fisk.
6. 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.
7. 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.
8. Only credit hours (not grades) 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 dean of 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.

RE-ADMISSION

Re-admission of former students following an interruption of attendance requires completion of a re-admission application, which may be obtained from the Admission Office. The Dean of Admission grants re-admission of a student, who has withdrawn for at least one semester, upon the approval of the Provost, the Vice President of Student Life, the Registrar and the student accounts manager. Re-admission of a student previously dismissed for poor scholarship is granted only in exceptional cases and under circumstances described elsewhere in this Bulletin. Students who file an approved withdrawal or leave of absence form prior to withdrawal may be readmitted without payment of the normal fees. *They must notify the Dean of 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 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 student absences, studies may have become outdated, programs may have been substantially altered 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 Dean of Admission.

INTERNATIONAL 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. 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)/213 (on the computer test) 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 \$1,000 enrollment deposit (which is applied toward tuition).

In addition, international students need to show evidence of adequate financial support and a Declaration of Certification of Finances Form must be submitted before a Form I-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 fall term and November 1 for spring term.



Jubilee Hall (PhotoPaint by Vando Rogers, Fisk Art Department)

FINANCIAL AID AT FISK

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 socio-economic 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 1st 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 students applying for assistance must:

1. Have a high school diploma or a General Education Diploma (GED) certificate;
2. Be enrolled as a regular student working toward a degree or certificate in an eligible program;
3. Be a U. S. citizen or an eligible non-citizen;
4. Have a valid social security number;
5. Meet federal requirements for Satisfactory Academic Progress (see SAP table below);
6. 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 go to: www.studenaed.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 1.*** The Application process may start as early as January.

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 2006-2007, Federal Pell Grants will range from \$400 to \$4,050, depending upon the student's eligibility as determined by the congressionally approved standard formula.

ACG– ACADEMIC COMPETITIVENESS GRANT

(Available to freshmen and sophomores only)

The Academic Competitiveness Grant provides up to \$750 for the first year of undergraduate study and up to \$1,300 for the second year of undergraduate study. The program became available for the first time for the 2006-07 school year for first year students who graduated from high school after January 1, 2006 and for second year students who graduated from high school after January 1, 2005. The Academic Competitiveness Grant award is in addition to the student's Pell Grant award.

To be eligible for an ACG each academic year, a student must:

- Be a U.S. citizen;
- Be Federal Pell Grant eligible;
- Be enrolled full-time in a degree program;
- Be enrolled in the first or second academic year of his or her program of study at a two-year or four-year degree-granting institution;
- Have completed a rigorous secondary school program of study (after January 1, 2006, if a first-year student, and after January 1, 2005, if a second year student);
- If a first-year student, not have been previously enrolled in an undergraduate program; and
- If a second-year student, have at least a cumulative 3.0 grade point average on a 4.0 scale for the first academic year.

If you are completing the Free Application for Federal Student Aid (FAFSA) online (www.fafsa.ed.gov), FAFSA on the Web will predetermine if you are eligible to answer the ACG questions.

SMART GRANT–THE NATIONAL SCIENCE & MATHEMATICS ACCESS TO RETAIN TALENT GRANT

(Available to juniors and seniors only)

The National Science and Mathematics Access to Retain Talent Grant, also known as the National Smart Grant is available during the third and fourth years of undergraduate study to full-time students who are eligible for the Federal Pell Grant and who are majoring in physical, life, or computer sciences, mathematics, technology, or engineering or in a foreign language determined critical to national security. The student must also be enrolled in the courses necessary to complete the degree program and to fulfill the requirements of the intended eligible major in addition to maintaining a cumulative grade point average (GPA) of at least 3.0 in coursework required for the major. The National SMART Grant award is in addition to the student's Pell Grant award.

How much can a student receive?

A National SMART Grant will provide up to \$4,000 for each of the third and fourth years of undergraduate study to full-time students who are eligible for a Federal Pell Grant and who are majoring in physical, life, or computer sciences, mathematics, technology, or engineering or in a foreign language determined critical to national security.

The amount of the SMART Grant, when combined with a Pell Grant, may not exceed the student's cost of attendance. In addition, if the number of eligible students is large enough that payment of the full grant amounts would exceed the program appropriation in any fiscal year, then the amount of the grant to each eligible student may be ratably reduced.

FAMILY FEDERAL EDUCATION LOAN PROGRAMS

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.

FEDERAL PERKINS LOANS

Federal Perkins Loans are for students who are in need of a loan to meet their educational expenses. 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 go into certain fields of work.

FEDERAL SUPPLEMENTAL EDUCATIONAL 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 is equal to the state minimum wage. 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 25 hours per week during periods of non-enrollment.

EMPLOYMENT PROGRAMS

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 Committee on Financial Aid by addressing a typewritten notice of appeal to the Committee, in care of the Executive Director of Student Financial Aid. *Such appeal notice must be received in the Office of Student Financial Aid within ten working days following the postmarked date of the University's notification to the student of his or her loss of eligibility.* The Financial Aid 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. Eligibility for aid can be reinstated only when the student presents evidence that his or her unsatisfactory academic progress is due to one of the following:

1. Persistent debilitating illness affecting academic performance;
2. Unanticipated personal or family hardship;
3. Evidence that the illness or hardship was managed in such a way that it is unlikely to interfere further with the student's progress.

STUDENTS' RIGHTS REGARDING FINANCIAL AID

1. The student has the right to know what financial aid programs are available at the institution.
2. The student has the right to know the deadlines for submitting applications for each of the financial aid programs available.
3. The student has the right to know how financial aid is distributed, how decisions on that distribution are made, and the basis for these decisions.
4. The student has the right to know how his or her financial need was determined. This includes how costs for tuition and fees, room and board, travel, books and supplies, personal and miscellaneous expenses, etc., are considered in a student's budget.
5. The student has the right to know what resources (such as parental contribution, other financial aid, student's own assets, etc.) were considered in calculating need.
6. The student has the right to know how much of his or her financial need, as determined by the University, has been met.
7. The student has the right to request an explanation of the various programs included in the aid package
8. The student has the right to know the institution's refund policy (contact the Business Office for information on refund policy).
9. The student has the right to know what portion of the financial aid received must be repaid, and what portion is grant aid. If the aid is a loan, the student has a right to know the interest rate, the total amount that must be repaid, the payback procedures, the length of time allowed for repayment, and when payments are to begin.
10. The student has the right to know how the institution determines whether the student is making satisfactory academic progress, and what happens when the student fails to make such progress.
11. The student has the right to prepay a loan at any time. Interest is reduced when such prepayments are made.
12. With most loans, the student is entitled to cancellation of the loan amount, plus interest accumulated, in the event of the student's death or permanent and total disability.

STUDENTS' RESPONSIBILITIES REGARDING FINANCIAL AID:

1. The student must carefully consider information about Fisk's programs, procedures, and performance before deciding whether to attend the University.
2. The student must complete all application forms accurately and submit them in a timely manner.
3. The student is responsible for reading and understanding all forms before signing them, and for keeping copies of those forms.
4. The student must provide correct information. In most instances, misreporting information on financial aid application forms is a violation of law and may be considered a criminal offense, indictable under the U.S. Criminal Code. The student must, without exception, report any of the following changes at once to the Office of Student Financial Aid, lender, or servicer:
 - a. Withdrawal from school
 - b. Transfer to another school
 - c. Reduction to less than half-time status
 - d. Change of name
 - e. Change of address or of parents' address
 - f. Military, Peace Corps, or VISTA enlistment.
5. The student must accept responsibility for all agreements signed. When the student fails to repay any loan as agreed, the total loan may become due and payable immediately; legal action may be taken against the student. Students who cannot make timely payments must notify the institution and agree on an alternate payment plan.
6. The student must return all additional information, corrections, and/or new information requested by the Office of Student Financial Aid or other authorized agency, and must promptly answer any communication from the institution, agencies, or servicers.
7. The student must sign all award letters when notified.
8. The student must complete an entrance interview with the Office of Student Financial Aid before receiving loan funds.
9. The student must perform the work that is agreed upon after accepting a Federal Work-Study Award.
10. The student must be aware of the University's refund procedures.

11. The student must arrange for an exit interview in the Office of Student Financial Aid at the time of graduation or withdrawal from the University.

STATE GRANTS

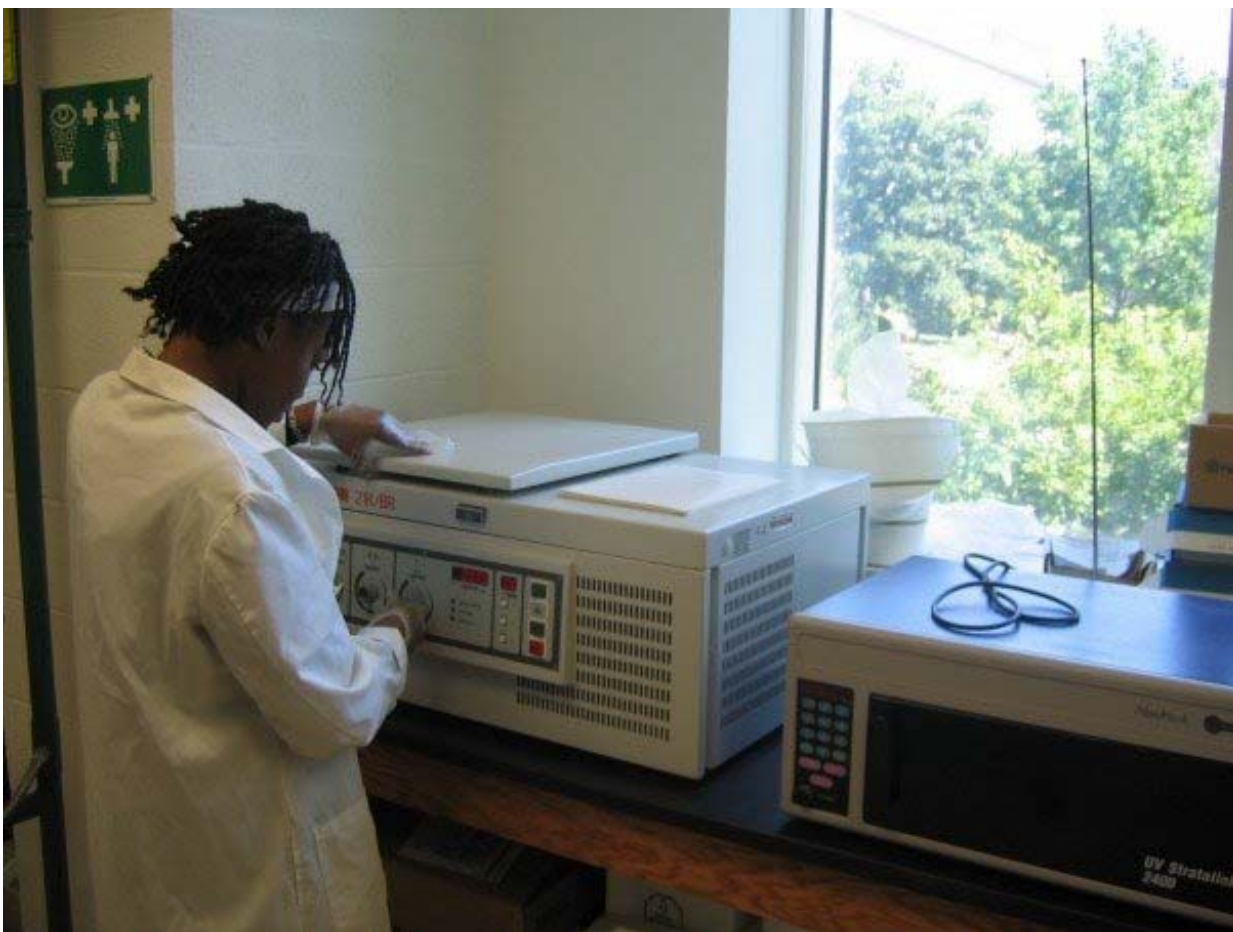
Students are also encouraged to apply for state grants if they live in states which make such grants available to students attending school in Tennessee. *All Tennessee residents are encouraged to apply for the Tennessee Student Assistance Program and should do so no later than March 1 of each year.* The FAFSA is the only application needed to apply for state grants.

FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS SCHEDULE

Years of undergraduate study	Full-time students must pass		3/4 students must pass		Half-time students must pass	
	Percentage of credits attempted per year	Cumulative GPA	Percentage of credits attempted per year	Cumulative GPA	Percentage of credits attempted per year	Cumulative GPA
1	67%	2.0	67%	2.0	67%	2.0
1.5	67%	2.0	67%	2.0	67%	2.0
2	67%	2.0	67%	2.0	67%	2.0
2.5	67%	2.0	67%	2.0	67%	2.0
3	67%	2.0	67%	2.0	67%	2.0
3.5	67%	2.0	67%	2.0	67%	2.0
4	67%	2.0	67%	2.0	67%	2.0
4.5	67%	2.0	67%	2.0	67%	2.0
5	67%	2.0	67%	2.0	67%	2.0
5.5	67%	2.0	67%	2.0	67%	2.0
6	67%	2.0	67%	2.0	67%	2.0
6.5			67%	2.0	67%	2.0
7			67%	2.0	67%	2.0
7.5			67%	2.0	67%	2.0
8			67%	2.0	67%	2.0
8.5			67%	2.0	67%	2.0
9			67%	2.0	67%	2.0
9.5					67%	2.0
10					67%	2.0
10.5					67%	2.0
11					67%	2.0
11.5					67%	2.0
12					67%	2.0

Note: This table is derived for Federal guidelines related to Financial Aid. It is not to be used to estimate or replace Fisk's Credit Hour Requirements for Satisfactory Academic Standing and/or the Credit Hours Requirements for Timely Graduation Chart (see section on *Academic Requirements and Standards* below).

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," "WD," "WP," or "WF." 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.



In a Fisk laboratory

COLLEGE COSTS

The average expenses for an undergraduate student at Fisk amount are described in the table below. The cost of books, supplies, travel, clothing, and personal expenses vary according to individual need.

Music fees are charged as shown in the Schedule of Tuition and Fees table within this Bulletin. A student enrolled in applied music during half or less than half of a semester pays one-half of the listed charges for the semester. A student enrolled for more than one-half of a semester pays full charges for the semester.

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. Advanced 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.

SCHEDULE OF TUITION AND FEES (2008-2009)

	Semester Cost	Annual Cost
Tuition (12 - 18 semester hours)	7,570.00	15,140.00
Room (Double Occupancy)	2,240.00	4,480.00
Board	1,622.50	3,245.00
Activity Fee	357.50	715.00
Technology Fee	192.50	385.00
Total	11,982.50	23,965.00
Room (Single Occupancy)	3,525.00	7,050.00
Other Fees		
Application Fee		50.00
Admission Deposit		500.00
Admission Deposit - International Students		1,000.00
Health Insurance (mandatory for international students)		966.00
Matriculation Fee		55.00
Lost Key Charge		100.00
Lost Identification		50.00
Failure to Pre-Register Fee		125.00
Late Registration Fee (Per Day)		50.00
Reinstatement Charge		105.00
Part-Time Tuition Credit Hour (Less than 12 hours)		630.00
Overload Tuition - Per Credit Hour (More than 18 hours)		630.00
Graduate Tuition Credit Hour		840.00
Auditing Fee - Per Hour		50.00
Official Transcript Fee - Pick up		5.00
Official Transcript Fee - Priority Mail		15.00
Official Transcript Fee - Fed Ex/DHL		25.00
Transcript Fee - Official Copy		5.00
Transcript Fee - Student Copy		5.00
Diploma Fee		55.00
Thesis Fee (Per Semester)		155.00
Student Teaching Fee (Per Semester)		105.00
Credit by Examination Fee (Per Exam)		210.00
Science Lab Fee (Per Course)		40.00
Parking Fee		75.00
Applied Music Fees		08 - '09
Group Instruction (1 - 50 Min. Class/Week)		105.00
Group Instruction (2 - 50 Min. Class/Week)		130.00
Private Instruction (1 - 25 Min. Lesson/Week)		130.00
Private Instruction (1 - 50 Min. Lesson/Week)		155.00
Private Instruction (2 - 25 Min. Lessons/Week)		155.00

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 \$75 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 is considered until this form has been completed and turned in to 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 Vice President or Student Life 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:

Prior to the first day of classes.....	100%
From the first day of classes until one week after the semester begins.....	80%
8 to 14 days after the semester begins.....	50%
15 days or more after the semester begins	0%

No refunds will be made under the following circumstances:

- Failure to officially withdraw
- Suspension or forced withdrawal for disciplinary reasons
- Reduction in credit hours after the last day to add/drop classes

PLANNING A FISK EDUCATION

A primary purpose of this Bulletin is to assist students and prospective students in planning a program of study leading to a Fisk degree. The primary responsibility for that planning is the student's own—not that of the faculty academic advisor or of any University official. Students should study this section of the Bulletin with special care and should be certain to keep themselves informed as requirements and policies change.

ORIENTATION TO FISK

Orientation to Fisk is a process designed to assist new students with adjustment to the college and the Fisk experience. This process begins with Orientation Week, which is held prior to the beginning of Fall and Spring classes. During this period, new students arrive on campus to begin a series of activities designed to facilitate a smooth transition to college life at Fisk.

It is during Orientation Week that students take placement examinations that help them select the appropriate courses to begin their college study. 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 faculty counseling, student 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 130 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 may not be counted among the 120 hours minimally required for a Fisk bachelor's 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. Music and foreign language test results are used by faculty 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

Proficiency examinations are given to students who have at least sophomore status. Students must either pass the Computer Proficiency Test or pass CSCI 100 or BAD 110. Exit examinations are given to senior students who are expected to graduate. 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 up to date on 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 advisors 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's the best opportunity to assure 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 Bulletin section. 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.

ACADEMIC OPPORTUNITIES, HONORS AND AWARDS

In addition to the Core Curriculum and the various disciplines in which students may concentrate their studies, Fisk offers special programs and opportunities designed to enrich the college experience.

STUDENT EXCHANGE PROGRAMS

DOMESTIC EXCHANGE PROGRAMS

The following colleges and universities participate in domestic student exchange programs with Fisk University:

- Case Western Reserve University
- Howard University
- University of Puget Sound
- Ripon College
- St. Lawrence University

The domestic exchange programs give students access to many outstanding colleges and universities throughout the United States. These programs let the students explore a new environment for a semester, summer study or research opportunities or even a year while they are still Fisk University students. Each student pays the regular tuition, fees, and room and board charges to his or her home institution before participating in the exchange program. By doing so the expense is not significantly altered for either the Fisk student or the exchange student from the other institution.

In order to earn academic credits for the study away experience, the student must submit to the International Education Enrichment and Exchange Center (IEEEEC) no later than the semester prior to the planned exchange, an exchange application, an approved Study Away Form from the Office of the Provost and a Pre-registration/registration Form from the Office of the Registrar. Domestic programs are approved for one semester. Programs that require more than one semester of study away require a special approval through the Office of the Provost. Forms are available at <http://www.fisk.edu/pdfs/studyaway.PDF> and at the International Education Enrichment and Exchange Center (IEEEEC).

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Eligibility requirements for student exchange programs include being:

- a full-time Fisk degree candidate, pursuing a normal program of studies

- a creditable academic record with a 2.8 grade point average or better
- in good financial standing with the University
- in good social standing with the University

THE EXPERIMENT IN INTERNATIONAL LIVING

The Experiment in International Living, a program based in Brattleboro, Vermont, permits students to study in a foreign language area under the leadership of an American faculty member. Students assemble at Brattleboro for two or three weeks of intensive pre-departure language study and review, then continue their language work overseas. Fisk may grant up to fifteen semester hours of credit for participation in the Experiment's program.

THE OAK RIDGE PROGRAM

The Oak Ridge program has been available to Fisk University students and faculty since 1958. This program is open to institutions holding membership in Oak Ridge Associated Universities (ORAU). ORAU is a consortium of colleges and universities and a managing and operating contractor for the U.S. Department of Energy (DOE), located in Oak Ridge, Tennessee. ORAU works with its member institutions to help their students and faculty gain access to a multitude of opportunities for study and to research facilities throughout the country; to keep its members informed about opportunities for fellowship, scholarship, and research appointments; and to organize research alliances among its members. Through the Oak Ridge Institute for Science and Education (ORISE), students and faculty can participate in programs covering a wide variety of disciplines, including business, earth sciences, epidemiology, engineering, physics, geological sciences, pharmacology, ocean sciences, biomedical sciences, nuclear chemistry, and mathematics.

COOPERATIVE EDUCATION

Cooperative education involves both classroom study and off-campus work experience. Students participating in such programs alternate semesters of work and study. The program is available to students from all academic disciplines. Students may be placed in business and industry, government and social agencies, community organizations, hospitals, libraries, schools, research laboratories, or a range of other professions based on the need of the employer and the interests and skills of the student. Beginning in the sophomore year, student participants may earn one and two semester hours per successfully completed work session. Some work sessions may be scheduled during the summer. A maximum of four credits for cooperative education may be counted toward the Fisk degree. The program provides a realistic orientation to the world of work and supports and enhances personal, social, academic, and career development, while simultaneously facilitating the student's ability to contribute to the cost of education and providing on-the-job experience. Admission requirements for the program include the following:

- Students may begin a cooperative assignment upon the completion of three or more semesters in residence at Fisk;
- Students must obtain approval of the faculty academic advisor and the Provost prior to enrolling in the program;
- Students must have and maintain a 2.5 grade point average;
- Transfer students may participate after the completion of one or more semesters at Fisk and a minimum of 45 credit hours;
- Students must be eligible for placement from a physical and emotional standpoint, as judged by the advisor, program coordinator, and field supervisor. Some employers may require a physician's statement and/or examination, including drug tests;
- Participants must interview with the coordinator before the first planned work period and again thereafter, to prepare for and secure the position;
- Participants must complete all necessary paperwork, such as, personal information forms, job reports, and other necessary forms, as required by the Career Services Office and the University.

Students in off-campus work assignments are under the direction and jurisdiction of the University. Cooperative education students are therefore expected to follow the guidelines set by the University. Should a conflict arise in following employer and University rules and regulations, the program coordinator should be notified immediately.

Students must interview and register for the cooperative education program. Registration is completed in the semester following the off-campus work session. Academic credit of 2 semester hours is granted for each semester of successfully completed work assignment, including the summer cooperative experience. These credits are counted as electives and thus constitute a part of the graduation requirements specified in this Bulletin.

Students enrolled in cooperative education will be charged a cooperative education fee, plus the normal charge per academic credit hour. These costs are payable at registration. For specific information on cooperative education and its related costs, students should consult the Office of Career Services.

ARTICULATION AGREEMENTS

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 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 Provost. Credit hours and grades are transferred back to Fisk.

Eligibility requirements include:

- Being upper- class student
- Having 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 to be submitted for approval to the student's departmental chair, Division Director, 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 participants 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-base 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 IEEEEC 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 IEEEEC as soon as they have selected a program. Help is provided with application processes, credit transfers and travel arrangements.

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Eligibility Requirements

Students:

- Must be a full-time Fisk degree candidate pursuing a normal program of studies;
- Must participate in an approved study away program;
- Must meet University requirements for sophomore standing;
- Must have a creditable academic record with a 2.8 grade point average or better;
- Must be in good financial standing with the University;
- Must be in good social standing with the University.

ARMY, NAVY, AND AIR FORCE RESERVE OFFICERS TRAINING CORPS (ROTC) PROGRAMS

Army, Navy, and Air Force Reserve Officers Training Corps programs, while not offered on the Fisk campus, are available through programs offered at 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 Office 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 \$400 and up to \$510 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. Upon graduation, cadets can earn USAF commissions, as Second Lieutenants, and must serve a minimum of four years on active duty.

For more information visit www.AFROTC.com or contact the Det 790 Unit Admission Officer at www.tnstate.edu/rotc.

ARMY AND NAVY ROTC

Army and Navy ROTC 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 and Navy ROTC programs 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 and under Naval Science (NS) for the Navy program. Participating students are eligible to compete for 2-year, 3-year or 3 1/2-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 and Navy ROTC undergraduate courses.

ACADEMIC HONORS

PRESIDENTIAL AND PROVOST SCHOLARS

Academic honors are awarded in several categories. The Presidential Scholar List recognizes students who attain a grade point average of 4.00 in a given semester while carrying a load of 16 or more semester hours in a regularly graded course. The Provost Scholars List recognizes students who attain a grade point average of 3.50 or higher in a given semester, while carrying a load of 16 or more semester hours in regularly graded courses. A pass/fail course is not considered among "regularly graded courses." The Lists are reformulated each semester, based on students' work during the previous term. Students holding these academic courses are recognized at the Opening Honors Convocation.

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

The W.E.B. Du Bois General University Honors Program is designed for students who have demonstrated academic distinction. The program fosters excellence in scholarship throughout the student's college career by providing an Honors curriculum and encouraging and promoting honors studies and activities in the total life of the University. Classes and seminars are held in the W.E.B. Du Bois Honors Center, which serves as a central meeting place in the learning process of the students.

Admission requirements include:

- Matriculation at Fisk for at least one semester;
- Attainment of a cumulative grade point average of 3.25;
- A written application including a personal statement, writing sample and transcript;
- An interview by the Honors Program Committee.

Students accepted for admission become members of the W.E.B. Du Bois Student Honors Council. Upon satisfactory completion of at least 20 hours of honors coursework, students are eligible for graduation with General University Honors. The 20 hours must include at least one Honors Colloquium and the Senior Honors Project. See the section entitled *Other Academic Programs* in this Bulletin for a complete listing of the W.E.B. Du Bois General University Honors courses. Students may also earn Honors credit hours through contract courses taken for Honors credit.

If a student's semester GPA falls below 3.25, he or she will be placed on Honors probation. If the student's GPA falls below 3.25 a second semester, he or she will be removed from the program. A student cannot graduate from the Honors Program with a cumulative GPA below 3.25. A student must complete all requirements, including 20 credit hours in Honors and successful defense of an Honors Senior thesis in order to graduate with General University Honors.

DEGREES WITH HONORS

Degrees with Latin honors are awarded at Commencement. There are several categories of Commencement honors.

- Summa Cum Laude ("with greatest honors/praise") graduates are those whose cumulative grade point average over the entire Fisk career is at least 3.7.
- Magna Cum Laude ("with high honors/praise") graduates are those whose cumulative grade point average over the entire Fisk career is at least 3.4.
- 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 3.2.

No Latin honors are awarded on the basis of fewer than four semesters of resident work at Fisk University. Latin honors are determined at the end of the fall semester of the senior year.

DEPARTMENTAL HONORS

Departmental Honors are conferred at Commencement on graduating students on the basis of 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. Fisk has several honor societies recognizing academic excellence in a variety of disciplines.

PHI BETA KAPPA

Founded on December 5, 1776, Phi Beta Kappa is the oldest honor society in the United States devoted to the promotion of scholarship and the fellowship of persons of scholarly interest. Chapters of Phi Beta Kappa are granted to institutions of higher learning only after the most exacting and critical examination of their standards, facilities, and accomplishments. Fisk University is one of only 262 institutions of higher learning that embrace Phi Beta Kappa chapters. The Fisk chapter, the Delta Chapter of Tennessee was chartered in 1953.

Eligibility criteria for election of students to Phi Beta Kappa are as follows:

1. Election shall be based on breadth of cultural and scholarly interest and achievement. Candidates shall be majoring in liberal subjects and studies. Students majoring in such fields as art education and business administration shall be ineligible;
2. No student shall be eligible for election whose major or combined major and related minor exceed forty-eight semester hours;
3. Candidates shall have completed satisfactorily, in secondary school or college, at least two years' work in mathematics and the equivalent of the intermediate college course in a foreign language. At least three-fourths of the student's degree program must be in liberal arts work. Either requirement may be satisfied by special examination;
4. The completion of at least six semesters of liberal arts work at Fisk University shall be a usual requirement for election. However, a student will be considered eligible for election to the Delta Chapter of Tennessee if he or she has been at Fisk University for four terms when a graduating senior, provided that he or she has had at least a 3.3 cumulative average as a transfer record from other colleges and at least a 3.8 cumulative average while at Fisk University, and that he or she meets all other requirements for eligibility;
 - a. Grades earned in applied or professional work shall not be counted in computing the grade point ratio for purposes of eligibility. Applied and professional work shall be understood to include all training intended to develop skills or vocational techniques
 - b. In the case of exchange students, grades secured in other colleges shall not be computed, but time spent as an exchange student shall be considered as residence at Fisk University
6. In order to be eligible for election after six completed semesters, candidates must have a grade point average of at least 3.7. The minimum average for election on the basis of seven or eight semesters of completed work shall be 3.5;
7. The number of undergraduates elected from any class, including those elected after six semesters, shall in no case exceed nine percent of the number of students with liberal arts majors who are eligible to become members of Phi Beta Kappa;
8. Election of students shall be by secret ballot. Election shall require a five-sixths vote of those faculty and staff members of Delta chapter who are present.

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 two hundred 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, with two consecutive A's at some time, in courses above the 300 level. 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 disciplines and must show 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. 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.
3. The student must be of good character and possess leadership potential for a socially useful and satisfying career of service.

LAMBDA IOTA TAU

Lambda Iota Tau, an international honor society, encourages and rewards scholastic excellence in the study of literature. Applicants for membership must be literature majors in at least their fifth college semester, with a cumulative grade point average of at least 2.76. They must have taken at least twelve hours of literature courses and have at least a 3.0 grade point average in all literature courses and prerequisites. Applicants are further required to submit a scholarly or critical paper or creative work before consideration for induction. In general, students must provide such evidence of superior scholarship in the study of literature as is satisfactory to the institution, the society, and the Association of College Honor Societies.

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 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, completion of at least ten semester hours 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 a strong physics major. 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 SPS.

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 object 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.



Fisk students completing a group assignment

ACADEMIC REQUIREMENTS 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:

1. The core curriculum—32 semester hours of prescribed, common study in the liberal arts.
2. 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.)

3. 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 are offered to assist students in meeting competency standards in each area. Computer competency is part of the permanent record for each student.
4. 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.

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.

To accompany the major, there are minor fields of study available in computer science, dance, mass communication, and women's 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.

5. 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.
6. Grades of "C" or better in all courses in the major field and in required courses in cognate areas.
7. A cumulative grade point average (GPA) of 2.0 ("C" or better) for all academic work completed at Fisk.
8. 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.
9. 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.
10. Completion of the Proficiency Examination given to students with at least a sophomore classification and the Exit Examination given to students with senior classification.
11. Demonstration of promise of usefulness to the community and observance of appropriate standards of ethical conduct, as determined by the University.
12. 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 bachelor's 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," "WD," "WP," or "WF." 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 Division Director 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 pre-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 Division Director 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 additional measures to demonstrate mastery. The examination will come from the discipline or division 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.

WITHDRAWN GRADES

The grade of "WD" (withdrawn) is given by the Registrar when a student has been enrolled for a course during the first two 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 by the Registrar when a student files a properly approved withdrawal form with the Registrar between the beginning of the mid-semester examination period and 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 by the Registrar 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, except when the instructor has indicated on

the final grade sheet that the student's standing in the course was at an "E" grade level or better at the time of withdrawal.

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 Division Director 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.

APPEALING A GRADE

An awarded grade shall be final. However a change of grades 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 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 was 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 Director of the Division 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 Division Director 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 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	1.00
E	0.00

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," "WD," "WF," or "WP" 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.

Acceptable standards of scholarship for Fisk undergraduates require a minimum cumulative GPA of 2.0 ("C") or better. Satisfactory academic progress toward the required 2.0 GPA and the required 120 semester hours for the bachelor's degree must be maintained throughout the student's career at Fisk. The University recognizes that student performance may be affected by adverse personal circumstances. In some instances, a student may wish to consider a leave of absence or withdrawal from the University with appropriate counsel with their faculty academic advisor.

SATISFACTORY ACADEMIC STANDING

Satisfactory academic progress at Fisk is defined as a record consistent with timely degree completion (i.e., graduation within twelve semesters of full-time study or equivalent). Failure to maintain satisfactory academic progress results in academic probation, loss of eligibility for Federal financial aid and possible dismissal from the University.

WARNING LETTERS

Warning letters are issued each semester from the Office of the Provost to all students whose cumulative grade point average is below "C" level (2.0) and to all full-time undergraduate students who are accumulating credit at a rate less than twelve semester hours per term. The intent of the warning letter is to alert the student

and the student's faculty academic advisor to the need to review the academic progress of the individual student.

ACADEMIC PROBATION

Students are placed on academic probation for a cumulative grade point average below 2.0. Students on academic probation are ineligible for participation in extracurricular activities. When probation is a result of a low GPA, the student is restricted to a twelve-hour course-load during each semester until the GPA reaches a level sufficient to remove the student from probation. Exceptions are made when the student's most recent semester GPA is one full point higher than the student's previous cumulative GPA again, provided that the improvement in semester GPA is achieved while completing twelve or more semester hours of academic credit (or pro-rata equivalent for part-time students). In these instances, however, the cumulative GPA and semester hour totals must be high enough that it remains mathematically possible for the student to complete degree requirements within the time limit (twelve semesters of full-time study or equivalent, plus approved summer study)

ACADEMIC DISMISSAL FROM FISK

Academic dismissal from Fisk is by action of the Committee on Standards and Degrees or the Provost. Students may be considered for dismissal at the end of any academic year if they are already on academic probation and continue to perform at a level too low to show promise of early removal from probation, or if they have received a previous warning letter and have shown subsequent deterioration in performance. Dismissal is not automatic. The committee exercises its discretion and usually resorts to dismissal only when a majority of its members have grave doubt that the student will be able to repair a poor record promptly enough to graduate within the time limit (twelve semesters of full-time study or equivalent).

APPEALS TO THE COMMITTEE ON STANDARDS AND DEGREES

Reconsiderations are sometimes granted when the student submits a written request for a committee review to the Office of 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 Committee on Standards and Degrees or the Provost and notice of the outcome is normally mailed to the student within two weeks following receipt of the appeal. The committee or the Provost 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 mails are not valid reasons for reconsideration.

RECONSIDERATION REQUEST

Students who are unable to meet deadlines for reconsideration requests, due to failure to provide a current address to the Registrar, should expect to forfeit their eligibility for reconsideration from dismissal or from any other obligations of the University that involves notification requiring addresses or phone numbers. Re-admission of dismissed students is not considered until at least one semester 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.

ATTENDANCE

Attendance in class is strictly required by University policy. The specific attendance policy for each course is stated on the course syllabus, which is distributed in each class during the first week of a semester. Failure to comply with the stated attendance policy will jeopardize the grade in the course.

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, of a death in a student's family, or of a similar emergency. In these situations, the Office of the Provost may at its discretion issue memoranda 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 who are the subject of these absence notices sometimes remain 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 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:

- Giving or receiving aid by communication or 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.

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.

CREDIT HOUR REQUIREMENTS FOR SATISFACTORY ACADEMIC STANDING

Years of undergraduate study	FULL-TIME STUDENTS Must attain...		3/4 TIME STUDENTS Must attain...		HALF TIME STUDENTS Must attain...	
	Credit hours	Cumulative GPA	Credit hours	Cumulative GPA	Credit hours	Cumulative GPA
1	22	2.0	16	2.0	12	2.0
1.5	33	2.0	24	2.0	18	2.0
2	44	2.0	34	2.0	24	2.0
2.5	55	2.0	41	2.0	30	2.0
3	66	2.0	48	2.0	36	2.0
3.5	77	2.0	54	2.0	40	2.0
4	88	2.0	61	2.0	46	2.0
4.5	99	2.0	68	2.0	52	2.0
5	110	2.0	74	2.0	58	2.0
5.5	121	2.0	81	2.0	64	2.0
6	132	2.0	88	2.0	70	2.0
6.5			94	2.0	76	2.0
7			101	2.0	82	2.0
7.5			107	2.0	88	2.0
8			114	2.0	94	2.0
8.5			117	2.0	100	2.0
9			120	2.0	106	2.0
9.5					112	2.0
10					118	2.0
10.5					124	2.0
11					130	2.0
11.5					136	2.0
12					140	2.0

NOTE: This table relates to University expectations for students with regard to satisfactory academic standing. It is the chart that is used by the Academic Standards and Degrees Committee to assess students' progress at the end of each semester. Students should only expect a timely graduation if they matriculate and pass courses according to the Timely Graduation Chart below.

TIMELY GRADUATION CHART

Students should expect a timely graduation if they matriculate and pass courses according to the following schedule:

CREDIT HOUR REQUIREMENTS FOR A TIMELY GRADUATION

YEARS OF STUDY	FULL-TIME STUDENTS MUST PASS	3/4 TIME STUDENTS MUST PASS	HALF TIME STUDENTS MUST PASS	REQUIRED CUMULATIVE GPA
	credit hours	credit hours	credit hours	
1	30	24	15	2.0
1.5	45	36	23	2.0
2	60	48	30	2.0
2.5	75	60	38	2.0
3	90	72	45	2.0
3.5	105	84	53	2.0
4	120	96	61	2.0
4.5		108	69	2.0
5		120	77	2.0
5.5			86	2.0
6			94	2.0
6.5			102	2.0
7			110	2.0
7.5			118	2.0
8			126	2.0

Note: 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," "WD," "WP," or "WF." 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.



A history class with Dr. Reavis Mitchell

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 can 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.

This Bulletin provides descriptions of the campus, the traditions, the faculty, the academic programs and regulations, and the courses of study at Fisk University. It is intended primarily for the use of Fisk students and prospective students, as an aid in the planning of their studies.

Fisk assumes no responsibility for students' errors in the planning of 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 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 years or less 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 and changes in accreditation and program approval standards.

ACADEMIC CREDIT

Academic credit at Fisk is given in the form of semester hours. Fifty minute-class time per week for one semester is equivalent to 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.

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 who will provide them with a personal identification number (PIN). The PIN allows the student to enter classes as advised in the Banner system. 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 Library.

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.

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 for the amount of the fee must be presented in the Office of the Registrar at the time the schedule change is filed.

AUDITING COURSES

Auditing courses is permitted when the student files an application and pays the specified audit fee. 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.

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—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 credits 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 FROM FISK

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 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 <http://www.fisk.edu/pdfs/TranscriptRequest.PDF>, or at Fisk's website, 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

1. Confidential information or letters of recommendation placed in a student's file prior to January 1, 1975;
2. Parental confidential financial information;
3. Personal notes or comments of individual faculty members or administrators, maintained separately by faculty or administrators (these are not considered official University records);
4. Files maintained by a University-designated clinician/psychologist/psychiatrist for treatment purposes;
5. 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:

1. Parents or legal guardians of a dependent student, *when authorized*;
2. Appropriate personnel and agents of Fisk University who have legitimate educational interests in seeing student records;
3. Appropriate state and federal agencies who, under the law, are entitled to have access to University records;
4. Accrediting associations in the performance of their accreditation functions;
5. 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:

1. In connection with an application for, or receipt of, financial aid.
2. 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.

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.

WITHDRAWN ADMINISTRATIVELY

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 Vice President of Student Life or the Director of Counseling Services. If the student is incapacitated, the Provost, the Vice President of Student Life 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 Vice President of Student Life forwards the suspension letter, including the effective withdrawal date, to the Office of the Registrar.

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 "T" grades in any courses for which the student may be enrolled even if normal requirements for the "T" grade are not satisfied. Students receiving "T" 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 fees¹ 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.

CONFERRING DEGREES

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. However, there is only one commencement exercise. Only those students who have met all academic requirements and other obligations to the University are permitted to participate in the ceremony. All community members are encouraged to attend and to join in the observance of students' achievements.

¹Except for room and board fees, which are charged on a *pro-rata* basis for whatever portion of the term the student was enrolled.

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 the academic advisor before arriving at a final decision. Once a major is chosen, the student secures a "declaration of major" form from 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.

ELECTED STUDIES MAJOR

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 an appropriate department or faculty academic advisor. The faculty academic advisor refers the proposal to appropriate faculty members, who review it with the student and submit to the Division Director a recommendation for its acceptance, denial, or modification. Once accepted by the Division Director the proposal becomes the basis for a contract between the student and the University, filed in the Office of the Registrar and binding on both student and institution, unless modified by subsequent written agreement.

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. This major may include up to sixty-three semester hours of courses approved as specified above.

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 Dramatics, Speech and Dance offers a minor in mass communication and a minor in dance. These minors may be combined with any of the available majors from any Fisk department. The English Department offers a minor in women's and gender studies while the Mathematics and Computer Science Department offers a minor in computer science available with any academic major other than computer science. The Department of Music offers a minor in Music to majors other than Music majors as well as a minor in Music Business. For clarity and further specific information on these minors, interested students should contact the appropriate Division Directors 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, however, will certify that they have completed the requirements for an additional major.

CAREER CHOICES

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 or the personnel of the Career Services Center. Students are advised to get to know the Career Services staff early in their college years, and not to wait until the senior year to begin exploring career options. The Office of Career Services 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.

ART 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 religion and philosophy, in dramatics and speech, 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 Music Department. The Dramatics and Speech Department has produced graduates in acting, directing, teaching, business, and journalism.

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 Business Administration Department 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 the Owen Graduate School of Management at Vanderbilt University, leading in five years to a Fisk B.S. degree and a Vanderbilt Master of Business Administration degree.

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, the University of Alabama at Birmingham 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 and the Law School Admission Council 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, in order 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. Students who are considering a career in law should promptly consult their 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; but chemistry and psychology 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 which 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.

Medical technology and nursing careers are also open to Fisk students through cooperative programs with Rush University in Chicago and 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 Biology Department 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 of Florida and John Lewis of Georgia.

RESEARCH, SCHOLARSHIP AND TEACHING CAREERS

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 any of a number of arts and sciences disciplines.

COURSES OF STUDY

The semester course schedule is published each term by the Office of the Provost. 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 standing or above. Junior standing or above 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, 2006-2007 is an even year while 2007-2008 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.

UNDERGRADUATE PROGRAMS OF STUDY

The undergraduate program at Fisk has two major components: general education and discipline studies. The University's Core Curriculum is the general education program. Discipline studies are contained in the programs of three academic divisions and the Business Administration Department, which together offer majors in 17 areas. Special programs, minors, and joint programs made possible through cooperative arrangements with other institutions are also available.

CORE CURRICULUM AT FISK

PATRICIA MCCARROLL, COORDINATOR

CORE FACULTY

Jill Clark, Associate Professor of English, Core 110
Karen Y. Collier, Associate Professor of Religious and Philosophical Studies, Core 210
Jessica Cox, Adjunct Lecturer, Core 110
LiFran Fort, Lecturer of Art, Core 220
Phyllis Freeman-Junior, Associate Professor of Biology, Core 230
Bernice Giles, Director Living Learning Centers, Core 110
Erica Gilmore, Adjunct Lecturer in Core 110
William Head, Director of Athletics, Core 100
Frances Henderson, Adjunct Lecturer in Core 110
Alicia Henry, Associate Professor of Art, Core 220
Cathy R. Martin, Associate Professor of Mathematics, Core 130
Matthew A. McCoy, Lecturer in Religious and Philosophical Studies, Core 250, Core 360
Gerard McShepard, Adjunct Lecturer in Core 230
Kenya Newby, Adjunct Lecturer in Core 210
James Quirin, Professor of History, Core 360
Richard Quinn, Adjunct Lecturer in Core 210
Ron Smith, Lecturer of Mathematics, Core 130
Tarik Smith, Director, Disabled Student Services, Core 100
Michael Watson, Associate Professor of Physics, Core 100
Anthony Williams, Associate Professor of Music, Core 220
Linda T. Wynn, Visiting Lecturer in History, Core 140

Mission Statement:

The mission of the Fisk University Core Curriculum is to provide a liberal arts education of the highest quality framed in a multicultural and interdisciplinary learning experience.

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;
- 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. Encourage and create a passion for investigation, exploration, and application of knowledge to the social world and natural environment;
4. Encourage the development of personal values and ethical decision making;
5. Encourage students to synthesize and think beyond disciplinary boundaries;
6. Encourage and promote creativity;
7. Encourage logical application of quantitative and qualitative values;
8. Encourage engagement in political and social issues that impact global and local communities.

Through the Core Curriculum, students will develop as:

1. Imaginative leaders;

2. Creative and critical thinkers;
3. Problem solvers and decision makers;
4. Change agents;
5. Communicators;
6. Global citizens.

The core curriculum is comprised of eight sequenced courses, (32 semester-hours) beginning in the student's first semester and continuing until completion. Students are required to take:

CORE 110	Communication I - African American Heritage
CORE 130	Mathematics
CORE 140	Communication II - African American Heritage
CORE 210	The Varieties of Literature
CORE 220	The Creative Arts
CORE 230	Natural Science
CORE 250	Humanities: Thought and Experience
CORE 360	The World and Its Peoples.

Four of the eight core courses – CORE 110, 140, 210, and 250 – are designated by the faculty as writing-intensive. In these courses, special effort is made to teach written and oral communication skills utilizing the content of the courses. Writing-intensive courses require substantial, formal written work. The instructors devote time to good writing, logic, organization, grammar and the importance of rewriting. Students may be required to do less formal writing, such as journal entries and short essays.

The foundations of public speaking are laid in Core 110 and Core 140, with speaking components in Core 210, Core 250 and other courses throughout the core. Transfer students may be exempted from certain courses in the Core curriculum, depending upon their prior course work. In particular:

CORE 110: Communication I - African American Heritage may be waived for students whose transfer credits include a course in English composition and a course in fundamentals of public speaking.

CORE 130: Mathematics 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 140: Communication II - African American Heritage – The CORE 140 requirement would be waived for students whose transfer credits include a course in English composition and a course in African American history or African American literature. Students who have completed a year of college-level English composition and a course in public speaking, can fulfill the Core 140 requirement by taking History 270.

CORE 210: The Varieties of Literature is not often waived, since few institutions offer coursework equivalent in intent to this Fisk course. Students, whose transfer credits include several courses in different literary genres, and one or more literary courses in the natural or social sciences, may be granted waivers of Fisk's CORE 210.

CORE 220: The Creative Arts – Students who have completed a course in Art or Music Appreciation will be required to take CORE 220 or the appropriate introductory course in Art (207 or 208), Drama (200), or Dance (HFAR 100-A or 100-B).

CORE 230: Natural Science – Students who have completed a course in Biological or Physical Science will be required to take CORE 230 or the appropriate introductory course in Physics (Physics 130, 130L), Biology (101, 101L) or Chemistry (113, 103L).

CORE 250: Humanities: Thought and Experience may be waived for students whose transfer credits include coursework (in one or more college courses) encompassing at least two of the humanities disciplines emphasized in the Fisk course – philosophy, religion, and literature. A single course in philosophy, religion, or literature, however, is not equivalent to Fisk's Core 250, because of the interdisciplinary character of the Fisk course.

CORE 360: The World and Its Peoples 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.

Transfer students who hold the Associate of Arts or equivalent degree from an accredited two-year institution are exempted by vote of the faculty from the entire Fisk core curriculum. This exemption is granted whether or not 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.



The Fisk Memorial Chapel

THE CORE CURRICULUM

CORE CURRICULUM (CORE)

CORE 100, NEW STUDENT ORIENTATION SEMINAR SERIES, 0 credit. A one-semester course required of all entering freshmen students. This course carries no credit; however, students must earn a grade of P (pass) to meet graduation requirements. The goal of this course is to assist students in their transition to Fisk University by addressing such topics as academic rules and regulations, study and test taking skills, financial management, health-related issues, faculty expectations and other topics that are pertinent to student success.

CORE 110, COMMUNICATION I: AFRICAN AMERICAN HERITAGE, 4 credits. Teaches the reading skills that lead to critical thinking, fosters students' abilities in written communication, explores the traditions of African American heritage, and exposes students to the basic fundamentals of public speaking. A writing-intensive course; should be taken in the first semester.

CORE 130, MATHEMATICS, 4 credits. Aims to further the development of students' critical and analytical skills through the study of various mathematical concepts. Topics to be covered include logic, concepts of algebra, equations and inequalities, concepts of functions with a study of their graphs and applications, systems of equations, matrices, and an introduction to probability and statistics. Should be taken in the first year.

CORE 140, COMMUNICATION II: AFRICAN AMERICAN HERITAGE, 4 credits. Develops more fully students' abilities in written communication, explores in more depth the traditions of African American heritage, and enhances students' abilities in oral communication. A writing-intensive course; should be taken in the second semester. Prerequisite: CORE 110.

CORE 210, THE VARIETIES OF LITERATURE, 4 credits. Aims to develop students' skill in the critical study of texts, including the areas of Psychology, Religion, Political Science, History, Dramatics, Philosophy, and other disciplines, in the Humanities, Social Sciences, and Natural Sciences. A writing-intensive course suggested for the second or third year student.

CORE 220, THE CREATIVE ARTS, 4 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 230, 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 130.

CORE 250, HUMANITIES: THOUGHT AND EXPERIENCE, 4 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 110.

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 110, 140, 220, and 250.

DISCIPLINE STUDIES

Academic majors, minors, and the special and joint programs are offered and managed by the Business Administration Department and the Division of Humanities and Fine Arts, the Natural Sciences and Mathematics, and the Social Sciences.

BUSINESS ADMINISTRATION DEPARTMENT

Stafford Cargill, Chair

Imam H. Abbas*
Alfredo Cambronero
Stafford Cargill
Vinita R. Holman
Reynard T. McMillian*
Dennis McNamee*
Madhu Puruchuri*
Nicholas Umontuen

*adjunct and/or part-time faculty

The Business Administration Department 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. Students may also pursue a joint baccalaureate degree and Master of Business Administration (MBA) degree in conjunction with the Owen Graduate School of Management at Vanderbilt University. A concentration is available in Music Business through Belmont University. Exceptional students may also pursue a joint baccalaureate degree and Master of Business Administration. Finally, a joint major in business administration in conjunction with a major from outside the department is another option.

The courses in the Business Administration Department 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 course work, 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.

The Business Administration Department has accreditation from the Association of Collegiate Business Schools and Programs (ACBSP) and the International Assembly for Collegiate Business Education (IACBE). The Department holds memberships in the American Assembly of Collegiate Schools of Business (AACSB) and the Southern Business Administration (SBA). Students enrolled in the Department are eligible for membership in the Society for the Advancement of Management; the National Association of Black Accountants; and Students

in Free Enterprise. Qualified students are inducted into the international honor society in business, Delta Mu Delta.

The mission of the Business Administration Department 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. To achieve the mission, graduates of the Bachelor of Science program in business administration must be able to:

1. Think critically and organize and synthesize complex information
2. Develop effective written and oral communication skills
3. Identify issues and problems to which economic analysis is applicable, and apply the appropriate analytical tools to those issues and problems
4. Understand the accounting process and apply basic accounting principles and techniques to decision making
5. Understand the basic statistical techniques and their appropriate applications
6. Understand the basic concepts and theories of organizational behavior
7. Understand basic marketing concepts and strategies and apply them to decision making
8. Understand the nature of finance and various applications of financial principles and techniques
9. appreciate the ethical issues facing business owners and managers and their responsibilities to society
10. Understand the international aspects of business
11. Participate in experiential learning in a structured business or business-related environment
12. Integrate the principles of the functional areas of business administration with the concentrated area of study
13. Demonstrate the influence that organizational policy has on all phases of business operation
14. Work as a member of a team as well as independently; and
15. Work in and manage a diverse work force.

To develop a leadership perspective, students must be able to:

1. Demonstrate self-confidence and initiative
2. Develop ethical principles that are in keeping with the high standards expected of leaders
3. Understand the integration of general managerial skills into the functional areas of business; and
4. Appreciate the creation and continuation of corporate culture.

Requirements for the business administration major, in addition to the University core and language requirements are as follows:

- Common Professional Component 36 cr.
- Cognate courses 8 cr.
- Concentration 24 cr.

Courses offered in accounting, business administration, economics, finance, and management are open to all Fisk students who have met the prerequisites. Courses offered through Belmont University for the Concentration in Music Business Administration are only available to business majors. The Common Professional Component is required of all business administration majors.

1. The common professional component (36 credits)

ACC 230	Principles of Accounting I	3 cr.
ACC 240	Principles of Accounting II	3 cr.
BAD 110	Business Information Systems	3 cr.
(or CSCI 100)		
BAD 220	Legal and Ethical Environment of Business	4 cr.
BAD 250	Business Communications	3 cr.
BAD 320	Marketing	3 cr.
BAD 399	Internship Seminar	2 cr.
BAD 490	Business Policy	3 cr.

ECON 230	Principles of Microeconomics	3 cr.
ECON 240	Principles of Macroeconomics	3 cr.
FIN 320	Business Finance	3 cr.
MGT 280	Management Principles and Practice	3 cr.
2. Cognate courses (8 credits)		
BAD 260	Applied Statistics	4 cr.
(or (SSCI 280 or NSCI 360))		
BAD 200	Applied Calculus for Business and Economics	4 cr.
(or (MATH 120)*)		

*Applied Calculus is not required (but is still highly recommended) for students concentrating in management and in Music Business.

Areas of Concentration

The Business Administration Department offers five areas of concentration (accounting; financial economics, international business relations, and management).

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 cr.
ACC 310	Intermediate Financial Accounting Theory I	4 cr.
ACC 320	Intermediate Financial Accounting Theory II	4 cr.
ACC 330	Federal Taxation I	4 cr.
ACC 410	Advanced Accounting	4 cr.

plus one of the following:

ACC 350	Accounting Information Systems	4 cr.
ACC 420	Accounting Seminar	4 cr.
ACC 430	Federal Taxation II	4 cr.
ACC 440	Auditing	4 cr.

Minimum total hours required for graduation: 120 cr.

FINANCIAL ECONOMICS CONCENTRATION

The objectives of the financial economics concentration are the same as those for the B.S. 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 cr.)

ECON 330	Managerial Economics	4 cr.
ECON 340	Macroeconomic Analysis	4 cr.
FIN 330	Corporate Financial Management	4 cr.
FIN 370	Investments: Analysis and Management	4 cr.

PLUS

For economics emphasis, two of the following:

ECON 350	International Economics	4 cr.
ECON 370	Introduction to Econometrics	4 cr.
ECON 400	Topics in Economics	4 cr.
ECON 450	Economics of Development	4 cr.
MGT 350	International Business	4 cr.

For finance emphasis, two of the following:

FIN 310	Financial Statement Analysis (or ACC 310)	4 cr.
FIN 350	Financial Markets	4 cr.
FIN 410	International Financial Management	4 cr.
FIN 420	Financial Institutions Management	4 cr.
MGT 350	International Business	4 cr.

Minimum total hours required for graduation: 120 cr.

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. 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 cr.):

SPAN	Conversation and Composition	4 cr.
MGT 350	International Business	4 cr.
ECON 350	International Economics	4 cr.
FIN 410	International Financial Management	4 cr.

Plus two of the following:

SPAN 320	Business Language	4 cr.
PSCI 421	International Law and Organization	4 cr.
	Foreign Language elective	4 cr.
ECON 450	Economics of Development	4 cr.

Minimum total hours required for graduation: 120 cr.

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. 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 cr.)

ECON 330	Managerial Economics	4 cr.
MGT 320	Human Resource Management	4 cr.
MGT 340	Organizational Behavior	4 cr.
MGT 380	Entrepreneurial Development	4 cr.

Plus two of the following:

MGT 350	International Business	4 cr.
MGT 422	Strategic Marketing	4 cr.
MGT 400	Topics in Management	4 cr.
FIN 410	International Financial Management	4 cr.

Minimum total hours required for graduation: 120 cr.

SUGGESTED PROGRAM PLAN FOR BUSINESS ADMINISTRATION MAJORS:

First Year, Fall Semester (15 cr.)

Core 100	New Student Orientation	0 cr.
Core 110	Communication I	4 cr.
MATH 101	College Algebra	4 cr.
	Foreign Language I	4 cr.
BAD 110	Business Information Systems	3 cr.

First Year, Spring Semester (15 cr.)

	Foreign Language II	4 cr.
CORE 140	Communication II	4 cr.
MGT 280	Management: Principles and Practice	3 cr.
BAD 200	Applied Calculus for Business and Economics	4 cr.

Second Year, Fall Semester (17 cr.)

CORE 210	Varieties of Literature	4 cr.
	Foreign Language III	4 cr.
ECON 230	Principles of Microeconomics	3 cr.
ACC 230	Principles of Accounting I	3 cr.
BAD 250	Business Communications	3 cr.

Second Year, Spring Semester (16 cr.)

ACC 240	Principles of Accounting II	3 cr.
BAD 260	Applied Statistics I	4 cr.
BAD 399	Internship Seminar	2 cr.
ECON 240	Principles of Macroeconomics	3 cr.
CORE 220	The Creative Arts	4 cr.

Third Year, Fall Semester (15 cr.)

CORE 230	Natural Science	4 cr.
BAD 220	Legal & Ethical Environment of Business	4 cr.
BAD 320	Marketing	3 cr.
MGT 330	Production	4 cr.

Third Year, Spring Semester (15 cr.)

CORE 250	Humanities: Thought and Experience	4 cr.
FIN 320	Business Finance	3 cr.
	Concentration courses/general electives	8 cr.

Fourth Year, Fall Semester (14-16 cr.)

CORE 360 The World and Its Peoples	4 cr.
Concentration courses/general electives	10-12 cr.

Fourth Year, Spring Semester (13-16 cr.)

BAD 490 Business Policy	3 cr.
Concentration electives/general electives	10-13 cr.
Field examination in Business	0 cr.

Total hours required for graduation: 120-124 cr.

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 will wait until the sophomore year.

Entrance requirements for the cross-registration for the Music Business Concentration includes:

1. A declared major in Business Administration with a concentration in Music Business
2. 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 and Business Departments, as well as a representative from the Provost's Office 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 BS in Business Administration in this Bulletin, the student will take:

The following courses offered at Belmont University (18 semester hours)

MBU 1110	Survey of Music Business	3 cr.
MBU 3450	Music Publishing	3 cr.
MBU 3520	Intellectual Properties	3 cr.
MBU, AET, OR EIS Electives		9 cr.
MBU 4000	Music Business Seminar (each semester)	0 cr.

The following courses offered by the Fisk University Music Department (12 cr.)

MUS 100 and 101	Materials of Music I	8 cr.
	Principal or secondary applied instrument*	2 cr.
MUS 110, 120, 205, 206, 207, or 208,		2cr.
depending on students' interest area.		

Summary Requirement for the BS in Business Administration with a concentration in Music Business:

Common Professional Component	36 cr.
Cognate Courses (BAD 260, MATH 110)	7 cr.
Core Courses (MGT 330 & MGT 380)	8 cr.
Concentration (Belmont Music Business and Fisk Music)	30 cr.
Foreign Language	8-12 cr.
Core (incl. ATH 101 or MATH 110 substitutes for CORE 130)	32 cr.

Total credit hours required

122-125 semester hours

SUGGESTED PROGRAM PLAN FOR THE B. S. DEGREE IN BUSINESS ADMINISTRATION WITH A CONCENTRATION IN MUSIC BUSINESS

First year, Fall semester (16 cr.)

CORE 100	New Student Orientation	0 cr.
CORE 110	Communication I: African- American Heritage	4 cr.
MATH 101	Mathematics	4 cr.
BAD 110	Business Information Systems or equivalent	3 cr.
MFL 101	Foreign language 1	4 cr.
MUS	Principal or Secondary Applied Instrument	1cr.

First year, Spring semester (16 cr.)

CORE 140	Communication II: African- American Heritage	4cr.
MUS 100	Elements of Music	4 cr.
MFL 102	Foreign Language 2	4 cr.
MGT 280	Management Principles and Practice	3 cr.
MUS	Principal or Secondary Applied Instrument	1 cr.

Second year, Fall semester (18 cr.)

CORE 210	The Varieties in Literature	4 cr.
MFL 200	Foreign Language 3	4 cr.
ACC 230	Principles of Accounting	3 cr.
ECON 230	Principles of Microeconomics	3 cr.
MUS 101	Materials in Music Theory	4 cr.

Second year, Spring semester (18 cr.)

CORE 220	The Creative Arts	4 cr.
BAD 260	Applied Statistics	3 cr.
ACC 240	Principles of Accounting 2	3 cr.
ECON 240	Principles of Macroeconomics	3 cr.
BAD 399	Internship Seminar	2 cr.
MBU 1110	Survey of Music Business	3 cr.
MBU 4000	Seminar in Music Business	0 cr.

Third year, Fall semester (16 cr.)

CORE 230	Natural Science	4 cr.
BAD 250	Business Communication	3 cr.
BAD 220	Legal and Ethical Environment	3 cr.
FIN 320	Business Finance	3 cr.
MBU 3450	Music Publishing	3 cr.
MBU 4000	Seminar in Music Business	0 cr.

Third year, Spring semester (17 cr.)

CORE 250	Humanities	4 cr.
MATH 110	Pre-Calculus	4 cr.
BAD 320	Marketing Principles	3 cr.
MGT 330	Production Management	3 cr.
MBU 3520	Intellectual Properties	3 cr.
MBU 4000	Seminar in Music Business	0 cr.

Fourth year, Fall semester (13 cr.)

CORE 360	The World and Its Peoples	4 cr.
MGT 320	Human Resource Management	3 cr.
MBU	AET, OR EIS Electives	3 cr.
MBU	AET, OR EIS Electives	3 cr.
MBU 4000	Seminar in Music Business	0 cr.

Fourth year, Spring semester (11.)

BAD 490	Business Policy	3 cr.
MGT 380	Entrepreneurial Development	3 cr.
MUS	Music 110, 120, 205, 206, 207 or 208	2 cr.
MBU	AET, OR EIS Electives	3 cr.
MBU 4000	Seminar in Music Business	0 cr.

Total hours required for graduation: 121-125

NON-CONCENTRATION OPTION AND JOINT MAJORS

Students may elect a non-concentration option in business administration by taking only those courses in the common professional component and one cognate course. The advantage of this option is that students are able to enroll in more courses from outside the Business Administration Department. These students must complete 120 semester hours of credit to receive the B.S. degree in Business Administration. Students who are interested in a joint major should complete the common professional component but they are not required to take the cognate courses.

JOINT BS/MBA WITH VANDERBILT

Students may petition the chair of the Business Administration Department during the first semester of their junior year to participate in the joint B.S./M.B.A. program with Vanderbilt University (Owen Graduate School of Management). The students must have completed at least one year of calculus and one semester of introductory linear algebra with grades of "B" or better in each course. Students may satisfy the linear algebra requirement by passing an approved upper level business-related course with a grade of "B" or better. Students must complete all the courses in the Fisk University Core Curriculum, foreign languages, and the common professional component (with the exception of Business Policy) before they move to the Owen Graduate School of Management. This joint program is highly competitive. Admission into the program requires a strong GPA and passing the standard admission test (GMAT). The Owen School of Management reserves the right to determine whether or not a recommended student should be accepted into this joint program.

The 3-2 program permits the student to pursue a second degree concurrent with the senior year of studies at Fisk, thus allowing for a substantial reduction in the time required for completion of both degrees. Finally, Fisk University accepts Owen School courses as equivalent to the indicated Fisk courses for students in the joint program. Students must develop a course schedule with their faculty academic advisors.

ACCOUNTING (ACC)

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 continues ACC 230 but emphasizes managerial accounting techniques. Prerequisite: ACC 230.

ACC 300, 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 is the first course 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 is the second course 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. The 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. The 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 applied to branches, consolidations, foreign operations, corporate combinations, fiduciary arrangements, and insurance. Prerequisite: ACC 320.

ACC 420, ACCOUNTING SEMINAR, 4 credits. The topics to be examined in this course shall include, but will not be 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. The study of auditing 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.

BUSINESS ADMINISTRATION (BAD)

BAD 110, BUSINESS INFORMATION SYSTEMS, 3 credits. The 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. The 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. The 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 explains basic business communication principles and how these principles are applied to prepare letters, memoranda, oral and written presentations and reports. Prerequisites: CORE 110 and CORE 140.

BAD 260, APPLIED STATISTICS, 4 credits. The 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. The 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.

ECONOMICS (ECON)

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.

FINANCE (FIN)

FIN 310, FINANCIAL STATEMENT ANALYSIS, 4 credits. The 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. The course reviews the economic foundations of finance, including the time value of money and applications to annuities and the valuation of fixed-income and equity securities. Students are introduced to short-term and long-term techniques of financial management. The course concludes by examining financing policy, capital budgeting techniques, and issues in international financial management. Prerequisites: ACC 240, BAD 260, and ECON 230.

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. The 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. The 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.

MANAGEMENT (MGT)

MGT 280, MANAGEMENT PRINCIPLES AND PRACTICE, 3 credits. The 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. The 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. The 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. The 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. The 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. 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.

DIVISION OF HUMANITIES AND FINE ARTS

PERSEPHONE FELDER-FENTRESS, DIRECTOR

- **ART**
- **DRAMATICS, SPEECH AND DANCE**
- **ENGLISH**
- **MODERN FOREIGN LANGUAGES**
- **MUSIC**
- **RELIGIOUS AND PHILOSOPHICAL STUDIES**

The humanities and fine arts represent a diverse group of disciplines. Some are chiefly creative; 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 and the arts, 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 departments included among the humanities and fine arts at Fisk are Art, English, Dramatics and Speech, Modern Foreign Languages, Music, and Religious and Philosophical Studies. In addition the division

offers courses in African and African American studies, mass communications, gender studies and dance. A minor is possible in Mass Communications, Dance, and in Women's and Gender Studies.

Major fields are available in art or in music education for the Bachelor of Science degree; in dramatics and speech, English, music, religion and philosophy, 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 Humanities and Fine Arts or any other department of the University.

HUMANITIES AND FINE ARTS: DIVISIONAL COURSES

(This section lists Divisional offerings only; see individual department headings for other offerings.)

HUMANITIES AND FINE ARTS (HFAR)

HFAR 100 A and B, MODERN DANCE LEVEL I, 2 credits each semester. Basic skills and knowledge of modern dance forms. Utilization of modern dance as means of expression, which interprets how the body moves, where it is in space, what it can do, and the relationship it presents. Class work consists of floor exercises, combinations of movement to improve flexibility. No prerequisite. Course may be repeated for a maximum of 8 credit hours.

HFAR 110 A and B, BALLET, 2 credits each semester. Basic fundamentals and theory of classical ballet for beginning students. Class-work consists of barre work and center combinations and steps. Movement experience designed to enhance the confidence and skill required for an authoritative and sensitive performance in the full range of the classical ballet and vocabulary. Open to advanced beginning students. Course may be repeated for a maximum of 8 credit hours.

HFAR 200, RESEARCH IN THE HUMANITIES AND FINE ARTS, 2 credits. Provides the student majoring in Humanities and Fine Arts disciplines (and in history) with a knowledge of the sources of research information, the techniques of gathering this information, and the methods of compiling it into a research paper or creative presentation. The course is required for some disciplines and is open to students in other disciplines. Each department determines at what point its majors are eligible to take the course.

HFAR 210/310 ORCHESIS PERFORMING DANCE COMPANY REPERTORY, 2 credits. Experience in choreography and participation as member of concert ensemble. Provides the student who is interested in concert dance performance the opportunity to acquire credit for practical experience in production. Provides performance experience in a major dance work choreographed and guided by a visiting dance artist or by an artist from the Dance Faculty. The work may be a reconstruction of a work from the company's repertory. Dance majors and minors only or by permission of instructor. Admission by audition only. Course may be repeated for a maximum of 8 credit hours. Laboratory Hours Required.

HFAR 220 A and B, MODERN DANCE LEVEL II, 2 credits each semester. Basic fundamentals of modern dance for Level II student. Helps the student extend range and control with increasing demand for sensitive performance of more complex dance sequences. Prerequisite: 100A and B or permission of the instructor. Course may be repeated for a maximum of 8 credit hours.

HFAR 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.

HFAR 230 A and B, AFRICAN DANCE, 2 credits each semester. Course is designed to explore techniques of contemporary dance of African derivation, with the aim of translating these techniques into specific movements. Course may be repeated for a maximum of 8 credit hours.

HFAR 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.

HFAR 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.

HFAR 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.

HFAR 240, PRACTICUM IN MASS COMMUNICATIONS, 1-4 credits. Supervised field experience in broadcast or print 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 program 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.

HFAR 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*.

HFAR 260, DANCE IMPROVISATION, 4 credits. Experiences in the spontaneous use of movement in structures derived from movement concepts, games imagery, and media sources. Designed to help students discover and develop their own movement potential. The student will also experience contact improvisation. The concepts of weight, speed, momentum, and inertia are explored through exercises in tumbling, climbing, leaning, and carrying. These techniques are used as the basis for improvised duets.

HFAR 321, DANCE COMPOSITION SEMINAR, 4 credits. Creative study in selection, structure, and development of movement themes for solo and small group composition. Choreographing a group dance; experience in casting and directing.

HFAR 330 A and B, MODERN DANCE LEVEL III, 2 credits. Full working knowledge of modern dance technique required. Promotes increased technical accuracy, sensitivity, and versatility of performance in a wide range of design, dynamic, and rhythmic qualities. This course aims for a high degree of control of the concepts and skills of modern dance that allow the dancer to gain a perspective on, and meet the demands of, varying professional situations. Prerequisite: HFAR 220 or permission of instructor. Course may be repeated for a maximum of 8 credit hours.

HFAR 402, DANCE CHOREOGRAPHIC SEMINAR, 4 credits. Dance movement and composition in relation to line and space in preparation for concert performance. The study of music suitable for choreographic purposes and the various approaches to the use of music in dance composition. Creative study in dance movement themes for solo and small group composition. Experience in casting and/or directing is required.

HFAR 407, DANCE DIRECTED TEACHING AND MUSIC FOR TEACHERS, 4 credits. Foundations for teaching, laboratory problems, lectures, readings, and discussions. Observation, participation, and teaching in a university environment. Individual and group conferences on professional issues and problems concerning teaching issues. Also, fundamentals of music theory, including notation, rhythm, scales, intervals, and chords.

HFAR 410, INDEPENDENT STUDY: DANCE, 4 credits. A student may pursue the study of a specific aspect of a subject not covered by the other course offerings in dance. This supervised independent study may consist of a research project, or skill development; creative work; or other approved activity in an area of special interest.

ART DEPARTMENT

FACULTY

LiFran Fort
Paul Grigsby*
Alicia Henry, Chair
Ted Jones*
Vando Rogers
Victor Simmons*

*adjunct and part-time faculty

The Department 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, graphic illustration, 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 department'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 primary objectives of the Department of Art are designed so that students who successfully complete the undergraduate major in art will be able to demonstrate an:

1. Understanding of aesthetic expression as a global language;
2. Acquisition of knowledge relative to aesthetic elements as concepts;
3. Understanding of art in a historical context;
4. Technical proficiency in at least four of the seven media that are currently offered;
5. Understanding of the social, business, political, and gender specific dynamics that influence the making and interpreting of art.

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

1. Required major courses (28 cr.)

ART 101	Life Drawing & Composition	4 cr.
ART 111	Elementary Design	4 cr.
ART 201	Methods and Materials of Painting	4 cr.
ART 207 (or 208)	Arts & Ideas	4 cr.
ART301 (or 302)	Sculpture	4 cr.
ART 401	Senior Portfolio I	4 cr.
ART 402	Senior Portfolio II	4 cr.
2. Elective coursework in art--8 hours of additional credits in Art.
3. Cognate courses 12 credits selected from offerings of the Division of Humanities and Fine Arts or any of its departments other than art. (Exception: Candidates for teacher certification may be permitted to substitute education courses as needed.)
4. 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:

1. Required major courses (20 cr.)

ART 101	Life Drawing and Composition	4 cr.
ART 111	Elementary Design	4 cr.
ART 201	Painting	4 cr.
ART 207 (or 208)	Arts and Ideas	4 cr.
ART 401	Senior Portfolio I	4 cr.
2. Elective Course in Art 4 cr.
3. Cognate courses - As defined for the single major 8 cr.

SUGGESTED PROGRAM PLAN FOR ART MAJORS:

First Year, Fall Semester (16 cr.)

CORE 100	New Student Orientation	0 cr.
CORE 110	Communication I	4 cr.
CORE 130	Mathematics	4 cr.
ART 101	Life and Drawing Composition	
	<u>or</u>	
ART 111	Elementary Design	4 cr.
Foreign Language 101		4 cr.

First Year, Spring Semester (16 cr.)

CORE 140	Communication II	4 cr.
Art Elective		4 cr.
ART 102	Life Drawing and Composition II	4 cr.
Foreign Language 102		4 cr.

Second Year, Fall Semester (16 cr.)

CORE 230	Natural Science	4 cr.
CORE 250	Humanities: Thought and Experience	4 cr.
ART 201	Methods and Materials of Painting	4 cr.
Foreign Language 200		4 cr.

Second Year, Spring Semester (16 cr.)

CORE 210	Varieties of Literature	4 cr.
CORE 220	The Creative Arts	4 cr.
Cognate Elective - HFAR		4 cr.
ART 208	Arts and Ideas	4 cr.

Third Year, Fall Semester (16 cr.)

CORE 360	The World and Its Peoples	4 cr.
ART 302	Sculpture	4 cr.
Cognate Elective - HFAR		4 cr.
General Elective		4 cr.

Third Year, Spring Semester (16 cr.)

ART Elective		4 cr.
Cognate Elective - HFAR		4 cr.
General Electives		8 cr.

Fourth Year, Fall Semester (16 cr.)

ART 401	Senior Portfolio I	4 cr.
General Electives		12 cr.

Fourth Year, Spring Semester (16 cr.)

ART 402	Senior Portfolio II	4 cr.
General Electives		12 cr.

Total hours required for graduation: 120 cr.

ART

ART 101, LIFE DRAWING AND COMPOSITION, 4 credits. 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. 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. 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. 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. Preparation and use of materials necessary for painting in aqua and acrylic media. 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 II, 4 credits. Preparation and use of materials necessary for painting in oil and encaustic media. Overview and comparative study of non-Western painters and their approaches to pictorial development. Textbook required.

ART 207, ARTS AND IDEAS I, 4 credits. 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. 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. 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. 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. 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. 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. 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. Studio approach as an introduction to intaglio printmaking techniques such as line etching, aquatint, and drypoint. Along with compositional elements, spatial and textural elements are studied. Textbook required.

ART 250, WOMEN AND THE ARTS, 4 credits. Intended 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. 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. A lecture course 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. 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. 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. 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 each semester. 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.

DRAMATICS, SPEECH AND DANCE DEPARTMENT

FACULTY

Persephone Felder-Fentress
Peter A. Fields, Jr., Chair
Jacqueline W. Mitchell*

*adjunct and part-time faculty

Courses in the dramatics, speech and dance program are designed to cultivate an appreciation of the theater through a study of its history, performing styles, and literature; to acquaint the student with dynamics of human communication; and to provide opportunities for practical experience through which students may evaluate and adjust their behavior in a variety of communicative situations. Through a well-planned program, the department aims to develop among its students a broad understanding of the basic principles and values in the performing and speaking arts. The program functions as a professional training ground within the educational framework of the University. In keeping with Fisk's aims and discipline standards, the purpose of the department is two-fold, addressing both liberal arts education and technical proficiency. The academic program is structured for students who wish to pursue graduate study in the fields of communication, dance, or theater, and for those who wish to include courses in speech and drama and dance as part of a well-rounded program of education in the liberal arts.

In addition to its work in the performing and speaking arts, the department offers a minor program in dance and mass communication. Coursework in both of these areas is available for general elective credit. The department will also assist students in planning an elected studies major that incorporates a particular combination of the coursework offered by the department.

The goals of the department are to provide:

1. Students with an understanding of the theoretical principles of the performing and speaking arts;
2. Students with an understanding of the technical principles of the performing and speaking arts;
3. Students with an understanding of the application of the work experiences and operations of the performing and speaking arts;
4. Assist students in understanding the responsibility to the economic system and the political and social environment of the performing and speaking arts;
5. Experience that will enable them to develop interpersonal skills necessary for proper functioning in a variety of societal settings.

Students who complete the major in dramatics, speech and dance will:

1. Be prepared to pursue graduate study in the fields of communication, speech, dance, and theater
2. Be prepared to pursue a variety of performance, production, or teaching careers; and
3. Demonstrate insight into the common understandings of a liberal arts and performing arts education, supported by skills and ability to use general and specialized knowledge competently.

The program in the department seeks to expand the student's awareness of the performing and speaking arts. The curriculum has been designed to provide professional artistic training of the highest caliber, supported by a strong base of liberal arts studies. Continual assessment of the technical command of the performing instrument is intrinsic to the development of a performing artist. Therefore, curricular experiences within the department exhibit a close relationship between theory and practice. The skills of students who major in the department are enhanced by on-the-job experiences provided by the Internship Program in the Mass Communications curriculum. Upon graduation, students are prepared to enter the world of work equipped with tools necessary to perform efficiently and effectively, with the motivation for the attainment of professional training, self-development, and successful careers in the areas of performing and speaking arts.

Requirements for the Dramatics, Speech and Dance major, in addition to the University requirements outlined in this Bulletin, are 54 to 68 credits, constituted as follows:

Basic Department Requirements "BDR"	16 cr.
Major Concentration Requirements "MCR"	20-36 cr.
Cognates Courses	18 cr.

Excellent health and ability to participate in physical exercise are desirable.

1. Basic Department Requirements "BDR's" 16 credit hours

DRAM 200	Elements of Dance, Communication and Theater	4 cr.
DRAM 211	Theory & Practice in Dance, Communication and Theater Production I	2 cr.
DRAM 212	Theory and Practice in Dance, Communication and Theater Production II	2cr.
DRAM 400	Performance Studio	4 cr.
DRAM 420	Senior Project	4 cr.

2. Major Concentration Requirements "MCR's"

Students should consult with their assigned departmental faculty academic advisors to structure an academic program that will provide a broad understanding of the basic principles and values in the performing and speaking arts.

Required Courses for Theater Concentration–20-36 credit hours.

Theater Technique Courses:

DRAM 111	Acting I (Part I)	2 cr.
DRAM 112	Acting I (Part II)	2 cr.
DRAM 213	Acting II (Part I)	4 cr.
DRAM 214	Acting II (Part II)	4 cr.

Theater Lecture Courses:

DRAM 300	Theater Movement/Combat	4cr
	or	
DRAM 320	Play Directing	4 cr.
DRAM 385	Theater and Dance History	4 cr.
DRAM 386	African American Theater	4 cr.
	or	
DRAM 410	Drama Seminar	4 cr.

Theater Performance Courses:

DRAM 210/310	Stagecrafters Acting Ensemble	2 cr. each
HFAR 210/310	Orchesis Performing Dance Company	2 cr. each

Performance courses may be repeated for a maximum of 8 credit hours each.

HFAR 240	Practicum in Mass Communication Internships	1 to 4 cr.
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A maximum of five internships may be taken.

Required courses for Communication Concentration – 20-36 credits

Communication Technique Courses:

SPCH 100	Voice and Articulation	4 cr.
SPCH 220	Rhetoric and Public Address	4 cr.
SPCH 310	Radio/Television	4 cr.
	Production and Directing	4 cr.

Communication Lecture Courses:

SPCH 290	African American Speeches	4 cr.
SPCH 320	Speech for Radio and Television	4 cr.
SPCH 340	Business and Professional Speaking	4 cr.
SPCH 400	Multicultural Communication	4 cr.

Communication Performance Courses:

HFAR 240	Practicum in Mass Communication Internships	1-4 cr.
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A maximum of five internships may be taken.

DRAM 210/310	Stagecrafters Acting Ensemble	2 cr. each
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HFAR 210/310	Orchesis: Performing Dance Company	2 cr. each
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Performance Courses may be repeated for a maximum of 8 credit hours each.

C. Required Courses for Dance Concentration – 20-36 cr.

Dance Technique Courses:

HFAR 100A&B Modern Dance Level I	2 cr. each semester
HFAR 110A&B Ballet	2 cr. each semester
HFAR 220A&B Modern Dance Level II	2 cr. each semester
HFAR 230A&B African Dance	2 cr. each semester
HFAR 330A&B Modern Dance Level III	2 cr. each semester

Dance Courses may be repeated for a maximum of 8 credit hours each.

Dance Lecture Courses:

HFAR260	Dance Improvisation	4 cr.
HFAR 321	Dance Composition Seminar	4 cr.
DRAM 385	Theater and Dance History	4 cr.

All Dance Majors are required to take Drama 385 to meet their Dance Concentration requirements.

HFAR 402	Dance Choreographic Seminar	4 cr.
HFAR 407	Dance Directed Teaching and Music for Teachers	4 cr.

Dance Performance Courses:

HFAR 210/310 Orchesis Performing Dance Company	2 cr. each
DRAM 210/310 Stagecrafters Acting Ensemble	2 cr. each

Performance Courses may be repeated for a maximum of 8 credit hours each.

HFAR 240	Practicum in Mass Communication Internships	1-4 cr.
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A maximum of five internships may be taken.

3. Required Cognates 18 credits

Students should consult with their assigned departmental faculty academic advisor for specific cognates as well as their choice of general electives.

Students may pursue a joint major, combining the major in dramatics, speech and dance with another discipline. The joint major in dramatics, speech and dance requires successful completion of 24 credits in dramatics and speech, plus a total of 12 credits in cognate courses, to be determined in consultation with the other discipline. Dramatics, speech and dance requirements are listed below.

Required courses in dramatics, speech and dance

DRAM 111 & 112	Acting I	2 cr.
DRAM 211	Theory and Practice in Dance, Communication, and Theater Production I	2 cr.
DRAM 212	Theory and Practice in Dance, Communication, and Theater Production II	2 cr.
DRAM 385	Theater and Dance History	4 cr.
DRAM 420	Senior Project	4 cr.
SPCH 100,	Voice and Articulation	4 cr.
SPCH 220	Rhetoric and Public Address	4 cr.

Suggested cognates:

HFAR 100A&B HFAR 240

SUGGESTED PROGRAM PLAN FOR DRAMATICS, SPEECH AND DANCE MAJORS -THEATER CONCENTRATION

First Year, Fall Semester (16 cr.)

CORE 100	New Student Orientation	0 cr.
CORE 110	Communication I	4 cr.
CORE 130	Mathematics	4 cr.
DRAM 111	Acting I	2 cr.
DRAM 211	Theory/Practicum in Dance	2 cr.
Foreign Language 101		4 cr.

First Year, Spring Semester (16 cr.)

CORE 140	Communication II	4 cr.
DRAM 112	Acting I (Part 2)	2 cr.
DRAM 212	Theory/Practicum in Dance II	2 cr.
Foreign Language 102		4 cr.
Dramatics/Speech requirement		4 cr.

Second Year, Fall Semester (18 cr.)

CORE 210	The Varieties of Literature	4 cr.
CORE 230	Natural Science	4 cr.
DRAM 213	Acting II	2 cr.
Foreign Language 200		4 cr.
Dramatics/speech requirement		4 cr.

Second Year, Spring Semester (18 cr.)

CORE 250	Humanities: Thought and Experience	4 cr.
DRAM 200	Elements of Dance, Communications and Theater	4 cr.
DRAM 214	Acting II (Part 2)	2 cr.
Dramatics/speech requirement		4 cr.
General electives or cognate courses		4 cr.

Third Year, Fall Semester (18 cr.)

CORE 220	Creative Arts	4 cr.
DRAM 385	Theater and Dance History	4 cr.
DRAM 400	Performance Studies	4 cr.
DRAM 320	Play Directing	4 cr.
General elective or cognate course		2 cr.

Third Year, Spring Semester (18 cr.)

CORE 360	The World and Its Peoples	4 cr.
DRAM 386	African American Theater	4 cr.
General electives or cognate courses		10 cr.

Fourth Year, Fall Semester (12 cr.)

DRAM 420	Senior Project	4 cr.
General electives or cognate courses		8 cr.

Fourth Year, Spring Semester (12 cr.)

General electives or cognate courses		12 cr.
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Total hours required for graduation: 120 cr.

*Note: Consultation with department faculty is important for all majors, so that the suggested program plan may be tailored to the student's particular needs and interests.

SUGGESTED PROGRAM PLAN FOR DRAMATICS, SPEECH AND DANCE MAJORS - DANCE CONCENTRATION

First Year, Fall Semester (18 cr.)

CORE 100	New Student Orientation	0 cr.
CORE 110	Communication I: African Heritage	4 cr.

CORE 130	Mathematics	4 cr.
DRAM 200	Elements of Dance, Communications and Theater	4 cr.
HFAR 100A	Modern Dance, Level I	2 cr.
Foreign Language	101	4 cr.
<u>First Year, Spring Semester (18 cr.)</u>		
CORE 140	Communication II: African American Heritage	4 cr.
CORE 210	the Varieties of Literature	4 cr.
Foreign Language		4 cr.
HFAR 100B	Modern Dance Level I	2 cr.
HFAR 260	Dance Improvisation	4 cr.
<u>Second Year, Fall Semester (18 cr.)</u>		
CORE 220	Creative Arts	4 cr.
DRAM 211	Theory and Practice in Dance, Communication and Theater Production I	2 cr.
Foreign Language		4 cr.
HFAR 220A	Modern Dance Level II	2 cr.
HFAR 110 A	Ballet	2 cr.
HFAR 210	Orchesis Performing Dance Company Repertory	2 cr.
General elective or cognate course		2 cr.
<u>Second Year, Spring Semester (18 cr.)</u>		
CORE 230	Natural Science	4 cr.
DRAM 212	Theory and Practice in Dance, Communication and Theater Production II	2 cr.
HFAR 220B	Modern Dance Level II	2 cr.
HFAR 110B	Ballet	2 cr.
HFAR 310	Orchesis Performing Dance Company Repertory	2 cr.
General electives or cognate courses		6 cr.
<u>Third Year, Fall Semester (18 cr.)</u>		
CORE 250	Humanities: Thought and Experience	4 cr.
HFAR 330A	Modern Dance Level III	2 cr.
DRAM 385	Theater and Dance History	4 cr.
HFAR 321	Dance Composition Seminar	4 cr.
General elective or cognate course		4 cr.
<u>Third Year, Spring Semester (18 cr.)</u>		
CORE 360	The World and Its Peoples	4 cr.
HFAR 330B	Modern Dance Level III	2 cr.
HFAR 402	Dance Choreographic Seminar	4 cr.
General electives or cognate courses		8 cr.
<u>Fourth Year, Fall Semester (16 cr.)</u>		
DRAM 420	Senior Project	4 cr.
HFAR 407	Dance Directed Teaching and Music for Teachers	4 cr.
General electives or cognate courses		8 cr.
<u>Fourth Year, Spring Semester (16 cr.)</u>		
DRAM 400	Performance Studio	4 cr.
General electives or cognate courses		12 cr.

Total hours required for graduation: 120 cr.

*Note: Consultation with department faculty is important for all majors, so that the suggested program plan may be tailored to the student's particular needs and interests.

SUGGESTED PROGRAM PLAN FOR DRAMATICS, SPEECH AND DANCE MAJORS: COMMUNICATION CONCENTRATION

First Year, Fall Semester (18 cr.)

CORE 100	New Student Orientation	0 cr.
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CORE 110	Communication I: African Heritage	4 cr.
CORE 130	Mathematics	4 cr.
DRAM 200	Elements of Dance, Communications and Theater	4 cr.
Foreign language	101	4 cr.
General elective		2 cr.
<u>First Year, Spring Semester (18 cr.)</u>		
CORE 140	Communication II: African American Heritage	4 cr.
CORE 210	The Varieties of Literature	4 cr.
Foreign Language	102	4 cr.
SPCH 100	Voice and Articulation	4 cr.
General elective		2 cr.
<u>Second Year, Fall Semester (18 cr.)</u>		
CORE 220	Creative Arts 4 cr.	4 cr.
DRAM 211	Theory and Practice in Dance, Communication and Theater Production I	2 cr.
Foreign Language		4 cr.
SPCH 220	Rhetoric and Public Address	4 cr.
General elective or cognate courses		4 cr.
<u>Second Year, Spring Semester (18 cr.)</u>		
CORE 230	Natural Science	4 cr.
DRAM 212	Theory and Practice in Dance, Communication and Theater Production II	2 cr.
SPCH 290	African American Speeches	4 cr.
SPCH 310	Radio/Television Production and Directing	4 cr.
General electives or cognate courses		4 cr.
<u>Third Year, Fall Semester (18 cr.)</u>		
CORE 250	Humanities: Thought and Experience	4 cr.
SPCH 320	Speech for Radio and Television	4 cr.
General elective or cognate course		8 cr.
HFAR 240	Practicum in Mass Communications	1-4 cr.
<u>Third Year, Spring Semester (18- cr.)</u>		
CORE 360	The World and Its Peoples	4 cr.
SPCH 340	Business and Professional Speaking	4 cr.
Cognate courses		10 cr.
HFAR 240	Practicum in Mass Communications	1-4 cr.
<u>Fourth Year, Fall Semester (16 cr.)</u>		
DRAM 420	Senior Project	4 cr.
SPCH 400	Multicultural Communication	4 cr.
Cognate courses		8 cr.
<u>Fourth Year, Spring Semester (14 cr.)</u>		
DRAM 400	Performance Studio	4 cr.
Cognate courses		10 cr.

Total hours required for graduation: 120 cr.

*Note: Consultation with department faculty is important for all majors, so that the suggested program plan may be tailored to the student's particular needs and interests.

Minors

DANCE

The minor in dance is administered by the Division of Humanities and Fine Arts within the Dramatics, Speech and Dance Department. Information about the minor program is available from both offices. Students in any major field may minor in dance, with the approval of their faculty academic advisors and the coordinator of the Dance program.

Requirements for the dance minor include a 25-28 hour sequence of courses, encompassing a common body of courses related to dance technique, or, if desired, a group of courses constituting an emphasis in performance, choreography/ composition, or teaching. The specific sequence of courses will be designed by the student's advisor in the Dramatics, Speech and Dance Department. To minor in dance, the student must:

1. Complete all requirements for one of the major fields described in the Bulletin; and
2. Complete any one of the following sequences of courses in addition to work required for the major.

A. **PERFORMANCE TRACK**

The Performance Track sequence prepares the student professionally within the rigorous demands of concentrated rehearsals and numerous performing experiences. Two groups of courses must be taken, as shown below.

<u>Dance Technique</u>	<u>Performance</u>
HFAR 100A&B	DRAM 211
<u>Dance Technique</u>	<u>Performance</u>
HFAR 110A&B	HFAR 260
HFAR 210/310	HFAR 321
HFAR 220A&B	HFAR 402
HFAR 230A&B	HFAR 410

B. **CHOREOGRAPHY/COMPOSITION TRACK**

Choreography/Composition Track sequence enables the student to create works for concerts or workshops. This program of study is distributed among two groups of courses, as follows.

<u>Dance Technique</u>	<u>Choreography/Composition</u>
HFAR 100A&B	MUS 100
HFAR 110A&B	MUS 101
HFAR 220A&B	DRAM 211
HFAR 230A&B	HFAR 321
HFAR 330A&B	HFAR 402
	HFAR 410

C. **TEACHING METHODS TRACK**

The Teaching Methods Track sequence prepares the student to teach dance at all academic levels. This program of study is distributed among two groups of courses, as follows.

<u>Dance Technique</u>	<u>Teaching</u>
HFAR 100A&B	DRAM 211
HFAR 110A&B	DRAM 212
HFAR 220A&B	HFAR 260
HFAR 230A&B	HFAR 321
HFAR 240	HFAR 402
HFAR 330A&B	HFAR 407
	HFAR 410

MINOR IN MASS COMMUNICATION

The minor in mass communication is administered by the Division of Humanities and Fine Arts within the Dramatics, Speech and Dance Department. Information about the minor program is available from both offices. Students in any major field may minor in mass communication with the approval of their faculty academic advisors and the coordinator of the Mass Communication program.

Requirements for the mass communication minor include an 18 to 21-hour sequence of courses encompassing a common body of material bearing on all areas of mass communications or, if desired, a group of courses

constituting an emphasis area in either broadcast or print media. The specific sequence of courses will be designed by the student's faculty academic advisor in the Dramatics, Speech and Dance Department. To minor in Mass Communication, the student must

1. Complete all requirements for one of the major fields described in the Bulletin; and
2. Complete any one of the following sequences of courses in addition to work required for the major.

THE BROADCAST MEDIA TRACK

Students who choose this emphasis must take the following courses:

SPCH 100	HFAR 240
SPCH 290	SPCH 310
SPCH 320	SPCH 340 or 400

JOURNALISM/PRINT MEDIA TRACK

Students who choose this emphasis must take the following courses:

HFAR 235	HFAR 237
HFAR 238	HFAR 242
HFAR 240	SPCH 100 or 220 or 290

In addition, upon approval of the program coordinator, students minoring in either emphasis must select two elective courses pertaining to his/her chosen area of emphasis within the mass communications field, to complete the 18-21 credit minor requirements.

DRAMATICS (DRAM)

DRAM 111, ACTING I, (part 1), 2 credits. Basic acting techniques, with emphasis on stage improvement and voice, and principles and theories of sensory, imaginative, emotional, and pantomimic responsiveness. An examination of the fundamentals of acting and of the knowledge and skill required in order to create characters.

DRAM 112, ACTING I (Part 2), 2 credits. Continuation of DRAM 111. Prerequisite: DRAM 111 or permission of instructor.

DRAM 200, ELEMENTS OF DANCE, COMMUNICATIONS, AND THEATER, 4 credits. An introductory course in dance, communication, and theater. Historical development of dance, communication, and theater from the earliest beginnings to the present. Each component is designed to develop authoritative and sensitive characters within its area. This course also promotes technical accuracy and versatility within each component to prepare the student for professional experiences in dance, communication, and theater. Laboratory Hours Required.

DRAM 210: STAGECRAFTERS, 2 credits each. Provides the student who is interested in the performance aspect of production to receive credit for practical experience. If the experience takes place off campus, arrangements for credit must be made through the Department Chair. The student who is interested in technical theater also receives the opportunity to acquire credit for practical experience in production. Laboratory Hours Required. Course may be repeated for a maximum of 8 credit hours.

DRAMA 211, THEORY AND PRACTICE IN DANCE, COMMUNICATION, AND THEATER PRODUCTION I, 2 credits. The art, theory, and practice of all phases of dance production, communication presentations, and theater production. The student receives practical experience in scenery construction, costume execution, make-up, and lighting in the theater workshop and through participation in Orchesis and Stagecrafters productions. Participation takes place in a performance environment. Sound, light, and performance spaces are explored as a means of environmental image making in relationship to dance, communication, and theater. Laboratory Hours Required.

DRAM 212, THEORY AND PRACTICE IN DANCE, COMMUNICATION AND THEATER PRODUCTION II, 2 credits. Continuation of Production I Prerequisite: DRAM 211 or permission of instructor. Laboratory Hours Required

DRAM 213, ACTING II, 4 credits. Continuation of Acting I, with emphasis on scene study. Majors or Minors Only. Prerequisites: DRAMA 111, 112, or permission of instructor.

DRAM 214, ACTING II (Part 2), 4 credits. Continuation of Acting II. Prerequisites: DRAM 111, 112, 213, or permission of instructor.

DRAM 300, THEATER MOVEMENT/COMBAT, 4 credits. A study of basic techniques of movement for theater dance. Basics of theatrical violence and fighting style with emphasis on integration of technical skills and characterization. Prerequisites: HFAR 100A&B, or 110A&B, or 220A&B.

DRAM 310: STAGECRAFTERS, 2 credits each. Enables the student who is interested in the performance aspect of production to receive credit for practical experience. If the experience takes place off campus, arrangements for credit must be made through the Department Chair. The student who is interested in technical theater also receives the opportunity to acquire credit for practical experience in production. Laboratory Hours Required. Course may be repeated for a maximum of 8 credit hours.

DRAM 320, PLAY DIRECTING, 4 credits. Techniques of play analysis, interpretation, movement and composition, and their interpretation on the stage. Each student directs a one-act play or equivalent. Prerequisites: DRAM 211 and 212, or permission of instructor.

DRAM 385, THEATER AND DANCE HISTORY, 4 credits. A survey of the history of theater and dance performance from earliest times to the present. Assists the student in understanding and appreciating the role of the theater and dance in contemporary life. Includes study of dramatic literature from different periods, physical theater, conventions, and principal contributors from the time of the Greeks to the present. Exploration and understanding of the roots, progressions, and interrelationships of the historical and cultural aspects of dance are considered essential for achieving a perspective of dance of the present and the future. The course is designed to develop the student's ability to observe, evaluate, understand, appreciate, and identify a wide range of dance elements. Particular emphasis on basic concepts and definitions of dance as communication, theater, art, and education.

DRAM 386, AFRICAN AMERICAN THEATER, 4 credits. A study of the history and development of the theater of African Americans in the USA from its beginning to the present. Emphasis is placed on plays and playwrights representative of periods, trends, styles, and conventions reflective of the Black Experience in America. Reading and writing intensive.

DRAM 400, PERFORMANCE STUDIO, 4 credits. Opportunity for advanced experience in synthesizing the acting process, for majors and minors only. Intensive look at various acting styles emphasizing the importance of specificity and detail. Focus on extending the actor's range and use of strategy for characterization. Prerequisites: HFAR 100A&B, SPCH 100, DRAM 211 and 212, Drama 111 and 112, or permission of instructor.

DRAM 410, DRAMA SEMINAR, 4 credits. Examines areas not generally covered in other drama courses, and provides advanced instruction in areas of student interest. Topics vary, but may include playwriting, children's theater, theater criticism, black female playwrights, advanced production, and directing.

DRAM 420, SENIOR PROJECT, 4 credits. (Research in Communication, Dance, and Theater). A major creative work is produced by the senior major. Development and writing of a formal research paper for submission to the department in the specified bound format. Supervision by a departmental committee and at least one other Fisk faculty member from outside dramatics, speech and dance. Artistic Portfolio, Senior Project Performance/Presentation, Oral defense and Final Senior Project Theses Report/Bound Copy (3 copies) required. Successful completion is required for graduation. Pre-requisites: DRAM 200, DRAM 211, DRAM 212, and DRAM 400, or permission of instructor

DRAM 430, INDEPENDENT STUDY/THEATER, 4 credits. A student may pursue the study of a specific aspect of a subject not covered by the normal course offerings of the department. The supervised independent study may consist of a research project or skill development, a creative work, or other defined work in an area of special interest.

SPEECH (SPCH)

SPCH 100, VOICE AND ARTICULATION, 4 credits. A basic course in speech science, dealing with the physics of sounds and physiology of speech, with the aim of developing the personal skills of each student. Special attention is given to the disorders of articulation and voice and the treatment of these disorders. Prerequisite: Core 110 or an equivalent introductory speech course, or may be taken concurrently with Core 110.

SPCH 220, RHETORIC AND PUBLIC ADDRESS, 4 credits. Examination of concepts from rhetorical theory and communication theory, presented with the aim of developing a critical evaluation of public discourse and some forms of mass media in a democratic society. Students analyze selected examples of persuasive messages in their own rhetoric and in other examples of public rhetoric. Special attention is given to developing awareness of persuasion, propaganda techniques, and attempts by speakers to form public opinions. Prerequisite: Core 110, SPCH 100 or an equivalent introductory speech course.

SPCH 290, AFRICAN AMERICAN SPEECHES, 4 credits. This course is a Speech Communication Seminar. It is designed to explore the themes, content, language, rhetorical situations, and delivery patterns of African American sample speeches to determine and/or identify the style(s) of speeches that is/are characteristic of the African American experience or culture. Elements of public speaking will be reviewed and used as tools of analysis. Students will analyze sample speeches, as well as prepare and present an original speech. Prerequisite: Core 110 or equivalent introductory speech course.

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SPCH 310, RADIO/TELEVISION PRODUCTION AND DIRECTING, 4 credits. Study of programming, control room and studio procedures, and the operation of audio and video equipment. Students receive practical experience in producing and directing various types of programs.

SPCH 320, SPEECH FOR RADIO AND TELEVISION, 4 credits. Examination and application of basic announcing techniques for radio and television, with emphasis on newscasting, continuity writing, and analysis of various program formats. Special attention will be given to the principles and practices of broadcast writing.

SPCH 340, BUSINESS AND PROFESSIONAL SPEAKING, 4 credits. This is an advanced public speaking course in which students will prepare and present informative and persuasive speeches related to business and organizational topics. Principles of public speaking will be applied. Prerequisite: Core 110 or an equivalent introductory speech course.

SPCH 400, MULTICULTURAL COMMUNICATIONS, 4 credits. Comparison and analysis of the verbal and nonverbal communication patterns, used by representatives of different ethnic groups and other cultures, that facilitate and/or prevent understanding among different cultures.

SPCH 410, INDEPENDENT STUDY: COMMUNICATION, 4 credits. A student may pursue the study of a specific aspect of a subject not covered by other Speech courses. This supervised independent study may consist of research, project or skill development, creative work, or other approved activity in an area of special interest.

ENGLISH DEPARTMENT

FACULTY

JoNina Abron*
Lean'tin Bracks (Medical leave)
Jill Clark, **Chair**
L. M. Collins**

Adenike Davidson
Frank Dobson
David Popkin (Sabbatical Leave, 2008-2009)

* Adjunct Professor
** Professor Emeritus

The program in English has three main goals. For the student who chooses to major in English, the Department seeks to offer the knowledge and skill 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 Department seeks to provide opportunities for the intellectual and imaginative development afforded by the study of language and literature. The Department also seeks to preserve and promote the study of the literary heritage of African Americans.

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

1. Identify major writers in the history of English and American literature;
2. Recognize the African American literary tradition;
3. Understand the skills and strategies for interpreting literature;
4. Write effectively;
5. Understand the relationship of literature with other humanities disciplines; and
6. 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:

1. Required major courses-24 credits, as follows:

ENG 220	Survey of American Literature
ENG 330	Survey of British Literature
ENG 265	Shakespeare

Plus one of the following three courses:

ENG 222	American Literature--Figure
ENG 224	American Literature--Period
ENG 226	American Literature--Genre

Plus one of the following three courses:

ENG 332	British Literature--Figure
ENG 334	British Literature--Period
ENG 336	British Literature--Genre

Plus one of the following two courses:

ENG 275	African American Literature
ENG 276	The Harlem Renaissance

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

OR

ENG 150, Writers' Workshop, may be taken twice as an elective for those wishing an emphasis in creative writing. English majors taking Writers' Workshop twice can substitute one of the Writer's Workshop courses for one of the two courses that are required from the following: ENG 222, ENG 224, ENG 226, ENG 332, ENG 334, ENG 336.

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 by the Humanities and Fine Arts division: 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 English elective credits required. They need not accumulate, however, toward the 36 credits in English 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 (16 cr.)

CORE 100	New Student Orientation	0 cr.
CORE 110	Communication I	4 cr.
CORE 130	Mathematics	4 cr.
FREN or SPAN 101	Elem. French or Spanish I	4 cr.
General elective		4 cr.

First Year, Spring Semester (16 cr.)

CORE 140	Communication II	4 cr.
FREN or SPAN 102	Elem. French or Spanish II	4 cr.
General electives		8 cr.

Second Year, Fall Semester (16 cr.)

ENG 220	Survey of American Literature	4 cr.
CORE 210 or CORE 250	The Varieties of Literature or Humanities	4 cr.
FREN or SPAN 200	Intermediate French or Spanish	4 cr.
General elective		4 cr.

Second Year, Spring Semester (16 cr.)

ENG 222, 224, or 226	American Literature—Figure, Period, or Genre	4 cr.
CORE 230 or CORE 220	Natural Science or The Creative Arts	4 cr.
CORE 210 or CORE 250	The Varieties of Literature or Humanities	4 cr.
General elective		4 cr.

Third Year, Fall Semester (16 cr.)

ENG 265	Shakespeare	4 cr.
ENG 275	African American Literature (or elective in English)	4 cr.
ENG 330	Survey of British Literature	4 cr.
CORE 220 or CORE 230	The Creative Arts or Natural Science	4 cr.

Third Year, Spring Semester (16 cr.)

ENG 276	The Harlem Renaissance (or elective in English)	4 cr.
CORE 360	The World and Its Peoples	4 cr.
ENG 332, 334, or	British Literature—Figure Period, or	4 cr.

336	Genre	
General elective		4 cr.
<u>Fourth Year, Fall Semester (12 cr.)</u>		
ENG 480		4cr.
Combination of English electives (as needed) and general electives		8cr.
<u>Fourth Year, Spring Semester (12 cr.)</u>		
Combination of English electives (as needed) and general electives		12 cr.

Total hours required for graduation: 120 cr.

ENGLISH (ENG)

ENG 146, ADVANCED COMPOSITION, 4 credits. 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. Exploration of 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. A historical survey of the main currents in American literature from the pre-colonial period to the present. 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-FIGURE, 4 credits. 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-PERIOD, 4 credits. 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-GENRE, 4 credits. An opportunity to explore an American literary genre in depth. Genres could be as general as "The American Novel" or "American Drama," or they could be as specific as "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. 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. 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, 4 credits. The African American literary record from Phyllis Wheatley to the present; 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, 4 credits. The Harlem Renaissance of the twenties as defined and represented by African American authors such as Arna Bontemps, Sterling Brown, Countee Cullen, Langston Hughes, Zora Neale Hurston, Nella Larsen, Jean Toomer, and Wallace Thurman.

ENG 280, SEMINAR, 4 credits. 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. An overview of the major British writers and texts from the Old English period to the Modern.

ENG 332, BRITISH LITERATURE-FIGURE, 4 credits. 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-PERIOD, 4 credits. 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-GENRE, 4 credits. 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, - 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

Minor in Women's and Gender Studies

Minor in women's and gender studies, Adenike M. Davidson, Coordinator

The minor in women's and gender studies is administered as an interdisciplinary program by the Division of Humanities and Fine Arts and the English Department. Its purpose is to provide Fisk students an opportunity to pursue a coordinated program of study focusing on gender and on the status of women and men in the contemporary world--drawing on the perspectives of literature, philosophy, religious study, the social and natural sciences. Information about the minor program is available from the Division Office and from the coordinator of the Women's and Gender Studies program. 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:

1. Complete all requirements for one of the major fields described elsewhere in this Bulletin
2. 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 238 Topics in Women's History
HFAR 250 Introduction to Women's Studies
PSY 231 Psychology of Women and Gender
SOC 108 Relations Between Men and Women

3. 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.

MODERN FOREIGN LANGUAGES DEPARTMENT

FACULTY

Stephanie Beasley, Visiting Professor
Marcellus Brooks
Alicia Lorenzo-Garcia*
Paul Miller*
Nancy E. Rasico, Interim Chair
Francis Semwaza, Fulbright Foreign Language Visiting Scholar
Lisa A. Weiss*

*adjunct or part-time faculty or Vanderbilt Faculty Exchange

The Department 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. The department offers French and Spanish as languages to meet university graduation requirements. Spanish can be elected as a major or joint major. The goals of the department are to:

1. provide the appropriate foreign language training and skills
2. develop in students an understanding and appreciation for foreign languages, literatures, and cultures
3. make readily available to students the appropriate technological support to enhance learning.

Students who successfully complete a major in Spanish will be able to:

1. continue the study of foreign language, literature, and culture at the graduate level
2. pursue graduate studies in international affairs
3. teach the target language in grades K-12, provided the student has satisfied the appropriate state education requirements; and
4. pursue employment with local, national, or multi-national companies.

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:

1. Any Prerequisites to the required major or required joint major courses: SPAN 101-102 and 200 or equivalent.
2. Required courses in the major and joint major, 16 credits as follows:
3. SPAN 311-312 Conversation and Composition I & II
4. SPAN 313-314 Survey of Spanish Literature I & II
5. Electives in the major: 16 additional credits in Spanish to total 32 hours
6. 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 (16 cr.)

CORE 100	New Student Orientation	0 cr.
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CORE 110	Communication I	4 cr.
CORE 130	Mathematics	4 cr.
SPAN 101	Elem. Spanish I	4 cr.
General elective		4 cr.
<u>First Year, Spring Semester (16 cr.)</u>		
CORE 140	Communication II	4 cr.
SPAN 102	Elem. Spanish II	4 cr.
General electives		8 cr.
<u>Second Year, Fall Semester (16 cr.)</u>		
CORE 210	The Varieties of Literature	4 cr.
CORE 230	Natural Science	4 cr.
SPAN 200	Intermediate Spanish	4 cr.
General elective		4 cr.
<u>Second Year, Spring Semester (16 cr.)</u>		
CORE 250	Humanities	4 cr.
CORE 220	The Creative Arts	4 cr.
SPAN 310	Language and Culture	4 cr.
General elective		4 cr.
<u>Third Year, Fall Semester (16 cr.)</u>		
CORE 360	The World and Its Peoples	4 cr.
SPAN 311	Conversation/Composition I	4 cr.
SPAN 313	Masterpieces/Survey of Spanish Literature I	4 cr.
General Electives		4 cr.
<u>Third Year, Spring Semester (16 cr.)</u>		
SPAN 312	Conversation and Composition I	4 cr.
SPAN 314	Masterpieces/Survey of Span Literature II	4 cr.
Plus an elective course in the major language		4 cr.
General elective		4 cr.
<u>Fourth Year, Fall Semester (16 cr.)</u>		
Electives in Spanish		4 cr.
General electives		12 cr.
<u>Fourth Year, Spring Semester (16 cr.)</u>		
Electives in Spanish		4 cr.
General electives		12 cr.

Total hours required for graduation: 120 cr.

FRENCH (FREN)

FREN 101-102, ELEMENTARY FRENCH, 4 credits each. An introduction to the basics of the language: Aural comprehension, speaking, reading, and writing. Grammar is emphasized. Courses are conducted in French and are designed for students who have studied less than two years of French in high school.

FREN 200, INTENSIVE INTERMEDIATE FRENCH, 4 credits. 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. 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. 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. 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. Readings from Medieval times (in modern French through the French Revolution).

FREN 314, FRENCH MASTERPIECES II, 4 credits. Readings from the nineteenth century through the early twentieth century.

FREN 320, READING FRENCH, 4 credits. A course aimed to develop reading skills. The readings are aimed to meet the need of varying groups of students and include both literary and non-literary works.

FREN 350, BLACK FRENCH LITERATURE, 4 credits. 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. An introduction to the French Literature: major authors and intellectual movements of this century.

FREN 370, TOPICS IN FRENCH LITERATURE AND CULTURE, 4 credits. 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.

SPANISH (SPAN)

SPAN 101-102, ELEMENTARY SPANISH, 4 credits each semester. 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. 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. 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. A course 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. A course 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, 4 credits. Offered to the exceptional student in lieu of a required course, permitting the student to pursue supervised research into a subject of special interest. Prerequisite: Permission of instructor. Not a conventional course with a single instructor.

SPAN 340, SURVEY OF LATIN AMERICAN LITERATURE, 4 credits. 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. 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. 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. 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. 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.

MUSIC DEPARTMENT

FACULTY

Philip E. Autry, Chair
Valija M. Bumbulis
Christopher Duke*
Paul T. Kwami
Stanley O. Lassiter*
Gary Powell Nash
Linda Newby*
Elizabeth C. Pendergrast*
Stefan E. Petrescu*
Diane L. Stofko
Anthony E. Williams

*adjunct and part-time faculty

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 Department 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®.

Students who complete a major program in music will be able to:

- Apply the essential concepts of music in the continuing effort to maintain the aesthetic response to music learning
- Recognize important historical periods in music, including how the respective styles influence individual practice and performance
- Appreciate the influence of culture on music composition and performance
- Use music theory in the art of creating music
- Identify the role of music in today's world, including professionalism associated with the practice and business aspects of music; and
- Enhance the level of professional capability in the areas of teaching and performance.

Degree programs

Strong leadership qualities and personal and musical growth are nurtured by provision of a creative atmosphere in three different courses of study.

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.

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.

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 the Fisk University Music Department is dependent upon an application and musical audition in addition to meeting the general requirements for admission to the University.

- Submit all general materials to the Office of Admission
- Submit application to the Music Department 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. Application should be received by June 15 for the Fall Semester; by November 1 for the Spring Semester.
 1. Voice
 - a. One Italian song or aria
 - b. One art song in English, French, or German
 - c. One Negro Spiritual, comparable to solo arrangements by Edward Boatner, H. T. Burleigh, Moses Hogan, or John W. Work III

2. Piano
 - a. Two solo works from contrasting style periods
 - b. Sight-reading
3. Brass/Woodwinds
 - a. One prepared etude
 - b. One prepared instrumental solo
 - c. Sightreading
- Take the Theory Placement Exam
- 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 requirements for the Bachelor of Arts degree as outlined in this Bulletin.
- Required major courses – 28 semester credits.

MUS 101-102	Materials in Music Theory	4 cr.
MUS 201-202	Materials in Music Theory	4 cr.
MUS 307-308	Music History and Literature	4 cr.
MUS 323-324	Conducting	2 cr.

- 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 in the Humanities and Fine Arts (HFAR 200) 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 (15 cr.)

CORE 100	New Student Orientation	0 cr.
CORE 110	Communication I: African-American Heritage	4 cr.
CORE 130	Mathematics	4 cr.
MUS 101	Materials in Music Theory	4 cr.
MUS	Principal Applied Instrument	1 cr.
MUS	Secondary Applied Instrument	1 cr.
MUS 226	University Choir	1 cr.
MUS 157	Seminar in Music Performance and Literature	0 cr.

First Year, Spring Semester (15 cr.)

CORE 140	Communication II: African- American Heritage	4 cr.
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CORE 210	The Varieties in Literature	4 cr.
MUS 102	Materials in Music Theory	4 cr.
MUS	Principal Applied Instrument	1 cr.
MUS	Secondary Applied Instrument	1 cr.
MUS 226	University Choir	1 cr.
MUS 158	Seminar in Music Performance and Literature	0 cr.
<u>Second Year, Fall Semester (15 cr.)</u>		
CORE 220	The Creative Arts	4 cr.
MFL	Foreign Language 1	4 cr.
MUS 201	Materials in Music Theory	4 cr.
MUS	Principal Applied Instrument	1 cr.
MUS	Secondary Applied Instrument	1 cr.
MUS	Ensemble, select from MUS 225, 227, or 229	1 cr.
MUS 157	Seminar in Music Performance and Literature	0 cr.
<u>Second Year, Spring Semester (15 cr.)</u>		
CORE 230	Natural Science	4 cr.
MFL	Foreign Language 2	4 cr.
MUS 202	Materials in Music Theory	4 cr.
MUS	Principal Applied Instrument	1 cr.
MUS	Secondary Applied Instrument	1 cr.
MUS	Ensemble, select from MUS 225, 227, or 228	1 cr.
MUS 158	Seminar in Music Performance and Literature	0 cr.
<u>Third Year, Fall Semester (16 cr.)</u>		
CORE 250	Humanities: Thought and Experience	4 cr.
MFL	Foreign Language 3	4 cr.
MUS 323	Conducting 1	2 cr.
MUS	Principal Applied Instrument	1 cr.
MUS	Ensemble, select from MUS 225, 227, or 228	1 cr.
MUS 157	Seminar in Music Performance and Literature	0 cr.
General electives (outside department)		4 cr.
<u>Third Year, Spring Semester (18 cr.)</u>		
CORE 360	The World and Its Peoples	4 cr.
MUS	Principal Applied Instrument	1 cr.
MUS	Ensemble, select from MUS 225, 227, or 228	1 cr.
MUS 324	Conducting 2	2 cr.
General electives (outside department)		8 cr.
MUS 158	Seminar in Music Performance and Literature	0 cr.
<u>Fourth Year, Fall Semester (15 cr.)</u>		
MUS	Principal Applied Instrument	2 cr.
MUS	Ensemble, select from MUS 225, 227, or 228	1 cr.
MUS 157	Seminar in Music Performance and Literature	0 cr.
MUS 281	Independent Study	4 cr.
MUS 307	Music History and Literature 1	4 cr.
General Electives		4 cr.
<u>Fourth Year, Spring Semester (15-16 cr.)</u>		
MUS	Principal Applied Instrument	2 cr.
MUS	Ensemble, select from MUS 225, 227, or 228	1 cr.
MUS 158	Seminar in Music Performance and Literature	0 cr.
MUS 308	Music History and Literature 2	4 cr.
MUS	Senior Recital	0 cr.
General Electives		8cr.

Total hours required for graduation: 120 cr.-124 cr.

REQUIREMENTS FOR THE B.S. IN MUSIC EDUCATION

- Meet requirements for the Bachelor of Science degree 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 - 44 semester credits

MUS 101-102	Materials in Music Theory	4 cr.
MUS 201-202	Materials in Music Theory	4 cr.
MUS 303	Counterpoint	4 cr.
MUS 305	Orchestration	4 cr.
MUS 307-308	Music History and Literature	4 cr.
MUS 313	Music in the Elementary School	2 cr.
MUS 315	Music in the High School	2 cr.
MUS 323-324	Conducting	2 cr.
MUS 383	Techniques of Teaching Brass and Percussion	2 cr.
MUS 384	Techniques of Teaching Woodwinds & Strings	2 cr.

- 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)

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B.S. IN MUSIC EDUCATION

First Year, Fall Semester (15 cr.)

CORE 100	New Student Orientation	0 cr.
CORE 110	Communication I: African- American Heritage	4 cr.
CORE 130	Mathematics	4 cr.
MUS 101	Materials in Music Theory	4 cr.
MUS	Principal Applied Instrument	1 cr.
MUS	Secondary Applied Instrument	1 cr.
MUS 226	University Choir	1 cr.
MUS 157	Seminar in Music Performance and Literature	0 cr.

First Year, Spring Semester (16 cr.)

CORE 140	Communication II: African- American Heritage	4 cr.
PSY 180	General Psychology	4 cr.
EDUC 250	Fundamental Responsibilities of Teaching	1 cr.
MUS 102	Materials in Music Theory	4 cr.
MUS	Principal Applied Instrument	1 cr.
MUS	Secondary Applied Instrument	1 cr.
MUS 226	University Choir	1 cr.
MUS 158	Seminar in Music Performance and Literature	0 cr.

Second Year, Fall Semester (17 cr.)

CORE 210	The Varieties in Literature	4 cr.
EDUC 260	Theory and Practice of Teaching	3 cr.
MUS 307	Music History and Literature 1	4 cr.
MUS 201	Materials in Music Theory	4 cr.
MUS	Principal Applied Instrument	2 cr.
MUS	Secondary Applied Instrument	1 cr.
MUS	Ensemble, select from MUS 225, 227, or 228	1 cr.
MUS 157	Seminar in Music Performance and Literature	0 cr.

Second Year, Spring Semester (18 cr.)

CORE 220	The Creative Arts	4 cr.
PSY 205	Child and Adolescent Development	4 cr.
MUS 202	Materials in Music Theory	4 cr.
MUS 308	Music History and Literature 2	4 cr.
MUS	Principal Applied Instrument	1 cr.
MUS	Secondary Applied Instrument	1 cr.
MUS 158	Seminar in Music Performance and Literature	0 cr.

Third Year, Fall Semester (16 cr.)

EDUC 320*	Elementary Curriculum and Methods	3 cr.
MUS 303	Counterpoint	4 cr.
MUS 323	Conducting 1	2 cr.
MUS 383	Techniques of Teaching Brass and Percussion	2 cr.
MUS 313	Music in the Elementary School	2 cr.
MUS	Principal Applied Instrument	2 cr.
MUS	Ensemble, select from MUS 225, 227, or 228	1 cr.
MUS 157	Seminar in Music Performance and Literature	0 cr.

Third Year, Spring Semester (17 cr.)

CORE 230	Natural Science	4 cr.
MUS 305	Orchestration	4 cr.
MUS 324	Conducting 2	2 cr.
MUS 384	Techniques of Teaching Brass and Percussion	2 cr.
MUS 315	Music in the High School	2 cr.
MUS	Principal Applied Instrument	2 cr.
MUS 158	Seminar in Music Performance and Literature	0 cr.
MUS 070X	Voice Class (Instrumental Emphasis only)	1 cr.

Fourth Year, Fall Semester (17 cr.)

MUS	Principal Applied Instrument	2 cr.
MUS 157	Seminar in Music Performance and Literature	0 cr.
MUS	Senior Recital	0 cr.
CORE 250	Humanities: Thought and Experience	4 cr.
CORE 360	The World and Its Peoples	4 cr.
EDUC 330*	Secondary Curriculum and Methods	3 cr.
EDUC 248	Educational Psychology	4 cr.

Fourth Year, Spring Semester (18 cr.)

EDUC 400	Elem. Student Teaching	9 cr.
EDUC 410	Elem. Ed. Seminar	3 cr.

**Student takes EDUC 320 and 330 OR EDUC 340 and 350.*

Total hours required for graduation: 127cr. – 128 cr.

REQUIREMENTS FOR THE B.MUS. IN PERFORMANCE

- Meet degree requirements outlined within this Bulletin. The normal HFA research requirement (HFAR 200) does not apply to students in the B.MUS. in performance
- Required major courses - 36 semester credits

MUS 101-102	Materials in Music Theory	4 cr.
MUS 201-202	Materials in Music Theory	4 cr.
MUS 303	Counterpoint	4 cr.
MUS 305	Orchestration	4 cr.
MUS 307-308	Music History and Literature	4 cr.
MUS 323-324	Conducting	2 cr.

- 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

- 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).
- 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)

BACHELOR OF MUSIC IN PERFORMANCE

First Year, Fall Semester (15 cr.)

CORE 100	New Student Orientation	0 cr.
CORE 110	Communication I: African- American Heritage	4 cr.
MFL	Foreign Language 1	4 cr.
MUS 101	Materials in Music Theory	4 cr.
MUS	Principal Applied	1 cr.
MUS	Secondary Applied Instrument	1 cr.
MUS 226	University Choir	1 cr.
MUS 157	Seminar in Music Performance and Literature	0 cr.

First Year, Spring semester (15 cr.)

CORE 140	Communication II: African- American Heritage	4 cr.
MFL	Foreign Language 2	4 cr.
MUS 102	Materials in Music Theory	4 cr.
MUS	Principal Applied Instrument	1 cr.
MUS	Secondary Applied Instrument	1 cr.
MUS 226	University Choir	1 cr.
MUS 158	Seminar in Music Performance and Literature	0 cr.

Second Year, Fall Semester (16 cr.)

MFL	Foreign Language 3	4 cr.
MUS 201	Materials in Music Theory	4 cr.
MUS 307	Music History and Literature 1	4 cr.
MUS	Principal Applied Instrument	2 cr.
MUS	Secondary Applied Instrument	1 cr.
MUS	Ensemble, select from MUS 225, 227, or 228	1 cr.
MUS 157	Seminar in Music Performance and Literature	0 cr.

Second Year- Spring Semester (16 cr.)

CORE 130	Mathematics	4 cr.
MUS 202	Materials in Music Theory	4 cr.
MUS 308	Music History and Literature 2	4 cr.
MUS	Principal Applied Instrument	2 cr.
MUS	Secondary Applied Instrument	1 cr.
MUS	Ensemble, select from MUS 225, 227, or 228	1 cr.
MUS 158	Seminar in Music Performance and Literature	0 cr.

Third Year, Fall Semester (17 cr.)

CORE 210	The Varieties of Literature	4 cr.
MUS 303	Counterpoint	4 cr.
MUS 323	Conducting 1	2 cr.
MUS	Principal Applied Instrument	4 cr.
MUS	Ensemble, select from MUS 225, 227, or 228	1 cr.
MUS 157	Seminar in Music Performance and Literature	0 cr.
MUS	Electives in the Music Department	2 cr.

Third Year, Spring Semester (17 cr.)

CORE 220	The Creative Arts	4 cr.
MUS	Principal Applied Instrument	4 cr.
MUS	Junior Recital	0 cr.
MUS 305	Orchestration	4 cr.
MUS 324	Conducting 2	2 cr.
MUS	Ensemble, select from MUS 225, 227, or 228	1 cr.
MUS 158	Seminar in Music Performance	0 cr.
MUS	Electives in the Music Department	2 cr.

Fourth Year, Fall Semester (15 cr.)

CORE 230	Natural Science	4 cr.
CORE 250	Humanities: Thought and Experience	4 cr.
MUS	Principal Applied Instrument	4 cr.
MUS	Senior Recital	0 cr.
MUS	Ensemble, select from MUS 225, 227, or 228	1 cr.
MUS 157	Seminar in Music Performance and Literature	0 cr.
MUS	Electives in the Music Department	2 cr.

Fourth Year, Spring Semester (13 cr.)

CORE 360	The World and Its Peoples	4 cr.
MUS	Principal Applied Instrument	4 cr.
MUS	Senior Recital	0 cr.
MUS	Ensemble, select from MUS 225, 227, or 228	1 cr.
MUS 158	Seminar in Music Performance and Literature	0 cr.
MUS	Electives in the Music Department	4 cr.

Total hours required for graduation: 123 cr.

SUGGESTED PROGRAM FOR MUSIC MAJORS (BACHELOR OF MUSIC DEGREE)

Minors

MINOR IN MUSIC

A formal minor in Music is open to students of all majors except Music.

Eight credit hours in Music Theory

MUS 101 Materials in Music Theory I	4 cr.
MUS 102 Materials in Music Theory I	4 cr.

Four credit hours chosen from the following

MUS 307 Music History I (up to 1750)	4 cr.
MUS 308 Music History II (1750 to present)	4 cr.
MUS 110 Principles of Jazz Improvisation	2 cr.
MUS 120 Music Technology	2 cr.
MUS 205 Music in America	2 cr.
MUS 206 Crosscurrents in African and African-American Music	2 cr.
MUS 207 Twentieth-Century Music	2 cr.
MUS 208 History of Jazz	2 cr.
MUS 281-282 Independent Study	2 cr.

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 cr.

Total hours required for the minor in music: 18 cr.

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 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's 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 will wait until the sophomore year.

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 and Business Departments, as well as a representative from the Provost's Office and at least one representative from Admissions and Enrollment Management from Fisk. Factors other than G.P.A. may also be considered.

Requirements for the Minor in Music Business: 18 semester hours (credits)

In addition to the degree requirements outlined for the BA in Music in this Bulletin, the student will take:

- The following courses offered at Belmont University (18 semester hours)

MBU 1110	Survey of Music Business	3 cr.
MBU 3450	Music Publishing	3 cr.
MBU 3520	Intellectual Properties	3 cr.
MBU, AET, OR EIS	Electives	9 cr.
MBU 4000	Music Business Seminar (each semester)	0 cr.

- and the following pre-requisite and co-requisite courses offered by the Fisk University Business Administration Department (12):

MGT 280	Principles and Practice of Management	3 cr.
ECON 230	Principles of Microeconomics	3 cr.
MGT 380	Entrepreneurial Development	3 cr.
BAD 320	Marketing Principles	3 cr.

- 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 cr.
Business (required pre-requisites or co-requisites)	12 cr.
Music Business (Belmont University)	18 cr.
Foreign Language	12 cr.
Core (MATH 101 or MATH 110 substitutes for CORE 130)	32 cr.

Total required 124 cr.

SUGGESTED PROGRAM FOR MUSIC MAJORS (BACHELOR OF ARTS DEGREE WITH A MINOR IN MUSIC BUSINESS)

First year, Fall semester (15 cr.)

CORE 100	New Student Orientation	0 cr.
CORE 110	Communication I: African-American Heritage	4 cr.
MATH 101	Mathematics	4 cr.
MUS 101	Materials in Music Theory	4 cr.
MUS	Principal Applied Instrument	1 cr.
MUS	Secondary Applied Instrument	1 cr.
MUS 226	University Choir	1 cr.
MUS 157	Seminar in Music Performance and Literature	0 cr.

First year, Spring semester (15 cr.)

CORE 140	Communication II: African-American Heritage	4 cr.
MUS 102	Materials in Music Theory	4 cr.
MUS	Principal Applied Instrument	1 cr.
MUS	Secondary Applied Instrument	1 cr.
MUS 226	University Choir	1 cr.
MUS 158	Seminar in Music Performance and Literature	0 cr.
MATH 110	Precalculus (recommended)	4 cr.
MGT 280	Management Principles and Practice	

Second year- Fall semester (15 cr.)

CORE 210	The Varieties in Literature	4 cr.
MFL 101	Foreign language 1	4 cr.
MUS 201	Materials in Music Theory	4 cr.
MUS	Principal Applied Instrument	1 cr.

MUS	Secondary Applied Instrument	1 cr.
MUS	Ensemble, select from MUS 225, 227, 228, or 229	1 cr.
MUS 157	Seminar in Music Performance and Literature	0 cr.
ECON 230	Principles of Microeconomics	3 cr.
<u>Second year, Spring semester (15 cr.)</u>		
CORE 220	The Creative Arts	4 cr.
MFL 102	Foreign Language 2	4 cr.
MUS 202	Materials in Music Theory	4 cr.
MUS	Principal Applied Instrument	1 cr.
MUS	Secondary Applied Instrument	1 cr.
MUS	Ensemble, select from MUS 225, 227, 228, or 229	1 cr.
MUS 158	Seminar in Music Performance and Literature	0 cr.
MBU 1110	Survey of Music Business	3 cr.
MBU 4000	Seminar in Music Business	0 cr.
<u>Third year, Fall semester (16 cr.)</u>		
CORE 230	Natural Science	4 cr.
MUS 307	Music History and Lit. 1	4 cr.
MFL 200	Foreign Language 3	4 cr.
MUS	Principal Applied Instrument	1 cr.
MUS	Ensemble, select from MUS 225, 227, 228, or 229	1 cr.
MUS 157	Seminar in Music Performance and Literature	0 cr.
MBU 3450	Music Publishing	3 cr.
MBU 4000	Seminar in Music Business	0 cr.
<u>Third year, Spring semester (18 cr.)</u>		
CORE 250	Humanities	4 cr.
MUS	Principal Applied Instrument	1 cr.
MUS	Ensemble, select from MUS 225, 227, 228, or 229	1 cr.
MUS 308	Music History and Lit. 2	4 cr.
MUS 158	Seminar in Music Performance and Literature	0 cr.
MBU 3520	Intellectual Properties	3 cr.
MBU, AET, OR EIS Electives		3 cr.
MBU 4000	Seminar in Music Business	
<u>Fourth year, Fall semester (15 cr.)</u>		
CORE 360	The World and Its Peoples	4 cr.
MUS	Principal Applied Instrument	2 cr.
MUS	Ensemble, select from MUS 225, 227, 228, or 229	1 cr.
MUS 157	Seminar in Music Performance and Literature	0 cr.
MUS 323	Conducting 1	1 cr.
BAD 320	Marketing Principles	3 cr.
MBU	AET, OR EIS Electives	3 cr.
MGT 320	Human Resource Management (recommended)	3 cr.
MBU 4000	Seminar in Music Business	0 cr.
<u>Fourth year, Spring semester (15-16 cr.)</u>		
MUS	Principal Applied Instrument	2 cr.
MUS	Ensemble, select from MUS 225, 227, 228, or 229	1 cr.
MUS 158	Seminar in Music Performance and Literature	0 cr.
MGT 380	Entrepreneurial Development	3 cr.
MUS	Senior Recital	0 cr.
MUS 324	Conducting 2	2 cr.
MBU	AET, OR EIS Electives	3 cr.
MBU 4000	Seminar in Music Business	0 cr.

Total hours required for graduation: 124

Total with recommended coursework: 132

MUSIC (MUS)

MUS 100, ELEMENTS OF MUSIC, 4 credits. Course for non-music majors. This 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. 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 in music theory or MUS 100.

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 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 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.

REQUIRED MUSIC EDUCATION COURSES

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 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.

MUSIC SEMINARS AND REQUIRED RECITALS

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 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 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).

UNIVERSITY ENSEMBLES

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, UNIVERSITY BAND, 1 credit. Heterogeneous instrumental ensemble that provides training in performance of standard wind ensemble literature. May be repeated for credit. Prerequisite: Permission of the director.

ELECTIVE COURSES IN MUSIC

MUS 110, PRINCIPLES OF JAZZ IMPROVISATION, 2 credits. The fundamentals in music—scales, modes, rhythms—are 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. 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 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 American's 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 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.

APPLIED MUSIC COURSES *(listed in the fees section of this bulletin and the music department handbook).*

MUS 020X, STRINGS CLASS, 1 credit. One hour class instruction offered weekly for beginning string students. Introduction to basic skills and repertoire for the stringed instruments in a group context. Prerequisite: Permission of instructor.

Admittance to the B. Mus. in Performance degree program for orchestral instruments is made available to qualified applicants. Instrumental studies are offered subject to the availability of instructors. Students may select their major applied area from the list below. Majors earn 1-2 hours per semester; class and introductory courses earn 1 credit hour per semester. For further information concerning study in the areas, consult the Department Chair.

Strings	MUS 121-122, 221-222, 321-322, 421-422
Guitar	MUS 131-132, 231-232, 331-332, 431-432
Brass	MUS 141-142, 241-242, 341-342, 441-442
Woods	MUS 191-192, 291-292, 391-392, 491-492

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 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 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. 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 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 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 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 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 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 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 MUS 262 and successful completion of Sophomore Hearing. May be repeated for credit.

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 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.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 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 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 vocalises, 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 229, UNIVERSITY BAND, 1 credit. Heterogeneous instrumental ensemble that provides training in performance of standard wind ensemble literature. Prerequisite: Permission of the director. May be repeated for credit.

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 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 credits 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 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.

RELIGIOUS AND PHILOSOPHICAL STUDIES DEPARTMENT

FACULTY

Karen Y. Collier, Chair
Matthew A. McCoy*
Richard Quinn*

*adjunct and part-time faculty

A major in Religious and Philosophical Studies requires 32 credit hours of the 120 credits that are needed for graduation. The courses taught are in both religion and philosophy. They include Introduction to Religion, God-Talk: A Critical Conversation, Reasoning and Argumentation and Social and Political Philosophy.

Those who major in Religious and Philosophical Studies can also do work in another field. We require at least 24 credit hours in each area. Our aim is to do more cross-registering with other fields like history, Political Science and Business. The students in these areas can benefit from an interdisciplinary approach to religion and philosophy as they seek to learn more about the founding of the United States and indeed the theories of the creation of the world. All too often, it is thought that those who came to this country were without any knowledge of religion or their religion was the reason of their coming. The study of pivotal values, ultimate reality and cultural adaptations should be helpful in dispelling some of these ideas. Moreover, those in political science, as well as other fields can be assisted with their analytical skills or logic, not just for the sake of philosophy, but if an individual looks at the law, politics or business, there are particular thoughts at work. The studies of religion and philosophy may enable the student to make observations that will assist her or him in understanding other work as well. Also, the students in psychology may be interested in counseling. Some of the areas have much to do with an individual's belief system or affirmations about life in general. The curriculum in Religious and Philosophical Studies may assist such persons in expanding their knowledge so as to go into studies, such as pastoral counseling.

Ultimately, religion and philosophy are not subjects only for individuals interested in ministry. The department is concerned with undergirding the studies of those in other fields so that they may have a foundation and critical way of doing their work.

The intention is that individuals will learn additional skills which will help them apply their knowledge of reasoning, ethics, church history, and theology. Those who have helped to develop this department include professors such as Dr. William J. Faulkner, Dr. C. Eric Lincoln, Dr. Oswald Schrag, Rev. Wilson Q. Welch and Dr. Hycel Taylor. They have provided assistance with the chapel, Race Relations Institute and an active involvement in the greater Nashville community as well as national and international arenas. The Religious and Philosophical Studies Department pursues the following goals to:

1. Maintain bridges between the disciplines of religious and philosophical study, and to offer a flexible, interdisciplinary major;
2. Play a central role in liberal education at Fisk in at least two ways, (a) by contributing the services and viewpoints of its faculty to the University's core curriculum, and (b) by providing a range of undergraduate courses focusing on ethical, social, and civic concerns; on the relationship of rationality and spirit; and on the place of humankind within a universe that for most of the world's people remains incomprehensible without some reference to religious faith and tradition;
3. Prepare students to pursue the study of religion and of philosophy at the graduate level, or for other professions requiring breadth of mind, critical intelligence, and a commitment to service.

Students who complete the department's major will have:

1. Knowledge of the principal approaches to moral judgment and moral choice that have been proposed by the world's leading religious and philosophical traditions;

2. Skill in the critical study of challenging texts; in formulating and criticizing arguments regarding philosophical problems, public issues, and all matters of profound human concern; in the critical appreciation of unfamiliar ideas; and in the precise and convincing expression, both orally and in writing, of one's own views; and;
3. Familiarity with the main religious and philosophical traditions of Europe, U.S.A., Asia, Africa, and the Caribbean with their interactions in an increasingly global culture.

REQUIREMENTS FOR THE MAJOR IN RELIGIOUS AND PHILOSOPHICAL STUDIES

Requirements for the major in religious and philosophical studies are deliberately flexible. In recent years the department's majors have gone on to graduate and professional study not only in religion and philosophy but also in such fields as architecture, education, history, law, medicine, physics, public policy studies, and the liberal arts. Others have gone directly from Fisk to careers in pastoral ministry business, education, and religious and public service. To serve students with such a diversity of interests, the department offers an interdisciplinary major in religion and philosophy, consisting of at least 32 semester hours of coursework chosen in consultation with a faculty academic advisor. The arrangement of studies within the major may be planned to concentrate either in religion or in philosophy, or to emphasize both fields equally. The department's usual requirements for these three program plans—in addition to the University degree requirements outlined within this Bulletin are as follows (though substitutions for the listed courses are possible with the approval of the department):

FOR CONCENTRATION IN PHILOSOPHY:

28-32 credits in philosophy, distributed as follows:

All of the following:

RPH 105	Introduction to Ethics
RPH 110	Reasoning and Argumentation
RPH 400	Senior Seminar & Project

At least two of the following:

RPH 214	Comparative Studies in Philosophy and Religion
RPH 247	Ancient Philosophical Questions
RPH 248	Modern and Contemporary Philosophy

At least one of the following:

RPH 230	Philosophical Studies
RPH 238	Philosophy of Religion
RPH 241	Social and Political Philosophy

And one other philosophy course chosen from either of the two sets of courses immediately above; plus the following cognate course in religion:

RPH 102	Introduction to Religion
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Philosophy concentrators may in addition take up to two of the following additional courses in religion, without increasing the 120 total credits required for the B.A. degree. RPH courses above that limit will require a corresponding increase in total credits.

RPH 113	Introduction to Biblical Literature
RPH 115	The Black Experience in Religion
RPH 140	God-Talk: A Critical Conversation
RPH 220	Studies in Religion
RPH 232	The African American Church
RPH 253	Psychology of Religion

FOR CONCENTRATION IN RELIGION:

28 to 32 credits in religion, distributed as follows:

All of the following:

RPH 102	Introduction to Religion
RPH 400	Senior Seminar & Project

At least one of the following:

RPH 200	Seminar
RPH 214	Comparative Studies in Religion and Philosophy
RPH 238	Philosophy of Religion
RPH 320	Advanced Studies in Religion

At least three of the following:

RPH 113	Introduction to Biblical Literature
RPH 115	The Black Experience in Religion
RPH 140	God-Talk: A Critical Conversation
RPH 220	Studies in Religion
RPH 232	The African American Church
RPH 253	Psychology of Religion

And any other one or two courses chosen from either of the above two sets of courses; plus 8 credits of cognate courses in philosophy, as follows:

RPH 105	Introduction to Ethics
RPH 110	Reasoning and Argumentation

Religion concentrators may in addition take up to two of the following additional courses in philosophy, without increasing the 120 total credits required for the B.A. degree. RPH courses above that limit will require a corresponding increase in total credits.

RPH 241	Social and Political Philosophy
RPH 247	Ancient Philosophical Questions
RPH 248	Modern and Contemporary Philosophy

FOR EQUAL EMPHASIS IN RELIGION AND PHILOSOPHY:

All of the following:

RPH 102	Introduction to Religion
RPH 105	Introduction to Ethics
RPH 110	Reasoning and Argumentation
RPH 200	Seminar (at least 2 credits)

One of the following:

RPH 320	Advanced Studies in Religion (at least 2 credits)
RPH 330	Advanced Philosophical Studies (at least 2 credits)

One of the following:

RPH 238	Philosophy of Religion
RPH 253	Psychology of Religion

One of the following:

RPH 230	Philosophical Studies
RPH 241	Social and Political Philosophy
RPH 247	Ancient Philosophical Questions
RPH 248	Modern and Contemporary Philosophy

One of the following:

RPH 113	Introduction to Biblical Literature
RPH 115	The Black Experience in Religion
RPH 140	God-Talk: A Critical Conversation
RPH 220	Studies in Religion
RPH 232	The African American Church

And any additional RPH course(s), for a total of 32 credits in religion and philosophy. Students pursuing the major with equal emphasis in religion and in philosophy may not take more than 32 credits of coursework in the department without a corresponding increase in the total of 120 credits required for the B.A. degree.

Students pursuing a joint major in another department along with a major in religion and philosophy are required to complete 24 semester hours of study, rather than 32, in each major. Such students should plan their 24 credit major in religion and philosophy in consultation with a departmental faculty academic advisor. The distribution of courses taken in religion and philosophy should normally be planned to conform as closely as possible to one of the above 32 credit patterns of study. In particular, all students should complete RPH 102, 105, 110, and 200, as well as either 320 or 330.

RECOMMENDED ELECTIVES

Except for the philosophy courses required of religion concentrators, and the religion courses required of philosophy concentrators, there are no required cognate courses for the religion and philosophy major. Depending on the student's individual purposes and interests, though, the department does recommend the following for consideration as possible elective studies to accompany the major:

For all students:

ENG 146	Advanced Composition
ENG 180E	Etymology and Vocabulary (See ENG 180)
HIS 180	African History
HIS 190	European History
PSY 180	General Psychology
SOC 376	Ethnicity and Race

For students concentrating in philosophy:

ART 207	Arts and Ideas
PSCI 231	Classical Political Theory
PSCI 232	Modern Political Theory
PSCI 245	Afro-American Political Thought
PSY 261	Learning and Thinking

For students concentrating in religion:

MUS 100	Elements of Music (or other studies in music for which the student is qualified)
PSCI 245	Politics in the Black Community
SOC 100	Introduction to Sociology
SOC 101	Family Life
SOC 108	Relations Between Men and Women
SPCH 220	Rhetoric and Public Address
SPCH 290	African American Speeches

**SUGGESTED PROGRAM PLANS FOR STUDENTS MAJORING IN RELIGIOUS AND PHILOSOPHICAL STUDIES:
EQUAL EMPHASIS IN RELIGION AND PHILOSOPHY**

CONCENTRATION IN PHILOSOPHY:

First Year, Fall Semester (16 cr.)

CORE 100	New Student Orientation	0 cr.
CORE 110	Communication I	4 cr.
CORE 130	Mathematics (or MATH 100, if indicated by placement test results)	4 cr.
RPH 105	Introduction to Ethics	4 cr.
Foreign language course, as appropriate		4 cr.
<u>First Year, Spring Semester (16 cr.)</u>		
CORE 130 or	Mathematics (if not completed previous Semester); or	4 cr.
RPH 110	Reasoning and Argumentation (for students whose math requirements are complete)	
CORE 140	Communication II	4 cr.
RPH 102	Introduction to Religion	4 cr.
Foreign Language course, as appropriate		4 cr.
<u>Second Year, Fall Semester (17 cr.)</u>		
CORE 210	The Varieties of Literature <u>or</u>	4 cr.
CORE 250	Humanities: Thought and Experience (but not both)	
CORE 220	Creative Arts <u>or</u>	4 cr.
CORE 230	Natural Science	4 cr.
RPH 200	Seminar	2 cr.
RPH 247	Ancient Philosophical Questions (if available; this is an alternate year offering; otherwise a 200-level elective in RPH)	4 cr.
Foreign language course		4 cr.
or		
General elective		
<u>Second Year, Spring Semester (16 cr.)</u>		
CORE 210 or	Varieties of Literature <u>or</u>	4 cr.
CORE 250	Humanities (whichever was not completed fall semester)	
CORE 220 or	Creative Arts <u>or</u>	4 cr.
CORE 230	Natural Science (whichever was not completed fall semester)	
RPH110 or	Reasoning and Argumentation (if not completed previous year; otherwise a general elective)	4 cr.
RPH 200	Seminar	2 cr.
RPH 248	Modern and Contemporary Philosophy (if available; this is an alternate year offering; otherwise RPH 214, Comparative Studies; or a 200-level elective in RPH)	4 cr.
<u>Third Year, Fall Semester (17 cr.)</u>		
CORE 360	The World and Its Peoples	4 cr.
RPH 200	Seminar	2 cr.
RPH 247	Ancient Philosophical Questions (if not completed previous year; otherwise an elective in RPH)	4 cr.
General elective; or one general and one departmental elective		8 cr.
<u>Third Year, Spring Semester (17 cr.)</u>		
RPH 200	Seminar	2 cr.
RPH 248	Modern and Contemporary (if not completed previous year; otherwise a 200-level elective in RPH)	4 cr.
Departmental and/or general electives		12 cr.
<u>Fourth Year, Fall Semester (14-18 cr.)</u>		
RPH 330	Advanced Philosophical Studies	2 cr.
Departmental and/or general electives		12-16 cr.
<u>Fourth Year, Spring Semester (12-16 cr.)</u>		

Departmental and/or general electives 12-16 cr.

Total hours required for graduation: 120 cr.

CONCENTRATION IN RELIGION:

First Year, Fall Semester (16 cr.)

CORE 100	New Student Orientation	0 cr.
CORE 110	Communication I: African American Heritage	4 cr.
CORE 130	Mathematics (or MATH 100, if indicated by placement test results)	4 cr.
RPH 105	Introduction to Ethics	4 cr.
Foreign Language course as appropriate		4 cr.

First Year, Spring Semester (16 cr.)

CORE 130	Mathematics (if not completed previous semester; otherwise a departmental or General elective)	4 cr.
CORE 140	Communication II: African American Heritage	4 cr.
RPH 102	Introduction to Religion	4 cr.
Foreign language course, as appropriate		4 cr.

Second Year, Fall Semester (17 cr.)

CORE 210	The Varieties of Literature or	4 cr.
CORE 250	Humanities: Experience and Thought (but not both)	4 cr.
100-level	Elective in RPH	4 cr.
200-level	Elective in RPH	4 cr.
RPH 200	Seminar	2 cr.
Foreign Language course or general elective		4 cr.

Second Year, Spring Semester (17 cr.)

CORE 210	The Varieties of Literature or	4 cr.
CORE 250	Humanities – whichever was not completed Fall semester	4 cr.
CORE 220 or	Creative Arts or	4 cr.
CORE 230	Natural Science	
RPH 110	Reasoning and Argumentation	4 cr.
RPH 200	Seminar	2 cr.
RPH 200-level	Elective	4 cr.

Third Year, Fall Semester (16 cr.)

CORE 220 or	Creative Arts or	4 cr.
CORE 230	Natural Science – whichever was not previously completed	4 cr.
Departmental and/or general electives		12 cr.

Third Year, Spring Semester (16 cr.)

CORE 360	The World and Its Peoples	4 cr.
RPH 238 or	Philosophy of Religion or	4 cr.
RPH 214	Comparative Studies (as available; these are alternate year offerings) or RPH elective	
Departmental and/or general electives		8 cr.

Fourth Year, Fall Semester (14-18 cr.)

RPH 320	Advanced Studies in Religion	2 cr.
Departmental and/or general electives		12-16 cr.

Fourth Year, Spring Semester (12-16 cr.)

Departmental and/or general electives		12-16 cr.
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Total credits required for graduation: 120 cr.

EQUAL EMPHASIS IN RELIGION AND PHILOSOPHY:

First Year, Fall Semester (16 cr.)

CORE 100	New Student Orientation	0 cr.
CORE 110	Communication I: African- American Heritage	4 cr.
CORE 130	Mathematics (or MATH 100, if indicated by placement tests results)	4cr.
RPH 105	Introduction to Ethics	4 cr.
Foreign Language course as appropriate		4 cr.

First Year, Spring Semester (16 cr.)

CORE 130	Mathematics (if not completed previous semester)	4 cr.
or		
RPH 110	Reasoning and Argumentation (for students whose math requirements have been completed)	4 cr.
CORE 140	Communication II: African- American Heritage	4 cr.
RPH 102	Introduction to Religion	4 cr.
Foreign Language course, as appropriate		

Second Year, Fall Semester (17 cr.)

CORE 210	The Varieties of Literature <u>or</u>	4 cr.
CORE 250	Humanities (but not both)	
CORE 220	Creative Arts <u>or</u>	4 cr.
CORE 230	Natural Science	
RPH 200	Seminar	2 cr.
RPH 200-level	Elective	4 cr.
Foreign Language course or General elective		4 cr.

Second Year, Spring Semester (16 cr.)

CORE 210	Varieties of Literature <u>or</u>	4 cr.
CORE 250	Humanities (whichever was not completed fall semester)	
CORE 220	Creative Arts <u>or</u>	4 cr.
CORE 230	Natural Science (whichever was not completed fall semester)	
RPH 110	Reasoning and Argumentation (if not completed previous year; otherwise a general elective)	4 cr.
RPH 200	Seminar	2 cr.
RPH 200-level	Elective	4 cr.
General elective		4 cr.

Third Year, Fall Semester (16 cr.)

CORE 360	The World and Its Peoples	4 cr.
Departmental or general electives		12 cr.

Third Year, Spring Semester (14-18 cr.)

RPH 320	Advanced Studies in Religion or	4 cr.
RPH 330	Advanced Philosophical Studies	
Departmental and/or general electives		12-16 cr.

Fourth Year, Fall Semester (16-18 cr.)

RPH 400	Senior Seminar and Project	4 cr.
Departmental and/or general electives		12-14 cr.

Fourth Year, Spring Semester (12-16 cr.)

Departmental and/or general electives		12-16 cr.
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Total hours required for graduation: 120 cr.

Note: Variations in course sequencing are possible in all three of the above program plans; RPH courses do not, in general, have prerequisites. Students should, however, complete 100-level courses as early as possible after selecting the major.

RELIGIOUS AND PHILOSOPHICAL STUDIES (RHP)

RPH 102, INTRODUCTION TO RELIGION, 4 credits. The nature of religion, religious experience, the expression of religion, and the interaction of religion and culture. The object of the course is to develop an

appreciation and understanding of religion as a dimension of life. Readings are drawn from philosophical, theological, and scientific works representing various periods and viewpoints.

RPH 110, REASONING AND ARGUMENTATION, 4 credits. Introduces critical and reflective thinking, teaches syllogisms, recognition of fallacies, use of analogy, and other topics in informal logic and argumentation. Opportunities for practice in argumentation, both written and oral, and in the analysis and critique of arguments. Briefly introduces elements of formal logic, both Aristotelian and modern. Prerequisite: Core 110, Communication I.

RPH 113, INTRODUCTION TO BIBLICAL LITERATURE, 4 credits. A second semester of study in a focused area of biblical literature may be available for an additional two credits. Historical, literary, and theological study of the Hebrew Bible and the New Testament as sacred texts of ancient Judaism and early Christianity. Considers such themes as the relationship of God to human beings; ethics; sin and salvation; and views of history. Attention to the relationship between sacred texts and cultural contexts, ancient and modern.

RPH 115, THE BLACK EXPERIENCE IN RELIGION, 4 credits. The Black experience in a spectrum of religious traditions, both in Africa and in the Americas. Focuses especially on the Christian and Islamic faiths, but with attention also to other expressions of religious feelings in Africa and the African Diaspora, i.e. the traditional religions of sub-Saharan Africa; ancient Egyptian religion; Afro-Caribbean and Afro-Brazilian religions; and the Jews of Ethiopia. Focuses also on the African-American experience beginning with the Spanish explorations of the fifteenth century and becoming institutionalized in the British colonies after 1701.

RPH 140, GOD-TALK: A CRITICAL CONVERSATION, 4 credits. A second semester of focused theological study may be available for an additional two credits. Designed to interest students of all faiths (or of none), this course draws on texts from theology, philosophy, and the scriptures of various faiths to explore such questions as: Do we have evidence of God's existence? Do we need any? What would God have to be like? Does God have gender? A body? Does the Western concept of God have analogs in other traditions such as Buddhism, Confucianism, Hinduism, and Taoism? How, if at all, can the idea of an all-good and all-powerful God be reconciled with human experience of pain, suffering, and evil? What understanding of our relationship to God is implied in our rituals of prayer and worship? What are the implications of the claims of atheists, agnostics, and secularists with regard to the idea of God?

RPH 200, SEMINAR IN RELIGION AND PHILOSOPHY, 2 credits per term; may be repeated for credit. Aims to sharpen students' skills in the modes of research and writing characteristic of religious and philosophical study. At least two semesters of this seminar are required of each student majoring in religion or philosophy; non-majors may also enroll with permission of instructor. Must be taken concurrently with at least one other 200-level (or higher) course in the department.

RPH 210, THEORIES OF ETHICS AND JUSTICE, 4 credits. An inquiry into the context of critical claims and the analysis of moral questions, with attention to issues in social and political theory. Readings are taken from major philosophers of all periods. Considers moral relativism and absolutism; utilitarianism; the categorical imperative; virtue ethics; the ethics of care; theories of the state; and the content of such concepts as good, evil, virtue, justice, duty and love.

RPH 214, COMPARATIVE STUDIES IN RELIGION AND PHILOSOPHY, 4 credits. Topics may vary, but possibilities include the Hindu, Confucian, Taoist, and Buddhist philosophic and religious traditions; African and African-American philosophy; Judaism; Islam; and religions of antiquity. Typically includes analytical study of sacred texts from the traditions considered, and, where appropriate, oral as well as literary modes of preserving and passing down a culture's sacred wisdom. The course may be offered with a specialized focus on a particular religious tradition, and in such cases may be repeated for credit as topics change from term to term.

RPH 220, STUDIES IN RELIGION, 4 credits. Selected topics in religion, varying with the interests of the instructor and students. Examples include the problem of evil; faith, freedom, oppression, and the church; aspects of the history of religions; women in religion; the scientific study of religion. Normally a different topic is offered each academic year, either in the fall or in the spring term. May be repeated for credit as topics change from term to term.

RPH 230, PHILOSOPHICAL STUDIES, 4 credits. Selected philosophical problems, varying with the interests of the instructor and students. Examples include theory of knowledge; philosophy of science and social science; aesthetics; philosophy of law; death and the meaning of life. Normally a different topic is offered each academic year, either in the fall or in the spring term. May be repeated for credit as topics change from term to term.

RPH 232, THE AFRICAN AMERICAN CHURCH, 4 credits. The historical and theological development of the African American church—its beginnings, its worship, preaching, and theology, and its social involvement. Attention to the experience of African American Protestant denominations; of black congregations within white denominations; of black Catholics; and of African Orthodox and Islamic movements in America.

RPH 238, PHILOSOPHY OF RELIGION, 4 credits. A philosophical analysis and critical evaluation of some key notions from the vocabulary of religion—faith, belief, and the role of evidence and of doubt in religion; the intelligibility of God-talk; the subjectivity and ineffability of religious truth; mysticism; the compatibility of religious commitment with cultural pluralism; the utility of philosophy as a means of understanding religion; the ultimate nature of human religious feeling; prospects for arriving at a definition of religion.

RPH 241, SOCIAL AND POLITICAL PHILOSOPHY, 4 credits. What would be the characteristics of the best practically possible state? Recognizing that a defensible and sophisticated treatment of this question informs and enriches political action and public dialogue, the course examines competing conceptions of rights, justice, equality, liberty, community, and freedom. Readings include classical and early modern authors, with special emphasis on twentieth century thinkers and the social and political analysis and insights offered by contemporary philosophers.

RPH 247, ANCIENT PHILOSOPHICAL QUESTIONS, 4 credits. A second semester of study in a focused area of ancient philosophy may be available for an additional two credits. Aims not only to introduce the early history of philosophy, but also to undertake a fresh study of some of the questions that animated the minds of the ancients. The ultimate aim is to develop critical perspective on the treatment of those questions in antiquity and since. Emphasizes the thoughts of Plato and Aristotle, and the context of their thought in the ancient world as a whole; attention to African and Asian as well as Greek contributions. Major themes are traced forward to illustrate their influence on more recent philosophy.

RPH 248, MODERN AND CONTEMPORARY PHILOSOPHY, 4 credits. A second semester of study in a focused area of modern philosophy may now be available for an additional two credits. Traces the development of the Western philosophic tradition from Descartes and the Rationalists through Hume and the Empiricists, Kant, Hegel, Marx, and subsequent thinkers representing pragmatism, philosophical analysis, existentialism, and postmodernism. Emphasizes problems of knowledge and reality. Attention also to the interaction between Western thought and selected non-Western intellectual traditions such as those of Africa and Asia.

RPH 253, PSYCHOLOGY OF RELIGION, 4 credits. A second semester of focused study in a specialized aspect of the psychological study of religion may be available for an additional two to four credits. Psychological theory and research are employed toward an understanding of humans' religious beliefs, practices, and traditions. Special foci may include the religious dimension of human psychological development; religion and personality; ritual, myth, metaphor, and symbol; and the function and purpose of religion within certain personalities and socio-religious groups, e.g., cults and their leaders, Amish communities, Holiness sects.

RPH 310, PHILOSOPHICAL LOGIC, 4 credits. Elements of formal logic, with emphasis on propositional, categorical, and first-order predicate logic. Attention also to selected developments in modern logic; philosophy of logic; and the relation of logic to mathematics, science, and theory of knowledge. Prerequisite: Reasoning and Argumentation, or equivalent preparation as judged by the instructor; students who demonstrate suitable aptitude may be permitted to take 110 and 310 concurrently. Tutorial course.

RPH 320, ADVANCED STUDIES IN RELIGION, 4 credits. Working independently or in small groups under the supervision of a faculty member, students pursue topics drawn from various fields of religious study, often with emphasis on current issues. Offered each semester as needed. Prerequisites: at least 12 credits of

coursework in religion and philosophy, including RPH 200, Seminar; also, junior or senior standing and permission of instructor.

RPH 330, ADVANCED PHILOSOPHICAL STUDIES, 4 credits. Working independently or in small groups under the supervision of a faculty member, students pursue topics drawn from the various branches of philosophy. Offered each semester as needed. Prerequisites: at least 12 credits of coursework in religion and philosophy, including RPH 200, Seminar; also, junior or senior standing and permission of instructor.

RPH 400, SENIOR SEMINAR AND PROJECT, 4 credits. Required of, and limited to, graduating seniors majoring in religious and philosophical studies. Designed to function as a capstone for students' undergraduate studies in the major field. Students conduct research and produce papers or projects for presentation to faculty and students in the department.

DIVISION OF NATURAL SCIENCE AND MATHEMATICS

W. EUGENE COLLINS, DIRECTOR

DEPARTMENTS

- **BIOLOGY**
- **CHEMISTRY**
- **MATHEMATICS AND COMPUTER SCIENCE**
- **NURSING**
- **PHYSICS**

The natural sciences and mathematics at Fisk are grouped into four departments: Biology, Chemistry, Mathematics and Computer Science, and Physics. Programs leading to the bachelor's of science or arts degree are available in each discipline. Multidisciplinary programs leading to a bachelor's degree also are available. A special program is available to provide excellent preparation for entrance into medical or dental school.

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.

The Division faculty are active in scientific research. Undergraduate and graduate students have opportunities to participate in current scientific investigations. Major fields are available for the bachelor's degree in biology, chemistry, computer science, mathematics, and physics. There are also M.A. programs (described in the Graduate Studies Bulletin) in biology, chemistry, and physics

In addition there are cooperative programs preparing students in engineering, pharmacy, medical technology, and nursing, arranged in cooperation with such institutions as Vanderbilt University, Howard University, and Rush Presbyterian-St. Luke's Medical Center. The Vanderbilt and Howard programs lead to dual degrees in engineering or pharmacy from the cooperating institution, together with a bachelor's degree in one of the sciences from Fisk. The Rush programs permit students to transfer from Fisk to Rush after two years of study, to receive the Bachelor of Science degree in medical technology or nursing from Rush.

The division includes several interdisciplinary research centers/laboratories funded by National Aeronautics and Space Administration (NASA), National Science Foundation (NSF) and Department of Defense (DOD). The research centers develop new materials and determine their mechanical, electrical, and thermal properties.

Since 1971, Fisk University has hosted the United Negro College Fund Premedical Institute. This program assisted in undergraduate prerequisite training hundreds of physicians, dentists and other health care professionals and researchers during their undergraduate studies.

The Natural Science and Mathematics Division includes scholars who are research professionals. Research faculty teach and train students in specialty technical areas.

NATURAL SCIENCE AND MATHEMATICS: DIVISIONAL COURSES

(This section lists Divisional offerings only; offerings of individual departments within the Division are listed under departmental headings.)

NSCI

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 290, UNDERGRADUATE RESEARCH, 2-4 credits. 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. An introduction to probability and statistical inference in an interdisciplinary setting. Limit theorems. Sampling, hypothesis-testing, regression. Non-parametric methods. Enough theory is presented 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. 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 361L, BIOCHEMISTRY I LABORATORY, 1 credit. Laboratory experiments to accompany NSCI 361, which must be taken concurrently.

NSCI 362, BIOCHEMISTRY II, 3 credits. 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.

BIOLOGY DEPARTMENT

FACULTY

Gautam Chaudhuri*
Phyllis Freeman-Junior
Muthukumaran Gunasekaran
Justus O. Ike, Interim Chair



Rolanda L. Johnson*
Patricia A. McCarroll
Gerard McShepard*
Corey W. Turner*

*adjunct and part-time faculty

Fisk's Biology faculty offers both graduate and undergraduate programs and is active in developmental biology, environmental studies, microbiology, mycology, and neuropharmacology. Advanced students have opportunities to work with faculty researchers on projects. Many students present papers at 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 **Kristin Clarkson & Stephanie Turner** a member of the faculty in the Department of Biology during their first year at Fisk.

The goals of the undergraduate program in biology are to prepare students for:

1. Entry into health professional schools—medicine, dentistry, pharmacy, nursing, etc.
2. Entry into graduate schools in the biological sciences and related areas the work force as laboratory personnel
3. Other professions which require a background in biology—including teaching; and productive careers that through their activities will contribute to the welfare and development of society.

Students who complete the undergraduate program in biology will be able to:

1. Recognize the scope of life sciences, including various aspects of basic and biomedical research
2. Understand information ranging from descriptive and functional biology to molecular biology and biotechnology—its applications and impacts on society
3. Demonstrate laboratory skills development exemplary of required training and interactive learning experiences presented; and
4. Recognize opportunities which are available to majors in biology before and after completing degree requirements.

Requirements for the undergraduate biology major, in addition to the University degree requirements outlined within this Bulletin, are:

1. Courses in biology (34 credits), including:

BIOL 101, 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 313, 313L	Molecular Plant Physiology 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 departmental faculty academic advisor from the advanced undergraduate courses listed below.

BIOL 220, 220L	Zoological Histology Lecture and Lab
BIOL 242, 242L	Environmental Biology Lecture and Lab
BIOL 255-255L	Vertebrate Biology I (Anatomical) Lecture and Lab

BIOL 256-256L	Vertebrate Biology II (Developmental) Lecture and Lab
BIOL 270-270L	Microbiology Lecture and Lab
BIOL 390	Special Problems (Research)
BIOL 390H	Special Problems (Honors)
BIOL 410, 410L	Biotechnology Lecture and Lab
NSCI 290, 290H	Undergraduate Research
NSCI 361, 361L	Biochemistry I Lecture and Lab*
NSCI 362, 362L	Biochemistry II Lecture and Lab*

*These courses are strongly recommended, especially for students who plan to enter graduate school in biology or professional school in the biomedical sciences.

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).

2. 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 <u>or</u>	General Psychology
PSY 141	Psychology of Adjustment
Math 120	Calculus I

3. Mathematics requirement--4 credits. In lieu of the core mathematics course (CORE 130), 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

First Year, Fall Semester (16 cr.)

Core 100	New Student Orientation	0 cr.
Core 110	Communication I	4 cr.
BIOL 101	General Biology I	3 cr.
BIOL 101L	General Biology I Lab	1 cr.
CHEM 113	General Chemistry I	3 cr.
CHEM 103L	General Chemistry I Lab	1 cr.
MATH 110	Pre-calculus (if needed as prerequisite for MATH 120)	4 cr.

First Year, Spring Semester (16 cr.)

CORE 140	Communication II	4 cr.
BIOL 102	General Biology II	3 cr.
BIOL 102L	General Biology II Lab	1 cr.
CHEM 114	General Chemistry II	3 cr.
CHEM 104L	General Chemistry II lab	1 cr.
MATH 120	Calculus I	4 cr.

Second Year, Fall Semester (16 cr.)

CORE 220	The Creative Arts	4 cr.
Foreign Language	(depends on placement)	4 cr.
BIOL 221	Human Anatomy and Physiology	3 cr.
BIOL 221L <u>or</u>	Human Anatomy and Physiology	1 cr.

	Lab	
CHEM 233	Organic Chemistry I	3 cr.
CHEM 203L	Organic Chemistry I Lab	1 cr.
<u>Second Year, Spring Semester (16 cr.)</u>		
CORE 230	Natural Science	4 cr.
Foreign Language	(depends on placement)	4 cr.
BIOL 222	Human Anatomy and Physiology	3 cr.
BIOL 222L	Human Anatomy and Physiology Lab	1 cr.
CHEM 234	Organic Chemistry II	3 cr.
CHEM 204L	Organic Chemistry Lab II	1 cr.
<u>Third Year, Fall Semester (16 cr.)</u>		
Core 250	Humanities: Thought and Experience	4 cr.
Foreign Language		4 cr.
BIOL 350	Genetic Principles	4 cr.
BIOL 350	Genetic Principles Lab	0 cr.
PHYS 130	General Physics I	3 cr.
PHYS 130L	General Physics Lab I	1 cr.
<u>Third Year, Spring Semester (16 cr.)</u>		
Core 210	The Varieties of Literature	4 cr.
BIOL 360	Molecular Cell Biology	3 cr.
BIOL 360L	Experiments in Molecular Cell Biology	1 cr.
PHYS 140	General Physics II	3 cr.
PHYS 140L	General Physics II Lab	1 cr.
PSY 180	General Psychology	4 cr.
<u>Fourth Year, Fall Semester (12 cr.)</u>		
CORE 360	The World and Its Peoples	4 cr.
BIOL 390	Special Problems	3 cr.
BIOL 497	Senior Seminar	1 cr.
NSCI 361, 361L	BIOL Elective	4 cr.
recommended)		
<u>Fourth Year, Spring Semester (12 cr.)</u>		
BIOL 498	Senior Seminar	1 cr.
BIOL 410	Biotechnology	4 cr.
BIOL 410L	Biotechnology Lab.	0 cr.
General Electives		7 cr.

Total hours required for graduation: 120 cr.

*If the student begins with MATH 120, 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.

BIOLOGY (BIOL)

BIOL 101, GENERAL BIOLOGY I, 3 credits—lecture. This is the beginning 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.

BIOL 101L, GENERAL BIOLOGY I LABORATORY, 1 credit. 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–lecture. This course is a continuation of BIOL 101. 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. 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 (formerly BIOL 212, 212L), 4 credits–lecture and lab. 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–lecture. 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 course 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–lecture and lab. Fundamental principles of ecology, with special emphasis on ecosystem analysis and applied ecology will be included in this course. Field trips will be required during some laboratory sessions. Prerequisites: Grade of C or better in BIOL 101, 101L or permission of the instructor.

BIOL 255, 255L VERTEBRATE BIOLOGY (Anatomy), 4 credits–lecture and lab. Fundamentals of vertebrate anatomy and function with consideration of evolutionary trends will be included. 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—lecture and lab. Aspects of normal and abnormal embryonic development of representative vertebrates—amphibia (frog), aves (chicken), mammalia (pig and human)—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—lecture. 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. Laboratory exercises will reinforce concepts introduced in BIOL 270. Co-requisite: enrollment in BIOL 270.

BIOL 313, MOLECULAR PLANT BIOLOGY, 4 credits—lecture. 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—lab. The 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, (formerly BIOL 305, 305L) 4 credits—lecture and lab. Fundamental principles of heredity and variation are presented. Consideration is given to topics in Mendelian and other classical genetic principles. The post-Mendelian era will include topics on 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 (formerly BIOL 343, 343L, 344, 344L) 4 credits—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 transduction, transformation, DNA and protein analyses, and cell metabolism. Prerequisite: BIOL 350 and 350L.

BIOL 390, SPECIAL PROBLEMS IN BIOLOGY, 4 credits. 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 BASIC BIOTECHNOLOGY, 4 credits—lecture and lab. Principles, methodology, and operation of instruments used in biotechnology are covered. Topics include biocatalysis, fermentation technology, genetic engineering, and immunology. This course emphasizes the value of critical thinking and analytical reasoning required for careers in biological and related areas. Prerequisites: BIOL 313, 313L or NSCI 361, 361L, or permission of instructor.

BIOL 497-498, SENIOR SEMINAR, 1 credit each semester. The primary objectives of the course 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 DEPARTMENT

FACULTY

James Cleveland*, Lab Manager
Princilla Evans Morris, Chair and Director of Graduate Studies
Tam'ra- Kay Francis*
Weijie Lu
Lawrence M. Pratt
Robert C. Wingfield, Jr.

*adjunct and part-time faculty

Chemistry is important, both as an area in liberal education and as a professional field. Fisk's Chemistry Department 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 Department offers both undergraduate and graduate programs. The department's 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 Chemistry Department has the following goals:

1. provide a challenging curriculum with effective methods for teachers to teach and students to learn chemistry
 2. prepare students for graduate study, professional training or careers in industry, education and government through study and research.
- Students who complete the chemistry major will be able to demonstrate:
 1. working knowledge of chemistry, including inorganic, organic, physical, analytical and biochemistry, in chemistry research concepts and chemical topics found on standardized examinations
 2. knowledge of the integration of chemistry with other sciences and in everyday life. This objective will be accomplished through participation in interdisciplinary projects performed during and outside of class
 3. practice and knowledge of technical and safety skills in the laboratory that will increase the awareness of chemistry in everyday life.

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 Department 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.), 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 & 203	Organic Chemistry I (and Lab)
CHEM 234 & 206	Organic Chemistry II (and Organic/Analytical Chemistry Lab)
CHEM 316	Inorganic Chemistry (required for ACS curriculum)
CHEM 341-342	Physical Chemistry I & II
CHEM 470	Analytical Chemistry
NSCI 361	Biochemistry I
NSCI 361 L	Biochemistry Lab I

The remaining hours in chemistry, sufficient to reach the required total, should be chosen in consultation with the department. Qualified seniors should take the graduate Chemistry Colloquium, CHEM 501-502.

2. Required cognates (20 cr.):

MATH 120	Calculus I
MATH 130	Calculus II
MATH Elective (beyond Calculus II)	or Statistic (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 hour mathematics or computer science course approved by the Chemistry Department.

3. Mathematics requirement—In lieu of core mathematics course (CORE 130), 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. DEGREE

(Recommendations for B.S. noted in parentheses where different)

First Year, Fall Semester (16 cr.)

CORE 100	New Student Orientation	0 cr.
CORE 110	Communication I	4 cr.
CHEM 113	General Chemistry I	3 cr.
CHEM 103	General Chemistry Lab I	1 cr.
MATH 120	Calculus I	4 cr.
General Elective		4 cr.

First Year, Spring Semester (16 cr.)

CORE 140	Communication II	4 cr.
CHEM 114	General Chemistry II	3 cr.
CHEM 104	General Chemistry Lab II	1 cr.
MATH 130	Calculus II	4 cr.
General Elective		4 cr.

Second Year, Fall Semester (16 cr.)

CORE 210	The Varieties of Literature	4 cr.
CHEM 233	Organic Chemistry I	3 cr.
CHEM 203	Organic Chemistry Lab I	1 cr.
PHYS 130	University Physics I	3 cr.
PHYS 130L	Experiments in General Physics I/Lab	1 cr.
Language 101	Elementary Foreign/ Language I	4 cr.

Second Year, Spring Semester (17 cr.)

CORE 250	Humanities: Thought and Experience	4 cr.
CHEM 234	Organic Chemistry II	3 cr.
CHEM 206	Analytic/Organic Chemistry Lab	2 cr.
Language 102	Elementary Foreign Language	4 cr.
PHYS 140	University Physics II	3 cr.
PHYS 140L	Experiments in General Physics II/Lab	1 cr.

Third Year, Fall Semester (16 cr.)

CORE 220	The Creative Arts	4 cr.
CHEM 341	Physical Chemistry I and Lab	4 cr.
Language 200	Intermediate Foreign Language	4 cr.
An approved elective course in mathematics		4 cr.

Third Year, Spring Semester (16 cr.)

CORE 230	Natural Science	4 cr.
CHEM 342	Physical Chemistry II	4 cr.
CORE 360	The World and Its Peoples	4 cr.
NSCI 361	Biochemistry Lecture I	3 cr.
NSCI 361L	Biochemistry Laboratory I	1 cr.

Fourth Year, Fall Semester (12.5 cr.)

CHEM 470	Analytical Chemistry	4 cr.
CHEM 501	Chemistry Colloquium	0.5 cr.
Chemistry electives		4 cr.
General electives (or additional chemistry electives, for students in B.S. degree program)		4 cr.

Fourth Year, Spring Semester (10.5 cr.)

CHEM 502	Chemistry Colloquium	0.5 cr.
CHEM 316	Inorganic Chemistry	4 cr.
General electives and or chemistry electives		6 cr.

Total hours required for graduation (B.A. and B.S.) : 120 cr.

CHEMISTRY (CHEM)

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 II, 1 credit. 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. 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. Topics that will be covered 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. 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. 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. 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. A systematic study of the compounds of carbon, Emphasis is on basic principles of bonding, structure, and functional groups. Also included will be 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. Three hours 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. Three hours 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. Three hours of 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 each semester. 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. Study of the structure and use of chemical literature.

CHEM 457, HISTORY AND PHILOSOPHY OF CHEMISTRY, 1 credit. Seminar and reading course for advanced students.

CHEM 470, ANALYTICAL CHEMISTRY, 4 credits. 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.

MATHEMATICS AND COMPUTER SCIENCE DEPARTMENT

MATHEMATICS

FACULTY

Md. Ziaul Haque
Sanjukta Hota
Cathy R. Martin
Peter J. Melvin,* Math Lab Director

Elizabeth Papousek, Chair and Coordinator of Mathematics
Ronald B. Smith

*adjunct and part-time faculty

Mathematics is important in the life of every individual. The Mathematics faculty has 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.

The goals of the mathematics area and the learning outcomes that flow from these goals are as 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:

1. demonstrate knowledge of mathematics in the areas of elementary analysis (calculus), higher algebra, and higher analysis at the undergraduate level
2. be able to apply the knowledge gained to solve problems related to various disciplines
3. demonstrate general knowledge in the areas of physics and computer science
4. demonstrate the ability to develop and discuss a problem or narrow band of knowledge of a subject in writing and orally; and
5. 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:

1. demonstrate knowledge of mathematics in the areas of elementary analysis (calculus) and higher algebra
2. demonstrate knowledge in the cognate subjects selected
3. demonstrate the ability to develop and discuss a problem or narrow band of knowledge of a subject in writing and orally

4. 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:

1. demonstrate awareness of the connection between prescribed mathematics courses and their respective disciplines; and
2. 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:

1. be familiar with the operation and use of technologies in the learning of mathematics; and
2. 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:

1. be able to apply the principles of mathematics for problem-solving in any discipline; and
2. be able to apply a known solution of a problem to correctly solve a new, related problem.
3. 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:

1. Courses in mathematics—34 credits in mathematics coursework numbered 120 and above. Mathematics majors do not take CORE 130.

The required courses are:

MATH 120	Calculus I
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.

2. **Required cognates—16 credits:**

CSCI 110-120	Introduction to Computer Science I & II
NSCI 360	Statistics
PHYS 130L	Experiments in General Physics I
PHYS 130	University Physics I

3. 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
MATH 130	Calculus II
MATH 210	Calculus III
MATH 220	Introduction to Higher Algebra
MATH 240	Linear Algebra
MATH 320	Algebraic Structures

4. 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 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 cr.)

CORE 100	New Student Orientation	0 cr.
CORE 110	Communication I	4 cr.
FREN or SPAN 101	Elem. French or Spanish I	4 cr.
MATH 120	Calculus I	4 cr.
General Elective		4 cr.

First Year, Spring Semester (16 cr.)

CORE 140	Communication II	4 cr.
FREN or SPAN 102	Elem. French or Spanish II	4 cr.
MATH 130	Calculus II	4 cr.
General elective		4 cr.

Second Year, Fall Semester (16 cr.)

CORE 250	Humanities: Thought and Experience	4 cr.
FREN or SPAN 200	Intermediate French or Spanish	4 cr.
CSCI 110	Intro to Computer Science	4 cr.
CSCI 110L	Intro to Computer Science Lab	0 cr.
MATH 210	Calculus III	4 cr.

Second Year, Spring Semester (16 cr.)

CSCI 120	Intro to Computer Science II	4 cr.
CSCI 120L	Intro to Computer Science II Lab	0 cr.
MATH 220	Intro to Higher Algebra	4 cr.
PHYS 130	University Physics I	3 cr.
PHYS 130L	Experiments in General Physics I	1 cr.
General elective		4 cr.

Third Year, Fall Semester (16 cr.)

CORE 220	Creative Arts	4 cr.
MATH 240	Linear Algebra	4 cr.
General or mathematics elective		8 cr.

Third Year, Spring Semester (16 cr.)

CORE 210	The Varieties of Literature	4 cr.
CORE 230	Natural Science	4 cr.
MATH 320	Algebraic Structures	4 cr.
General or mathematics elective		4 cr.

Fourth Year, Fall Semester (16 cr.)

MATH 353	Introduction to Real Analysis	4 cr.
MATH 395	Senior Seminar	1 cr.

CORE 360	The World and Its Peoples	4 cr.
General or mathematics electives		8 cr.
<u>Fourth Year, Spring Semester (16 cr.)</u>		
MATH 270	Differential Equations	4 cr.
NSCI 360	Statistics	4 cr.
General or mathematics electives		8 cr.

Note: MATH 395, Senior Seminar, must be taken if not completed in the Fall Semester.

Total hours required for graduation: 120 cr.

MATHEMATICS

MATH 100, INTERMEDIATE ALGEBRA, 4 credits, non-degree only. 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 sets and the real numbers, equations and inequalities, polynomials and factoring, and radical and rational expressions. The above topics are introduced in their basic setting.

MATH 101, COLLEGE ALGEBRA, 4 credits. Fundamental concepts of algebra are reviewed, but emphasis is on an introductory study of exponential and logarithmic functions and an advanced study of algebraic equations and inequalities, algebraic functions and their graphs, systems of equations and inequalities, and series. 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: Grade of C or better in 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. Emphasizes functions and their graphs, exponential and logarithmic functions, trigonometry, trigonometric functions and applications, systems of equations and inequalities, matrices and determinants. 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: Grade of C or better in 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 120, CALCULUS I, 4 credits. Topics included are limits, derivatives, and integration of algebraic, trigonometric, exponential, and logarithmic functions, with applications. The course will use technology for exploration and problem-solving. Prerequisites: Grade of C or better in 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 125 (formerly MATH 115), DISCRETE MATHEMATICS, 4 credits. A 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: Grade of C or better in MATH 120.

MATH 130, CALCULUS II, 4 credits. The second of a three semester sequence. Topics included are techniques and applications of integrations, improper integrals, conic sections, polar coordinates, parametric equations, and infinite series. Prerequisite: Grade of C or better in MATH 120.

MATH 200, MATHEMATICS FOR ELEMENTARY TEACHERS, 4 credits. 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: Grade of C or better in MATH 101 or Grade of C or better in Core 130. Not open to students who have completed MATH 220.

MATH 210, CALCULUS III, 4 credits. The third course in three semester sequence. Topics included are vector valued-functions, partial derivatives, double and triple integrals, solid analytic geometry and vectors in space and applications, 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: Grade of C or better in MATH 130.

MATH 220, INTRODUCTION TO HIGHER ALGEBRA, 4 credits. 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: Grade of C or better in MATH 120 or permission of the instructor.

MATH 240, LINEAR ALGEBRA, 4 credits. 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: Grade of C or better in MATH 130 or concurrent enrollment in MATH 130.

MATH 270, ORDINARY DIFFERENTIAL EQUATIONS, 4 credits. First order differential equations with applications, higher order differential equations with applications, series solutions of linear equations, Laplace transforms, and systems of linear first order differential equations. Prerequisite: Grade of C or better in MATH 130.

MATH 320, ALGEBRAIC STRUCTURES, 4 credits. A systematic study of groups, rings and fields complete with substructures, homomorphisms, endomorphism, isomorphisms and automorphism. Prerequisite: Grade of C or better in MATH 220.

MATH 353, INTRODUCTION TO REAL ANALYSIS, 4 credits. 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: Grade of C or better in MATH 210 and Grade of C or better in MATH 220.

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. 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. A student may complete any mathematics requirement by independent study and periodic evaluations by a full-time member of the Mathematics faculty. Prerequisite: Approval of Program Coordinator.

COMPUTER SCIENCE

FACULTY

Kimberly Logan*
N. Horace Mann, III
Larry G. Thomas*

Lei Qian, Coordinator

*adjunct and part-time faculty

The major in computer science is designed to prepare students either for immediate employment or for graduate study. A minor in computer science may be taken in combination with any major field. In keeping with the mission of the University to teach and provide research opportunities for students, the goals of the program in computer science are designed to produce graduates who can:

1. successfully qualify for positions in data processing, entry into graduate schools in the computer and information sciences; entry into the workforce as computer laboratory coordinators
2. enter other professions that require a background in 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 computer science will:

1. have knowledge of the conceptual framework of the major branches of computer science
2. be able to apply the computer science theoretical principles to problems using the appropriate data structures and algorithms
3. be able to apply the necessary technical skills that are fundamental to experimental computer science
4. have a fundamental understanding of the relationship of computer science to other sciences; and
5. be aware of the role of computer science in society and the opportunities for graduate studies and careers in computer science.

Requirements for the computer science major, in addition to the University degree requirements outlined within this Bulletin, are:

1. Required coursework in computer science--42-44 credits, including:

CSCI 110/110-L	Introduction to Computer Science	I (and Lab)
CSCI 120/120-L	Introduction to Computer Science	II (and Lab)
CSCI 201-2	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 301-2	Junior Seminar	
CSCI 312	Database Management	
CSCI 410	Senior Seminar	

And six to eight hours of departmentally approved computer science electives at the 300 level or above.

2. Cognate courses (19 credits):

MATH 120-130	Calculus I & II
MATH 115	Discrete Mathematics
MATH 240	Linear Algebra
NSCI 360	Statistics

3. 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 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:

1. Required coursework in computer science – 30-32 credits, 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
CSCI 261	Operating Systems
CSCI 282 or CSCI 312	Programming Languages or Database Management

And six to eight hours of departmentally approved computer electives at the 200 level or above.

2. Required cognate courses (15 credits)

MATH 120	Calculus I
MATH 115	Discrete Mathematics
MATH 240	Linear Algebra
NSCI 360	Statistics

3. Mathematics requirement—in lieu of the core mathematics course (CORE 130), 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 the advice of 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 cr.)

CORE 100	New Student Orientation	0 cr.
CORE 110	Communication I	4 cr.
CSCI 110/110L	Intro to Computer Science I (and Lab)	4 cr.
FREN or SPAN 101	Elem. French or Spanish I	4 cr.
MATH 115	Discrete Mathematics	4 cr.

First Year, Spring Semester (16.5 cr.)

CORE 140	Communication II	4 cr.
CSCI 102	Freshman Seminar	0.5 cr.
CSCI 120	Intro to Computer Science II (and Lab)	4 cr.
FREN or SPAN 102	Elem. French or Spanish II	4 cr.
MATH 120	Calculus I	4 cr.
<u>Second Year, Fall Semester (16.5 cr.)</u>		
CORE 250	Humanities: Thought and Experience	4 cr.
MATH 130	Calculus II	4 cr.
FREN or SPAN 200	Intermediate French or Spanish	4 cr.
CSCI 201	Sophomore Seminar	0.5 cr.
CSCI 241	Data Structures and Algorithms	4 cr.
<u>Second Year, Spring Semester (16.5 cr.)</u>		
CORE 210	The Varieties of Literature	4 cr.
CORE 220	Creative Arts	4 cr.
NSCI 360	Statistics	4 cr.
CSCI 202	Sophomore Seminar	0.5 cr.
CSCI 230/230L	Intro to Computer Architecture (and Lab)	4 cr.
<u>Third Year, Fall Semester (16.5 cr.)</u>		
CORE 360	The World and Its Peoples	4 cr.
CSCI 261	Operating Systems	4 cr.
MATH 240	Linear Algebra	4 cr.
PHYS 130	University Physics I	3 cr.
PHYS 130L	University Physics I Lab I	1 cr.
CSCI 301	Junior Seminar	0.5 cr.
<u>Third Year, Spring Semester (16.5 cr.)</u>		
CORE 230	Natural Science	4 cr.
PHYS 140	University Physics II	3 cr.
PHYS 140L	University Physics II Lab	1 cr.
CSCI 282	Programming Languages	4 cr.
CSCI 302	Junior Seminar	0.5 cr.
General elective		4 cr.
<u>Fourth Year, Fall Semester (15-16 cr.)</u>		
CSCI 310	Database Management	4 cr.
CSCI elective		3-4 cr.
General elective		4 cr.
General elective		4 cr.
<u>Fourth Year, Spring Semester (13-14 cr.)</u>		
CSCI 292	Theory of Computation	4 cr.
CSCI 410	Senior Seminar	2 cr.
CSCI elective		3-4 cr.
General elective		4 cr.

Total hours required for graduation: 126.5-128.5 cr.

Note: One additional general elective (4 cr.) may be taken in summer school to fulfill requirements for graduation made necessary when students place below calculus upon enrollment.

COMPUTER SCIENCE (CSCI)

CSCI 100, INTRODUCTION TO COMPUTING, 3 credits. 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. The seminar course 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 instructor.

CSCI 110, INTRODUCTION TO COMPUTER SCIENCE I, 4 credits. Three hours 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. 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 II, 4 credits. Three hours 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. 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/semester. The seminar course 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. Three hours 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 115.

CSCI 261, OPERATING SYSTEMS, 4 credits. 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 282, PROGRAMMING LANGUAGES, 4 credits. 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 292, THEORY OF COMPUTATION, 4 credits. 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 115.

CSCI 301-302, JUNIOR SEMINAR, 0.5 credit/semester. The seminar course 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. 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. 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. 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. 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. 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. 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. Presentation of student research. Prerequisite: Senior standing or consent of Department Chair.

PHYSICS DEPARTMENT

FACULTY

Arnold Burger
Warren E. Collins
Steven H. Morgan, Chair
Richard Mu
George Neely**
Enrique Silberman**
Bryan Kent Wallace, *Director of Physics Lab
Michael Watson

*Adjunct and part-time faculty

** Professor Emeritus

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 Department of Physics 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 Department are to:

1. Provide activities and courses of instruction in physics and related areas to meet the mission and needs of the general University and the Division of Natural Science and Mathematics
2. Provide activities and courses of instruction in physics and related areas to meet the needs of undergraduate and graduate physics majors
3. Encourage the creation of new knowledge by conducting outstanding research.

Students who complete the physics major will be able to:

1. Demonstrate scholarship by communicating basic knowledge in physics orally as well as in writing, and by participating in department research programs
2. Relate the importance of physics to other areas of knowledge
3. Apply the knowledge gained to the solution of problems related to various disciplines; and
4. Be able to compete in a quality graduate program upon receipt of the undergraduate degree or to enter the work force and perform in a competent and competitive manner.

Fisk's Physics Department carries on an active research program in such areas as laser spectroscopy, crystal growth and glass science, detector physics, computational astrophysics and astronomy and surface physics. Fisk has for a number of years conducted specialized research on behalf of federal agencies such as National Aeronautics and Space Administration (NASA), the National Science Foundation (NSF), and 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. A number of students have pursued dual degrees in physics and engineering offered in collaboration with Vanderbilt University. The Fisk/Vanderbilt Dual Degree Program is a five-year program that allows a student to earn both a Bachelor's Degree from Fisk with a science major plus a Bachelor's Degree from Vanderbilt in engineering. We also have a concentration in astrophysics and space science, taught jointly by Fisk and Vanderbilt professors. Students choosing this option will also be directed to summer research internships in astrophysics. The Materials Science Concentration in particular takes advantage of the extensive research in that

area which is currently being conducted within the department. Physics is, moreover, 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, 120	Physics Seminars
PHYS 130 and 130L	University Physics I and Experiments in General Physics
PHYS 140 and 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

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.

2. Required cognates--12 credits:

MATH 120	Calculus I
MATH 130	Calculus II
MATH 210	Calculus III
CSCI 110/110L	Intro 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 130, Mathematics.

- The department strongly recommends that students' elective studies include:

CHEM 113/103L	General Chemistry I (& Lab)
CHEM 114/104L	General Chemistry II (& 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:

3. 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.
4. The University foreign language requirement does not apply for the B.S. degree in physics.

A SUGGESTED SCHEDULE FOR B.A. PHYSICS MAJORS WHO HAVE NOT HAD HIGH SCHOOL PRE-CALCULUS:

First Year, Fall Semester (16 cr.)

CORE 100	New Student Orientation	0 cr.
MATH 110	Pre-calculus	4 cr.
CORE 110	Communication I	4 cr.
CHEM 113/103	General Chemistry I/Experiments I	4 cr.
General Elective		4 cr.
PHYS 110	Seminar	0 cr.

First Year, Spring Semester (16 cr.)

PHYS 130/130L	University Physics I/Experiments I	4 cr.
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MATH 130	Calculus II	4 cr.
CORE 140	Communication II	4 cr.
CHEM 114/104	General Chemistry II/Experiments II	4 cr.
PHYS 120	Seminar	0 cr.
<u>Second Year, Fall Semester (16 cr.)</u>		
PHYS 140/140L	University Physics II/Experiments II	4 cr.
MATH 130	Calculus II	4 cr.
CORE 220	The Creative Arts	4 cr.
CSCI 110	Intro to Computer Science I (&Lab)	4 cr.
<u>Second Year, Spring Semester (15 cr.)</u>		
PHYS 340	Methods in Theoretical Physics	3 cr.
MATH 210	Calculus III	4 cr.
CORE 230	Natural Science	4 cr.
CORE 250	Humanities: Thought and Experience	4 cr.
<u>Third Year, Fall Semester (14 cr.)</u>		
PHYS 341	Theoretical Mechanics	3 cr.
PHYS 351	Intermediate Electricity and Magnetism	3 cr.
MATH 270	Ordinary Differential Equations	4 cr.
Foreign Language 101		4 cr.
<u>Third year, spring semester (17 cr.)</u>		
PHYS electives		6 cr.
General electives		4 cr.
CORE 210	The Varieties of Literature	4 cr.
Foreign Language 102		4 cr.
<u>Fourth Year, Fall Semester (15 cr.)</u>		
Physics elective		3 cr.
General elective		4 cr.
CORE 360	The World and Its Peoples	4 cr.
Foreign Language 200		4 cr.
<u>Fourth Year, Spring Semester (16 cr.)</u>		
Physics electives		6 cr.
General electives		10 cr.

Total hours required for graduation: 120 cr.

Further information on the suggested program plan for physics majors (B.A. or B.S. degree) can be obtained by contacting the department of physics or checking the Physics Department 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.

PHYSICS (PHYS)

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. Students will also participate in scientific projects sponsored by the Student Physics Club.

PHYS 120, SEMINAR 2, 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. Students will also participate in scientific projects sponsored by the Student Physics Club.

PHYS 130, UNIVERSITY PHYSICS I, 3 credits. 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. Three lectures and one problem session weekly. 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. 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. 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. 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. 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. 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. The 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. 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. 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 to 4 credits. 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. 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. Development of the Schrodinger theory to include operator formalism and perturbation theory. Prerequisites: PHYS 341, 351.

PHYS 472, INTRODUCTION TO MODERN OPTICS, 3 credits. 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.



From L to R, Brittany Briggs, Charnese Herring, Sheena Jordan, Courtney Hines, & Whitney Weatherspoon.

FISK SPECIAL AND JOINT PROGRAMS

Division of Natural Science and Mathematics

NURSING PROGRAM

Rolanda Johnson, PhD, MSN, RN, Director

FACULTY

Rolanda Johnson

Vanderbilt University School of Nursing Faculty teaches the nursing curriculum.

The nursing program at Fisk University is offered as a partnership between Fisk University and Vanderbilt University School of Nursing (UVSN). Fisk University provides the first five semesters of a pre-nursing liberal arts program of study and the remaining three semesters of nursing courses are provided by Vanderbilt University School of Nursing as a part of the Fisk/Vanderbilt agreement. The pre-nursing program provides the nursing-related prerequisite course requirements that are foundational to the nursing courses to be taught at the VUSN. Upon successful completion of the combined programs of study, students are awarded a Bachelor of Science in Nursing (BSN) degree from Fisk University. A student who completes this program of study will have had the experience of an academic career in both a liberal arts environment of a small university campus and a health sciences environment of a major research university. This unique combination of study on two differently oriented campuses will provide a student with training in nursing education, strongly complemented by extensive study in the humanities and social sciences. Thus, the student will be well trained to function as a bachelor's degree nurse, and also have the necessary foundation to pursue masters and doctoral studies in nursing.

DESCRIPTION OF THE NURSING PROGRAM PHILOSOPHY

Nursing is a professional discipline that seeks to understand phenomena and predict circumstances that affect the health of individuals, families, groups, and communities. The discipline of nursing encompasses science, ethics, politics, and the heritage of nursing. The central focus of the discipline is the diagnosis and treatment of individuals, families, and groups as they respond to actual and potential health problems. The practice of nursing is an art and a science, used to help individuals improve their health potential.

The profession of nursing builds on a liberal education, and a university provides the best possible environment for this kind of education. A liberal education includes the arts and humanities as well as social, biological, and physical sciences. The synthesis of knowledge from these disciplines, as well as nursing, will enhance the ability of nurses to understand self, relationships with others, the nature of communities, other cultures, the physical world, current issues, and human values.

The study of diverse disciplines contributes to the ability to think analytically, reason logically, and communicate effectively. Students are expected to continue growing in intellectual and communication skills, using their liberal education to deepen their understanding of nursing and health. University-wide interdisciplinary activities are actively sought for the intellectual exchange and stimulation they provide.

The nursing program leading to the BSN at Fisk University constitutes an arena for excellence in nursing practice, as well as a forum for discussion and analysis of issues that affect health care, consumers, the nursing profession, and society.

Graduates of the Fisk University BSN program will be able to:

1. Synthesize knowledge from nursing, the humanities, and the biophysical and social sciences into the practice of professional nursing
2. Demonstrate skills in critical thinking, decision making, information management, and use of the nursing process with individuals, families and groups experiencing complex health problems
3. Evaluate the usefulness of and apply research findings to professional nursing practice
4. Teach and counsel individuals, families, communities, and other groups about health, illness and health-seeking behaviors
5. Provide health care to culturally diverse populations in a variety of environments, both independently and in collaboration with other health care team members
6. Demonstrate leadership qualities in addressing professional nursing and health issues.
7. Demonstrate accountability for decisions about nursing practice
8. Demonstrate awareness of the historical and current aspects of economic, political, legal and ethical issues related to health care in society
9. Demonstrate awareness of nursing roles within the health care system
10. Demonstrate and practice the highest principles of ethics and health care practices.

ADMISSION TO NURSING PROGRAM

Upon admission to the University, students may declare a pre-nursing major and begin the coursework that is foundational to the upper division Nursing Program. Students will be admitted to the upper division major after completing five semesters of liberal arts course at Fisk University.

Admission to the upper division nursing program is based on the following factors:

1. Undergraduate Grade Point Average. It is recommended that the applicant have at least a cumulative B (3.0) average in the prescribed 82 credit hours of pre-requisite liberal arts courses and a B (3.0) average in the following core courses. (Biology; Chemistry; Microbiology; Human Anatomy, and Human Physiology I & II; Statistics; Life Cycle, Adulthood and Aging; and Child and Adolescent)
2. Letters of Recommendation. Three letters of reference from faculty are required.
3. Interview. A written interview survey is required.
4. Face to face Interview. An interview with the Fisk/Vanderbilt Partnership Academic Committee is required.

5. Goal Statement. A concise statement of your career goals as a nurse is required.
6. Health History. Students are required to submit documentation of a negative tuberculin skin test or chest X-ray, Hepatitis B vaccine, MMR vaccine, tetanus vaccine, varicella titer (students testing negative are required to be immunized), and/or other appropriate immunizations to Vanderbilt University School of Nursing before initial registration.
7. Meet eligibility requirements for licensure in Tennessee.

Graduation requirements for a BSN are completion of 82 semester hours in the general education and core curriculum requirements for Fisk University and 47 semester hour credits in the nursing major for a total of 129 semester hours. A minimum acceptable cumulative grade point average for progression and graduation is a 3.0. "D" is an unacceptable grade in specific prerequisite courses required for the nursing degree. *Students must also achieve a grade of a B in clinical nursing course*.*

TUITION AND FEES

During the first 5 semesters of study, tuition and fees will be in accordance with that of Fisk University. For the final 3 semesters of study, tuition and fees will be in accordance with that of Vanderbilt University School of Nursing.

FISK-VANDERBILT REQUIRED HOURS FOR BACHELORS OF SCIENCE IN NURSING CURRICULUM PLAN

First Year, Fall Semester (or Semester 1)

CORE 100	New Student Orientation	0 cr.
CORE 110	Communication	4 cr.
CORE 130	Mathematics or MATH 101	4 cr.
BIO 101	General Biology	3 cr.
BIO 101L	General Biology Lab	1 cr.
SPAN 101 or SPAN 102 or	Elementary Spanish	4 cr.

First Year, Spring Semester (or Semester 2)

CORE 140	Communications II	4 cr.
CORE 210	The Varieties of Literature	4 cr.
CORE 220	The Creative Arts	4 cr.
SPAN 102 or SPAN 200	Elementary Spanish	4 cr.

First Year, Summer Semester

PSY 180	General Psychology	4 cr.
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Second Year, Fall Semester (or Semester 3)

CHEM 113	General Chemistry	3 cr.
CHEM 103L	Experiments in General Chemistry	1 cr.
BIO 221	Human Anatomy and Physiology I	3 cr.
BIO 221L	Human Anatomy and Physiology Lab	1 cr.
SOC 101	Family Life	4 cr.
SPAN 200	Intensive Intermediate Spanish	4 cr.

Second Year, Spring Semester (or Semester 4)

CORE 250	Humanities: Thought and Experience	4 cr.
STAT 280	Methods and Statistics	4 cr.
SOC 282	Life Cycle, Adulthood, Aging	4 cr.
BIO 222	Human Anatomy and Physiology II	3 cr.
BIO 222L	Human Anatomy and Physiology II Lab	1 cr.

Third Year, Fall Semester (or Semester 5)

BIO 270	Microbiology	3 cr.
BIO 270L	Microbiology Lab	1 cr.
CORE 360	The World and Its Peoples	4 cr.
PSY 205	Child and Adolescent Development	4 cr.
NUR 231	Introduction to Nutrition	2 cr.

NUR 210*	Introduction to Health Care Delivery Systems	3cr.
NUR 246b*	Care of the Elderly Client Practicum	1 cr.
<u>Third Year, Spring Semester (or Semester 6)</u>		
NUR 215	Foundations of Professional Nursing I	2 cr.
NUR 225	Populations-based Health Care	2 cr.
NUR 235	Human Experience of Health and Illness Across the Lifespan I	4 cr.
NUR 245*	Fundamentals of Clinical Practice	5 cr.
NUR 255	Basic Pharmacology	2 cr.
<u>Fourth Year, Fall Semester (or Semester 7)</u>		
NUR 216	Professional Nursing Seminar	1 cr.
NUR 236	Human Experience of Health and Illness Across the Lifespan II	5 cr.
NUR 246a*	Integration of Theoretical and Clinical Aspects of Nursing I	4 cr.
NUR256	Strategies for Improving Self-Care	2 cr.
NUR 226	Health Care Systems: Micro Issues	2 cr.
<u>Fourth Year, Spring Semester (or Semester 8)</u>		
NUR217	Foundations of Professional Nursing II	3 cr.
NUR 227	Health Care Systems: Macro Issues	2 cr.
NUR 247b*	Management Practicum	1 cr.
NUR 237 *	Human Experience of Health and Illness Across the Lifespan III	4 cr.
NUR 247a*	Integration of Theoretical and Clinical Aspects of Nursing II	4 cr.

* Indicates Nursing Clinical Courses

NUR 210, INTRODUCTION TO HEALTHCARE DELIVERY SYSTEMS, This course acquaints the student with nursing from a historical perspective, various health care disciplines, and healthcare delivery systems. Current concepts, trends, and issues in nursing also will be explored.

NUR 215, FOUNDATIONS OF PROFESSIONAL NURSING I, This course is the first of a two course sequence addressing professional nursing. This course introduces the student to professional nursing. Historical beginnings, the organization and structure of the professional identity, and role development are explored. Building on this content, students are introduced to theories and models relevant to nursing. Using critical thinking, students will be introduced to clinical decision-making strategies, theory development and research methods. With guidance, students will analyze and synthesize information from a variety of sources related to professional nursing.

NUR 216, PROFESSIONAL NURSING SEMINAR, This course addresses the role of the professional nurse. The student will have the opportunity to explore the dimensions and responsibilities of the professional nursing role by applying legal/ethical concepts and critical thinking skills to selected case studies involving patients in a variety of settings. Prerequisites: 215, 225, 245.

NUR 217, FOUNDATIONS OF PROFESSIONAL NURSING II, This course is the second of a two course sequence addressing professional nursing. The student in this course will identify, evaluate, and engage the various steps of scholarly inquiry in order to address research problems related to professional nursing practice. Students also will explore the theoretical and research foundations for knowledge development in nursing. Prerequisites: 215, 216

NUR 225, POPULATIONS-BASED HEALTH CARE, This course provides the student with an opportunity to explore population-based health care principles of prevention, health maintenance and health promotion within the context of Healthy People 2010. Notably, the course will focus on how these principles are used to increase healthy lifespan, decrease discrepancies in health status and health outcomes for different populations and assure access to preventive services for all. It emphasizes epidemiologic principles and population based

holistic health promotion/disease prevention as an integral part of populations at risk for illness, disability, or premature death. Further, the course explores population-based care models and environments in which health care is delivered: community agencies, neighborhoods/communities, schools, the family, and the workplace. Legislation and policy implications for primary, secondary, and tertiary care will be discussed.

NUR 226, HEALTH CARE SYSTEMS: MICRO ISSUES, This course addresses health care systems and their related issues. Course content focuses on leadership and decision making theory, team building, communication and managerial skills. The course also provides information on contemporary trends in the organization and delivery of health care to individuals, families and populations. This course also provides an introduction to health care ethical, legal and policy issues. Quality Improvement will also be addressed in this course. Pre/co-requisite: 225.

NUR 227, HEALTH CARE SYSTEMS: MACRO ISSUES, N227 is the second course in a two course sequence (N226/N227). N227 addresses issues that relate to the macro system of health care. The course content provides information on contemporary trends in the organization and delivery of health care to individuals, families and populations. The impact of managed care and financial pressures on health care providers is discussed along with outcomes management, informatics, financial management, and economic principles pertinent to the delivery of health care services. Pre/co-requisites: N225 and N226.

NUR 231, INTRODUCTION TO NUTRITION, This course is designed to assist the student in building a foundation of knowledge which may be used to evaluate nutrition information from varied sources as well as apply nutrition fundamentals to personal and population dietary recommendations. Nutrition research will be integrated with the basic principles of digestion and absorption, the role of specific nutrients in health and illness, and the role of nutrition throughout the lifespan. Topics to be addressed will include nutrition and physical fitness, weight control and energy balance, nutrition and health promotion, and nutrition programs and services available throughout the U.S. public health system.

NUR 235, HUMAN EXPERIENCE OF HEALTH AND ILLNESS ACROSS THE LIFESPAN I, This is the first of three didactic courses examining the human experience of health and illness across the lifespan from infancy through senescence. The framework incorporates the following concepts and their influence on health and the response to illness: growth and development, gender, lifestyle, value systems, spirituality, ethnicity, environment, and psychosocial, economic, and cultural issues. The impact of these factors on individuals, families, and aggregates/populations/communities will be explored. Basic concepts/knowledge of selected interventions will be introduced, i.e. pharmacologic, perioperative, and mental health. Selected health problems involving the cardiovascular, respiratory, integumentary, and endocrine systems will be presented; the epidemiology, pathophysiology, medical management (pharmacologic, non-pharmacologic, and surgical), and nursing management will be addressed. Health promotion, including primary, secondary, and tertiary, anticipatory guidance, and patient education will be discussed.

NUR 236, HUMAN EXPERIENCE OF HEALTH AND ILLNESS ACROSS THE LIFESPAN II, This is the second of three didactic courses examining the human experience of health and illness across the lifespan—from infancy through senescence, including the childbearing cycle. The framework incorporates the following concepts and their influence on health and response to illness; growth and development, mental health, gender, lifestyle, value systems, spirituality, ethnicity, environment, and psychosocial, economic, and cultural issues. The impact of these factors on individuals, families, and aggregates will be explored. Basic concepts/knowledge of selected interventions will be introduced. Selected health problems involving the neurologic (including selected mental health disorders with appropriate treatment modalities and settings), muscular/skeletal, gastrointestinal, sensory (ear, eye, nose), and reproductive (including maternity focus) systems will be presented. The epidemiology, pathophysiology, medical management (nonpharmacologic, and surgical), and nursing management will be addressed. Health promotion, including primary, secondary, and tertiary, anticipatory guidance, and patient education will be discussed. Pre/co-requisites: 215, 235.

NUR 237, HUMAN EXPERIENCE OF HEALTH AND ILLNESS ACROSS THE LIFESPAN III, This is the third of three didactic courses examining the human experience of health and illness across the lifespan—from infancy through senescence, including the childbearing cycle—with an emphasis on increasingly complex

and/or chronic health problems. The course provides the student with the theoretical basis to apply principles of chronic illness, including assessment and intervention skills, to at risk populations. Pre/co-requisite: N236.

NUR 245, FUNDAMENTALS OF CLINICAL PRACTICE, This course is the first of a sequence of three clinical practice courses designed to provide the student with the opportunity to learn and practice the skills of assessment, patient care and care planning in a didactic classroom setting and a simulated laboratory and then in a clinical area for a variety of client populations across the life span (newborn, pediatric, adolescent, adult, older adult, and child-bearing families). A variety of health care settings will be utilized for practice. At the end of the course, the student, with minimal faculty assistance and guidance, will be able to analyze data, develop a basic plan of care, safely and accurately implement selected basic nursing interventions, and evaluate the plan's effectiveness. Pre/co-requisites: 215, 225, 235.

NUR 246a, INTEGRATION OF THEORETICAL AND CLINICAL ASPECTS OF NURSING I, This course is the second of a sequence of three clinical practice courses. It is designed to provide the student with the opportunity to integrate theory and practice the skills of assessment, patient care, and care planning in a clinical area for diverse client populations across the life span (newborn, pediatric, adolescent, adult, older adult and child-bearing families). A variety of health care settings will be utilized for practice. At the end of the course, the student with moderate faculty assistance and guidance will be able to analyze data, develop a basic plan of care, safely and accurately implement selected nursing interventions, and evaluate the plan's effectiveness for physiologic and psychosocial health needs. Prerequisites: 215, 225, 235, 245, 255. Co-requisites: 216, 226, 236.

NUR 246B, CARE OF THE ELDERLY CLIENT PRACTICUM, 1 credit. This course is designed to provide the student with additional specific knowledge related to health issues facing the older adult including: aging demographics; attitudinal issues, myths, and stereotypes of aging; theories of aging; impact of ethnicity on aging; The focus of the course will be on critical thinking and utilization of the nursing process in care of older adults. The course will consist of 7 hours of classroom and 35 hours of clinical practicum experiences in care of the elderly client.

NUR 247a, INTEGRATION OF THEORETICAL AND CLINICAL ASPECTS OF NURSING II, This course is the final rotation of the second in the sequence of three clinical practice courses. This course is designed to provide the student with the opportunity to learn and practice the skills of assessment, patient care, and care planning in a clinical area for diverse client populations across the life span (newborn, pediatric, adolescent, adult, older adult, and child-bearing families). A variety of health care settings will be utilized for practice. At the end of the course, the student with moderate faculty assistance and guidance will be able to analyze data, develop a basic plan of care, safely and accurately implement selected nursing interventions, and evaluate the plan's effectiveness for physiologic and psychosocial health needs of the complex clients, their families, and the health needs of a community. Prerequisites: 215, 216, 225, 226, 235, 236, 245, 246, 255, 256; Co-requisites: 217, 227, 237.

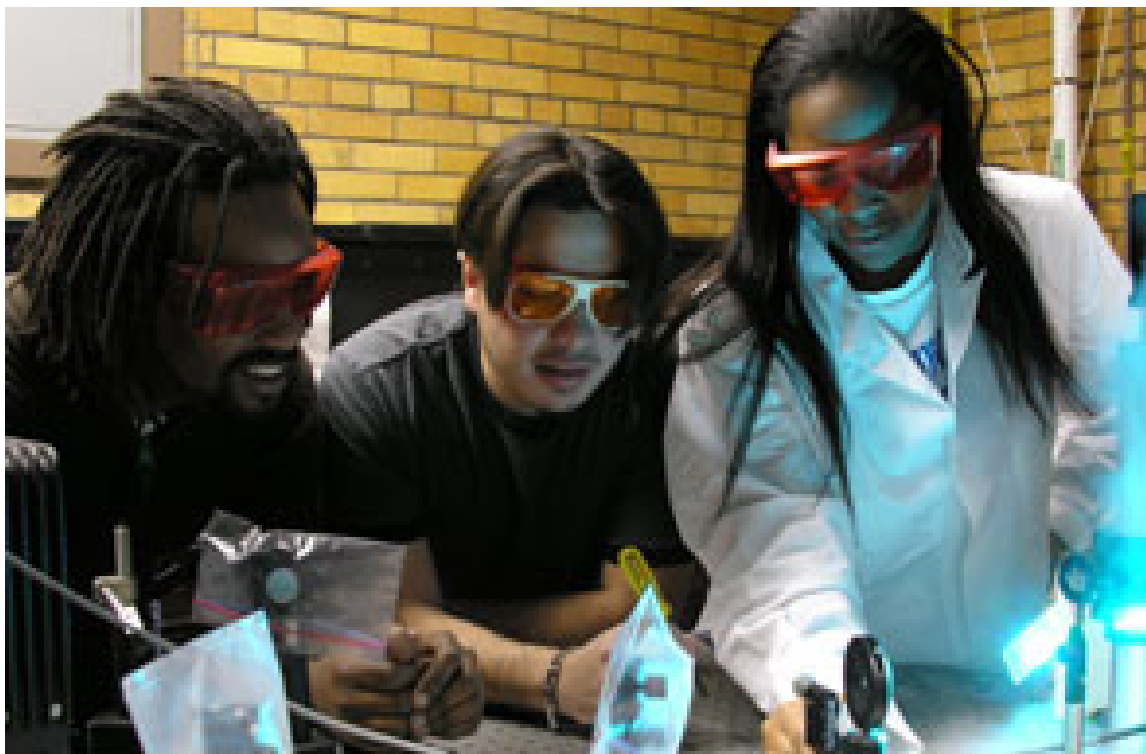
NUR 247b, MANAGEMENT PRACTICUM, The clinical course is designed to assist students in the integration of theory and practice as they approach the completion of the nursing major. Students will be placed in clinical areas for advanced clinical experience under faculty guidance. Clinical goals include the development of independence in nursing practicum skill, skill in clinical decision making, and application of nursing leadership and management of theory.

NUR 255, BASIC PHARMACOLOGY, This course presents an introduction to pharmacologic knowledge, the clinical indications for drug use as a treatment modality, and the role of the nurse in drug therapy. The course will present content on the prototype drug from major drug classifications that serve as a framework for continued self-study of new drug information. Emphasis will be on the drug classifications and their respective prototype drug(s) that are more commonly encountered in drug therapy.

NUR 256, STRATEGIES FOR IMPROVING SELF-CARE, This course builds on the knowledge of the improvement process, motivation and teaching/learning theories. The course addresses the processes necessary to change individual self-care behaviors. The student applies concepts of change, motivation, learning, and continuous improvement, to selected case studies. Pre/co-requisites: 235, 245.

JOINT BACHELOR'S/M.S.N. PROGRAM

A joint bachelor's/M.S.N. program in cooperation with the Vanderbilt School of Nursing is also available to students with an interest in professional nursing. Vanderbilt's unique graduate program is designed to prepare students at the level of the Master of Science in Nursing degree for advanced professional work in nursing, without requiring that the student have nursing training at the bachelor's level. Fisk students in the joint program spend three years pursuing requirements for a Fisk bachelor's degree in an appropriate natural science or social science discipline, then transfer to Vanderbilt to begin master's level work in nursing. The Fisk bachelor's degree is awarded upon successful completion of the first year of study in the M.S.N. program. The student's program at Fisk must, however, be planned to meet key Fisk general education and major requirements within the first three years while also preparing the student for graduate study in nursing. Interested students should contact the Fisk Biology Department or the Vanderbilt School of Nursing for detailed information as soon as possible after first enrolling at Fisk.



Students in a physics class

FISK-MEHARRY JOINT PROGRAMS IN BIOMEDICAL SCIENCES (JPBS)

Fisk offers two joint programs (a 4/4 B.S./M.D. program and a 3/4 B.S./Ph.D., M.D., D.D.S. program) with nearby Meharry Medical College (MMC). These two agreements permit the Fisk student who is admitted to a joint program as a freshman to enter Meharry Medical College as a candidate for a medical (M.D.), dental (D.D.S.), or research (Ph.D.) degree after three or four years of undergraduate study, supplemented with various summer research experiences at Meharry Medical College.

Students admitted to the 4/4 B.S./M.D. program participate in Summer Enrichment Programs and receive a summer stipend from Meharry Medical College while students who opt for the 3/4 B.S./Ph.D., M.D., D.D.S. program may receive a tuition and fee waiver from Fisk. Admission to Meharry Medical College can be assured in advance for those students who enter the joint program as Fisk freshmen and who perform satisfactorily in their Fisk studies and on the Medical College Admission Test (MCAT).

PRE-PHARMACY PROGRAM

The pre-pharmacy program is a dual degree option arranged between Fisk and Howard University. This program permits students to complete a B.S. in biology at Fisk and a professional degree in pharmacy at Howard. 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.

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, 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.

Requirements for the B.S. in biology in the pharmacy dual degree program are similar to those that apply for B.A. candidates in biology at Fisk as outlined in the Biology section of this Bulletin. There are, however, the following exceptions:

1. Mathematics courses required are MATH 120-130 for the B.S. program in association with the dual degree
2. The organic and analytical chemistry lab (CHEM 206) is required in this program in lieu of CHEM 204, Organic Chemistry Lab, as a concurrent laboratory to accompany CHEM 234, Organic Chemistry. This lab intended primarily for chemistry rather than biology majors teaches more quantitative skills than does the regular CHEM 204 lab section. Since it is a two-credit lab, it may require students in the dual degree program to take a one-hour overload during one semester of their three years at Fisk (depending upon foreign language placement results and other scheduling variations)
3. A second course in psychology is an additional required cognate course for students who pursue the B.S. in biology in preparation for entering the College of Pharmacy and Pharmaceutical Science at Howard
4. Courses taken at Howard University during the first year in the College of Pharmacy and Pharmaceutical Science supplement the 101 credits the student will normally have completed during three years at Fisk. It is therefore not required that students complete the Biology Department's usual Senior Seminar requirement at Fisk. Nor is it necessary to complete the usual Fisk advanced botany course, or most of the normal Fisk biology electives. The Howard courses taken by the student during the first year there will total more than 30 credits in acceptable science/biology courses.

SUGGESTED PROGRAM PLAN FOR BIOLOGY MAJORS (B.S. DEGREE) IN THE DUAL DEGREE PHARMACY PROGRAM WITH HOWARD UNIVERSITY:

First Year, Fall Semester (16 cr.)

CORE 100	New Student Orientation	0 cr.
CORE 110	Communication I	4 cr.
Foreign Language 101		4 cr.
CHEM 113	General Chemistry I	3 cr.
CHEM 103	Experiments in General Chemistry I	1 cr.
* BIOL 101 & 101L		4 cr.

First Year, Spring Semester (16 cr.)

CORE 140	Communication II	4 cr.
Foreign Language 102		
CHEM 114	General Chemistry II	3 cr.
CHEM 104	Experiments in General Chemistry II	1 cr.

*BIOL 102 & 102L		4 cr.
<u>Second Year, Fall Semester (16 cr.)</u>		
CORE 220	The Creative Arts	4 cr.
Foreign Language 200		4 cr.
*BIOL 221	Human Anatomy/Physiology	3 cr.
*BIOL 221L	Human Anatomy/Physiology Lab	1 cr.
CHEM 233	Organic Chemistry I	3 cr.
CHEM 203	Experimental Organic Chemistry I	1 cr.
<u>Second Year, Spring Semester (17 cr.)</u>		
CORE 230	Natural Science	4 cr.
*BIOL 222	Human Anatomy/Physiology	3 cr.
*BIOL 222L	Human Anatomy/Physiology Lab	1 cr.
CHEM 234	Organic Chemistry II	3 cr.
CHEM 206	Analytic & Organic Chemistry Lab	2 cr.
PSY 180	General Psychology	4 cr.
<u>Third Year, Fall Semester (16 cr.)</u>		
CORE 210	The Varieties of Literature	4 cr.
*BIOL 270	Microbiology	3 cr.
*BIOL 270L	Microbiology Lab	1 cr.
MATH 120	Calculus	4 cr.
PHYS 130	General Physics I	3 cr.
PHYS 130L	Experiments in General Physics Lab	1 cr.
<u>Third Year, Spring Semester (20 cr.)</u>		
CORE 360	The World and Its Peoples	4 cr.
CORE 250	Humanities: Thought and Experience	4 cr.
BIOL 360	Cell Biology II	4 cr.
BIOL 360L	Cell Biology Lab II	0 cr.
PHYS 140	General Physics II	3 cr.
PHYS 140L	Experiments in General Physics II	1 cr.
Elective course in psychology		4 cr.

DUAL DEGREE IN SCIENCE AND ENGINEERING PROGRAMS

The dual degree engineering programs at Fisk are arrangements between Fisk University and two schools of engineering: Vanderbilt University and Case Western Reserve University. The principal objective of the dual degree programs is to enable Fisk science majors to simultaneously obtain a bachelor's level engineering degree from the cooperating institution and a Fisk science degree, with all studies for both degrees completed during a five-year period. This is possible because the science curriculum at Fisk blends easily with the engineering curricula of the cooperating institutions, and because the faculties of the institutions have agreed to treat significant elements of their respective curricula as equivalent. When the student satisfies the basic Core and University requirements at Fisk, he or she has simultaneously fulfilled the basic education requirements of the engineering programs at the cooperating institutions. The cooperating institutions have entered into agreements with Fisk, accepting as identical all the various basic courses offered by each in the fine arts, humanities, and social sciences. The basic science course requirements in the engineering programs are satisfied almost entirely by major and minor courses available at Fisk in physics, mathematics, chemistry, and biology.

The student registers at Fisk during the first three years, and at Vanderbilt or Case-Western during the fourth and fifth years. Program plans in biology and biomedical engineering, and in physics and electrical engineering, have been worked out in detail and are available from the Department of Physics at Fisk. Arrangements may also be made, however, for dual programs linking Fisk's chemistry and mathematics departments to corresponding programs at the cooperating institutions for dual science and engineering degrees. Interested students should contact the appropriate Fisk Department Chair for further information. Applications for financial aid through cooperating institutions must be made at the time of application for transfer, in accordance with the normal deadlines established by the institution involved.

Admission to these programs is open to Fisk students in good standing who have a cumulative grade point average of "B" or better in high school chemistry, mathematics, physics, biology, and related science courses; who have chosen a major in the Division of Natural Science and Mathematics at Fisk, and, in the case of the Vanderbilt program, have cross-registered for an introductory engineering course at that institution during the second semester of the freshman year. The programs also require a cumulative GPA of 3.0 or better at Fisk, and a recommendation from the major faculty academic advisor at Fisk. All applicants who meet these criteria are considered for program admission by the director of the program in consultation with representatives of the cooperating institution.

Retention in the dual degree program requires that the student earn at least 30 semester hours of academic credit per year of enrollment, and maintain a cumulative 3.0 GPA. A student who elects to receive a Fisk degree at the end of the study period at Fisk is no longer considered a dual degree student. Dual degree students are expected to be in residence at the cooperating institution by the beginning of the fourth year in the program.

Application to the appropriate office of the cooperating institution should be made in the spring semester of the junior year.

THE FISK/VANDERBILT DUAL DEGREE IN SCIENCE AND ENGINEERING

The Fisk/Vanderbilt Dual Degree program allows a student to earn both a Bachelor's Degree from Fisk with a science major plus Bachelor's Degree from Vanderbilt in engineering. 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. In order to qualify for the program, students must begin taking Vanderbilt engineering courses while still at Fisk (no later than the first semester of the junior year) and do well enough in these courses plus their Fisk coursework to qualify for admission to Vanderbilt. This requires special attention to the sequence of courses taken at Fisk, so contact with the Fisk Dual Degree advisor should be made as soon as possible.

Requirements

The student should obtain the "[Declaration of Intention to Pursue a Dual-Degree](#)" form as soon as possible in the freshman year from the Dual Degree advisor, and complete and return it so that the advisor can inform the student as to the requirements of the program. Note that completion of this form does not mean the student is admitted to the program. Formal admission to the program occurs when the student has completed the work necessary to begin taking courses in the Vanderbilt Engineering School, usually in the sophomore or first part of the junior year, has completed an application, and has been accepted by the Dual Degree Committee. 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 Vanderbilt. The Dual Degree advisor should be consulted on this. A more detailed description of appropriate pre-engineering preparation is available in [this document](#). The student must satisfy the degree requirements for the VU degree, including a minimum of 60 hours of Vanderbilt courses –Major courses (approx. 40 hours) and Program electives and cognate courses (approx. 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 or 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. The courses taken must be those specified in the

curricula that have been approved for each dual degree program. By January 15 of the second semester of the junior year, the student should fill out the proper papers to transfer to Vanderbilt University. The student will have all of his or 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 as a Dual Degree Program applicant's.
- The student has to have a Fisk University transcript sent to Vanderbilt University.

Once this has been done and if the student has a 3.0 GPA or higher at Fisk and Vanderbilt, both overall and in math and science, the Vanderbilt Dual Degree Coordinator will recommend to the V.U. Admissions Office the admission of the student and Vanderbilt will provide the student with information on his/her housing contract.

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.

NOTE: It is up to the student to speak with his/her advisors at both schools to figure out a way to work in 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.

For More Information, please check the website at:

[http://www.fisk.edu/physics/Undergraduate Study/Dual Degree/dual_degree.html](http://www.fisk.edu/physics/Undergraduate%20Study/Dual%20Degree/dual_degree.html)

Additional information about the Dual Degree program can be obtained from the Fisk Dual Degree Advisor:

Dr. Arnold Burger
Professor of Physics
240 DuBois Hall
Fisk University
1000 17th Avenue North
Nashville, TN 37208-3051
Ph: (615) 329-8516
Fax (615)329-8634
email: aburger@fisk.edu

Information about Vanderbilt engineering programs can be found at the [Vanderbilt School of Engineering](#) website.

DIVISION OF SOCIAL SCIENCES

REAVIS L. MITCHELL, DIRECTOR

DEPARTMENTS

- **HISTORY**
- **POLITICAL SCIENCE**
- **PSYCHOLOGY**

- **SOCIOLOGY**
- **TEACHER EDUCATION AND SPECIAL EDUCATION**

The Social Sciences Division includes the Departments 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 a Master's program in Clinical Psychology and General Psychology. The Teacher Education Program is available for elementary and secondary licensure of students in selected departments from each division and offers a Bachelor of Science degree in Special Education.

The aim in all undergraduate programs is to provide for students 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 departments are designed for compatibility with the aims of the liberal arts heritage of Fisk University.

DIVISION OF SOCIAL SCIENCES: DIVISIONAL COURSES

(This section lists Divisional offerings only; offerings by departments within the division are listed under departmental headings)

SOCIAL SCIENCES (SSCI)

SSCI 280, METHODS AND STATISTICS FOR SOCIAL RESEARCH, 4 credits. 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.

SSCI 380, BLACK EXPERIENCES, 4 credits. Application and analysis of social, psychological, historical, cultural, and political perspectives in understanding and solving problems/issues experienced by African Americans.

SSCI 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.

HISTORY DEPARTMENT

FACULTY

Reavis L. Mitchell, Chair
 Jeff Menzies*
 James Quirin
 Linda T. Wynn

The History Department's goals are to:

1. Prepare broadly educated men and women for entry into diverse professional careers and public lives;
2. Foster the skills that history teaches: analysis, evaluation, and synthesis;

3. 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
4. Develop in history students a greater appreciation of a multicultural world, a pluralistic nation, and a technological society.

Students graduating with a Bachelor of Arts degree in history will:

1. Be able to research historical problems and analyze their historical elements;
2. Demonstrate the ability to develop interpretive theses to explain and synthesize evidence
3. Demonstrate the ability to effectively communicate the conclusion of their studies to a general audience; and
4. Be able to analyze the impact of changes over time.

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

Required to take two of the following courses (8 hours):

HIS 160	U.S. History Survey
HIS 270	African-American History
HIS 180	African History

Required to take two of the following courses (8 hours):

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 (16 credits)

Core 100	New Student Orientation	0 cr.
Core 110	Communication I	4 cr.
Foreign Language		4 cr.
HIS 160, 180, 190 or 270	History	4 cr.
Elective		4 cr.

First Year, Spring Semester (16 credits)

Core 130	Mathematics	4 cr.
Foreign Language		4 cr.
HIS 160, 180, 190, or 270	History	4 cr.

Elective		4 cr.
<u>Second Year, Fall Semester (16 credits)</u>		
CORE 140	Communication II	4 cr.
CORE 220	The Creative Arts	4 cr.
Foreign Language		4 cr.
History any course		4 cr.
<u>Second Year, Spring Semester (16 credits)</u>		
CORE 210	The Varieties of Literature	4 cr.
CORE 230	Natural Science	4 cr.
HIS 150	Introduction to the Study of History	4 cr.
Elective		4 cr.
<u>Third Year, Fall Semester (16 credits)</u>		
CORE 250	Humanities: Thought and Experience	4 cr.
CORE 360	The World & Its Peoples	4 cr.
History any course		4 cr.
Elective		4 cr.
<u>Third Year, Spring Semester (16 credits)</u>		
History any course		4 cr.
Electives		12 cr.
<u>Fourth Year, Fall Semester (16 credits)</u>		
HIS 499	Senior Seminar	4 cr.
Elective (or history course)		4 cr.
Elective		4 cr.
Elective		4 cr.
<u>Fourth Year, Spring Semester (16 credits)</u>		
History any course		4 cr.
Elective (or history course)		4 cr.
Elective		4 cr.
Elective		4 cr.

Total hours required for graduation: 120 cr.

HISTORY (HIS)

HIS 150, INTRODUCTION TO THE STUDY OF HISTORY, 4 credits. 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. A political, economic, and cultural survey of American history from colonial beginnings to the present.

HIS 180, AFRICAN HISTORY, 4 credits. 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. 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. 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. 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. 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. 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. 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. An historical survey of the interactions of black people and white society in the United States from the colonial era to the present Prerequisites: CORE 110 Communication I: African American Heritage and CORE 140 Communication II: African American Heritage.

HIS 300, INDEPENDENT STUDY IN HISTORY, 4 credits. 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. 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. Discussion of career planning and/or graduate school placement. Preparation and presentation of a senior project. Senior Exam.

POLITICAL SCIENCE DEPARTMENT

FACULTY

Jennifer W. Adebajo, Chair
Anthony Nimley

The Political Science Department 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. and Ph.D. degrees.

The department seeks to:

1. 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;
2. Provide students with the capacity for empirical research and analysis in both the public and private sectors of society;
3. Provide students with the ability to seek solutions to problems of global and domestic political significance;
4. Acquaint the students with the need to create new knowledge through research and scholarly activity;
5. Equip and prepare students for employment in the public and private sectors of society; and
6. Equip and prepare students for graduate and professional schools.

- Students graduating with a B.A. in political science will:
 1. Demonstrate an understanding of the basic vocabulary of politics and government, including the major concepts, principles, processes, theories, and ideologies of the discipline;
 2. Understand the basic operations of the major institutions of government and how these institutions affect and are affected by the polity;
 3. Understand the need to explain and predict the behavior of the various individuals, groups, and other entities in the political process;
 4. Understand the formulation and implementation of the policy-making process;
 5. Demonstrate proficiency in the dynamics of political life.

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

1. Courses in Political Science— 24 credits, including:

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

2. Required Cognate—4 credits

SSCI 280	Methods and Statistics for Social Research
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3. 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

1. 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

2. Required Cognate—4 credits

SSCI 280	Methods and Statistics for Social Science Research
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3. General Electives—40 - 48 credits

Joint majors combining political science and another discipline may be arranged according to the usual University regulations. The department 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, SSCI 280. A faculty member from the Political Science 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.

Political Science requirements for the joint major are as follows (in addition to the University's degree requirements as outlined within this Bulletin):

1. Courses in political science—24 credits, including:

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

2. Required Cognate—4 credits:

SSCI 280	Methods and Statistics for Social Research
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SUGGESTED PROGRAM PLAN FOR POLITICAL SCIENCE MAJORS - (PLAN I—GENERAL POLITICAL SCIENCE):

First Year, Fall Semester (16 cr.)

CORE 100	New Student Orientation	0 cr.
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CORE 110	Communication I	4 cr.
CORE 130	Mathematics	4 cr.
FREN or SPAN 101	Elem. French or Spanish I	4 cr.
PSCI 111	Introduction to Political Science	4 cr.
<u>First Year, Spring Semester (16 cr.)</u>		
CORE 140	Communications II	4 cr.
FREN or SPAN 102	Elem. French or Spanish II	4 cr.
PSCI 122	American Political Systems	4 cr.
General elective		4 cr.
<u>Second Year, Fall Semester (16 cr.)</u>		
FREN or SPAN 200	Intermediate French or Spanish	4 cr.
CORE 250 or	Humanities: Thought and Experience <u>or</u>	4 cr.
CORE 210	The Varieties of Literature	
PSCI 221	International Politics	4 cr.
PSCI 231	Classical Political Theory	4 cr.
<u>Second Year, Spring Semester (16 cr.)</u>		
CORE 210 or	The Varieties of Literature or	
CORE 250	Humanities: Thought and Experience	4 cr.
CORE 220	The Creative Arts	4 cr.
SSCI 280	Methods & Statistics for Social Research	4 cr.
Political Science elective		4 cr.
<u>Third Year, Fall Semester (16 cr.)</u>		
CORE 230	Natural Science	4 cr.
PSCI 305	American Constitutional Law	4 cr.
Political Science or		
General elective		8 cr.
<u>Third Year, Spring Semester (16 cr.)</u>		
CORE 360	The World and Its Peoples	4 cr.
Political Science elective		4 cr.
General electives		8 cr.
<u>Fourth Year, Fall Semester (12 cr.)</u>		
General electives		12 cr.
<u>Fourth Year, Spring Semester (12 cr.)</u>		
PSCI 442	Senior Seminar	4 cr.
General electives		8 cr.
Total hours required for graduation:		120 cr.

SUGGESTED PROGRAM PLAN FOR POLITICAL SCIENCE MAJORS - (PLAN II–PUBLIC ADMINISTRATION):

<u>First Year, Fall Semester (16 cr.)</u>		
CORE 100	New Student Orientation	0 cr.
CORE 110	Communication I	4 cr.
CORE 130	Mathematics	4 cr.
FREN or SPAN 101	Elem. French or Spanish I	4 cr.
PSCI 111	Introduction to Political Science	4 cr.
<u>First Year, Spring Semester (16 cr.)</u>		
CORE 140	Communication II	4 cr.
FREN or SPAN 102	Elem. French or Spanish II	4 cr.
PSCI 122	American Political Systems	4 cr.
General elective		4 cr.
<u>Second Year, Fall Semester (16 cr.)</u>		
CORE 250 or 210	Humanities: Thought and Experience <u>or</u>	
	Varieties of Literature	4 cr.
FREN or SPAN 200	Intermediate French or Spanish	4 cr.
PSCI 205	Administrative Behavior	4 cr.

PSCI 130	Introduction to Public Administration	4 cr.
<u>Second Year, Spring Semester (16 cr.)</u>		
CORE 210 or 250	The Varieties of Literature or Humanities	4 cr.
CORE 220	The Creative Arts	4 cr.
PSCI 212	Public Policy Analysis	4 cr.
PSCI 216	Public Personnel Administration	4 cr.
<u>Third Year, Fall Semester (16 cr.)</u>		
CORE 230	Natural Science	4 cr.
CORE 360	The World and Its Peoples	4 cr.
Elective		4 cr.
SSCI 280	Math. & Stat. For Social Research	4 cr.
<u>Third Year, Spring Semester (16 cr.)</u>		
PSCI 314	Public Finance Administration	4 cr.
PSCI 342	Administrative Law and Behavior	4 cr.
General electives		8 cr.
<u>Fourth Year, Fall Semester (16-20 cr.)</u>		
Internship		4 cr.
General electives		12-16 cr.
<u>Fourth Year, Spring Semester (16-20 cr.)</u>		
General electives		12-16 cr.

Total hours required for graduation: *120 cr.

*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 could result in lack of credit for the internship. If student elects a 12 hour internship, they will need 128 credit hours to graduate instead of the usual 120 credit hours.

POLITICAL SCIENCE (PSCI)

PSCI 111, INTRODUCTION TO POLITICAL SCIENCE, 4 credits. 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. 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. 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. 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. 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. 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. 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. 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. 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. 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. 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. 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. 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. 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. 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. May be taken by majors only in junior year.

PSCI 314, PUBLIC FINANCIAL ADMINISTRATION, 4 credits. 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. 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.

PSCI 321, INTERNATIONAL LAW AND ORGANIZATION, 4 credits. 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. 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. 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. 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. The 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 be taken by discipline seniors only.

PSYCHOLOGY DEPARTMENT

FACULTY

Stephanie Bellard, Visiting Assistant Professor
Rhonda Cunningham-Burley
Jason Meriwether*
Sheila Peters, Chair
Tarik Smith*
Jonathan R. Stadler

*adjunct, part-time and visiting faculty

The Department of Psychology 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 assume leadership roles within their communities.

Psychology is a basic science of human behavior and mental processes. The goals of the Psychology Department are to:

2. Contribute to the understanding of humanity through scientific inquiry into the behavior of living organisms by means of a range of research methods;
3. Provide fundamental training for mental health practitioners or professionals and researchers in the field of human behavior and development;
4. Assist in preparing persons for professions requiring psychological background—such as teaching, the health sciences, social service, law, and ministry; and
5. Encourage the application of this knowledge to a variety of problems, such as those associated with minority status and personal, occupational, and social adjustment.

Students who complete the psychology program will be able to:

1. Define and use appropriately the important concepts of contemporary psychology;
2. Identify the major historical and contemporary theories of psychology;
3. Identify and describe important research methods and analyze and interpret data gathered using the various methods applicable to the discipline;
4. Define the ethical responsibilities of psychologists in both research and practice
5. Communicate the results of empirical, library, and Internet research both orally and in writing
6. Apply psychological concepts and research to social problems; and
7. Recognize the role of psychological research and theory in the practice of various careers.

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

1. Courses in psychology—32 credits, distributed as indicated below among the five groupings of courses within the department:

Group I (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 II (one course required – 4 credits):

PSY 205	Child & Adolescent Development
PSY 221	Introduction to Personality

Group III (one course required – 4 credits):

PSY 217	Biological Psychology
PSY 262	Learning & Cognition

Group IV (one course required – 4 credits):

PSY 341	Social Psychology
PSY 348	Abnormal Psychology

Group V (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 so as to maximize preparation for post-baccalaureate activities. Students should consult with their assigned departmental faculty academic advisors to combine program options that provide basic training in psychology and are also of maximum usefulness for specific career objectives.

2. Required cognates, 4 credits:

SSCI 280	Methods & Statistics for Social Research
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SUGGESTED PROGRAM PLAN FOR PSYCHOLOGY MAJORS:

First Year, Fall Semester (16 cr.)

CORE 100	New Student Orientation	0 cr.
CORE 110	Communication I	4 cr.
CORE 130	Mathematics	4 cr.
FREN or SPAN 101	Elem. French or Spanish I	4 cr.
General elective		4 cr.

First Year, Spring Semester (16 cr.)

CORE 140	Communication II	4 cr.
PSY 180	General Psychology	4 cr.
FREN or SPAN 102	Elem. French or Spanish II	4 cr.
General elective		4 cr.

Second Year, Fall Semester (16 cr.)

CORE 250 or	Humanities : Thought and Experience <u>or</u>	4 cr.
CORE 210	Varieties of Literature	
SSCI 280	Methods and Statistics for Social Research	4 cr.
FREN or SPAN 201	Intermediate French or Spanish	4 cr.
PSY 200-level course		4 cr.

Second Year, Spring Semester (16 cr.)

CORE 250 or	Humanities: Thought and Experience <u>or</u>	4 cr.
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CORE 210	Varieties of Literature	
CORE 220	The Creative Arts	4 cr.
PSY 200-level		4 cr.
General elective		4 cr.
<u>Third Year, Fall Semester (16 cr.)</u>		
CORE 230	Natural Science	4 cr.
PSY 200 or 300-level course		4 cr.
CORE 360	The World & Its Peoples	4 cr.
General elective		4 cr.
<u>Third Year, Spring Semester (16 cr.)</u>		
PSY 316	Experimental and Quasi- Research	4 cr.
	Experimental Designs in Psychology	
PSY 200 or 300-level course		4 cr.
General electives		8 cr.
<u>Fourth Year, Fall Semester (14-16 cr.)</u>		
PSY 481	Senior Seminar	4 cr.
PSY 200-, 300- or 400-level	Course or elective	4 cr.
General electives		6-8 cr.
<u>Fourth Year, Spring Semester (10-12 cr.)</u>		
PSY 200-, 300- or 400-level course		4 cr.
or elective		
General electives		6-8 cr.

Total hours required for graduation: 120 cr.

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 Psychology Department. Consultation with departmental 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 (SSCI 280, Methods & Statistics for Social Research) must also be completed. A faculty member from the Psychology 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.

PSYCHOLOGY (PSY)

PSY 180, GENERAL PSYCHOLOGY, 4 credits. 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. 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. 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. 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 SSCI 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. 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. A study of changes in cognitions, emotions, and behaviors as explained by an array of evolving learning/thinking theories (classical, instrumental, cognitive). Interactions between these theories and hereditary predispositions will also be examined. Prerequisite: PSY 180.

PSY 310, EXPERIMENTAL & QUASI-EXPERIMENTAL RESEARCH DESIGN IN PSYCHOLOGY, 4 credits. 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 SSCI 280 or equivalent.

PSY 341, SOCIAL PSYCHOLOGY, 4 credits. 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. 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 particular attention 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) design and completion of an individual, group, or readings research project in an area of interest to the student. 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.

SOCIOLOGY DEPARTMENT

FACULTY

MaryAltani Karpos*
Shirley A. Rainey
Dani A. Smith, Chair

*Visiting faculty from Vanderbilt

The Department of Sociology 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 department 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 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 program for the major in the department has the following specific objectives:

1. Prepare majors for graduate or professional school;
2. Train students to conduct social research;
3. Develop in students an awareness of the nexus between sociology and international and cross-cultural issues;
4. Expose students to major sociological theorists (including those who have historically been excluded because of race, gender, sexual preference, etc.);
5. Promote sociological thinking and train students to apply sociological concepts to real world situations.

Students graduating with a B.A. degree in sociology will be able to:

1. Identify the major theorists in sociology and demonstrate knowledge of their major contributions to the discipline of sociology;
2. Demonstrate fundamental knowledge in other substantive areas of sociology, such as urban sociology, medical sociology, deviance and social control, social problems, social psychology, social movements, and social change;
3. Demonstrate an understanding of major sociological concepts such as society, culture, socialization, deviance, and stratification;
4. Demonstrate awareness of the opportunities for graduate studies and careers in sociology and formulate a career plan;
5. Design and conduct an empirical study;
6. Demonstrate proficiency in data analysis;
7. Demonstrate an understanding of the importance of diversity as an explanatory variable within and across societies;
8. 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:

1. 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 departmental faculty academic advisor.

2. Required cognates, 4 credits, as follows:

SSCI 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)
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Joint majors, combining sociology with another concentration, are encouraged by the Department of Sociology 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 (SSCI 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 (16 cr.)

CORE 100	New Student Orientation	0 cr.
CORE 110	Communication I	4 cr.
CORE 130 or	Mathematics <u>or</u>	4 cr.
MATH 101	College Algebra <u>or</u> higher level mathematics course	
FREN or SPAN 101	Elem. French <u>or</u> Spanish I	4 cr.
CSCI 100 or	Introduction to Computing <u>or</u>	4 cr.
BAD 110 or	Business Information Systems	
General elective		

First Year, Spring Semester (16 cr.)

CORE 140	Communication II	4 cr.
FREN or SPAN 102	Elem. French <u>or</u> Spanish II	4 cr.
SOC 100	Introduction to Sociology	4 cr.
General elective		4 cr.

Second Year, Fall Semester (16 cr.)

CORE 250	Humanities: Thought and Experience	4 cr.
FREN or SPAN 200	Intensive Intermediate French <u>or</u> Spanish	4 cr.
Sociology elective		4 cr.
General elective		4 cr.

Second Year, Spring Semester (16 cr.)

SSCI 280	Methods and Statistics for Social Research	4 cr.
CORE 210	The Varieties of Literature	4 cr.
Sociology elective		4 cr.
General elective		4 cr.

Third Year, Fall Semester (16 cr.)

CORE 220	The Creative Arts	4 cr.
CORE 230	Natural Science	4 cr.
Sociology elective		4 cr.
General elective		4 cr.

Third Year, Spring Semester (16 cr.)

CORE 360	The World & Its Peoples	4 cr.
SOC 374	Social Theory	4 cr.
Sociology elective		4 cr.
General elective		4 cr.

Fourth Year, Fall Semester (12 cr.)

SOC 499	Senior Seminar	4 cr.
Sociology elective		4 cr.
General elective		4 cr.

Fourth Year, Spring Semester (12 cr.)

General electives		12 cr.
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Total hours required for graduation: 120 cr.

SOCIOLOGY (SOC)

SOC 100, INTRODUCTION TO SOCIOLOGY, 4 credits. 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. 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. 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. 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. 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. 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. Critical examination 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 282, LIFE CYCLE, ADULTHOOD, AND AGING, 4 credits. 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. 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. 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 347, SOCIAL MOVEMENTS AND SOCIAL CHANGE, 4 credits. 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 particular social movements to long term cultural changes.

SOC 351, CRIMINAL JUSTICE SYSTEM, 4 credits. 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 360, SPECIAL TOPICS IN SOCIOLOGY, 4 credits. This course is an integrative treatment of a specific area or topic in sociology, with particular attention 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. 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. 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 376, RACE AND ETHNICITY, 4 credits. 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. Group identities, their subversions, manipulations, revivals, and upgradings. Prerequisite: SOC 100.

SOC 380, INDEPENDENT READINGS AND RESEARCH, 1-4 credits. 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, PRACTICUM, 4 credits. The practicum entails assignment to some community agency or setting where the student will participate in a minimum of ten 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 each week meets with or reports to the faculty academic advisor. In recent years students have completed their practica in health facilities, in criminal justice programs, and at community centers, among younger and older persons. 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. Students also become acquainted with the various careers in sociology and explore various graduate school options. Prerequisites: SOC 100 and SOC 374.

TEACHER EDUCATION AND SPECIAL EDUCATION

FACULTY

Richard Bowers, Director of Teacher Education and Coordinator of Special Education
Joseph Fisher*
Karolyn Kilcrease*
Renita Perkins*
James Sawyers*
Derek M. Smith*
Earlie B. Steele
Tanesha N. Stewart*

*adjunct and part-time faculty

Teacher Education Programs

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 Education Programs in offering appropriate courses that lead to certification in specified areas.

Specific goals of the Teacher Education Programs are to:

1. Ensure the ability of students to function effectively and responsibly as teachers in a multicultural society
2. Ensure the ability to be effective teachers based on the thorough understanding of the institution of public education
3. Be able to translate abstract knowledge of theory and principles into effective practice in the classroom
4. Ensure full knowledge of the ethical responsibilities of teachers; and
5. Integrate classroom work, field experience, and research in the teacher education curriculum.

Students who complete a Teacher Education Program will be able to:

1. Demonstrate knowledge and understanding of the multicultural society in which they live and their relation and responsibility, as teachers, to such a society
2. Demonstrate knowledge and understanding of the historical, philosophical, and social foundations underlying the development and practices of public education
3. Demonstrate knowledge and understanding of the principles and processes of human growth, development, and learning, and the practical application of this knowledge to teaching all children
4. Demonstrate instructional competencies and strategies acquired through a wide range of laboratory, clinical, and student teaching experiences
5. demonstrate understanding of instructional methods, materials, and media as they apply to the facilitation of learning
6. Utilize and apply data collection and evaluation procedures in measuring the progress of schoolchildren
7. Demonstrate knowledge of current research on effective teaching and learning practices; and
8. Demonstrate ability to utilize materials, methods, and resources for effective instructional planning and ethical and constructive relations with pupils, teachers, administrators, and parents.

The specific functions of the teacher education 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 Director of Teacher Education is responsible for the organization and administration of the programs. There are three program options: elementary teaching (grades K-6); secondary teaching (grades 7-12); and specialty teaching in art (K-12).

Admission to Teacher Education

Requirements for admission to Teacher Education Program include completion of normal University degree requirements as outlined within this Bulletin, as well as:

- Completion of an academic major chosen from among those acceptable for the elementary or secondary education program selected. Details are specified below;
- Completion of language studies in Spanish at a level sufficient to satisfy the University foreign language requirement. (The University's expectation that the foreign language requirement will be met in Spanish is due to Fisk's special interest in preparing teachers for urban schools in increasingly multicultural and multilingual American cities.) Languages other than Spanish are acceptable,

however, for students who arrive at Fisk with significant prior background in another language, or where the student's major department recommends a language other than Spanish;

- Submission of three faculty letters of recommendation;
- Completion of an essay;
- Admission to the Teacher Education Program– which is not automatic. Students should contact the Director of Teacher Education as soon as possible after arrival at Fisk. Admission to the program is based on a separate application (normally submitted by the end of the first semester of the sophomore year) to the Director; other general University criteria delineated by the Teacher Education Committee, and a minimum cumulative Fisk grade point average of 2.5 or better. Students must also earn acceptable scores on the Pre-Professional Skills Test (PPST) or the Computer-Based Academics Skills Assessments Test (CBT). Students seeking admission to the Teacher Education Program who have attained a composite score of 21 or above on the (ACT) or a composite score of 22 or above on the Enhanced ACT Assessment or who have attained a combined verbal and mathematical score of 920 or above on the (SAT) or a combined verbal and mathematical score of 1020 or above on the recent (SAT) shall be exempt from taking a state-mandated test for admission. Program admission decisions are made by the Teacher Education Committee following review of the student's qualifications and a personal interview. Prior to licensure, the State of Tennessee also requires that prospective teachers pass, with prescribed minimum scores, the PRAXIS II Subject Assessments. Required PRAXIS II tests include the core battery and specialty area tests
- Admission to Student Teaching

As part of the requirements for the Teacher Education Program, each student must be formally admitted to student teaching. Thus, each student must.

1. Meet all Teacher Education requirements to date;
2. Document passing scores on the Praxis II examinations in the semester prior to student teaching;
3. Apply for student teaching through the Teacher Education advisor, submit the completed application during the first semester of the senior year;
4. Maintain a cumulative GPA of 2.5 or better;
5. Exhibit professional growth characteristics essential to becoming an effective educator;
6. 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 three teacher education programs are as follows:

For elementary teaching (grades K-6), Fisk offers a sequence of professional studies courses in education, to be taken in conjunction with an academic major in dramatics and speech, English, history, business, mathematics, psychology, religious and philosophical studies,² 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 24-credit sequence of professional education courses and cognates:

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 410	Elementary Education Seminar
MATH 200	Mathematics for Elementary Teachers

²Students in the program who choose the religion and philosophy major are advised to concentrate their studies in philosophy in observance of the constitutionally prescribed separation of church and state.

PSY 205 Child and Adolescent Development

For secondary teaching (grades 7-12), Fisk offers a sequence of professional education courses to be taken in conjunction with an academic major in biology, chemistry, dramatics and speech, 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

For art teaching in 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 Director of Teacher Education as well as faculty members in the Art Department. In addition, prospective art teachers complete a student teaching placement and the following 25-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 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 Education Program seek regular academic counsel from the Director of Teacher Education as well as from a faculty academic advisor in the major department. Fisk cannot 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 Director of Teacher Education. 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 education programs are high. Because students must meet both Fisk and Tennessee State Board of Education requirements, and because the 9.0 credit hours for student teaching

experience are not counted toward the total 120-hour degree requirement at Fisk, more than the usual 120 semester hours may be required for graduation. This will also depend upon the student's choice of major and prior foreign language preparation. 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 Director of Teacher Education 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 Program

SPECIAL EDUCATION; MODIFIED K-12

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:

1. Prepare teachers, supervisors, and supportive staff, to develop and implement an integrated curriculum in the regular classroom;
2. Serve as a consultant to regular classroom teachers of various disciplines and grade levels;
3. Provide additional instruction in resource rooms or other settings.

Objective

To provide a competency-based teacher education 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; Modified K-12.

Program Requirements

The Exceptional Learning Special Education; Modified K-12 Degree 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 (32 semester hours) for a Bachelor of Science degree in Special Education. A total of 120 semester credit hours must be completed. Students must maintain a minimum cumulative grade point average of 2.7, and be admitted to the Teacher Education 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 25 hours of Professional requirements.

Specific Procedures for Admission include:

- Submission to the Special Education Coordinator a copy of college transcript
- A minimum 2.5 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	Techniques and Strategies (Modified)
SPED 280	Practical Application of Special Education
SPED 360	Managing Inappropriate Classroom Behavior
SPED 400	Procedures for Teaching the Gifted
SPED 420	Integrating Technology in Special Education
SPED 480	Student Teaching of Exceptional Children

Professional Education Core:

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 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; MODIFIED K-12 – BACHELOR’S DEGREE**General Education Core (32 cr.)**

CORE 100	New Student Orientation	0 cr.
CORE 110	Communication I – African- American Heritage	4 cr.
CORE 130	Mathematics	4 cr.
CORE 140	Communication II – African- American Heritage	4 cr.
CORE 210	The Varieties of Literature	4 cr.
CORE 220	The Creative Arts	4 cr.
CORE 230	Natural Science	4 cr.
CORE 250	Humanities: Thought and Experience	4 cr.
CORE 360	The World and Its Peoples	4 cr.

Professional Education Core (25 cr.)

EDUC 248	Educational Psychology	4 cr.
EDUC 260	Theory and Practice of Teaching	3 cr.
EDUC 250	Fundamental Responsibilities	1 cr.
EDUC 320	Elementary Curriculum Methods I	3 cr.
EDUC 410	Elementary Education Seminar I	3 cr.
MATH 200 or	Mathematics for Elementary Teachers	4 cr.
CSCI 100		

Exceptional Learning Major (36 cr.)

SPED 210 or	Intro. to Special Education or	3 cr.
SPED 310	Characteristics and Needs of	
	Exceptional Children	
SPED 311	Nature of the Learning Disabled Child	3 cr.
SPED 270	Professional Aspects of Special Education	3 cr.
SPED 410	Assessment in Special Education	3 cr.
SPED 350	Techniques and Strategies (Modified)	3 cr.
SPED 280	Practical Application of Special Education	3 cr.

SPED 360	Managing Inappropriate Classroom Behaviors	3 cr.
SPED 400	Procedures for Teaching the Gifted	3 cr.
SPED 420	Integrating Technology in Special Education	3 cr.
SPED 480	Student Teaching Exceptional Children	9 cr.
General Electives		15 cr.
Foreign Languages		12 cr.

Total hours required for graduation: 120 cr.

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.

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:

- Have a Bachelor's degree*;
- Have graduated from college with a minimum of 2.75 GPA
- Apply for admissions to the Teacher Education 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;
- 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 course work with a minimum grade point average of 2.0 per course; (no grade below C is acceptable);
- Have 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-6), Fisk offers the following sequence of professional studies courses in education:

EDUC 248	Educational Psychology	4 cr.
EDUC 250	Fundamental Responsibilities of Teaching	1 cr.
EDUC 260	Theory and Practice of Teaching	3 cr.
EDUC 320-330	Elementary Curriculum and Methods I and II	3 cr. each
EDUC 410	Elementary Education Seminar	3 cr.
MATH 200	Mathematics for Elementary Teachers	4 cr.
PSY 205	Child and Adolescent Development	4 cr.

For Licensure in secondary teaching (grades 7-12), Fisk offers a sequence of professional education courses

EDUC 248	Educational Psychology	4 cr.
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EDUC 250	Fundamental Responsibilities of Teaching	1 cr.
EDUC 260	Theory and Practice of Teaching	3 cr.
EDUC 340-350	Secondary Curriculum and Methods I and II	3 cr. each
EDUC 460	Secondary Education Seminar	3 cr.
PSY 205	Child and Adolescent Development	4 cr.

For Licensure in Special Education Modified K-12, Fisk offers the following sequence of professional studies courses in education:

SPED 210	Introduction to Special Education <u>or</u>	3 cr.
SPED 310	Characteristics and Needs of Exceptional Children	3 cr.
SPED 311	Nature of the Learning Disabled Child	3 cr.
SPED 270	Professional Aspects of Special Education	3 cr.
SPED 280	Practical Application of Special Education	3 cr.
SPED 350	Techniques and Strategies (Modified)	3 cr.
SPED 360	Managing Inappropriate Classroom Behavior	3 cr.
SPED 400	Procedures for Teaching the Gifted	3 cr.
SPED 410	Assessment in Special Education	3 cr.
SPED 420	Integrating Technology in Special Education	3 cr.
SPED 480	Student Teaching of Exceptional Children	9 cr.

* 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 education, and the major for the teaching field. Candidates who seek Special Education licensure who have not completed a teacher preparation program must also complete the sequence of Professional Education courses.

EDUCATION (EDUC)

EDUC 248, EDUCATIONAL PSYCHOLOGY, 4 credits. 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. 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. 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. 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. Continued 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. 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. Continued 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, (credits required but do not count as part of the 120 degree credits). 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. *Passing scores on Praxis II required.*

EDUC 410, ELEMENTARY EDUCATION SEMINAR, 3 credits. Required of, and 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, (credits required but do not count as part of the 120 degree credits). 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. *Passing Scores on Praxis II required.*

EDUC 460, SECONDARY EDUCATION SEMINAR, 3 credits. Required of, and 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. *Passing Scores on Praxis II required.*

SPECIAL EDUCATION (SPED)

SPED 210, INTRODUCTION TO SPECIAL EDUCATION, 3 credits. 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. 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. A course that covers characteristics, identification and diagnosis, 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. 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. 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. *Passing scores on Praxis II required.*

OTHER UNDERGRADUATE ACADEMIC PROGRAMS

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

HONORS (HON)

HON 111-112, FRESHMAN 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. Prerequisite: Admission to the W.E.B. Du Bois General University Honors Program.

HON 121-122, FRESHMAN HONORS INDEPENDENT STUDY, 4 credits each semester. 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, 4 credits each semester. 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, 4 credits each semester. 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 each semester. 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.

ARMY AND NAVY ROTC

MILITARY SCIENCE (MS)

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.

MS 111 FOUNDATIONS OF LEADERSHIP, 1 credit: Establishes a framework of reference regarding military service, an understanding of the profession of arms and its impact on and place in American society.

MS 113 BASIC LEADERSHIP, 2 credits: This course continues the student's introduction to the military organization and begins to teach leadership techniques and principles using military situations as a point of reference.

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 151 PRINCIPLES OF WAR, 3 credits: Continues instruction in map reading, land navigation using a map and compass, first aid, weapons marksmanship, drill and small unit tactics.

MS 211 LEADERSHIP & PROBLEM SOLVING, 3 credits: 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, 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.

NAVAL SCIENCE (NS)

These courses are offered at Vanderbilt University and are available only to students enrolled in the Navy ROTC program. Courses can be counted as electives for credit toward graduation.

HIS 131, SEA POWER IN HISTORY, 3 credits. 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. 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.

AIR FORCE ROTC

AEROSPACE SCIENCE (AERO)

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.

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 1010, AERO 1020 FOUNDATIONS OF THE U.S. AIR FORCE, 1 credit.

is a survey course designed to introduce students to the USAF and the AFROTC. Topics include: Mission and organization of the Air Force, officership and professionalism, military customs and courtesies, USAF officer opportunities, and an introduction to communication skills.

AERO 2010, 2020 AIR POWER HISTORY 1 credit. 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 3510, 3520, AIR FORCE LEADERSHIP STUDIES, 3 credits. 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 4510, 4520, NATIONAL SECURITY AFFAIRS-PREPARATION FOR ACTIVE DUTY, 3 credits. Examines the U.S. national security process, regional studies, advanced leadership ethics, and USAF doctrine. Special topics focus on the military as a profession, officership, military justice, civilian control of the military, preparation for active duty and current affairs affecting the military.

AERO 1011L-2021L, 3511L-4521L, LEADERSHIP LABORATORY, 1 credit each. All cadets enrolled in the General Military Course (GMC) or Professional Officer Course (POC) 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.



Senior Class on Graduation Day

COURSE DESCRIPTIONS A-Z

AERO SPACE SCIENCE

AERO 1010, AERO 1020 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, officership and professionalism, military customs and courtesies, USAF officer opportunities, and an introduction to communication skills.

AERO 2010, 2020 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.

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AERO 4510, 4520, 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, officership, military justice, civilian control of the military, preparation for active duty and current affairs affecting the military.

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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 II, 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 drypoint. 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 each 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 data bases 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 110 and CORE 140.

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

BIOL 101, GENERAL BIOLOGY I, 3 credits–lecture. 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.

BIOL 101L, 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–lecture. This course is a continuation of BIOL 101. 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 (formerly BIOL 212, 212L), 4 credits–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–lecture. 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—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 BIOL 101, 101L or permission of the instructor.

BIOL 255, 255L VERTEBRATE BIOLOGY (Anatomy), 4 credits—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—lecture and lab. This course introduces students to various aspects of normal and abnormal embryonic development of representative vertebrates—amphibia (frog), aves (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—lecture. 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—lecture. 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—lab. 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, (formerly BIOL 305, 305L) 4 credits—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. The post-Mendelian era will include topics on 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 (formerly BIOL 343, 343L, 344, 344L) 4 credits—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 transduction, transformation, DNA and protein analyses, and cell metabolism. 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 BASIC BIOTECHNOLOGY, 4 credits—lecture and lab. This course introduces students to the principles, methodology, and operation of instruments used in biotechnology. Topics include biocatalysis, fermentation technology, genetic engineering, and immunology. This course emphasizes the value of critical thinking and analytical reasoning required for careers in biological and related areas. Prerequisites: BIOL 313, 313L or NSCI 361, 361L, or permission of instructor.

BIOL 497-498, SENIOR SEMINAR, 1 credit each 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 II, 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 will be 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 each 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 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 II, 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/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 115.

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 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 of 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 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 115.

CSCI 301-302, JUNIOR SEMINAR, 0.5 credit/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 iterative 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 SERIES, 0 credit. This is a one-semester course required of all entering freshmen students. This course carries no credit; however, students must earn a grade of P (pass) to meet graduation requirements. The goal of this course is to assist students in their transition to Fisk University by addressing such topics as academic rules and regulations, study and test taking skills, financial management, health-related issues, faculty expectations and other topics that are pertinent to student success.

CORE 110, COMMUNICATION I: AFRICAN AMERICAN HERITAGE, 4 credits. This course teaches the reading skills that lead to critical thinking, fosters students' abilities in written communication, explores the traditions of African American heritage, and exposes students to the basic fundamentals of public speaking. A writing-intensive course; should be taken in the first semester.

CORE 130, MATHEMATICS, 4 credits. This course aims to further the development of students' critical and analytical skills through the study of various mathematical concepts. Topics to be covered include logic, concepts of algebra, equations and inequalities, concepts of functions with a study of their graphs and applications, systems of equations, matrices, and an introduction to probability and statistics. Should be taken in the first year.

CORE 140, COMMUNICATION II: AFRICAN AMERICAN HERITAGE, 4 credits. This course develops more fully students' abilities in written communication, explores in more depth the traditions of African American heritage, and enhances students' abilities in oral communication. A writing-intensive course; should be taken in the second semester. Prerequisite: CORE 110.

CORE 210, THE VARIETIES OF LITERATURE, 4 credits. This course aims to develop students' skill in the critical study of texts, including the areas of Psychology, Religion, Political Science, History, Dramatics, Philosophy, and other disciplines, in the Humanities, Social Sciences, and Natural Sciences. A writing-intensive course suggested for the second or third year student.

CORE 220, THE CREATIVE ARTS, 4 credits. This course 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 230, 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 130.

CORE 250, HUMANITIES: THOUGHT AND EXPERIENCE, 4 credits. In this course, 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 110.

CORE 360, THE WORLD AND ITS PEOPLES, 4 CREDITS. This course 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 110, 140, 220, and 250.

DRAMATICS

DRAM 111, ACTING I, (Part 1), 2 credits. This course teaches the basic acting techniques, with emphasis on stage improvement and voice, and principles and theories of sensory, imaginative, emotional, and pantomimic responsiveness. An examination of the fundamentals of acting and of the knowledge and skill required in order to create characters.

DRAM 112, ACTING I (Part 2), 2 credits. This course is a continuation of DRAM 111. Prerequisite: DRAM 111 or permission of instructor.

DRAM 200, ELEMENTS OF DANCE, COMMUNICATIONS, AND THEATER, 4 credits. This course is an introduction to dance, communication, and theater. Historical development of dance, communication, and theater from the earliest beginnings to the present. Each component is designed to develop authoritative and sensitive characters within its area. This course also promotes technical accuracy and versatility within each component to prepare the student for professional experiences in dance, communication, and theater. Laboratory Hours Required.

DRAM 210: STAGECRAFTERS, 2 credits each. This course provides the student who is interested in the performance aspect of production to receive credit for practical experience. If the experience takes place off campus, arrangements for credit must be made through the Department Chair. The student who is interested in technical theater also receives the opportunity to acquire credit for practical experience in production. Laboratory Hours Required. Course may be repeated for a maximum of 8 credit hours.

DRAMA 211, THEORY AND PRACTICE IN DANCE, COMMUNICATION, AND THEATER PRODUCTION I, 2 credits. This course introduces students to the art, theory, and practice of all phases of dance production, communication presentations, and theater production. The student receives practical experience in scenery construction, costume execution, make-up, and lighting in the theater workshop and through participation in Orchesis and Stagecrafters productions. Participation takes place in a performance environment. Sound, light, and performance spaces are explored as a means of environmental image making in relationship to dance, communication, and theater. Laboratory Hours Required.

DRAM 212, THEORY AND PRACTICE IN DANCE, COMMUNICATION AND THEATER PRODUCTION II, 2 credits. This course is a continuation of Production I Prerequisite: DRAM 211 or permission of instructor. Laboratory Hours Required

DRAM 213, ACTING II, 4 credits. This course is a continuation of Acting I, with emphasis on scene study. Majors or Minors Only. Prerequisites: DRAMA 111, 112, or permission of instructor.

DRAM 214, ACTING II (Part 2), 4 credits. This course is a continuation of Acting II. Prerequisites: DRAM 111, 112, 213, or permission of instructor.

DRAM 300, THEATER MOVEMENT/COMBAT, 4 credits. This course is a study of basic techniques of movement for theater dance. Basics of theatrical violence and fighting style with emphasis on integration of technical skills and characterization. Prerequisites: HFAR 100A&B, or 110A&B, or 220A&B.

DRAM 310: STAGECRAFTERS, 2 credits each. This course enables the student who is interested in the performance aspect of production to receive credit for practical experience. If the experience takes place off campus, arrangements for credit must be made through the Department Chair. The student who is interested in technical theater also receives the opportunity to acquire credit for practical experience in production. Laboratory Hours Required. Course may be repeated for a maximum of 8 credit hours.

DRAM 320, PLAY DIRECTING, 4 credits. This course introduces students to the techniques of play analysis, interpretation, movement and composition, and their interpretation on the stage. Each student directs a one-act play or equivalent. Prerequisites: DRAM 211 and 212, or permission of instructor.

DRAM 385, THEATER AND DANCE HISTORY, 4 credits. This course is a survey of the history of theater and dance performance from earliest times to the present. Assists the student in understanding and appreciating the role of the theater and dance in contemporary life. Includes study of dramatic literature from different periods, physical theater, conventions, and principal contributors from the time of the Greeks to the present. Exploration and understanding of the roots, progressions, and interrelationships of the historical and cultural aspects of dance are considered essential for achieving a perspective of dance of the present and the future. The course is designed to develop the student's ability to observe, evaluate, understand, appreciate, and identify a wide range of dance elements. Particular emphasis on basic concepts and definitions of dance as communication, theater, art, and education.

DRAM 386, AFRICAN AMERICAN THEATER, 4 credits. This course is a study of the history and development of the theater of African Americans in the USA from its beginning to the present. Emphasis is placed on plays and playwrights representative of periods, trends, styles, and conventions reflective of the Black Experience in America. Reading and writing intensive.

DRAM 400, PERFORMANCE STUDIO, 4 credits. This course gives opportunity for advanced experience in synthesizing the acting process, for majors and minors only. Intensive look at various acting styles emphasizing the importance of specificity and detail. Focus on extending the actor's range and use of strategy for characterization. Prerequisites: HFAR 100A&B, SPCH 100, DRAM 211 and 212, Drama 111 and 112, or permission of instructor.

DRAM 410, DRAMA SEMINAR, 4 credits. This course examines areas not generally covered in other drama courses, and provides advanced instruction in areas of student interest. Topics vary, but may include playwriting, children's theater, theater criticism, black female playwrights, advanced production, and directing.

DRAM 420, SENIOR PROJECT, 4 credits. (Research in Communication, Dance, and Theater). This course is a major creative work produced by the seniors in the major. Development and writing of a formal research paper for submission to the department in the specified bound format. Supervision by a departmental committee and at least one other Fisk faculty member from outside dramatics, speech and dance. Artistic Portfolio, Senior Project Performance/Presentation, Oral defense and Final Senior Project Theses Report/Bound Copy (3 copies) required. Successful completion is required for graduation. Pre-requisites: DRAM 200, DRAM 211, DRAM 212, and DRAM 400, or permission of instructor

DRAM 430, INDEPENDENT STUDY/THEATER, 4 credits. In this course, students may pursue the study of a specific aspect of a subject not covered by the normal course offerings of the department. The supervised independent study may consist of a research project or skill development, a creative work, or other defined work in an area of special interest.

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, (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, (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 the present. 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-FIGURE, 4 credits. 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-PERIOD, 4 credits. 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-GENRE, 4 credits. 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, 4 credits. This course presents the African American literary record from Phyllis Wheatley to the present; 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, 4 credits. This course presents the Harlem Renaissance of the twenties as defined and represented by African American authors such as Arna Bontemps, Sterling Brown, Countee Cullen, Langston Hughes, Zora Neale Hurston, Nella Larsen, Jean Toomer, and Wallace Thurman.

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 Modern.

ENG 332, BRITISH LITERATURE—FIGURE, 4 credits. 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—PERIOD, 4 credits. 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—GENRE, 4 credits. 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.

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. This course reviews the economic foundations of finance, including the time value of money and applications to annuities and the valuation of fixed-income and equity securities. Students are introduced to short-term and long-term techniques of financial management. The course concludes by examining financing policy, capital budgeting techniques, and issues in international financial management. Prerequisites: ACC 240, BAD 260, and ECON 230.

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.

HUMANITIES AND FINE ART: DIVISIONAL COURSES

HFAR 100 A and B, MODERN DANCE LEVEL I, 2 credits each semester. This course introduces students to various basic skills and knowledge of modern dance forms. Utilization of modern dance as means of expression, which interprets how the body moves, where it is in space, what it can do, and the relationship it presents. Class work consists of floor exercises, combinations of movement to improve flexibility. No prerequisite. Course may be repeated for a maximum of 8 credit hours.

HFAR 110 A and B, BALLET, 2 credits each semester. This course introduces students to various basic fundamentals and theory of classical ballet for beginning students. Class-work consists of barre work and center combinations and steps. Movement experience designed to enhance the confidence and skill required for an authoritative and sensitive performance in the full range of the classical ballet and vocabulary. Open to advanced beginning students. Course may be repeated for a maximum of 8 credit hours.

HFAR 200, RESEARCH IN THE HUMANITIES AND FINE ARTS, 2 credits. This course provides the student majoring in Humanities and Fine Arts disciplines (and in history) with a knowledge of the sources of research information, the techniques of gathering this information, and the methods of compiling it into a research paper or creative presentation. The course is required for some disciplines and is open to students in other disciplines. Each department determines at what point its majors are eligible to take the course.

HFAR 210/310 ORCHESIS PERFORMING DANCE COMPANY REPERTORY, 2 credits. This course allows students to experience choreography and to participate in a concert ensemble. Provides the student who is interested in concert dance performance the opportunity to acquire credit for practical experience in production. Provides performance experience in a major dance work choreographed and guided by a visiting dance artist or by an artist from the Dance Faculty. The work may be a reconstruction of a work from the company's repertory. Dance majors and minors only or by permission of instructor. Admission by audition only. Course may be repeated for a maximum of 8 credit hours. Laboratory Hours Required.

HFAR 220 A and B, MODERN DANCE LEVEL II, 2 credits each semester. This course introduces students to various basic fundamentals of modern dance for Level II student. Helps the student extend range and control with increasing demand for sensitive performance of more complex dance sequences. Prerequisite: 100A and B or permission of the instructor. Course may be repeated for a maximum of 8 credit hours.

HFAR 229, TOPICS IN BROADCASTING, 4 credits. This course varies in content 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.

HFAR 230 A and B, AFRICAN DANCE, 2 credits each semester. This course is designed to explore techniques of contemporary dance of African derivation, with the aim of translating these techniques into specific movements. Course may be repeated for a maximum of 8 credit hours.

HFAR 235, MASS MEDIA AND SOCIETY, 4 credits. This course is 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.

HFAR 237, INTRODUCTION TO JOURNALISM, 4 credits. This course introduces students to various basic news reporting methods and news writing techniques; an introduction to laws affecting the journalist; historical trends in the print media.

HFAR 238, TOPICS IN JOURNALISM, 4 credits. This course varies in content 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.

HFAR 240, PRACTICUM IN MASS COMMUNICATIONS, 1-4 credits. This course is a supervised field experience in broadcast or print 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 program 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.

HFAR 242, NEWSPAPER PRODUCTION, 4 credits. This course allows students to undertake a variety of print journalism responsibilities. Students are trained to act as staff and management of the Fisk University campus newspaper, *The Forum*.

HFAR 260, DANCE IMPROVISATION, 4 credits. This course allows students experiences in the spontaneous use of movement in structures derived from movement concepts, games imagery, and media sources. Designed to help students discover and develop their own movement potential. The student will also experience contact improvisation. The concepts of weight, speed, momentum, and inertia are explored through exercises in tumbling, climbing, leaning, and carrying. These techniques are used as the basis for improvised duets.

HFAR 321, DANCE COMPOSITION SEMINAR, 4 credits. This course is a creative study in selection, structure, and development of movement themes for solo and small group composition. Choreographing a group dance; experience in casting and directing.

HFAR 330 A and B, MODERN DANCE LEVEL III, 2 credits. This course provides a full working knowledge of modern dance technique required. Promotes increased technical accuracy, sensitivity, and versatility of performance in a wide range of design, dynamic, and rhythmic qualities. This course aims for a high degree of control of the concepts and skills of modern dance that allow the dancer to gain a perspective on, and meet the demands of, varying professional situations. Prerequisite: HFAR 220 or permission of instructor. Course may be repeated for a maximum of 8 credit hours.

HFAR 402, DANCE CHOREOGRAPHIC SEMINAR, 4 credits. This course explores dance movement and composition in relation to line and space in preparation for concert performance. The study of music suitable for choreographic purposes and the various approaches to the use of music in dance composition. Creative study in dance movement themes for solo and small group composition. Experience in casting and directing.

HFAR 407, DANCE DIRECTED TEACHING AND MUSIC FOR TEACHERS, 4 credits. This course introduces students to the foundations for teaching, laboratory problems, lectures, readings, and discussions. Observation, participation, and teaching in a university environment. Individual and group conferences on professional issues and problems concerning teaching issues. Also, fundamentals of music theory, including notation, rhythm, scales, intervals, and chords.

HFAR 410, INDEPENDENT STUDY: DANCE, 4 credits. This course allows students to pursue the study of a specific aspect of a subject not covered by the other course offerings in dance. This supervised independent study may consist of a research project, or skill development; creative work; or other approved activity in an area of special interest.

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 110 Communication I: African American Heritage and CORE 140 Communication II: African American Heritage.

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.

HONORS

HON 111-112, FRESHMAN 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. Prerequisite: Admission to the W.E.B. Du Bois General University Honors Program.

HON 121-122, FRESHMAN HONORS INDEPENDENT STUDY, 4 credits each semester. 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, 4 credits each semester. 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, 4 credits each semester. 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 each semester. 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.

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 115, 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 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 Program Coordinator.

MILITARY AND NAVAL SCIENCES

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 WAY, 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.

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.

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 vocalises, 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 American's 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, UNIVERSITY BAND, 1 credit. Heterogeneous instrumental ensemble that provides training in performance of standard wind ensemble literature. May be repeated for credit. Prerequisite: Permission of the director.

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 credits 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.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.

NATURAL SCIENCES: DIVISIONAL COURSES

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 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. Non-parametric methods. Enough theory is presented 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 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.

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. Students will also participate in scientific projects sponsored by the Student Physics Club.

PHYS 120, SEMINAR 2, 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. Students will also participate in scientific projects sponsored by the Student Physics Club.

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 to 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.

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. May be taken by majors only in 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.

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 be taken by discipline seniors only.

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 SSCI 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-EXPERIMENTAL RESEARCH 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 SSCI 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 particular attention 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 seminar 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) design and completion of an individual, group, or readings research project in an area of interest to the student. 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, 4 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. Prerequisite: Permission of instructor. Not a conventional course with a single 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.

SPEECH

SPCH 100, VOICE AND ARTICULATION, 4 credits. A basic course in speech science, dealing with the physics of sounds and physiology of speech, with the aim of developing the personal skills of each student. Special attention is given to the disorders of articulation and voice and the treatment of these disorders. Prerequisite: Core 110 or an equivalent introductory speech course, or may be taken concurrently with Core 110.

SPCH 220, RHETORIC AND PUBLIC ADDRESS, 4 credits. This course is an examination of concepts from rhetorical theory and communication theory, presented with the aim of developing a critical evaluation of public discourse and some forms of mass media in a democratic society. Students analyze selected examples of persuasive messages in their own rhetoric and in other examples of public rhetoric. Special attention is given to developing awareness of persuasion, propaganda techniques, and attempts by speakers to form public opinions. Prerequisite: Core 110, SPCH 100 or an equivalent introductory speech course.

SPCH 290, AFRICAN AMERICAN SPEECHES, 4 credits. This is a Speech Communication Seminar. The course is designed to explore the themes, content, language, rhetorical situations, and delivery patterns of African American sample speeches to determine and/or identify the style(s) of speeches that is/are characteristic of the African American experience or culture. Elements of public speaking will be reviewed and used as tools of analysis. Students will

analyze sample speeches, as well as prepare and present an original speech. Prerequisite: Core 110 or equivalent introductory speech course.

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SPCH 310, RADIO/TELEVISION PRODUCTION AND DIRECTING, 4 credits. This course is a study of programming, control room and studio procedures, and the operation of audio and video equipment. Students receive practical experience in producing and directing various types of programs.

SPCH 320, SPEECH FOR RADIO AND TELEVISION, 4 credits. This course is an examination and application of basic announcing techniques for radio and television, with emphasis on newscasting, continuity writing, and analysis of various program formats. Special attention will be given to the principles and practices of broadcast writing.

SPCH 340, BUSINESS AND PROFESSIONAL SPEAKING, 4 credits. This is an advanced public speaking course in which students will prepare and present informative and persuasive speeches related to business and organizational topics. Principles of public speaking will be applied. Prerequisite: Core 110 or an equivalent introductory speech course.

SPCH 400, MULTICULTURAL COMMUNICATIONS, 4 credits. This course is an exploration of the comparison and analysis of the verbal and nonverbal communication patterns, used by representatives of different ethnic groups and other cultures, that facilitate and/or prevent understanding among different cultures.

SPCH 410, INDEPENDENT STUDY: COMMUNICATION, 4 credits. A student may pursue the study of a specific aspect of a subject not covered by other Speech courses. This supervised independent study may consist of research, project or skill development, creative work, or other approved activity in an area of special interest.

RELIGIOUS AND PHILOSOPHICAL STUDIES

RPH 102, INTRODUCTION TO RELIGION, 4 credits. This course is an examination of the nature of religion, religious experience, the expression of religion, and the interaction of religion and culture. The object of the course is to develop an appreciation and understanding of religion as a dimension of life. Readings are drawn from philosophical, theological, and scientific works representing various periods and viewpoints.

RPH 110, REASONING AND ARGUMENTATION, 4 credits. This course introduces critical and reflective thinking, teaches syllogisms, recognition of fallacies, use of analogy, and other topics in informal logic and argumentation. Opportunities for practice in argumentation, both written and oral, and in the analysis and critique of arguments. Briefly introduces elements of formal logic, both Aristotelian and modern. Prerequisite: Core 110, Communication I.

RPH 113, INTRODUCTION TO BIBLICAL LITERATURE, 4 credits. This course is a second semester of study in a focused area of biblical literature may be available for an additional two credits. Historical, literary, and theological study of the Hebrew Bible and the New Testament as sacred texts of ancient Judaism and early Christianity. Considers such themes as the relationship of God to human beings; ethics; sin and salvation; and views of history. Attention to the relationship between sacred texts and cultural contexts, ancient and modern.

RPH 115, THE BLACK EXPERIENCE IN RELIGION, 4 credits. This course is an examination of the Black experience in a spectrum of religious traditions, both in Africa and in the Americas. Focuses especially on the Christian and Islamic faiths, but with attention also to other expressions of religious feelings in Africa and the African Diaspora, i.e. the traditional religions of sub-Saharan Africa; ancient Egyptian religion; Afro-Caribbean and Afro-Brazilian religions; and the Jews of Ethiopia. Focuses also on the African-American experience beginning with the Spanish explorations of the fifteenth century and becoming institutionalized in the British colonies after 1701.

RPH 140, GOD-TALK: A CRITICAL CONVERSATION, 4 credits. A second semester of focused theological study may be available for an additional two credits. Designed to interest students of all faiths (or of none), this course draws on texts from theology, philosophy, and the scriptures of various faiths to explore such questions as: Do we have evidence of God's existence? Do we need any? What would God have to be like? Does God have gender? A body? Does the Western concept of God have analogs in other traditions such as Buddhism, Confucianism, Hinduism, and Taoism? How, if at all, can the idea of an all-good and all-powerful God be reconciled with human experience of pain, suffering, and evil? What understanding of our relationship to God is implied in our rituals of prayer and worship? What are the implications of the claims of atheists, agnostics, and secularists with regard to the idea of God?

RPH 200, SEMINAR IN RELIGION AND PHILOSOPHY, 2 credits per term; may be repeated for credit. This seminar aims to sharpen students' skills in the modes of research and writing characteristic of religious and philosophical study. At least two semesters of this seminar are required of each student majoring in religion or philosophy; non-majors may also enroll with permission of instructor. Must be taken concurrently with at least one other 200-level (or higher) course in the department.

RPH 210, THEORIES OF ETHICS AND JUSTICE, 4 credits. This course is an inquiry into the context of critical claims and the analysis of moral questions, with attention to issues in social and political theory. Readings are taken from major philosophers of all periods. Considers moral relativism and absolutism; utilitarianism; the categorical imperative; virtue ethics; the ethics of care; theories of the state; and the content of such concepts as good, evil, virtue, justice, duty and love.

RPH 214, COMPARATIVE STUDIES IN RELIGION AND PHILOSOPHY, 4 credits. Topics may vary, but possibilities include the Hindu, Confucian, Taoist, and Buddhist philosophic and religious traditions; African and African-American philosophy; Judaism; Islam; and religions of antiquity. Typically includes analytical study of sacred texts from the traditions considered, and, where appropriate, oral as well as literary modes of preserving and passing down a culture's sacred wisdom. The course may be offered with a specialized focus on a particular religious tradition, and in such cases may be repeated for credit as topics change from term to term.

RPH 220, STUDIES IN RELIGION, 4 credits. Selected topics in religion, varying with the interests of the instructor and students. Examples include the problem of evil; faith, freedom, oppression, and the church; aspects of the history of religions; women in religion; the scientific study of religion. Normally a different topic is offered each academic year, either in the fall or in the spring term. May be repeated for credit as topics change from term to term.

RPH 230, PHILOSOPHICAL STUDIES, 4 credits. Selected philosophical problems, varying with the interests of the instructor and students. Examples include theory of knowledge; philosophy of science and social science; aesthetics; philosophy of law; death and the meaning of life. Normally a different topic is offered each academic year, either in the fall or in the spring term. May be repeated for credit as topics change from term to term.

RPH 232, THE AFRICAN AMERICAN CHURCH, 4 credits. This course examines the historical and theological development of the African American church—its beginnings, its worship, preaching, and theology, and its social involvement. Attention to the experience of African American Protestant denominations; of black congregations within white denominations; of black Catholics; and of African Orthodox and Islamic movements in America.

RPH 238, PHILOSOPHY OF RELIGION, 4 credits. This course is offers a philosophical analysis and critical evaluation of some key notions from the vocabulary of religion—faith, belief, and the role of evidence and of doubt in religion; the intelligibility of God-talk; the subjectivity and ineffability of religious truth; mysticism; the compatibility of religious commitment with cultural pluralism; the utility of philosophy as a means of understanding religion; the ultimate nature of human religious feeling; prospects for arriving at a definition of religion.

RPH 241, SOCIAL AND POLITICAL PHILOSOPHY, 4 credits. What would be the characteristics of the best practically possible state? Recognizing that a defensible and sophisticated treatment of this question informs and enriches political action and public dialogue, the course examines competing conceptions of rights, justice,

equality, liberty, community, and freedom. Readings include classical and early modern authors, with special emphasis on twentieth century thinkers and the social and political analysis and insights offered by contemporary philosophers.

RPH 247, ANCIENT PHILOSOPHICAL QUESTIONS, 4 credits. A second semester of study in a focused area of ancient philosophy may be available for an additional two credits. Aims not only to introduce the early history of philosophy, but also to undertake a fresh study of some of the questions that animated the minds of the ancients. The ultimate aim is to develop critical perspective on the treatment of those questions in antiquity and since. Emphasizes the thoughts of Plato and Aristotle, and the context of their thought in the ancient world as a whole; attention to African and Asian as well as Greek contributions. Major themes are traced forward to illustrate their influence on more recent philosophy.

RPH 248, MODERN AND CONTEMPORARY PHILOSOPHY, 4 credits. A second semester of study in a focused area of modern philosophy may now be available for an additional two credits. Traces the development of the Western philosophic tradition from Descartes and the Rationalists through Hume and the Empiricists, Kant, Hegel, Marx, and subsequent thinkers representing pragmatism, philosophical analysis, existentialism, and postmodernism. Emphasizes problems of knowledge and reality. Attention also to the interaction between Western thought and selected non-Western intellectual traditions such as those of Africa and Asia.

RPH 253, PSYCHOLOGY OF RELIGION, 4 credits. A second semester of focused study in a specialized aspect of the psychological study of religion may be available for an additional two to four credits. Psychological theory and research are employed toward an understanding of humans' religious beliefs, practices, and traditions. Special foci may include the religious dimension of human psychological development; religion and personality; ritual, myth, metaphor, and symbol; and the function and purpose of religion within certain personalities and socio-religious groups, e.g., cults and their leaders, Amish communities, Holiness sects.

RPH 310, PHILOSOPHICAL LOGIC, 4 credits. This course is an examination of the elements of formal logic, with emphasis on propositional, categorical, and first-order predicate logic. Attention also to selected developments in modern logic; philosophy of logic; and the relation of logic to mathematics, science, and theory of knowledge. Prerequisite: Reasoning and Argumentation, or equivalent preparation as judged by the instructor; students who demonstrate suitable aptitude may be permitted to take 110 and 310 concurrently. Tutorial course.

RPH 320, ADVANCED STUDIES IN RELIGION, 4 credits. Working independently or in small groups under the supervision of a faculty member, students pursue topics drawn from various fields of religious study, often with emphasis on current issues. Offered each semester as needed. Prerequisites: at least 12 credits of coursework in religion and philosophy, including RPH 200, Seminar; also, junior or senior standing and permission of instructor.

RPH 330, ADVANCED PHILOSOPHICAL STUDIES, 4 credits. Working independently or in small groups under the supervision of a faculty member, students pursue topics drawn from the various branches of philosophy. Offered each semester as needed. Prerequisites: at least 12 credits of coursework in religion and philosophy, including RPH 200, Seminar; also, junior or senior standing and permission of instructor.

RPH 400, SENIOR SEMINAR AND PROJECT, 4 credits. Required of, and limited to, graduating seniors majoring in religious and philosophical studies. Designed to function as a capstone for students' undergraduate studies in the major field. Students conduct research and produce papers or projects for presentation to faculty and students in the department.

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 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 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 particular social movements to long term cultural changes.

SOC 351, CRIMINAL JUSTICE SYSTEM, 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 360, SPECIAL TOPICS IN SOCIOLOGY, 4 credits. This course is an integrative treatment of a specific area or topic in sociology, with particular attention 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 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. Group identities, their subversions, manipulations, revivals, and upgradings. 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, PRACTICUM, 4 credits. The practicum entails assignment to some community agency or setting where the student will participate in a minimum of ten 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 each week meets with or reports to the faculty academic advisor. In recent years students have completed their practica in health facilities, in criminal justice programs, and at community centers, among younger and older persons. 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. Students also become acquainted with the various careers in sociology and explore various graduate school options. Prerequisites: SOC 100 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: DIVISIONAL COURSES

SSCI 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.

SSCI 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.

SSCI 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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PATRICIA A. McCARROLL, Lecturer in Biology; Coordinator, Core Curriculum; B.S., Tennessee State University; M.S., Tennessee State University

MATTHEW A. McCOY, Lecturer in Religious and Philosophical Studies; B.A., DePauw University; M.T.S., Vanderbilt University

REYNARD T. McMILLAN, Adjunct Lecturer in Business Administration; B.A., Jackson State University; MBA, Tennessee State University

DENNIS McNAMEE, Adjunct Lecturer in Business Administration (Management); B.A., The Ohio State University; M.S., The Ohio State University; J.D., Capital University Law School

GERALD McSHEPARD, *Adjunct Lecturer in Biology; B.A., Tennessee State University; M.S., Tennessee State University; Ph.D., Tennessee State University*

PETER MELVIN, *Director of Mathematics Laboratory; B.S., Emory University; M.A.T., Emory University*

JEFFREY MENZISE, *Adjunct Lecturer of History; B.A., Fisk University; M.A., Fisk University; Ph.D., Howard University*

SHERRY FRANCIS MERIDITH, *Adjunct Lecturer in Music; B.M., DePaul University; M.M., Belmont University*

JASON MERIWETHER, *Adjunct Lecturer in Psychology; BA., University of Louisville; M.A., Fisk University*

PAUL B. MILLER, *Visiting Professor of Spanish; B.A., University of Maryland, College Park; M.A., University of Maryland, College Park; Ph.D., Emory University*

JACQUELINE W. MITCHELL, *Adjunct Lecturer in Dramatics and Speech; B.A., Howard University; M.A., Ohio State University; Ph.D. Ohio State University*

REAVIS L. MITCHELL, JR., *Professor of History; Director, Division of Social Sciences; Chair, History Department; B.A., Fisk University; M.S., Tennessee State University; D.A., Middle Tennessee State University*

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RICHARD MU, *Associate Professor of Physics; M.S., Southern Illinois University; Ph.D., Southern Illinois University*

GARY POWELL NASH, *Associate Professor of Music; B.M., Michigan State University; M.M., Western Michigan University; Ph.D., Michigan State University*

KENYA NEWBY, *Adjunct Lecturer in Core; B.A., Fisk University*

LINDA NEWBY, *Adjunct Lecturer of Music, A.S., Volunteer State Community College; B.A., Austin Peay State University; M.M., Belmont College*

ANTHONY J. NIMLEY, *Professor of Political Science; B.A., University of Liberia; M.A., Ohio University; Ph.D., University of Maryland*

ELIZABETH M. PAPOUSEK, *Associate Professor of Mathematics; B.A., Duke University; M.A., University of Iowa; Ph.D., University of California at Los Angeles*

MADHU PARUCHURI, *Adjunct Professor in Business Administration (International Business); B.A., Osmania University; M.A., University of Wyoming; Ph.D., Case Western Reserve University*

ELIZABETH C. PENDERGRAST, *Adjunct Lecturer in Music; B.M., the University of Arkansas; M.A., New York University*

RENITA PERKINS, *Adjunct Lecturer in Teacher Education, B.S., Tennessee State University; M.S., Tennessee State University*

SHEILA R. PETERS, Associate Professor of Psychology; B.A., University of North Carolina-Chapel Hill; M.S., Vanderbilt University; Ph.D., Vanderbilt University

STEFAN E. PETRESCU, Adjunct Lecturer in Music; M. Mus., George Enescu Academy of Music, Roumania

DAVID S. POPKIN, Associate Professor of English; A.B., Harpur College; M.A., University of California at Santa Barbara; Ph.D., Pennsylvania State University

LAWRENCE M. PRATT, Associate Professor of Chemistry; B.S., Bar Ilan University, (Ramat Gan, Israel); M.S., Cornell University; Ph.D., Cornell University

LEI QIAN, Assistant Professor of Computer Science; Computer Science Program Coordinator; Research Assistant Professor in Physics, B.S., Nanjing University; M.S. Nanjing University; M.S., Indiana University; Ph.D., Indiana University.

RICHARD QUINN, Adjunct Lecturer in Core, B.A., Travecca Nazarene University; M.Div., Vanderbilt University; Ph.D., Vanderbilt University

JAMES A. QUIRIN, Professor of History; Director, Director Emeritus, W.E.B. Du Bois General University Honors Program; B.A., University of Oregon; M.A., University of Oregon; Ph.D., University of Minnesota

SHIRLEY A. RAINEY, Assistant Professor of Sociology; B.A., University of South Alabama; M.A., Western Kentucky University; M.A.E., Western Kentucky University; and Ph.D, University of Tennessee-Knoxville.

NANCY E. RASICO, Lecturer in Spanish; Chair, Department of Modern Foreign Languages B.A., State University of New York at Potsdam; M.A.T., Indiana University

VANDO ROGERS, Adjunct Lecturer in Art, B. Mus., Fisk University

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FRANCIS E. SEMWAZA, Fulbright Foreign Language Visiting Scholar, B.A., University of Dar-es-Salaam

RICHARD SHRIVER, Adjunct Lecturer in Religious and Philosophical Studies; B.A., Vanderbilt University; M.Div., Vanderbilt University; D.Min., Vanderbilt University

JEFFREY S. SIEKPE, Adjunct Lecturer in Business Administration; B. Sc., University of Science and Technology, Ghana; M.S. Norwegian University of Science and Technology, Trondheim; MBA, University of Texas, Pan American; Ph.D. University of Texas, Pan American;

VICTOR SIMMONS, Adjunct Lecturer in Art History; Director, Carl Van Vechten Gallery; B.F.A., University of Georgia; M.A., University of Chicago

DANI A. SMITH, Associate Professor of Sociology; Chair, Department of Sociology; B.S., Lee College; M.A., University of Mississippi; Ph.D., University of Tennessee

DEREK M. SMITH, Adjunct Lecturer in Special Education; B.S., Tennessee State University; M.Ed., Trevecca Nazarene University

JESSIE CARNEY SMITH, William and Camille Cosby Professor in the Humanities; Director, John Hope and Aurelia E. Franklin Library; B.S., North Carolina State University; M.A., Michigan State University; A.M.L.S., George Peabody College for Teachers; Ph.D., University of Illinois

RONALD B. SMITH, *Lecturer in Mathematics; B.S., University of Florida, Gainesville; M.S., Mississippi State University*

TARIK A. SMITH, *Adjunct Lecturer in Psychology; Research Associate for the Race Relations Institute; B.S., Middle Tennessee State University; M.A., Middle Tennessee State University*

JOHNATHAN R. STADLER, *Assistant Professor of Psychology; B.A., Cornell College; M.A., Vanderbilt University; Ph.D., Vanderbilt University*

EARLIE B. STEELE, *Assistant Professor of Special Education; B.A., Dillard University; M.Ed., Louisiana State University; Ed. S., George Peabody College for Teachers; Ph.D., George Peabody College for Teachers*

TANESHA N. STEWART, *Adjunct Lecturer in Teacher Certification; B.S., Middle Tennessee State University; M. Ed., Trevecca Nazarene University*

DIANE L. STOFKO, *Associate Professor of Music; B.M. Ed., Shenandoah Conservatory; M.M. Ed., University of Louisville; D.M.A., Arizona State University*

BROOK E. SUTTON, *Adjunct Lecturer in Music; B. Mus. Loyola University; M.S. Tennessee State University*

LARRY G. THOMAS, *Adjunct Lecturer in Computer Science; B.A., University of Tennessee at Knoxville; M.S., Vanderbilt University; Ph. D., Vanderbilt University*

COREY W. TURNER, *Adjunct Lecturer in Biology; B.S., Prairie View A & M University; Ph.D., Meharry Medical College*

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INDEX

A

Absence	
leave of.....	71, 73, 82
two or more years.....	77
Academic Advisor <i>See also</i> Faculty Academic Advisor.....	35
<i>Academic calendar</i>	5, 8, 9, 10, 78
Academic clubs.....	31
Academic credit.....	39, 71, 77, 78, 80
for courses.....	87
for entering freshmen.....	39
for undergraduate students	56
transfer	40
Academic degrees	
Bachelor of Arts (B.A.)	4, 192
Bachelor of Music (B.Mus.)	4
Bachelor of Science (B.S.)	4
Master of Arts (M.A.)	5
requirements	56, 66, 67, 71
second baccalaureate degree	84
with honors.....	62
Academic dishonesty	73
Academic dismissal.....	71, 72, 73, 140, 249
appeals to.....	72
readmission following	41
Academic Honesty	73
Academic honors.....	71
Academic probation	47, 71, 72
Academic regulations and policies.....	56, 76
Academic scholarship.....	43, 44, 65
UNCF scholarship	47
Accounting	<i>See</i> Business Administration Department
Accreditation and affiliation	2, 77, 80, 81
Accreditation and affiliation <i>See also</i> Departments	2
Adding and dropping courses.....	54, 78
Administrators.....	<i>See</i> Administrators and Faculty
Administrators and Faculty.....	271
Admission	37, 39, 41, 43, 61
application	38, 39
conditional admission	38
early admission.....	38
international students	41
mailing address.....	39
non degree students	40
qualifications.....	37, 38
Re-admission	
following academic dismissal	41
<i>following withdrawal</i>	41
guidelines	41
regular admission	38, 39
rolling admission	39
transfer students	40
Advanced placement	39
credit	39
Alpha Kappa Delta	63
Alpha Mu Gamma.....	64
American Chemical Society	161
Appealing a Grade	70, 71
Application for degree	67

Art Department	106
cognates	107
course descriptions.....	108
degree requirements	106
faculty.....	106
goals and objectives	106
joint major	106
suggested program plan	107
Tanner Art Club	31
Art Education.....	<i>See Teacher Education</i>
Articulation Agreements.....	59
Athletics.....	31
Attendance	54, 68, 73
Auditing	
courses	78

B

Belmont University	59, 93
Beta Kappa Chi.....	64
Biology Department	
cognates	157
course descriptions.....	158
degree requirements	156
faculty.....	155
goals and objectives	156
honors.....	157, 160, 228
joint major	158
major.....	156
suggested program plan	157
Board of Trustees.....	30, 82, 268, 269
Bookstore (University).....	34
Broadcast Media Tract	117
Bulletin	
guidelines for use of	41
primary purpose of	55, 76
students' responsibility for.....	55
Business Administration Department.....	84, 92
accreditation and affiliation.....	92, 93
cognates	94, 99, 106, 107
course descriptions.....	99, 100, 101, 102, 222
degree requirements	93
faculty.....	92
goals and objectives	93
honors.....	64
joint BS/MBA with Vanderbilt.....	99
joint major/dual programs	92, 99
mission.....	93
non-concentration	99
suggested program plans	96
accounting concentration	94
financial economics concentration.....	94
international business concentration	95
management concentration.....	95, 96

C

Campus life	<i>See Residential living</i>
Career choices.....	35, 84
Art careers	84

Business careers	84
Computer Science careers	84
Engineering careers	85
Legal careers.....	85
Medicine and Dentistry careers.....	85
Public service careers	86
Research, scholarship, and teaching careers	86
Career Services (Office of)	35, 84
Federal Work-Study Program job placement.....	35
Carl Van Vechten Gallery	22
Carnegie Library.....	23
Case Western Reserve University	192, 267
Case Western Reserve University/Dual Degree Program in Engineering	189
Change of Course Form	<i>See Adding and dropping courses</i>
Chemistry Department	
accreditation and affiliation	2
cognates	162
course descriptions.....	163
degree requirements	161
faculty.....	161
goals and objectives	161
honors.....	161
suggested program plan	162
Choirs	24
Fisk University Choir	26, 29, 36
Modern Black Mass Choir	30
Class organizations	31
Classification of students	
by hours of credit	67
College costs	
books	51
deposits and fees.....	54
financial aid.....	52
music fees	51
payment	51, 52
payment, mailing address.....	52
personal expenses	51
Commencement	62, 63, 82
Committee on Academic Standards and Degrees	72
Committee on Standards and Degrees	
appeals to dismissal	72
Communication	<i>See Dramatics, Speech and Dance Department</i>
Conferral of degrees	82
Convocations	23, 32
Cooperative Education Program.....	58, 59
Core curriculum.....	38, 56, 57, 87
course descriptions.....	89
exemptions	90
goals and objectives	88
mission statement.....	88
requirements	40
semester hours	66
Counseling Services	35
Course changes.....	<i>See Adding and dropping courses</i>
Course-load	<i>See Semester hours</i>
conditional admission	<i>See Admission</i>
restrictions while on academic probation.....	72
Courses of study.....	87
course schedule	87
Cravath Hall.....	23
Credit.....	<i>See Academic credit</i>
Credit by examination	68, 69
Credit hours.....	38, 68

Cross-registration	59
Cum Laude	62

D

D.E.T.A.I.L.S.	3
Dance	110, 116, <i>See</i> Dramatics, Speech and Dance Department
Opera Workshop	30
Orchesis	30
Degree	<i>See</i> Academic degrees
Conferral	<i>See</i> Conferral of degrees
Delta Mu Delta	64, 93
Departmental honors	63
Departments	
Art	106
Biology	155
Business Administration	92
Chemistry	161
Dramatics, Speech and Dance	109
English	119
History	192
Mathematics and Computer Science	165
Modern Foreign Languages	125
Music	128
Physics	176
Political Science	195
Psychology	201
Religious and Philosophical Studies	145
Sociology	205
Teacher Education and Special Education	209
Dining halls	27, 78
Diplomas	
withheld for nonpayment of college costs	52
Disability	
Americans with Disabilities Act (ADA)	34
Rehabilitation Act of 1973	34
Disciplinary Suspension	82
Discipline studies	56
Business Administration Department	92
Humanities and Fine Arts Division	103
Natural Science and Mathematics Division	154
Social Sciences Division	191
Dismissal	<i>See</i> Academic dismissal
Division of Humanities and Fine Arts	
Art Department	<i>See</i> Art Department
Dramatics, Speech and Dance Department	<i>See</i> Dramatics, Speech and Dance Department
English Department	<i>See</i> English Department
Modern Foreign Languages Department	<i>See</i> Modern Foreign Languages Department
Music Department	<i>See</i> Music Department
Religious and Philosophical Studies Department	<i>See</i> Religious and Philosophical Studies Department
Division of Natural Science and Mathematics	154
Biology Department	<i>See</i> Biology Department
Chemistry Department	<i>See</i> Chemistry Department, <i>See</i> Chemistry Department
Nursing Program	<i>See</i> Natural Science and Mathematics Division
Physics Department	<i>See</i> Physics Department
Division of Social Sciences	
History Department	<i>See</i> History Department
Political Science Department	<i>See</i> Political Science Department
Psychology Department	<i>See</i> Psychology Department
Teacher Education and Special Education	<i>See</i> Teacher Education and Special Education
Dramatics, Speech and Dance Department	

cognates	112, 113, 114, 115
concentrations	110, 111, 112, 113
course descriptions.....	104, 117, 119, 233, <i>See HFAR course descriptions, See HFAR course descriptions</i>
degree requirements	110
faculty.....	109
goals and objectives	110
joint major	112
Mass Communication.....	116
minor	115, 116
Speech	111
Stagecrafters.....	30
suggested program plans	
Communication.....	111
Dance.....	113
Theater	113
Du Bois, W.E.B.	33
Du Bois, W.E.B. (Honors Program).....	62, 218, 219, 244, 267

E

Elected studies major.....	83
electives	162
Emeriti.....	<i>See Faculty and Administrative Officers, Emeriti</i>
Engineering	176
English Department	
course descriptions.....	122, 237
degree requirements	120
faculty.....	119
goals and objectives	120
honor society.....	64
joint major	121
minor	123
suggested program plan	121
Examinations	
credit.....	69
final	70
mid-term.....	70
Exit examination	<i>See Proficiency Examinations</i>
Experiment in International Living Program.....	58

F

Faculty	
listing of.....	272
Faculty Academic Advisor.....	55, 56, 57, 58, 71, 72, 77, 78, 80, 83, 84, 85, 117, 190, 209, 265
advising file	83
departmental	112
role of	2, 55, 56, 77
use of placement tests	55
Faculty and Administrative Officers, Emeriti	278
Family Education Rights and Privacy Act.....	<i>See Student records</i>
Financial aid	38, 43, 47
application process.....	38
at pre-registration.....	77
eligibility	47
eligibility, appeal for	47
Federal Direct Loan Programs.....	46
Federal Pell Grant.....	44
Federal Perkins Loans	46
Federal Supplemental Educational Opportunity Grant.....	46

Federal Work-Study Program	35, 46
payment of college costs.....	<i>See</i> College costs
refunds.....	54
renewal.....	47
responsibility of student.....	48
Satisfactory Academic Progress Schedule	50
State Grants	50
students' rights	48
Financial Economics.....	<i>See</i> Business Administration Department
Fisk Jazz Ensemble	30
Fisk Jubilee Singers®	19, 22, 29, 33, 54, 73, 128, 129, 140, 249
Fisk Memorial Chapel.....	23
<i>Fisk Special and Joint Programs.....</i>	4, 31, 92, 123, 181, 187
Fisk-Case Western Reserve University	189
Fisk-Howard Pre-Pharmacy Program	188
Fisk-Meharry Joint Program in Biomedical Sciences.....	189
Fisk-Vanderbilt Dual Degree Engineering Program	189
Fisk-Vanderbilt Joint Nursing Program.....	86
Fisk, General Clinton B.....	19
Fisk-Meharry Joint Program in Biomedical Sciences	187
Fisk-Vanderbilt Joint Nursing Program	181
Foreign languages	
placement tests	55
Foreign students.....	<i>See</i> International students
Forensic Club.....	31
Fraternalities.....	31

G

Grade changes.....	70
Grade point average.....	71, 72
required for satisfactory academic progress	71
requirement.....	67
Grades	
in major	67
Grading system.....	68
E (fail)	68
Incomplete	69
Pass/Fail.....	68
plus and minus	68
WD (withdraw)	69
WF (withdraw fail)	69
WP (withdraw pass)	69

H

Harris Music Building	22
Historic Buildings	22
History and Setting.....	19
History Department	
course descriptions.....	194
degree requirements	193
faculty.....	192
goals and objectives	192
honors society.....	218
joint major	193
major	193
suggested program plan	193
Honor societies	63

Alpha Kappa Delta	63
Alpha Mu Gamma.....	64
Beta Kappa Chi.....	64
Delta Mu Delta	64
Lambda Iota Tau	64
Mortar Board	65
Phi Beta Kappa	2, 63, 67
Pi Sigma Alpha.....	65
Psi Chi	65
Sigma Pi Sigma.....	65
Sigma Xi	65
W.E.B. Du Bois General University Honors Society.....	218, 243
Honors	
departmental	63, 161
Housing agreement.....	25
Howard University	154, 188
Humanities and Fine Arts Division	84, 103
Art Department.....	<i>See</i> Art Department
course descriptions (divisional).....	104
Dramatics, Speech and Dance Department	<i>See</i> Dramatics, Speech and Dance Department
English Department	<i>See</i> English Department
Modern Foreign Languages Department.....	125, <i>See</i> Modern Foreign Languages Department
Music Department.....	128, <i>See</i> Music Department
Religious and Philosophical Studies Department.....	<i>See</i> Religious and Philosophical Studies Department

I

Independent study.....	33, 60
International Baccalaureate	40
International Business Relations.....	<i>See</i> Business Administration Department
International students	41
admission requirements.....	41
International Education Enrichment and Exchange Center (IEEEC)	36, 42
Internships.....	59

J

John W. Work, II, House	24
Johnson, Charles Spurgeon.....	33
Joint major	83, 121
Art.....	106
Biology.....	158
Business Administration	99
Computer Science	171
Dramatics, Speech and Dance Department	112
History	193
Mathematics	165, 167
Political Science Department	197
Psychology	203
Religious and Philosophical Studies.....	148
Sociology	206
Spanish	125
Journalism/Print Media Tract	117
Jubilee Hall.....	19, 22

L

L.E.A.D. Program	35
------------------------	----

Lambda Iota Tau.....	64
Learning Centers.....	35
Leave of Absence.....	71, 73, 77, 82
Library	23, 33
Black Oral History Collection.....	33
Black Women Oral History Project of the Schlesinger Library at Radcliffe College.....	33
catalog, Jubilee.....	33
fines.....	54
Learning Library Program	33
manuscript collections.....	33
Little Theatre	22, 30

M

M.B.A. Program	See Graduate Studies Bulletin
Magna Cum Laude	62
Major	67, 83, 84
Art.....	106
Biology.....	156
Business Administration	93
change of major.....	83
Chemistry	161
Computer Science	171
declaration of major	83
<i>elected studies</i>	5, 83
for B.A. degree.....	4, 104
for B.Mus. degree	4, 104, 129
for B.S. degree	4, 104, 129
Mathematics	165
Political Science Department	196
requirements	38
Sociology Department	206
Special Education.....	213
Management	See Business Administration Department
Mass Communication.....	See Dramatics, Speech and Dance Department
Master of Science in Nursing	187
Mathematics and Computer Science Department	
Computer Science	
cognates.....	170
course descriptions.....	172
degree requirements.....	170
faculty	169
goals and objectives	170
joint major	171
minor	171
suggested program plan.....	171
Mathematics	
cognates.....	165
course descriptions.....	168, 245
degree requirements.....	165, 166
faculty	165
goals and objectives	165
joint major.....	165, 167
major	38, 165, 170
minor.....	84
suggested program plan.....	167
Meharry Medical College	59, 86, 187
Mid-semester reports	70
Military and alternative service	82
Minor.....	67, 83
Computer Science.....	67, 84, 170, 171

Dance	67, 84, 110, 115, 116
Health Care Administration	92
Mass Communication.....	67, 84, 110, 116, 117
Music	136
Women's and Gender Studies	67, 84, 123
Mission (University).....	4
Modern Foreign Languages Department	
course descriptions.....	126, 239
degree requirements	125
faculty.....	125
goals and objectives	125
Spanish major.....	125
suggested program plan	125
Mortar Board	65
Music Department	
admission.....	129
course descriptions.....	139, 140, 141, 247
degree requirements	129, 130, 132, 134
faculty.....	128
goals and objectives	128
major requirements.....	38
minor	136
placement tests	55
suggested program plans	130, 132, 134
Music Education	212

N

Natural Science and Mathematics Division.....	85, 154
Biology Department.....	<i>See</i> Biology Department
cooperative programs.....	154
course descriptions (divisional).....	155
joint programs and special programs.....	187, 188, 189
major	38
Mathematics and Computer Science Department	165
Nursing Program.....	181
admission	182
courses	181
<u>curriculum plan</u>	183
degree requirements.....	181, 183
goals and objectives	182
philosophy	181
Non-degree	
courses	55
credit	79
students.....	40

O

Oak Ridge Program.....	58
Office of the Provost.....	34, 38, 57, 67, 69, 70, 71, 72, 73, 77, 79, 81, 82, 87, 90
Office of the Registrar	78, 80, 83
Opera Workshop.....	30
Orchesis	30, 111, 112, 114
Orientation to Fisk <i>See</i> Placement tests	
Orientation Week.....	55
Other Undergraduate Academic Programs	
Air Force ROTC.....	220
W.E.B. Du Bois General University Honors Program	218, 267
Overload	

fee	77
Owen Graduate School of Management	<i>See Business Administration Department</i>

P

Phi Beta Kappa	63
Physics Department	
astrophysics and space science	176
cognates	177
course descriptions.....	178, 254
degree requirements	154, 176, 177
faculty.....	176
Fisk/Vanderbilt Dual Degree Program	<i>See Fisk Special and Joint Programs</i>
goals and objectives	176
honor society	65
joint major	176
Materials Science Concentration.....	176
suggested program plan	177, 178
Pi Sigma Alpha	65
Placement tests	55, 66, 106, 130, 157, 188, 212
foreign languages	55
Music	55
Political Science Department	
cognates	196, 197
course descriptions.....	199
degree requirements	196, 199
faculty.....	195
goals and objectives	195, 196
honor society	65
joint major	197
major.....	196
Public Administration	198
suggested program plan	197, 198
Postal Services.....	34
Pre-Pharmacy Program	188
goals and objectives	188
suggested program plan	188
Pre-registration	77
exemptions	77
Prerequisites	
waiver of.....	57
Principal University Administrators	271
Proficiency Examinations	67
Exit examination	55
for sophomores	55
Psi Chi	65
Psychology Department	
cognates	202, 203
course descriptions.....	203, 257
degree requirements	202
faculty.....	201
goals and objectives	201
honor society	65
joint major	203
suggested program plan	202
Public Administration.....	195, 196, 198

Q

Quality points	<i>See Grade point average</i>
----------------------	--------------------------------

R

Radio Station.....	34
Re-admission.....	<i>See Admission</i>
Reconsideration request	72
Refunds.....	<i>See Tuition and fees</i>
Registration.....	78
at other institutions.....	<i>See Study Away From Fisk</i>
late registration	51
pre-registration.....	77
withheld for nonpayment of college costs	52
Religious and Philosophical Studies Department	
cognates	146, 148
course descriptions.....	151
degree requirements	145, 146
faculty.....	145
goals and objectives	145
joint major	148
PHILOSOPHY CONCENTRATION	146
Religion and Philosophy concentration	147
Religion concentration	147
suggested program plans	148, 150, 151
Repeat enrollment	78, 79
Residence	
off campus.....	25
Residence Hall Program.....	22, 25, 26
housing contract	26
room assignments.....	26
room damage deposit	26
room furnishings	26
room regulations	25
room reservation deposit and fees	26
room reservation form.....	26
room-checkout procedures.....	26
vacating the residence halls	26
Residential living	24, 25
Responsibilities of students.....	48, 56, 70, 72, 76
accuracy of student records	80
financial aid.....	48
for academic honesty	73
for <i>Bulletin</i> content and degree planning.....	55, 56, 77
for registration	78
for schedule of courses	55
for student and University property	27
to participate in campus activities and organizations	24
to provide current address	72
to stay informed of University policies	77
Rights of student	
financial aid.....	48
ROTC Programs	61, 219
course descriptions.....	219, 220, 247
Rush Presbyterian-St. Luke's Medical Center	154
Rush University.....	86

S

Safety (Office of Public).....	27
Satisfactory academic standing	71
Credit Hour Requirements:.....	74
scholarship	<i>See Academic scholarship</i>

Security	<i>See</i> Safety
Semester hours	40, 50, 58, 59, 67, 68, 71, 72, 75, 77
core curriculum	66
elected studies	83
for courses	87
maximum for undergraduate students	77
overload for undergraduate students	77
Semesters required at Fisk	67
Sigma Pi Sigma	65
Sigma Xi	65
Social Sciences Division	191
course descriptions (divisional)	192, 267
History Department	<i>See</i> History Department
Political Science Department	<i>See</i> Political Science Department
Psychology Department	<i>See</i> Psychology Department
Sociology Department	<i>See</i> Sociology Department
Teacher Education and Special Education	<i>See</i> Teacher Education and Special Education
Sociology Department	
cognates	206
course descriptions	207
degree requirements	206
faculty	205
goals and objectives	206
honor societies	63
joint major	206
major	206
suggested program plan	207
Sophomore Proficiency Examination	<i>See</i> Proficiency examinations
Sororities	31
Spanish	<i>See</i> Modern Foreign Languages Department
Special Education	
degree requirements	213
Stagecrafters	30, 111, 112
Student activities	29
Student Exchange Programs	3, 57
requirements	57
Student Government Association	30
Student Life	24, 25, 26, 29
Student organizations	29, 30
Student publications	24, 31
Student records	80, 81
access to	80
challenges to content	81
copies of	80
log of access	81
release of	81
request to review	80
review of	80
Student services	24
Students' rights	
financial aid	48
Study Abroad	3, 36, 60
Study Away From Fisk	39, 78, 79
application	79
Study plan	56
for transfer students	57
Summa Cum Laude	62
Suspension (from the University)	54, 73, 81, 82

T

Talley-Brady Hall.....	23
Tanner Art Club	31
Teacher Certification Post-Baccalaureate Program.....	215, 216
Teacher Education and Special Education	
course descriptions.....	216, 217, 236
degree requirements	212
faculty.....	209
Special Education.....	213
course descriptions.....	217
goals and objectives	213
major.....	213
Teacher Certification	5
Teacher Education.....	209, 211
admission.....	211
Art Education	212
cognates.....	211
course descriptions.....	216, 236
degree requirements.....	214
goals and objectives	210
Music Education.....	212
student teaching	212
Tennessee State University.....	61, 65
Theater.....	<i>See Dramatics, Speech and Dance Department</i>
Transcript	39, 40, 54, 61, 79, 80
second degree.....	84
withheld for nonpayment of college costs	52
Transfer credits	<i>See Academic credit</i>
Transfer students	
core curriculum	90
study plan.....	57
transcript evaluation	57
waiver of prerequisites.....	57
Tuition and fees	
at pre-registration.....	77
refunds	54

U

Undergraduate courses	
Biology Department.....	158
Business Administration Department.....	99, 222
Chemistry Department	163
Computer Science.....	172
English Department	122, 237
History Department.....	194, 242
Humanities and Fine Arts Division.....	104
Natural Science and Mathematics Division	155
NAVAL SCIENCE	220, 247
Psychology Department.....	203, 257
Religious and Philosophical Studies Department.....	151
ROTC Programs.....	219
Social Sciences Division.....	192, 267
Sociology Department	207
Teacher Education and Special Education.....	217
Undergraduate programs of study	87
United Negro College Fund.....	<i>See Academic scholarship</i>
Premedical Institute	155
University Counseling Center.....	34

University of Alabama at Birmingham	85
University property guidelines.....	26
University-sanctioned activities	
excused absence	73

V

Values (University)	3
Vanderbilt University.....	59, 61, 84, 85, 86, 99, 154, 176, 181, 189
Veterans' Affairs	<i>See</i> Office of the Registrar
Vision (University)	3

W

W.E.B. Du Bois General University Honors Program.....	62, 218
course descriptions.....	218, 243
Warning letters.....	71
Welcome to Fisk University.....	3
WFSK	<i>See</i> Radio Station
Withdrawal from Fisk.....	54, 81
for less than two years	41
for more than two years	41
refunds	54
Withdrawn Administratively.....	81
due to disciplinary suspension	82
due to emergency	81
Women's and Gender Studies Program.....	123, 124
Work, John W., II, House	24
Work-Study Program	<i>See also</i> Financial Aid