FISK UNIVERSITY

UNDERGRADUATE BULLETIN
2012 – 2014

TABLE OF CONTENTS

FISK UNIVERSITY 2012-2013 ACADEMIC CALENDAR (FALL TERM 2012) 6

FISK UNIVERSITY 2012-2013 ACADEMIC CALENDAR (SPRING TERM 2013) 7

FISK UNIVERSITY 2012-2013 ACADEMIC CALENDAR (SUMMER TERM 2013) 8

FISK UNIVERSITY 2013-2014 ACADEMIC CALENDAR (FALL TERM 2013) 9

FISK UNIVERSITY 2013-2014 ACADEMIC CALENDAR (SPRING TERM 2014) 10

FISK UNIVERSITY 2013-2014 ACADEMIC CALENDAR (SUMMER TERM 2014) 11

CONTACT INFORMATION 12

ACCREDITATION 12

POLICY OF NON-DISCRIMINATION 12

ABOUT THIS BULLETIN 12

Our Vision 13

Our Values: The D. E. T. A. I. L. S. 13

Our Mission 14

Degrees Offered 14

HIGHLIGHTS OF FISK'S HISTORY 16

FISK UNIVERSITY RANKINGS 18

ACCREDITATION 18

HISTORY AND SETTING 19

COMMON ABBREVIATIONS 21

HISTORIC BUILDINGS 22

LIFE AT FISK 24

Residential Living 25

University Policy and Procedures on Bias and Hate Crimes 27

STUDENT ACTIVITIES AND ORGANIZATIONS 30

MUSICAL HERITAGE AND PERFORMANCE 31

Fisk Jubilee Singers® 31

Fisk University Choir 31

Fisk Opera Workshop 31

Fisk Jazz Ensemble 31

Orchesis 31

Stagecrafters 31

STUDENT GOVERNMENT ASSOCIATION 32

CLASS ORGANIZATIONS 32

ATHLETICS 32

ACADEMIC CLUBS 32

Tanner Art Club 32

Fraternities and Sororities 32

Policy Governing Fraternities and Sororities 33

University's Forensic Club 34

Other Academic Clubs 34

UNIVERSITY CONVOCATIONS 34

Academic Regalia 34

UNIVERSITY FACILITIES 36

THE JOHN HOPE AND AURELIA E. FRANKLIN UNIVERSITY LIBRARY 36
POSTAL SERVICES 37
UNIVERSITY BOOKSTORE 37
88.1. FM WFSK: THE HOME OF SMOOTH JAZZ & SMOOTH GROOVES 37

STUDENT SUPPORT SERVICES 38
ADA COMPLIANCE STATEMENT 38
OFFICE OF ACADEMIC EXCELLENCE & STUDENT PERFORMANCE 38
THE L.E.A.D. PROGRAM 38
LIVING LEARNING CENTERS 39
THE OFFICE OF CAREER DEVELOPMENT AND LEADERSHIP 39
COUNSELING SERVICES 40
POLICY AND PROCEDURE ON MENTAL HEALTH STATUS 40
UNIVERSITY POLICY AND PROCEDURE 40
THE OFFICE OF INTERNATIONAL PROGRAMS 41
VETERANS' AFFAIRS (V.A.) 41

ADMISSION TO FISK 42
QUALIFICATIONS 42
EARLY ADMISSION 43
CONDITIONAL ADMISSION 43
THE APPLICATION PROCESS 44
ADVANCED PLACEMENT 44
INTERNATIONAL BACCALAUREATE CREDITS 45
TRANSFER ADMISSION APPLICANTS 45
NON-DEGREE-SEEKING STUDENTS 46
RE-ADMISSION 46
INTERNATIONAL STUDENTS 47

FINANCIAL AID AT FISK 48
FEDERAL FINANCIAL AID GRANT PROGRAMS 48
Eligibility for Financial Assistance 48
Free Application for Federal Student Aid (FAFSA) 49
Federal Pell Grant 49
Federal direct Education Loan Programs 49
Federal Perkins Loans 50
Federal Supplemental Educational Opportunity Grant 50
Federal Work-Study Program 50
United Negro College Fund Support 50
Continued Financial Aid Eligibility 50
Renewal of Aid 51
Appeals to the Committee on Financial Aid 51
Students' Rights Regarding Financial Aid 51
Students' Responsibilities Regarding Financial Aid 52
STATE GRANTS 53
Financial Aid Satisfactory Academic Progress Schedule 53

COLLEGE COSTS 54

FISK UNIVERSITY SCHEDULE OF FEES 55
FISK UNIVERSITY SCHEDULE OF FEES (SUMMER 2012) 55
FISK UNIVERSITY SCHEDULE OF FEES (2012-2013)* 55
MEAL PLANS 56
LIBRARY FINES 57
TUITION, ROOM AND BOARD REFUND POLICY 57

PLANNING A FISK EDUCATION 58
NEW STUDENT ORIENTATION TO FISK 58
PLACEMENT TESTS 58
PROFICIENCY EXAMINATIONS 59
FACULTY ACADEMIC ADVISOR 59
STUDY PLAN 59

ACADEMIC OPPORTUNITIES, HONORS AND AWARDS 61
STUDENT EXCHANGE PROGRAMS 61
Domestic Exchange Programs 61
Study Abroad 63

ACADEMIC HONORS 64
PRESIDENTIAL AND PROVOST SCHOLARS 64
DEGREES WITH HONORS 64
DEPARTMENTAL HONORS 65
HONOR SOCIETIES 65

ACADEMIC REQUIREMENTS AND STANDARDS 69
UNDERGRADUATE DEGREE REQUIREMENTS 69
CLASSIFICATION OF STUDENTS 70
GRADING SYSTEM 70
SATISFACTORY ACADEMIC STANDING 74
Credit Hour Requirements For Satisfactory Academic Standing 76

TIMELY GRADUATION CHART 78
Credit Hour Requirements For A Timely Graduation 78

ACADEMIC REGULATIONS AND POLICIES 81
ACADEMIC CREDIT 82
SEMESTER HOURS 82
REGISTRATION 82
COURSE CHANGE (ADD/DROP) 83
AUDITING COURSES 83
REPEAT ENROLLMENT 83
NON-DEGREE CREDIT 84
STUDY AWAY FROM FISK 84
OFFICIAL FISK TRANSCRIPT 84
STUDENT RECORDS 85
WITHDRAWING FROM THE UNIVERSITY 86
WITHDRAWN ADMINISTRATIVELY 87
LEAVE OF ABSENCE 87
MILITARY AND ALTERNATIVE SERVICE 87
CONFERRING DEGREES 88
PETITION TO MARCH 88

MAJOR COURSE OF STUDY 89
ELECTED STUDIES MAJOR 89
CHANGE OF MAJOR 90
MINORS 90
SECOND BACCALAUREATE DEGREES 90
CAREER CHOICES 90

COURSES OF STUDY 93

UNDERGRADUATE PROGRAMS OF STUDY 95

DIVISION OF GENERAL EDUCATION 95
CORE CURRICULUM 95
CORE FACULTY 95
TRANSFER CREDITS AND THE CORE CURRICULUM 99
DESCRIPTIONS OF CORE COURSES 99
CORE COURSE EQUIVALENCIES AND SUBSTITUTIONS FOR THE REVISED CORE CURRICULUM 102
ELECTED STUDIES MAJOR 102
W.E.B. DU BOIS GENERAL UNIVERSITY HONORS PROGRAM 103
ARMY AND AIR FORCE 105
Reserve Officers Training Corps (ROTC) Programs 105
Army ROTC 105

DISCIPLINE STUDIES 107

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES 108
DEPARTMENT OF ARTS AND LANGUAGES 109
Art 109
English 116
MODERN FOREIGN LANGUAGES 122
Music 126
DEPARTMENT OF HISTORY AND POLITICAL SCIENCE 145
History 145
Political Science 149
DEPARTMENT OF BEHAVIORAL SCIENCES AND EDUCATION 157
Sociology 158
Psychology 163
Teacher Education and Special Education 168

SCHOOL OF NATURAL SCIENCE, MATHEMATICS AND BUSINESS 180
DEPARTMENT OF LIFE AND PHYSICAL SCIENCES 181
Biology 181
Chemistry 187
Physics 193
Dual Degree Programs in Science and Engineering (3+2) Program 198
DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE 200
Mathematics 200
Computer Science: 208
DEPARTMENT OF BUSINESS ADMINISTRATION 214
PRE-HEALTH PROFESSIONS 223
Fisk-Meharry Joint Programs for Bridging to the MD and DDS Degree Programs at Meharry Medical College 228
Pre-Pharmacy Program in Partnership with Howard University or with Xavier University, LA 229

COURSE DESCRIPTIONS A-Z 231

MEMBERS OF THE BOARD OF TRUSTEES 273

ADMINISTRATORS AND FACULTY 274
ADMINISTRATORS 274
FACULTY 275
FACULTY AND ADMINISTRATIVE OFFICERS, EMERITI 278

FISK UNIVERSITY 2012-2013 ACADEMIC CALENDAR (FALL TERM 2012)		
Fri	Aug. 10	Faculty return to campus; **Fall University Institute**
Sat-Sun	Aug. 11-12	New students arrive; residence halls open at 9:00 a.m.; New Student and Parent Orientation
Mon-Tues	Aug. 13-14	Placement tests for Math, Foreign Languages and Computer Proficiency for all incoming freshmen
Mon-Fri	Aug. 13-17	New Students Orientation continues (students only)
Thu	Aug. 16	Advising and registration for new students only; continuing students arrive; move into residence halls
Fri	Aug. 17	Advising and course registration for returning students **($125 penalty fee apply for returning students who failed to register during the University regularly scheduled registration period during the previous Spring term)**
Mon	Aug. 20	Fall term classes begin
Thu-Fri	Aug. 23-24	Credit by examination administered (other times by permission of Provost)
Thu	Aug. 23	Opening Honors Convocation, 10:00 a.m.—12:00 p.m.; Classes as usual at other hours
Fri	Aug. 24	**First attendance verification in Banner Web, due 12:00 noon**
Fri	Aug 31	**Second attendance verification in Banner Web, due 12:00 noon**
Mon	Sept. 3	Labor Day (holiday); students, faculty, staff, and administrators*
Tue - Fri	Sept. 4 – Oct. 5	Senior audits: Faculty Advisors to meet with students to conduct Senior Audits for all seniors
Tue	Sept. 4	Last day to add/drop courses (after this date students will be financially responsible for all attempted hours, regardless of individual course withdrawals made)
Fri	Sept. 7	Measure of Proficiency Profile (PP) for entering freshmen
Fri	Sept. 7	**Third attendance verification in Banner Web, due 12:00 noon**
Fri	Sept. 21	Last day to drop classes with "WD" (Withdrawn) mark
Mon - Fri	Sept. 24-28	Mid-semester evaluations
Mon	Oct. 1	Last day for faculty to submit mid-term grades via Banner Web; **grades due at 12 noon** **Attendance verification in Banner Web**
Sat	Oct. 6	Jubilee Day Convocation, 10:00 a.m-12:00 p.m.
Thu - Fri	Oct. 11-12	Fall Break; students, faculty, staff, and administrators*
Wed-Wed	Oct. 10-31	Computer Proficiency Examination; **mandatory** for Sophomores or Juniors who have not taken or do not plan to take CSCI 100 or BAD 110; credit by examination administered (other times by permission of Provost)
Fri	Oct. 12	Deadline for application for study abroad for Spring semester
Mon	Oct. 29	Last day to turn in Senior Audits to the Registrar's Office
Fri –Thu	Oct. 26-Dec. 6	Registration Spring term
Fri	Nov 2	Measure of Proficiency Profile (PP) for graduating seniors
Mon-Fri	Nov. 5-23	Senior exit/major field examination period; Students should check with their Department Chairs for information on exact dates and times
Thu-Sun	Nov. 15-18	Homecoming and Fall Family Weekend
Mon-Fri	Nov. 19-23	Thanksgiving recess (holiday); students, faculty, staff, and administrators*
Mon	Nov. 26	**Attendance verification in Banner Web, due 12:00 noon**
Tue	Nov. 27	Last day to drop course with a grade of WP (Withdrawn Passing) or WF (Withdrawn Failing)
Fri	Nov. 30	Last day for students to file for degree for May Commencement and December completion date
Tue	Dec. 4	Fall term classes end; and last day to submit work for completion of "I" (Incomplete) grade from previous semester
Wed	Dec. 5	Final examination preparation day
Thu	Dec. 6	Last day to register for Spring term **(penalty fee of $125 after this date);** some courses may be unavailable to these students
Thu-Mon	Dec. 6-10	Final examinations
Tues	Dec. 11	Last day for faculty to submit final grades via Banner Web; **fourth attendance verification in Banner Web, due 12:00 noon**; Residence halls close 12:00 p.m. (noon)
Fri	Dec 14	End of Fall term; Winter recess begins
Mon-Tue	Dec 17-Jan 1	Faculty, staff and administration winter holiday break; University closed.*
All dates are subject to change.		

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

FISK UNIVERSITY 2012-2013 ACADEMIC CALENDAR (SPRING TERM 2013)		
Wed	Jan. 2	University opens
Thu	Jan. 3	Students arrive; residence halls open at 9:00 a.m.
Fri	Jan. 4	**Spring University Institute** (8:00 am to 1:30 p.m.)
Fri	Jan. 4	Placement tests (Math, Spanish) and Computer Science Proficiency test for new students; advising and registration (1:30 p.m. to 5:00 pm)
Mon	Jan. 7	Spring term classes begin; last day for registration for Spring term; (**penalty fee of $125 apply for all returning students who failed to register during the University regularly scheduled registration period during the previous Fall term)**
Fri	Jan. 11	**First attendance verification in Banner Web, due 12:00 noon**
Thu	Jan. 17	Martin Luther King Convocation, 10:00 a.m.- 12:00 p.m.; classes as usual at all other hours
Fri	Jan. 18	**Second attendance verification in Banner Web, due 12:00 noon**
Mon	Jan. 21	Martin Luther King Day (holiday); students, faculty, staff, and administrators*
Tue	Jan. 22	Last day to add/drop courses for Spring term (after this date students will be financially responsible for all attempted hours, regardless of individual class withdrawals made)
Fri	Jan. 25	**Third attendance verification in Banner Web, due 12:00 noon**
Fri-Thu	Feb. 1-28	Black History Month; credit by examination administered (other times by permission of Provost)
Fri	Feb. 15	Last day to drop courses with "WD" (Withdrawn) mark
Mon – Fri	Feb. 18-22	Mid-semester evaluations
Tue	Feb. 26	Last day for faculty to submit mid-term grades via Banner Web, due 12:00 noon **Attendance verification in Banner Web**
Fri-Fri	Mar. 1-29	Junior Audits: Faculty Advisors to meet with students to conduct Junior Audits for all juniors
Mon-Fri	Mar. 4-8	Spring Recess; students, faculty, staff, and administrators*
Mon	Mar.11	Classes resume
Mon-Fri	Mar. 18- Apr 26	Registration for Summer & Fall terms
Thu-Sat	Mar 21-23	Spring Scholar's Weekend
Thu	Mar. 28	**Attendance verification in Banner Web, due 12:00 noon**
Fri	Mar. 29	Good Friday (holiday); students, faculty, staff, and administrators*
Mon	Apr. 1	Last day to submit Junior Audits to the University Registrar; Deadline for application for study abroad for Fall semester.
Wed-Thu	Apr. 3- 4	Fisk Research Symposium. Lecture on Apr. 4 at 1:00 p.m.
Wed-Sun	Apr. 10-14	Spring Arts Festival
Tue	Apr. 16	Last day to drop course with a grade of WP (Withdrawn Passing) or WF (Withdrawn Failing)
Tue	Apr. 23	Spring term classes end; and last day to submit work for completion of "I" (Incomplete) mark from previous semester; **Attendance verification in Banner Web, due 12:00 noon**
Wed	Apr. 24	Final examination preparation day
Thu-Mon	Apr. 25-29	Final examination period for all registered students (Seniors, April 25-27; grades due 11:59 on April 27)
Sat	Apr. 27	**Last day for faculty to submit senior grades via Banner Web, due 11:59 p.m.**
Thu	May 2	Last day for students to file for degree for August; residence halls close 12:00 p.m. (noon)
Thu	May 2	Last day for faculty to submit final grades for non-seniors via Banner Web, due 12:00 noon **Attendance verification in Banner Web**; end of Spring term
Mon	May 6	COMMENCEMENT
Fri	May 10	Last official day for Faculty
All dates are subject to change		

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

FISK UNIVERSITY 2012-2013 ACADEMIC CALENDAR (SUMMER TERM 2013)		
Mon-Fri	Mar. 18- Apr 26	Registration for Summer term
Mon-Fri	May 13-31	Special Registration for Summer School
Mon	May 27	Memorial Day*
Thu	May 30	Summer students arrive; residence halls open at 9:00 a.m.
Mon	Jun. 3	Summer term classes begin
Wed	Jun. 5	Last day to add/drop courses for Summer term
Fri	Jun. 7	**First attendance verification in Banner Web, due 12 noon**
Fri	Jun. 21	Last day to drop courses with "WD" (Withdrawn) mark
Mon – Thu	Jun. 24-27	Mid-term evaluations
Fri	Jun. 28	Last day for faculty to submit midterm grades via Banner Web; **Second attendance verification in Banner Web, due 12 noon**
Thu-Fri	Jul. 4-5	Independence Day (holiday); students, faculty, staff, and administrators*
Fri	Jul. 19	**Third attendance verification in Banner Web, due 12 noon**
Tue	Jul. 23	Summer term classes end; Last day to drop classes with "WP" (Withdrawn Passing) or E grade
Wed	Jul. 24	Final exams preparation day
Thu-Mon	Jul. 25-29	Final Examinations
Tue	Jul. 30	Last day for faculty to submit Summer term grades via Banner web, due 12:00 noon; **Fourth attendance verification in Banner Web;** end of Summer term; residence halls close by 5:00 p.m.
Fri	Aug. 9	Last day to complete and submit all requirements for August graduation 2013
All dates are subject to change.		

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FISK UNIVERSITY 2013-2014 ACADEMIC CALENDAR (FALL TERM 2013)		
Sat-Thur	Aug 4-9	RA Training
Fri	Aug. 9	Faculty return to Campus ; **Fall University Institute**
Sat-Sun	Aug. 10-11	New students arrive; residence halls open at 9:00 a.m.; New Student and Parent Orientation
Mon-Tues	Aug. 12-13	Placement tests for Math, Foreign Languages and Computer Proficiency for all incoming freshmen
Mon-Fri	Aug. 12-16	New Students Orientation continues (Students only)
Thu	Aug. 15	Advising and registration for new students only; continuing students arrive; move into residence halls
Fri	Aug. 16	Advising and course registration for returning students **($125 penalty fee apply for returning students who failed to register during the University regularly scheduled registration period during the previous Spring term)**
Mon	Aug. 19	Fall term classes begin
Thu-Fri	Aug. 22-23	Credit by examination administered (other times by permission of Provost)
Thu	Aug. 22	Opening Honors Convocation, 10:00 a.m.-12:00 p.m.; Classes as usual at other hours
Fri	Aug. 23	**Attendance verification in Banner Web, due 12:00 noon**
Fri	Aug 30	**Attendance verification in Banner Web, due 12:00 noon**
Mon	Sept.2	Labor Day (holiday); students, faculty, staff, and administrators*
Tue	Sept. 3	Last day for room/meal changes and/or refunds
Tue - Fri	Sept. 3 – Oct. 4	Senior audits: Faculty Advisors to meet with students to conduct Senior Audits for all seniors
Tue	Sept. 3	Last day to add/drop courses (after this date students will be financially responsible for all attempted hours, regardless of individual course withdrawals made)
Fri	Sept. 6	Measure of Proficiency Profile (PP) for entering freshmen
Fri	Sept. 6	**Attendance verification in Banner Web, due 12:00 noon**
Fri	Sept. 20	Last day to drop classes with "WD" (Withdrawn) mark
Mon-Fri	Sept. 30 – Oct. 4	Mid-semester evaluations
Sun	Oct. 6	Jubilee Day Convocation, 10:00 a.m-12:00 p.m.
Mon	Oct. 7	Last day for faculty to submit mid-term grades via Banner Web, **grades due at 12 noon** **Attendance verification in Banner Web, due 12:00 noon**
Thu - Fri	Oct. 10-11	Fall Break; students, faculty, staff, and administrators*
Wed-Wed	Oct. 9-30	Computer Proficiency Examination; **mandatory** for Sophomores or Juniors who have not taken or do not plan to take CSCI 100 or BAD 110; credit by examination administered (other times by permission of Provost)
Fri	Oct. 11	Deadline for application for study abroad for Spring semester
Mon	Oct. 28	Last day to turn in Senior Audits to the Registrar's Office
Fri –Thu	Oct. 25-Dec. 5	Registration Spring term
Fri	Nov 1	Measure of Proficiency Profile (PP) for graduating seniors
Mon-Fri	Nov. 4-22	Senior exit/major field examination period; Students should check with their Department Chairs for information on exact dates and times
Mon	Nov. 18	**Attendance verification in Banner Web, due 12:00 noon**
Tue	Nov. 19	Last day to drop course with a grade of WP (Withdrawn Passing) or WF (Withdrawn Failing)
Fri	Nov. 22	Last day for students to file for degree for May Commencement and December completion date
Thu- Sun	Nov. 21-24	Homecoming and Fall Family Weekend
Fri	Nov. 22	Campus Open House
Mon-Fri	Nov. 25-29	Thanksgiving recess (holiday); students, faculty, staff, and administrators*
Mon	Dec. 2	Fall term classes end; and last day to submit work for completion of "I" (Incomplete) grade from previous semester
Tue	Dec. 3	Final examination preparation day
Thu	Dec. 5	Last day to register for Spring term **(penalty fee of $125 after this date);** some courses may be unavailable to these students
Wed-Sat	Dec. 4-7	Final examinations
Mon	Dec. 9	Last day for faculty to submit final grades via Banner Web; **grades due at 5:00 p.m.** **Attendance verification in Banner Web, due 5:00 p.m.**; Residence halls close 12:00 p.m. (noon)
Fri	Dec 13	End of Fall term; Winter recess begins
Mon-Wed	Dec 16-Jan 1	Faculty, staff and administration winter holiday break; University closed.*
All dates are subject to change		

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

FISK UNIVERSITY 2013-2014 ACADEMIC CALENDAR (SPRING TERM 2014)		
Thu	Jan. 2	University opens
Thu	Jan. 2	Students arrive; residence halls open at 9:00 a.m. New Student and Parent Orientation
Fri	Jan. 3	**Spring University Institute** (8:00 am to 1:30 p.m.)
Fri	Jan. 3	Placement tests (Math, Spanish) and Computer Science Proficiency test for new students; advising and registration (1:30 p.m. to 5:00 pm)
Mon	Jan. 6	Spring term classes begin; last day for registration for Spring term; (**penalty fee of $125 apply for all returning students who failed to register during the University regularly scheduled registration period during the previous Fall term)**
Fri	Jan. 10	**First attendance verification in Banner Web, due 12:00 noon**
Thu	Jan. 16	Martin Luther King Convocation, 10:00 a.m.- 12:00 p.m.; classes as usual at all other hours
Fri	Jan. 17	**Second attendance verification in Banner Web, due 12:00 noon**
Mon	Jan. 20	Martin Luther King Day (holiday); students, faculty, staff, and administrators*
Tue	Jan. 21	Last day to add/drop courses for Spring term (after this date students will be financially responsible for all attempted hours, regardless of individual class withdrawals made)
Tue	Jan. 21	Last day for room/meal changes and/or refunds
Fri	Jan. 24	**Third attendance verification in Banner Web, due 12:00 noon**
Sat-Fri	Feb 1-Feb 28	Black History Month; credit by examination administered (other times by permission of Provost)
Fri	Feb. 14	Last day to drop courses with "WD" (Withdrawn) mark
Mon – Fri	Feb. 17-21	Mid-semester evaluations
Tue	Feb. 25	Last day for faculty to submit mid-term grades via Banner Web, **grades due 12:00 noon Attendance verification in Banner Web, due 12:00 noon**
Fri-Fri	Feb 28-Mar 28	Junior Audits: Faculty Advisors to meet with students to conduct Junior Audits for all juniors
Mon-Fri	Mar. 3-7	Spring Recess; students, faculty, staff, and administrators*
Mon	Mar.10	Classes resume
Mon-Fri	Mar 10-14	Campaign Week
Mon	Mar 17	Election Day
Mon-Fri	Mar. 17- Apr 25	Registration for Summer & Fall terms
Thu	Mar. 27	**Attendance verification in Banner Web, due 12:00 noon**
Fri	Mar. 28	Good Friday (holiday); students, faculty, staff, and administrators*
Mon	Mar 31	Last day to submit Junior Audits to the University Registrar; Deadline for application for study abroad for Fall semester.
Wed-Thu	Apr. 2-3	Fisk Research Symposium. Lecture on Apr. 3 at 1:00 p.m.
Thu	Apr. 11	Scholars' Day Campus Open House
Sun-Sun	Apr. 6-12	Spring Arts Festival
Tue	Apr. 15	Last day to drop course with a grade of WP (Withdrawn Passing) or WF (Withdrawn Failing)
Tue	Apr. 22	Spring term classes end; and last day to submit work for completion of "I" (Incomplete) mark from previous semester; **Attendance verification in Banner Web, due 12:00 noon**
Wed	Apr. 23	Final examination preparation day
Thu-Mon	Apr. 24-28	Final examination period for all registered students (Seniors, April 24-26)
Sat	Apr. 26	**Last day for faculty to submit senior grades via Banner Web, grades due 11:59 p.m.**
Thu	May 1	Last day for students to file for degree for August; residence halls close 12:00 noon)
Thu	May 1	Last day for faculty to submit final grades for non-seniors via Banner Web, **grades due 12:00 noon. Attendance verification in Banner Web, due 12:00 noon**; end of Spring term
Mon	May 5	COMMENCEMENT
Fri	May 9	Last official day for Faculty
All dates are subject to change		

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

FISK UNIVERSITY 2013-2014 ACADEMIC CALENDAR (SUMMER TERM 2014)		
Mon-Fri	Mar. 17- Apr 25	Registration for Summer term
Mon-Fri	May 12-30	Special Registration for Summer School
Mon	May 26	Memorial Day *(holiday); students, faculty, staff, and administrators*
Thu	May 29	Summer students arrive; residence halls open at 9:00 a.m.
Mon	Jun. 2	Summer term classes begin
Wed	Jun. 4	Last day to add/drop courses for Summer term
Fri	Jun. 6	**Attendance verification in Banner Web, due 12 noon**
Fri	Jun. 20	Last day to drop courses with "WD" (Withdrawn) mark
Mon – Thu	Jun. 23-26	Mid-term evaluations
Fri	Jun. 27	Last day for faculty to submit midterm grades via Banner Web; **Attendance verification in Banner Web, due 12 noon**
Fri	Jul. 4	Independence Day (holiday); students, faculty, staff, and administrators*
Fri	Jul. 18	**Attendance verification in Banner Web, due 12 noon**
Tue	Jul. 22	Summer term classes end; Last day to drop classes with "WP" (Withdrawn Passing) or E Grade
Wed	Jul. 23	Final exams preparation day
Thu-Mon	Jul. 24-28	Final Examinations
Tue	Jul 29	End of Summer term; residence halls close by 5:00 p.m.
Thu	Jul. 31	Last day for faculty to submit Summer term grades via Banner web, due 12:00 noon; **Attendance verification in Banner Web, due 12:00 noon;**
Fri	Aug. 15	Last day to complete and submit all requirements for August graduation 2014
All dates are subject to change.		

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

CONTACT INFORMATION

MAILING ADDRESS
Fisk University
1000 Seventeenth Avenue, North
Nashville, Tennessee 37208-3051

INTERNET ADDRESS
www.fisk.edu

SWITCHBOARD
615) 329-8500
8:00 a.m. - 5:00 p.m. CST
Monday through Friday

ACCREDITATION

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

Inquiries concerning normal operations of the institution such as admission requirements, financial aid, educational programs, etc., should be addressed directly to the appropriate office at Fisk University. The Commission on Colleges is to be contacted only if there is evidence that appears to support an institution's significant noncompliance with a requirement or standard.

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. Fisk also holds memberships in 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-DISCRIMINATION

Fisk University does not discriminate on the basis of race, color, sex, age, marital status, sexual orientation, religion, national origin or disability in the administration and operation of its admission and educational policies, programs and activities. An equal opportunity employer, Fisk University adheres to federal, state and local government employment guidelines.

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 may 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 1:13 permits the faculty to provide individual attention to our students and to 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, houses resources that our students and learning community use to develop research, academic and life skills. A dynamic staff and 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 components of our institution. In addition, extracurricular activities abound and are usually tailored to students' interests, personal growth, moral responsibility and social awareness. The Fisk Jubilee Singers®, various choir groups, drama, dance and art clubs, fraternities and sororities are a few examples of the vibrant student groups and organizations that operate on our campus. Finally, service learning and community service are encouraged as part of the University's commitment to ensuring that all Fisk students are civic engaged and socially responsible citizens. All these activities effectively support our vision, values, and mission.

OUR VISION

To be the Best Small Liberal Arts Institution 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 result 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 produces graduates from diverse backgrounds with the integrity and intellect required for substantive contributions to society. Our curriculum is grounded in the liberal arts, and our faculty and administrators emphasize the discovery and advancement of knowledge through research in the natural and social sciences, business, and the humanities. We are committed to the success of scholars and leaders with global perspective.

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

DEGREES OFFERED

At Fisk, we offer:

1. The **Bachelor of Arts (B.A.), Bachelor of Science (B.S.), Bachelor of Music (B.Mus.), and Master of Arts (M.A.)** degrees. Academic majors available for the B.A. degree include: biology, chemistry, English, history, mathematics, music, physics, political science, psychology, sociology, and Spanish. B.S. degree candidates may major in art, business administration, chemistry, computer science, nursing (not available to entering class Fall 2014), 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.

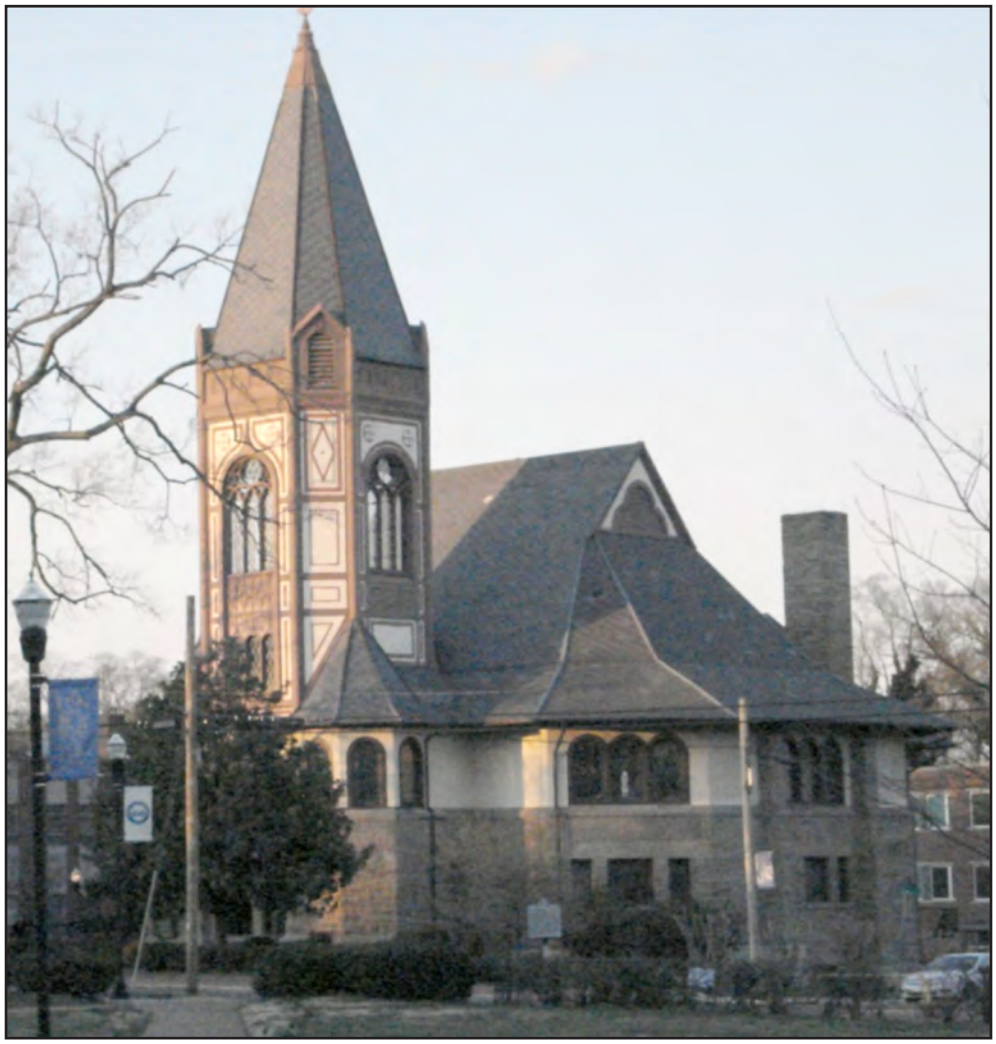
2. Unique, exciting and innovative dual and joint degree programs through articulations and collaborative agreements with several illustrious regional and national colleges and universities. The agreements allow Fisk students to simultaneously earn a Bachelor's degree from Fisk and a Master's degree 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., (Biomedical Sciences – Ph.D., D.D.S., M.D.)
    - Vanderbilt University, Nashville, TN., (Engineering, Nursing, Master's-to-Ph.D. Bridge Program, ROTC)
    - Watkins College of Art, Design and Film [**NOTE:** The curriculum for the Graphic Design program is subject to a revision to occur during AY 2013/14). Please contact the Office of the Provost to obtain the up to date information]
    - Tennessee State University (ROTC)

* 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-6 and Secondary Education Grades 7-12. For the Elementary Education certification program, professional coursework in education is taken in conjunction with an academic major in 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, 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 in 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 baccalaureate degrees who desire to become elementary or secondary school teachers.

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

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 Clinton B. Fisk Memorial Chapel

HIGHLIGHTS OF FISK'S HISTORY*

Year	Event
1865	John Ogden, the Reverend Erastus Milo Cravath, and the Reverend Edward P. Smith establish the Fisk School in Nashville.
1866	On January 9, Fisk convenes its first classes.
1867	On August 12, Fisk School is incorporated as Fisk University.
1871	On October 6, the original Jubilee Singers depart Fisk to raise money.
1873	On January 1, the groundbreaking ceremony is held for Jubilee Hall.
1875	Reverend E. M. Cravath becomes the first president of Fisk University. Fisk graduates its first class consisting of eight students that included two women and two whites.
1876	Jubilee Hall is formally dedicated.
1878	Fisk's first Missionaries, Albert P. Miller and Andrew E. Jackson, graduate. Upon leaving the Mendi Mission, Miller in a short address leaves Fisk its motto: "Her Sons and Daughters Are Ever on the Alter."
1880	The Mozart Society, the first Musical Organization in Tennessee, is formed. In later years, the Society becomes the Fisk University Choir.
1882	Livingstone Hall is erected through a $60,000 gift from Mrs. Valerie Stone.
1883	The Fisk Herald begins.
1884	The Fisk Alumni Association is founded.
1885	The Music Department is created.
1888	W.E.B. Du Bois graduates.
1889	The Gymnasium and workshop (presently the Van Vechten Art Gallery) is erected.
1891	Bennett Hall, named for the Reverend H.S. Bennett, is erected at the cost of $25,000.
1892	Fisk Memorial Chapel is built with a legacy of $25,000 from the estate of Clinton B. Fisk.
1893	The first football team is organized.
1901	In June, James G. Merrill becomes the second president of Fisk.
1906	Chase Hall (Science Building) is erected on the site where the statue of W.E.B. DuBois now stands.
1908	The Carnegie Library is erected.
1909	George A. Gates is elected the third president of Fisk.
1915	Fayette A. McKenzie becomes the fourth president of Fisk.
1926	Thomas E. Jones is selected the fifth president of Fisk.
1927	The Fisk News is established as an alumni publication; Fisk celebrates its first Homecoming.
1930	Fisk becomes 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 is appointed the sixth and first black president of Fisk.
1948	The Fisk Forum, the student newspaper, is established.
1949	Georgia O'Keefe presents Fisk with the Alfred Stieglitz Collection of Modern Art.
1952	Fisk becomes the first black college to be granted a charter to establish a chapter of the Phi Beta Kappa Honor Society.
1956	On October 28, Charles S. Johnson dies.
1957	Stephen J. Wright is elected the seventh president of Fisk.
1960	The Nashville sit-in movement was organized by John Lewis, Diane Nash and James Bevels.
1966	Fisk holds her Centennial Celebration.
1967	James R. Lawson is selected the eighth president of Fisk.
1969	The Modern Black Mass Choir is organized.
1972	Fisk attains an enrollment of 1559, the largest in the college's history.

Year	Event
1975	James Lawson resigns as president.
1977	Walter J. Leonard becomes the ninth president of Fisk.
1978	Fisk's entire campus is officially designated a historical district by the U.S. Department of Interior.
1980	The name, Fisk Jubilee Singers, becomes a registered trademark.
1981	The Jubilee Singers Memorial Bridge opens.
1984	Walter Leonard resigns as president of Fisk; Henry Ponder becomes the tenth president.
1988	Cecilia N. Adkins, '43, becomes 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 becomes the eleventh president of Fisk.
1998	In February, President Adkins dies after serving only eight months.
1999	John L. Smith, Jr. becomes 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	Hazel R. O'Leary becomes the fourteenth president of Fisk.
2013	Hazel R. O'Leary resigns as president of Fisk; H. James Williams becomes the fifteenth president of Fisk

*Source: Franklin Library

FISK UNIVERSITY RANKINGS

U.S. News & World Report's Top Colleges and Universities 2012, ranked Fisk in Tier One at #144 of more than 1,400 Liberal Arts Institutions in the United States. Fisk is one of only three Historically Black Colleges and Universities in the elite Tier 1 group of institutions. *The Washington Monthly*, September/October 2011, ranked Fisk as the "#1 Liberal Arts Institution in Research in the South" and the 16th Best Liberal Arts University in the nation in its "Top Liberal Arts Colleges and Universities" rankings. Fisk ranks in the top 10 percent of the 250 leading liberal arts institutions based on social mobility, research and service.

The National Science Foundation reports that Fisk alumni earn more doctoral degrees in the natural sciences than African-American graduates of any other college or university in the nation. For the eighteenth consecutive year, Fisk is included in the *Princeton Review*'s "Top 361 Colleges and Universities."

ACCREDITATION

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Professional Accreditations

American Chemical Society
National Association of Schools of Music
State of Tennessee Department of Education

Degrees Offered

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

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 6, 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.

- Fisk ranked in the top 20 percent of 650 higher education institutions and is the highest ranked HBCU on Forbes'2012 Top Colleges List. Fisk also ranked #119 among all private institutions and #34 among all institutions in the South.
- The 2013 *U.S. News & World Report*'s "Best Colleges and Universities" ranked Fisk in Tier One at #145 of more than 1,400 Liberal Arts Institutions in the United States. Only three HBCUs are ranked in Tier One. Fisk is ranked #5 on the list of "The Best Historically Black Colleges and Universities (HBCUs)."
- *The Washington Monthly*, September 2012, ranked Fisk as the "#1 Liberal Arts HBCU in Research" in its "Top Liberal Arts Colleges and Universities." Fisk ranks in the top 6 percent of the 254 leading liberal arts institutions based on social mobility, research and service.
- For the 20th consecutive year, the *Princeton Review* included Fisk on its 2013 list of "The Best Southeastern Colleges."
- 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 space shuttles.
- Fisk University, along with partner institutions Lawrence Livermore and Oak Ridge national laboratories and Radiation Monitoring Devices, Inc. earned its third R&D 100 Award for its role in the development of more accurate and economical radiation detection devices. Fisk University is the only HBCU ever to win a R&D 100 award.

Presidents of Fisk University

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 – 2013
H. James Williams
2013 - Present

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 film director and producer
- 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, (2004-2013)
- Terita R. Redd, Broadway actress
- Kym E. Whitley, actress, comedian

Fisk's 40-acre campus, 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 2013, Nashville was named the "IT" city by the *New York Times*. A Gallup Poll ranked Nashville in the top five regions for job growth. GQ magazine called Nashville simply "Nowville." 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 sixteen institutions of higher learning, four of which, Tennessee State University, American Baptist College, Meharry Medical College, and Fisk University are historically or predominantly African American.

Fisk- Vanderbilt Master's-to-Ph.D. Bridge Students

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
ECON	Economics
EDUC	Education
ENG	English
FIN	Finance
FREN	French
HIS	History
HON	Honors (W.E.B. Du Bois General University Honors Program)
HSS	Humanities and Social Sciences (School Courses)
JPBS	Joint Programs in Biomedical Sciences
MATH	Mathematics
MFL	Modern Foreign Languages
MGT	Management
MS	Military Science
MUS	Music
NUR	Nursing
NS	Naval Science
NSCI	Natural Science, Mathematics and Business (School Courses)
PHYS	Physics
PSCI	Political Science
PSY	Psychology
ROTC	Reserve Officer Training Corps
SOC	Sociology
SPAN	Spanish
SPED	Special Education
SSCI	Social Sciences (School 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 designated a 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 Educational Fund. It was originally used as a training school for teachers, was remodeled for 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 as a mechanical arts building on a black college campus. It underwent major renovation in 1984, with funding from the United States Department of Commerce and other donors. Its interior was 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 at no cost.

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. During 1991-92, its interior and exterior were renovated with funds from the United States Department of the Interior.

CLINTON B. FISK MEMORIAL CHAPEL

The Clinton B. 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 in Fisk's intellectual and cultural heritage. With a seating capacity of over 800, 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 building by the United States Department of the Interior.

ERASTUS MILO CRAVATH HAL

Erastus Milo 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 Harlem Renaissance artist and founder of the Fisk University Department of Art, created one of a kind murals on the walls within Cravath Hall. Today, it houses several 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 that 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 including Student Accounts, the Office of Human Resources and the Office of Public Safety.

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 United States 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 dean, constructed a picturesque Victorian home immediately adjacent to the Fisk University campus. Years later, the 1.5 story gabled home became the residence of Dr. John W. Work II, chair of the Fisk University Department of Music. A nationally revered professor and musician, Dr. Work is best known for his work as director of the world-renowned Fisk 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, a serious approach to study, and upon an insistence on clear thinking and effective writing and speaking. The student's first obligation is to complete his/her academic requirements carefully and thoroughly. 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 and writing for 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, recognize such co-curricular 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 musical recitals, screenings of national and international films 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 other student organizations. By assuming responsibility in these phases of university life, students acquire the skillsets 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 about 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 Fisk University.

Jubilee Hall, the first permanent structure built for the education of African Americans in the South, was built from proceeds of the original Fisk Jubilee Singers® tours.

RESIDENTIAL LIVING

Students who live on campus reside in three residence halls: Jubilee Hall, Crosthwaite Hall, and New Livingstone Hall. Jubilee Hall has four floors and houses all female freshmen. All rooms are double occupancy. Crosthwaite Hall has four floors and houses sophomore, junior and senior women. New Livingstone Hall has three floors and houses all male students. The lower level of New Livingstone Hall houses the University Health Center and classrooms.

Living in University residence halls is a requirement of undergraduate students who are not legal residents of Davidson County. The Dean of Student Engagement may make other exceptions 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 Dean of Student Engagement and must be received prior to the beginning of the registration period for which the student seeks permission for off-campus residence.

ROOM REGULATIONS

Room regulations established by the University are part of the housing agreement between the University 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 all electronic equipment, including radios and televisions, 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 of 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. 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 ensure that space will 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. The University is, however, 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 and 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 Engagement. 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 or 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 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 (OPS) 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, 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, and New Livingston Halls) are restricted to occupants and their authorized guests.

Fisk Public Safety 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 OPS immediately. Public Safety 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 OPS are reported immediately to the appropriate law enforcement agency for investigation and disposition.

OPS strictly enforces the University's policies including:

A. Alcohol

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

B. 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.

C. Weapons

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

UNIVERSITY POLICY AND PROCEDURES ON BIAS AND HATE CRIMES

I. DEFINITION OF BIAS OR HATE CRIMES

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

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

If a member of the Fisk University community is a victim of or witnesses a bias or hate crime, he/she should contact the Fisk University Office of Public Safety or the Office of Student Engagement. The Office of Public

Safety can be reached by telephone at (615) 329-8777 and is located on the lower level of Carnegie Hall, or by using an Emergency Telephone on campus, or by email at mwest@fisk.edu.

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

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

II. STUDENT STANDARDS REGARDING BIAS OR HATE CRIMES

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

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

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

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

- While on University owned or controlled property, no student shall harass, threaten, coerce the harassment of or otherwise intimidate another person or identifiable group of persons, in a manner that is unlawful, based upon the person or group's race, ethnicity, color, gender, age, ancestry, national origin, disability, sexual preference or sexual orientation, religious or political belief, practice, or persuasion.
- No student shall engage in any type of harassment or behavior leading to a hostile environment on University owned or controlled property. Harassment includes, but is not limited, to actions that are:
  (a) directed toward a particular person or persons;
  (b) based upon the person or group's race, ethnicity, color, gender, age, ancestry, national origin, disability, sexual preference or sexual orientation, religious or political belief, practice or persuasion;
  (c) unwelcome;
  (d) severe, extreme, or pervasive;
  (e) objectively offensive or derogatory; and/or
  (f) unreasonable in nature and interferes with the victim's (victims') student status, employment, academic pursuits, or participation in University-sponsored activities.

III. FEDERAL POLICIES

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

A. Jeanne Clery Disclosure of Campus Security Policy and Campus Crimes Statistics Act (The "Clery Act")

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

The Clery Act defines hate crimes as a criminal offense committed against a person or property which is

motivated, in whole or in part, by the offender's bias. Bias is a preformed negative opinion or attitude toward a group of persons based on their race, gender, religion, disability, sexual orientation or ethnicity/national origin.

For Clery purposes, hate crimes include any offense in the following two groups that is motivated by bias.

Group A

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

Group B

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

B. The Matthew Shepard and James Byrd, Jr. Hate Crimes Prevention Act of 2009

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

The newly enacted §249 has three significant subsections, as follows.

- Subsection (a) (1) criminalizes violent acts (and attempts to commit violent acts undertaken with a dangerous weapon) when those acts occur because of the actual or perceived race, color, religion, or national origin of any person. This section of the statute has a broader reach than existing hate crime statutes. (18 U.S.C. § 245, for example, requires that government prove not only that the crime was motivated by animus but also because of the victim's participation in one of six enumerated federally protected activities). Section 249(a)(1) was passed pursuant to Congress's Thirteenth Amendment authority to eradicate badges and incidents of slavery. The government need prove no other "jurisdictional" element to obtain a conviction.
- Subsection (a) (2) of §249 protects a wider class of victims. Subsection (a) (2) criminalizes acts of violence (and attempts to commit violent acts undertaken with a dangerous weapon) when motivated by the actual or perceived gender, disability, sexual orientation, or gender identity of any person. It will also apply to violent acts motivated by animus against those religions and national origins which were not considered to be "races" at the time the Thirteenth Amendment was passed. This portion of the statute was passed pursuant to Congress' Commerce Clause authority. Thus, to obtain a conviction, the government must prove that the crime was in or affected interstate or foreign commerce. Subsection (a)(2)(B) of the statute contains a detailed description of the ways the commerce clause element may be fulfilled.

- Subsection (a)(3) of §249 provides for prosecution of crimes committed because of any of the characteristics defined in (a) (1) or (a) (2), whenever such crimes occur within the Special Maritime and Territorial Jurisdiction (SMTJ) of the United States.

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

STUDENT ACTIVITIES AND ORGANIZATIONS

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

Student organizations are required to register with the Office of Student Activities. They are required to have an advisor 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.

World renown Fisk Jubilee Singers®

MUSICAL HERITAGE AND PERFORMANCE

FISK JUBILEE SINGERS®

The Fisk Jubilee Singers® are 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 Fisk 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 first musical organization in Tennessee. 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 Spring 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.

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 exposure to 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 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. Orchesis has two major performances a year (one in each academic semester). The company also tours in Tennessee and other states. In 1987, Orchesis became a member of the Black College Dance Exchange Conference.

STAGECRAFTERS

Stagecrafters is the University's acting ensemble, provides opportunities for intensive study of plays and their production. The Stagecrafters 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-governance, 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

Athletic programs – competitive and 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 are awarded 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; 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 times or at the same time.

POLICY GOVERNING FRATERNITIES AND SORORITIES

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

I. PURPOSE

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

The purpose of this policy is to define hazing and provide guidelines, which student organizations and their members must follow.

II. PROHIBITION AND SANCTIONS

Hazing as defined in this Bulletin is prohibited:

1. An organization found to be in violation of this policy will lose its status as a recognized student organization of the University for a mandatory minimum of five (5) years; and
2. Individual members who are found to be in violation of this policy are in violation of the Student Judicial Code and may be disciplined in accordance with the University's disciplinary procedures; and
3. By law, "hazing" is illegal at Fisk University or any campus or higher education institution in the state of Tennessee and is a crime punishable as a felony pursuant to Tennessee Code Annotated §49-7-123.

III. DEFINITION OF HAZING

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

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

A. As used in this section, unless the context otherwise requires:

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

B. Each higher education institution shall adopt a written policy prohibiting hazing by any student or organization operating under the sanction of the institution. The policy shall be distributed or made available to each student at the beginning of each school year. Time shall be set aside during orientation to specifically discuss the policy and its ramifications as a criminal offense and the institutional penalties that may be imposed by the higher education institution.

The following non-exhaustive list of examples outlines conduct or behavior which might constitute hazing:

1. Paddling;
2. Requiring or compelling exercise and calisthenics;
3. Road trips (involuntary or voluntary excursions);
4. Requiring or compelling exposure to unreasonable elements;
5. Requiring or compelling activities creating work, duties, detention, or any duties that impair academic efforts;
6. Requiring or compelling favors, or requiring the spending of money in any way;
7. Verbal harassment;

8. Requiring or compelling the wearing in public of apparel that is not in good taste; and
9. Requiring the forced consumption of any liquid or solid substance, alcohol or drugs, or the forced inhalation or any substance.

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 four times a year and offer students an opportunity to hear speeches on a variety of topics from distinguished faculty members, scholars from other institutions, and representatives from organizations from around the world. Convocations include the Opening Convocation, the Jubilee Day Convocation. the Martin Luther King, Jr. Convocation, and the Honors Convocation. The speakers are chosen from many fields, including the arts, sciences, education, literature, politics, religion, business, and industry. All members of the University community are required to attend each convocation. No classes or other University activities are scheduled during convocation time.

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 highly respected liberal arts 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.

ACADEMIC REGALIA

Traditional academic regalia shall be worn by the student during commencement. Undergraduate attire will consist of the traditional black gown and cap with tassel. Master's attire will consist of the traditional black gown with closed sleeves, cap with tassel and hood with the degree and university colors. No decorations, writings, necklaces, pins, cords, medallions or other items other than the official university honors cords and medallions shall be worn or placed on the academic regalia.

Academic Heraldry

A time-honored tradition of great dignity is the wearing of academic apparel. The history of academic dress reaches far back into the early days of the oldest universities. The apparel is a survival of the ecclesiastical garb of the late Middle Ages as well as earlier civilian fashions. The three characteristic elements of academic regalia are the gown, the hood and the cap. Gowns may have been necessary for warmth in the unheated buildings frequented by medieval scholars. Hoods seem to have served to cover the shaven crowns of the monks until superseded by the skull cap. The custom of wearing the gown, hood and cap was first regularly adopted in the thirteenth century at the University of Cambridge with the University of Oxford soon to follow.

In 1895, American universities and colleges decided to standardize their academic styles and an intercollegiate code for academic custom was developed. The standards in their original code were followed precisely until

1932, when a committee was appointed by the American Council on Education (ACE), to study possible revisions. The code approved by that committee remained intact until 1959, when the ACE appointed the Committee on Academic Costumes and Ceremonies. This academic costume code contains criteria for each item of academic apparel. Only the costume of the chief marshal may be specially designed by the institution – all others must follow traditional guidelines.

The gown is usually of black material – serge, cotton poplin or worsted for bachelors and masters, and rayon or silk for doctors. Bachelors' gowns have pointed sleeves; masters' have long, closed sleeves, lunate at the bottom, with slits at the elbow; the doctors' have wide, round, open sleeves. Doctors' gowns are faced with panels of velvet down the front with three bars across each sleeve. The facings and crossbars may be black, or of the color distinctive of the degree category and agreeing in color with the binding on the hood.

The hood, worn around the neck to hang down the back, is the principal emblem of the nature and source of the degree held. It is edged with velvet in the color of the degree, while its lining of silk bears the colors of the institution which granted the degree. No academic hood should ever have its border divided to represent more than a single degree. The binding of the hood should be in widths of two inches, three inches and five inches for the bachelor's, master's and doctor's degrees, respectively. In some institutions it is customary for the hood to be dispensed with by those receiving bachelor's degrees.

The cap is the square mortarboard of black cotton poplin, rayon or silk to match the gown or, for the doctor's degree only, velvet. The tassel may be black for all ranks and degrees or may be of gold thread for doctors and color of the degree for bachelors and masters. There is no general rule for the position of the tassel on a mortarboard; however, numerous institutions have adopted the practice of the tassels on the right front side before the degrees are conferred and to shift them to the left when the degrees are awarded.

For all academic purposes, the colors associated with the different subjects are as follows:

Accountancy/Business	**Drab**	Music	**Pink**
Agriculture	**Maize**	Nursing	**Apricot**
Arts/Letters/Humanities	**White**	Oratory (Speech)	**Silver Gray**
Dentistry	**Lilac**	Pharmacy	**Olive Green**
Economics	**Copper**	Philosophy	**Dark Blue**
Education	**Light Blue**	Physical Education	**Sage Green**
Engineering	**Orange**	Public Adm./Foreign Services.	**Peacock Blue**
Fine Arts/Architecture	**Brown**	Public Health	**Salmon Pink**
Forestry	**Russet**	Science	**Golden Yellow**
Journalism	**Crimson**	Social Work	**Citron**
Law	**Purple**	Theology	**Scarlet**
Library Science	**Yellow**	Veterinary Science	**Gray**
Medicine	**Green**		

UNIVERSITY FACILITIES

THE JOHN HOPE AND AURELIA E. FRANKLIN UNIVERSITY LIBRARY

The John Hope and Aurelia E. Franklin University Library undergirds the academic life of Fisk University. The contemporary, brick and glass library building consists of 74,610 square feet and was completed in 1969. It is one of the most functional library buildings in the area. Jubilee the Franklin 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 Franklin 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 Franklin 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 Franklin Library receives several hundred periodicals and serves as a partial depository for Federal government documents.

The Franklin Library correlates its program with the academic programs of the University by providing carefully selected books and related materials for classroom instruction and independent study and research geared to promote lifelong reading and research habits. Library orientation 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 Franklin Library's Special Collections Department of unique and rare materials is internationally recognized as an invaluable center for research in African-American history and culture. There are over 50,000 titles on African Americans and Americans worldwide. There are also related materials of 2,600 records; 500 pieces of sheet music; and 3,400 newspapers, periodicals, journals, theses, and dissertations. Many of these documents are on microfilm.

The archives section of the Franklin Library houses the records of the University, including those of past presidents, faculty, and staff. Among these records are: those of the Fisk Jubilee Singers® the institution's founding

president Erastus Milo Cravath, and its first African-American president Charles Spurgeon Johnson. Outside organizations whose records are represented in the Fisk's archives include: the Julius Rosenwald Fund, Brotherhood of Sleeping Car Porters, Sigma Pi Phi fraternity, and the Association of Black Physicists. The manuscript collections house personal papers, including those of W. E. B. 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. The George Gershwin Memorial Collection of Music and Musical Literature offer a wealth of materials for research in music.

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

POSTAL SERVICES

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

UNIVERSITY BOOKSTORE

Fisk University utilizes an electronic book store for the purchase of textbooks. Students with book vouchers may use them to purchase books from the web site. Questions concerning the use of this venue can be answered by staff in the Office of Student Engagement.

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

The University Bookstore also provides a large selection of contemporary, customized Fisk University clothing including; embroidered and screen imprinted sweatshirts, athletic clothing, casual wear, luggage, and baby and toddler items. University, athletic, academic, and other campus groups are represented in our Spirit Collection. Alumni spirit is similarly encouraged by a collection of clothing, gift items and select memorabilia.

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

88.1 FM 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, 88.1 FM is home to 18 specialty programs. With a Smooth Jazz Smooth Groove music format, talk programs and cross-cultural programming, WFSK serves both the needs of Fisk University and the Nashville community at-large.

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

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

STUDENT SUPPORT SERVICES

ADA COMPLIANCE STATEMENT

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

OFFICE OF ACADEMIC EXCELLENCE & STUDENT PERFORMANCE

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

Students served by AESP are afforded academic advisement; academic skills workshops; tutoring; personal and career counseling; supplemental instruction in reading, writing and mathematics; structured study groups, and other interventions as indicated. Students' academic performance is tracked through an early warning system, online assessment system and ongoing interactions between assigned academic advisors, faculty, living learning centers Coordinators, graduate tutors, and other University staff.

AESP requirements for students who are conditionally admitted, on academic probation, and/or are undeclared majors include: attendance and participation in the AESP Orientation Workshop, attendance and participation in designated academic skills workshops, conferences with his/her academic advisor no less than four times each semester, attendance and participation in all tutorial sessions, supplemental instruction and/or tutorial sessions in the Writing Center and/or the Mathematics Laboratory; attendance and participation in the residential Living Learning Center no less than three times per week between 6:00 and 10:00 p.m., and completion of all other assigned interventions.

For all questions and information, please contact:

Ingrid Frazier Collier, M.Ed., Director
Office of Academic Excellence & Student Performance
Du Bois Hall- First Floor
(615) 329-8588
icollier@fisk.edu

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 first generation college students and students from economically challenged families. The L.E.A.D. Program provides opportunities for these specific students to participate in academic skill development workshops and tutoring, peer study and mentoring groups, financial aid resource exploration, cultural enrichment programs, and graduate school preparation. The program also provides grant aid awards to qualified students.

L.E.A.D. students are provided access to counselors who are trained to foster student development through personal, academic, and career counseling. "Early Warning Intervention" enables LEAD counselors to identify students who are experiencing difficulty in addition to those making satisfactory progress. Beginning Fall 2009, all Fisk students who are eligible to participate in the program, based upon the U.S. Department of Education federal income guidelines, are required to enroll in L.E.A.D. The application process must be completed upon campus arrival with program staff, preferably within the first two weeks of the semester. Eligible students who choose not to participate in L.E.A.D. and subsequently fail to attain a 2.0 GPA may have their appeals for readmission or reconsideration of academic sanctions automatically denied.

For all questions and information, please contact:

Crystal Owen, Director
The L.E.A.D. Program
The L.E.A.D. House (former President's Home)
(615) 340-3555
cowen@fisk.edu

LIVING LEARNING CENTERS

The Fisk University Living Learning Centers continue to serve the university community. Presently, there are three centers: The New Livingstone Living Learning Center, the Crosthwaite Living Learning Center, and the Jubilee Hall Living Learning Center. The staff of the Living Learning Centers are committed to promoting student achievement and retention by developing independent, effective life-long learners and supporting innovation in learning. The centers exist to assist students in developing optimal competencies through tutorial services, academic skills workshops, structured study and discussion groups, and academic coaching. The Living Learning Center Coordinators report to the Dean of Student Engagement but interface on an ongoing basis with the staff of the Office of Academic Excellence & Student Performance to ensure that appropriate interventions are being implemented and to keep them fully apprised of students' progress.

THE OFFICE OF CAREER DEVELOPMENT AND LEADERSHIP

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

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

COUNSELING SERVICES

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

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

POLICY AND PROCEDURE ON MENTAL HEALTH STATUS

Laws of the state of Tennessee govern Fisk University's response to the mental health status of students or members of the University community. The University must follow two portions of statute, one governing children, and one governing adults. Specifically, the University observes the definition of mental illness as "a psychiatric disorder, alcohol dependence, or drug dependence, but does not include mental retardation or other developmental disabilities" pursuant to Tennessee Code Annotated 33-1-101.

In accordance with Tennessee Code Annotated 33-1-101 (22) "Serious emotional disturbance" means a condition in a child who currently or at any time during the past year has had a diagnosable mental, behavioral, or emotional disorder of sufficient duration to meet psychiatric diagnostic criteria that results in functional impairment that substantially interferes with or limits the child's role or functioning in family, school, or community activities and includes any mental disorder, regardless of whether it is of biological etiology;

In accordance with Tennessee Code Annotated 73-6-102 (2) "Adult" means a person eighteen (18) years of age or older who because of mental or physical dysfunction or advanced age is unable to manage such person's own resources, carry out the activities of daily living, or protect such person from neglect, hazardous or abusive situations without assistance from others and who has no available, willing, and responsibly able person for assistance and who may be in need of protective services; provided, however, that a person eighteen (18) years of age or older who is mentally impaired but still competent shall be deemed to be a person with mental dysfunction for the purposes of this chapter.

UNIVERSITY POLICY AND PROCEDURE

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

THE OFFICE OF INTERNATIONAL PROGRAMS

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

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

Study Abroad and Domestic Exchange Programs, which help prepare students for the academic experience in other global settings, enabling them to gain a solid understanding of at least one other culture and its language, and to integrate a global comparative dimension in their chosen field of study. The University also has exchange relationships with selected domestic universities in other states.

VETERANS' AFFAIRS (V.A.)

Fisk is approved for veterans' education by the United States Department of Veterans' Affairs. Students eligible for Veteran Affairs' benefits should apply for a Certificate of Eligibility (COE) at www.va.gov. Once in possession of the COE, VA students and/or VA beneficiaries should contact the Business Office or the Office of the Registrar for further information. Such students should, however, plan to arrive at Fisk with sufficient funds for two months' expenses because there usually is a delay in the disbursement of V.A. benefits.

Erastus Milo Cravath Hall

ADMISSION TO FISK

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

QUALIFICATIONS

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

1. A minimum of 3.0 un-weighted GPA on a 4.0 scale; a minimum ACT composite score of 21 and a minimum SAT I combined score of 1500.

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 Mathematics (to include Algebra II with Trigonometry)
    - 3 years of science
    - 1 year of foreign language
    - 1 year of history

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

Students who submit applications to Fisk University without fulfilling the above stated academic preparation requirements will be reviewed on a case-by-case basis. There may be additional requirements for admission. Examples of additional requirements could include an on-campus interview, enrollment in the Pre-College Program, summer academic enrichment, etc., all at the discretion of the Office of Admission and academic support staff (as needed).

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

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

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

THE APPLICATION PROCESS

The application process normally involves submission of an application for admission to Fisk University between September 1 and March 1 of the applicant's senior year in high school. Applicants for admission to the second term (spring semester) should file completed applications by November 1. Applicants who wish to be considered for financial aid are urged to apply no later than April 1 in order to receive full aid consideration. Many sources of financial aid are already fully committed after that date. Later applicants in need of financial aid should, however, proceed with an aid application; the University's Office of Student Financial Aid makes every effort to find adequate aid for all qualified students. Financial aid applications for spring semester entrants are accepted until November 1.

It is the responsibility of each applicant to ensure that all credentials are received by the Office of 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 $25.00 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 the registration process. The official record should be as complete as possible up to the time the application is submitted. If the student has attended more than one secondary school, transcripts must be submitted from each secondary school attended.
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 utilizes what is called "rolling" admission; that is, the application is acted upon when the file is complete. When the application file is complete and the student's credentials have been reviewed and evaluated, the student is notified of the University's action on the application. Accepted candidates should then submit a fee of $300 ($100 towards tuition, $100 room security deposit, and $100 room reservation fee) to the Office of 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 student space in the entering class. Under no circumstances should a student come to the University to register without first having received a letter of admittance from the Director of Recruitment and Admission.

ADVANCED PLACEMENT

Advanced placement courses taken in high school may qualify students for advanced placement credits at Fisk. Students are encouraged to submit the results of their College Board tests to the University for evaluation and credit toward their college program.

Students who have not participated in the advanced placement program, but who believe that their record is outstanding, are encouraged to submit the results of the appropriate College Board Achievement Tests for similar evaluation and credit.

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

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

Entering freshmen, who have taken college work during their junior or senior year in high school or during summers prior to acceptance at Fisk, must report such work to the Office of 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 (IB) curriculum as a strong pre-collegiate program. We encourage students who have successfully participated in this program to apply to the University. Institutional credit will be awarded for IB examination scores of 5, 6 and 7 that were taken at the higher level (HL) standard in the course of study. All examinations will be evaluated on a course-by-course basis according to the description provided by the IB high school. Contact the Office of the Provost or the Office of the Registrar for more information.

TRANSFER ADMISSION APPLICANTS

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

1. Satisfactory completion of at least one, preferably two, semesters of college work (30 credit hours or greater). Official transcripts for all college work (no remediation courses are accepted) must be submitted to the Office of Admission at the time of application.
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 college-level credit hours (not grades/not remedial courses) are transferred to the University.

NON-DEGREE-SEEKING STUDENTS

Non-degree seeking students are admitted as non-matriculating students. Such students are often part-time, and taking courses for general interest. Ordinarily such students are ineligible for University financial aid and are not permitted to enroll for more than twelve semester hours of coursework in a given semester. Students who hold non-degree seeking status may, however, apply for regular degree candidacy by petition to the Director of Recruitment and Admission. Credits successfully completed with a grade of "C" or better while in non-degree seeking status may then be accepted toward the requirements for graduation.

RE-ADMISSION

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

Students who file an approved withdrawal or leave of absence form prior to withdrawal may be readmitted without payment of the normal fees. They must notify the Director of Recruitment and Admission of their intent to return, in advance of the semester specified on the withdrawal or leave of absence form and complete a re-admission application form. Students who seek re-admission and do not have an approved withdrawal form on file must follow the usual procedure for re-admission, with respect to application and fees.

Students who fail to make satisfactory academic progress will be dismissed for a minimum of one academic year. They may apply for readmission by contacting the Director of Recruitment and Admission after one academic year provided they have met the readmission conditions specified on their dismissal letters. Readmission is not guaranteed but is sometimes granted when there is clear reason to expect that the student's performance is likely to show dramatic improvement. The best evidence in support of a readmission application is a transcript from an accredited institution of higher education showing strong academic performance during the period of dismissal. A change of heart is not a good enough reason for readmission. Once determination of satisfactory Fisk grade point average or outside academic work is made by the Provost, the applicant is referred to the Business Office, the Office of Student Life, and the Office of the Registrar. Students who have been readmitted to Fisk are placed on academic probation and allowed to enroll in no more than twelve credit hours until they attain a 2.0 GPA at Fisk (non-inclusive of credits earned during the dismissal period). Failure to meet Fisk satisfactory academic standards, as defined above, will result in automatic, immediate and final dismissal. Students who receive final dismissal letters will not be readmitted.

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

INTERNATIONAL STUDENTS

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

International students must demonstrate proficiency in English by scoring a minimum of 550 on the paper test or 213 on the computer version on the Test of English as a Foreign Language (TOEFL). Students not able to meet these required TOEFL scores should upgrade their English language proficiency at an English as Second Language (ESL) center, where they must complete the certificate for ESL level 112. Upon admission to the University, international students pay a $300 enrollment deposit (which is applied toward tuition).

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

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

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 1 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. Possess 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:

1. Federal Pell Grant;
2. Federal Supplemental Educational Opportunity Grants;
3. Tennessee State Grant (Tennessee residents only; must be Pell Grant eligible);
4. D.C. Incentive Grant (D.C. residents only); and
5. 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:

1. Federal Subsidized/Unsubsidized Loans Programs;
2. Federal Parent PLUS Loan; and
3. Federal Perkins Loan.

For more information on all financial aid packages, please visit: www.studentaid.ed.gov.

Free Application for Federal Student Aid (FAFSA)

All students who apply for financial assistance must complete the Free Application for Federal Student Aid (FAFSA). University academic scholarship recipients must also complete the FAFSA. When completing the FAFSA, Fisk University must be listed as one of the applicant's University choices. Fisk University's Department of Education code number is 003490. This number must be provided on the FAFSA for Fisk to receive your application. The deadline for FAFSA is March 1. The application process may start as early as January 2.

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 2010-2011, Federal Pell Grants will range from $500 to $5,550, depending upon the student's eligibility as determined by the congressionally approved standard formula.

Federal Direct 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. Recipients must meet University graduation requirements to be eligible. This is a loan and it must be repaid. One may borrow up to $4,000 per year as an undergraduate student and a total of $15,000 for undergraduate study. The amount of the loan is determined by the Office of Student Financial Aid. Repayment begins nine months after graduation, upon departure from school, or when enrollment is less than half time. Students may be allowed up to ten years to repay the loan. During the repayment period, students are charged five percent interest on the unpaid balance of the loan principal. No payments are required for up to three years while the student serves in the Armed Forces, the Peace Corps, or VISTA, or while the student is enrolled at least half time in an approved educational institution. There are cancellation procedures for borrowers who enter certain fields of work.

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.

United Negro College Fund Support

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

Continued Financial Aid Eligibility

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

Students readmitted to the University must meet the satisfactory academic progress requirements in order to receive financial aid.

Renewal of Aid

Students must reapply for financial aid each year. Fisk University requires every student to have a completed file before any type of aid program – including University academic scholarships – is considered. The FAFSA is used to reapply for financial aid.

Appeals to the Committee on Financial Aid

Students that are readmitted on probation must appeal for their continued eligibility for financial aid. A grace period of one semester is permitted if a student is placed on academic probation before the student becomes ineligible for Title IV federal financial aid. Also, this one-semester grace period may not automatically be permitted if the student's transcript has shown two consecutive semesters below standards. This policy is designed to assist in the University's Default Management Plan. During the grace period, the student must reestablish performance at the level required to merit removal from probation; otherwise, eligibility for further aid is suspended until the student is removed from probation. The student is notified by the Office of Student Financial Aid when the grace period begins.

An appeals process is also available to students whose aid eligibility is suspended for failure to make satisfactory academic progress. Such students may appeal to the 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 may 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

The student must carefully consider information about Fisk's programs, procedures, and performance before deciding whether to attend the University.

1. The student must complete all application forms accurately and submit them in a timely manner.
2. The student is responsible for reading and understanding all forms before signing them, and for keeping copies of all forms.
3. 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
4. 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.
5. 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.
6. The student must sign all award letters when notified.
7. The student must complete an entrance interview with the Office of Student Financial Aid before receiving loan funds.
8. The student must perform the work that is agreed upon after accepting a Federal Work-Study Award.
9. The student must be aware of the University's refund procedures.
10. 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.
11. The student must attend all registered classes; failure to begin attendance or stop attending could result in repayment of federal funds back to the Department of Education.

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).

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.

COLLEGE COSTS

The average expenses for an undergraduate student at Fisk 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. Advance payment will reduce the time spent in the registration process and ensure that the student will complete financial registration on time.

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

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

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

FISK UNIVERSITY SCHEDULE OF FEES

FISK UNIVERSITY SCHEDULE OF FEES (SUMMER 2012)

TUITION	SEMESTER
Undergraduate Tuition (per credit)	$770
Graduate Tuition (per credit)	$1,028
Auditing Fee (per credit hour)	$100
ROOM	
Room (Double Occupancy)	$1,295

FISK UNIVERSITY SCHEDULE OF FEES (2012-2013)*

	SEMESTER	ANNUAL
Undergraduate Students		
Tuition (12-18 semester hours)	$9,246	$18,492
Credit hours less than 12 or in excess of 18 per semester: $770 hour		
Room (Double Occupancy)**	$2,765	$5,530
Board	$2,009	$4,018
Recurring Fees (see details below)	$755	$1,510
Total	$14,775	$29,550
Graduate Students		
Tuition (9-15 semester hours)	$9,252	$18,504
Credit hours less than 9 or in exceeds of 15 per semester: $1,028 hour		
Room (Double Occupancy)**	$2,765	$5,530
Board	$2,009	$4,018
Student Fees (see details below)	$755	$1,510
Total	$14,781	$29,562
**Students occupying single rooms will be charged an additional $1,500 per semester		

Student Fees (Recurring Fees)	Semester	Annual
Activity Fee	$375	$750
Technology Fee	$205	$410
Cultural Enrichment	$75	$150
Health Services	$50	$100
Testing	$50	$100

Freshman Fees and New Students (only)	
Matriculation and Orientation Fees (Freshmen and New Students only)	$405
Admission Deposit/Enrollment Fee (U.S. Students)	$100
Admission Deposit/ Enrollment Fee (International Students)	$800
Room Security Deposit (one time deposit refundable at check out)	$100
Room Reservation fee (annual)	$100

Other Fees and/or Charges Assessed	
Applications Fee — Electronic submission/Paper submission	$25/$50
Enrollment Fee (Refundable before May 1)	
U.S. Students / International Students	$100/$1,000
Room reservation fee (annual)	$100

Other Fees and/or Charges Assessed (cont.)	
Room Security Deposit (one time deposit refundable at check out)	$100
Credit by Examination Fee (Per exam plus tuition)	$210
Parking Permit (per year)	$75
Graduation Fee (Seniors & Graduating Masters students)	$350
Science Lab Fee (per course)	$40

OTHER FEES

Students may incur other charges. The list below outlines expenses beyond those listed above.

Auditing Fee - Per Hour	$100
Diploma Reorder Fee	$55
Late Registration Fee (Failure to Register by Published Deadline)	$125
Lost Identification Card	$50
Lost Key Charge	$100
Music Fee - Group Instruction (1 - 50 Min. Class/Week)	$110
Music Fee - Group Instruction (2 - 50 Min. Class/Week)	$135
Music Fee - Private Instruction (1 - 25 Min. Lesson/Week)	$135
Music Fee - Private Instruction (1 - 50 Min. Lesson/Week)	$165
Music Fee - Private Instruction (2 - 25 Min. Lessons/Week)	$165
Reinstatement Charge	$105
Student Teaching Fee (Per Semester)	$300
Thesis Fee (Per Semester)	$165
Official Transcript Fee - Pick up	$5
Transcript Fee – Fax Copy	$7
Transcript Fee - Official Copy	$5
Transcript Fee - Student Copy	$3

* Important Notes:

- Students are liable for all fees as long as they have a tuition bill;
- Students who register for classes but never show up to school the following semester should not be charged any fees or should have their assessed fees reversed;
- Students who withdraw from all their classes by the last day to add/drop courses deadline specified on the academic calendar should have all assessed fees reversed;
- Students who fail to withdraw from their classes by the last day to add/drop courses deadline are responsible for all fees;
- Fees are nonrefundable once the withdrawal deadline has passed.

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.

MEAL PLANS

A student may purchase a commuter meal plan, and eat any meal any day of the week. The University offers four plan types: 25, 50, 75, 100 meal plans. To activate a meal plan, the student must apply through Student Life office and remit payment of the charge at the Cashier window in the Business Office. Only cash, credit card, and approved financial aid may be remitted.

Commuter Meal Plans

A student may purchase a commuter meal plan, and eat any meal any day of the week. The University offers four plan types: 25, 50, 75, 100 meal plans. To activate a meal plan, the student must apply through Student Life office and remit payment of the charge at the Cashier window in the Business Office. Only cash, credit card, and approved financial aid may be remitted.

100 meals	$540
75 meals	$454
50 meals	$275
25 meals	$139

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 into the Office of the Registrar. Students dropping a course that results in a change in tuition and fee assessment are charged for the course on the same pro-rata schedule established for withdrawal. For purposes of computing eligibility for a refund of room and board, the date of withdrawal is considered to be the last day signed by the Dean of Student Engagement or his/her duly designated proxy official.

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

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

Refunds will be made to students who officially withdraw from Fisk University prior to the end of the semester as follows:

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

NEW STUDENT ORIENTATION TO FISK

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

It is during Orientation Week that students take placement examinations that help them select the appropriate courses to begin their studies. Students also engage in activities designed to provide strategies for academic success by attending required seminars focusing on the student as an individual who assumes responsibility for a successful career at Fisk.

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

PLACEMENT TESTS

Students whose placement test scores indicate a need for additional review in mathematics are required to register for MATH 100 Intermediate Algebra, before proceeding to CORE 131 or to more advanced study in mathematics. MATH 100 carries four hours of academic credit, but on a non-degree basis only — which means that credits earned for this course will not be counted among the 120 hours minimally required for a Fisk baccalaureate degree. Students who test into the course must successfully complete it in order to receive a degree, unless a waiver is granted by the Provost.

Effective during the 2013-2014 academic year, incoming students whose highest level of mathematics instruction was Algebra II and whose grade earned was B+ or less will be placed in Math 100-Intermediate Algebra. Students who earned grades of A or A- in Algebra II will be placed in Math 101. Incoming students who have successfully completed Pre-calculus as their highest level of mathematics instruction with a grade of B-, C+ or C will be placed in Math 101-College Algebra, otherwise Math 100. If a grade of B or higher is earned in Pre-calculus, the students are placed in Math 110-Precalculus. Incoming students who have successfully completed Calculus as their highest level of mathematics instruction with a grade of B-, C+ or C will be placed in Math 110- Pre-calculus, otherwise Math 101. A grade of C- is not acceptable. Those students earning B, B+, A- or A in Calculus will be placed in Math 120-Calculus I. Student that failed high school Pre-calculus or Calculus will be placed in Math 100 or Math 101.

Incoming students with the following AP scores for Calculus will receive the specified credit and placement:

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

Students presenting with documentation which supports a different placement than those listed above, will be assessed individually by the mathematics department. Transfer students will have their mathematics courses evaluated for equivalency. The rules for prerequisites will then be applied.

Music and foreign language test results are used by academic advisors and departments to assist students in determining the most appropriate levels at which to initiate their studies at Fisk. Other standardized examinations are available for more advanced students.

PROFICIENCY EXAMINATIONS

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

Major Field Tests and Exit examinations are required. Senior students are administered these exams during the academic year they expect to graduate. Acceptable scores are determined by each discipline and consequences for underperformance varies. Students may have to repeat the test(s). Results from both examinations are used to 1) provide an index to student learning; and 2) to make appropriate modifications to curricula, teaching methodologies and course sequences.

FACULTY ACADEMIC ADVISOR

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

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

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

Faculty academic advisors at Fisk are careful to provide good counsel but students are responsible for maintaining regular contact with their advisors in order to stay abreast of changing course offerings and academic regulations. Two conferences per semester with a faculty academic advisor should be regarded as a minimum level of contact. Since most contact between student and advisor is verbal rather than written and thus is not a matter of record, it cannot be the faculty academic advisor's responsibility to protect the student against misunderstandings of University regulations and policies. The University cannot be responsible for any errors of interpretation faculty academic 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 the best opportunity to ensure that all requirements can be met in time for scheduled graduation. It is essential that this review be conducted. Since the faculty academic advisor's informal approval of the study plan does not constitute a contract obligating the University to confer a degree, it remains at all times the student's responsibility to see that all applicable requirements are met. In order to avoid errors, the student is advised to keep a complete record of all college work, showing courses completed, courses in progress, and courses remaining to be taken.

Selection of courses is the student's responsibility. Students need to be familiar with all academic requirements set forth in this Bulletin, in order to assure that the courses they select are appropriate for the program of study they have chosen to pursue. In particular, undergraduate students should be sure to meet all University CORE Curriculum requirements; the foreign language requirement; all requirements for the student's chosen field(s) of concentration; and the requirement for a minimum of 120 credits (more in some major fields) for the undergraduate degree. The University's undergraduate degree requirements are summarized within this Bulletin, with requirements specific to each major specified in the appropriate section of this Bulletin. Graduate degree programs courses and requirements are enumerated in the Graduate Studies Bulletin.

Students should also be sure that their courses are planned in appropriate sequence, with needed prerequisite courses completed prior to enrollment for more advanced study. Courses appropriate for freshmen include selected CORE Curriculum courses and any course listed in this Bulletin with a catalog number in the 100 to 199 range.

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

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

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

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
- St. Lawrence University
- Ripon College

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 Office of International Programs (OIP) 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 OIP.

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 in a range of other professional settings 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 possess 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 Office of Career Services 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.

Cruss-Registration

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

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

Eligibility requirements include:

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

Internships

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

Independent Study

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

Study Abroad

Fisk students can participate in study abroad and international exchange programs. Fisk recognizes the importance of study abroad/international exchanges in the liberal arts and sciences curriculum. Students are not restricted to the programs cited above. They are encouraged to apply to any other legitimate and accredited program—but not listed above—that they are interested in. Academic experience abroad challenges undergraduate scholars to think beyond the cultural structure and assumptions contained in their disciplines. It helps 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 Office of International Programs (OIP)on or before the deadline dates, a completed study abroad program application,

a Study Away Form approved by the Provost and a Pre-Registration/Registration Form from the Office of the Registrar. Study abroad programs are approved for one semester. A study abroad lasting for more than one semester requires special approval through the Office of the Provost.

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

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

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

ACADEMIC HONORS

PRESIDENTIAL AND PROVOST SCHOLARS

Academic honors are awarded in several categories. The Presidential Scholar List recognizes students who complete 16 or more semester hours in a regularly graded courses and attain a grade point average of 4.00 in a given semester with no withdrawals and/or Incomplete grades. The Provost Scholars List recognizes students who complete 16 or more semester hours in a regularly graded courses and attain a grade point average of 3.50 or higher in a given semester with no withdrawals and/or incomplete grades. Additionally, a pass/fail course is not considered among "regularly graded courses." The Presidential and Provost Lists are reformulated each semester, based on students' work during the previous term. Students holding these academic records in the Spring Semester are recognized at the Opening Honors Convocation while those holding the same records in the Fall Semester are recognized at the Martin Luther King. Jr. (MLK) Convocation in January. During Spring 2014, honor students will be recognized in the Honors Convocation. In some instances, students with an I grade (incomplete) who duly submit their work by the following semester and whose subsequent GPA is 3.5 or above might be added to the lists.

DEGREES WITH HONORS

Latin honors, determined at the end of the Spring Semester of the senior year, are noted on official transcripts and on diplomas to recognize the distinction of a student's overall record at Fisk. Students must have earned at least 60 credit hours of resident work at Fisk to be considered for Latin honors. However, Commencement Latin Honors are determined at the end of the fall semester of the senior year. In other words, Latin Honors printed on the Commencement Program are just for that purpose and, some graduates may well not qualify for a Latin Honor by the time their Spring semester grades are calculated into their cumulative grade point average.

There are several categories of Latin honors.

- Summa Cum Laude ("with greatest honors/praise") graduates are those whose cumulative grade point average over the entire Fisk career is at least 3.7.
- Magna Cum Laude ("with high honors/praise") graduates are those whose cumulative grade point average over the entire Fisk career is at least 3.5.
- 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 3.3.

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 and may have added requirements by the discipline.

HONOR SOCIETIES

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

PHI BETA KAPPA (DELTA OF TENNESSEE CHAPTER)

The Phi Beta Kappa Society was founded by five students at the College of William and Mary in 1776, during the American Revolution. Phi Beta Kappa is the oldest and one of the most prestigious honor societies in the United States. In addition to advocating excellence in the liberal arts and the sciences, it also promotes freedom of inquiry and liberty of thought and expression. There are 500,000 members, at 283 American colleges and universities. Among the many members, there have been 17 United States presidents, 38 Supreme Court justices and 138 Nobel laureates.

Fisk University was the first of four historically black colleges to be chartered with a Phi Beta Kappa Chapter. The Fisk Chapter, the Delta of Tennessee, was charted in April, 1953. There were eight charter members and two foundation members, one of whom was Dr. John Hope Franklin. Four students were the first initiates, inducted in May, 1953.

Eligibility Criteria for Election of Undergraduate Students to Membership in Phi Beta Kappa

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

- been at Fisk University for four semesters by their senior semester;
- earned at least a 3.3 cumulative grade point average as transfer students;
- earned at least a 3.8 cumulative grade point average while at Fisk University; and
- met all other requirements for eligibility.

7. Grades earned in applied or professional work shall not be counted in computing the grade point average for purposes of eligibility.
8. In the case of exchange students, grades secured in other colleges shall not be computed but the time spent as an exchange student shall be considered as residence at Fisk University.
9. Students who would like to be considered for election after six semesters, must have a 3.7 minimum grade point average. The minimum average for election on the basis of seven or eight semesters of completed work shall be 3.5.
10. The number of undergraduate elected to membership from any class, including those elected after six semesters and beyond, shall in no case exceed 10% of the number of students with liberal arts majors who are eligible to become members of Phi Beta Kappa.

ALPHA KAPPA DELTA

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

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

ALPHA MU GAMMA

Alpha Mu Gamma is the national collegiate foreign language honor society of the United States and Puerto Rico. More than 200 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 As 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 with a grade average of "B" (3.0) or higher.

DELTA MU DELTA

Delta Mu Delta is a national honor society in business administration. The society was founded in 1913. 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 strong physics major programs. The chapters receive into membership undergraduate and graduate students, faculty members, and a few others in closely related fields. Students elected to membership must attain high standards of general scholarship and outstanding achievement in physics. The Society of Physics Students (SPS) was formed in 1968, with the union of Sigma Pi Sigma and the AIP Student Sections. Today Sigma Pi Sigma is housed within the Society of Physics Students.

SIGMA XI

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

THE ROCKET TEAM AT FISK
Back Row, L to R: Prof. Kent Wallace, Oluwaseyi Senbore, Kendra Gordon, Leland Robinson, Patrick Belafonte, Felipe Colazo, Marsha Palmer, Jonathan Reynolds, Tiffany Thompson, and Dr. Rudy Gostowski

Front Row, L to R: Kendra Nolan, Leah Randal, and Beverly Dixon

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 - 37–41 semester hours of prescribed common study and cafeteria chosen courses, in the liberal arts with a grade of C, D, or higher.

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 such as CSCI 100 or BAD 110 are offered to assist students in meeting competency standards in each area. Computer competency is part of the permanent record for each student.

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, music business, film studies 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 Computer Proficiency Examination or CSCI 100 or BAD 110 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 baccalaureate degrees offered at Fisk are described in departmental program offerings.

CLASSIFICATION OF STUDENTS

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

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

Full-time students are those who register for twelve or more semester hours per term; three-quarter time students are those who register for at least nine hours but fewer than twelve (9-11 credit hours); and half-time students are those who register for at least six but fewer than nine (6-8 credit hours). "Credit hours attained" do not include credits for courses showing transcript notations of "E", "F", "I", "WD", "WP" and "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 School Dean or the Chair of the CORE Curriculum Committee in writing, giving the course number, title, and hours of credit, together with a brief statement of

justification, mentioning such matters as high school courses taken in the field, any special work experience, or independent study background in the content field. For continuing students, the deadline for petitions is the end of the registration period. A nonrefundable fee is assessed before each examination. A student will be assessed tuition charges for all credit hours earned by this method.

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

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

WITHDRAWN GRADES

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

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

MID-SEMESTER REPORTS

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

MID-TERM AND FINAL EXAMINATIONS

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

GRADE CHANGES

Grade changes may be made to correct a grade report. All such changes are initiated by the course Instructor and approved by the appropriate department chair and by the School Dean or prior to being recorded in the Office of the Registrar. Once filed in the Office of the Registrar, grades are no longer the property of the Instructor and cannot be changed because of a revision of the judgment of the Instructor. In no case may a second examination or assessment of new work be undertaken after the date of the semester report in order to secure a new grade.

APPEALING A GRADE

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

Step 1: The student shall seek a conference with and/or forward a written appeal to the Instructor awarding the grade. This step shall occur as soon as possible but definitely no later than the end of the fourth week of the semester following that in which the grade was awarded.

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

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

Step 4: If the student is not satisfied with the outcome of the appeal process in Step 3, a final appeal may be made to the Office of the Provost. This appeal should be made in writing by the student giving all reasons and the summary of the outcomes in Step 1 through 3. Requests that do not go through Step1 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," or "WD have been recorded. When students repeat courses, only the last grade received is considered in determining grade point average. Standards and practices vary from one institution to another: the Fisk grade point average reflects only coursework done at Fisk University. Transfer coursework is not considered.

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 minimum 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., completion of 12 semester hours for full-time students, with 2.0 semester GPA and/or graduation within 12 semesters of full-time study or equivalent). Failure to maintain satisfactory academic progress results in academic probation, possible loss of eligibility for Federal financial aid and possible dismissal from the University.

Students who fail to maintain the minimum requirements for satisfactory progress or who fail to maintain the terms of their admission letters will be dismissed from the University. Fisk University summarily reserves the right to withdraw disruptive students, as well as students who fail to meet their financial obligations to the institution. Dismissal for failure to meet satisfactory academic standards is by action of the Committee on Standards and Degrees or the Provost, and will usually occur after three semesters (i.e., one semester of low academic performance, one semester on Academic Warning, and one semester on Academic Probation), or anytime the Committee on Standards and Degrees or Provost determines that a student will be unable to fulfill all graduation requirements within 12 semesters of full-time study or equivalent, plus approved summer study.

ACADEMIC WARNING

Academic Warning Letters are promptly issued at the end of each semester from the Office of the Provost to all students whose semester and/or cumulative grade point average is below "C" level (2.0) and to all full-time undergraduate students who are accumulating credits 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 fact that the student is in academic jeopardy and in need of tutoring or other academic support system.

Students on Warning status are required to utilize the available student support services to maximize their overall performance. They should register immediately for free tutorial services by contacting Ms. Ingrid Collier, director of the Office of Academic Excellence and Student Performance in Room 123, Du Bois Hall or at icollier@fisk.edu to enroll in all appropriate tutoring sessions. In the rare cases where the impeding circumstances have

other than academic roots, they should seek personal and confidential counseling with the director of counseling in Boyd House.

ACADEMIC PROBATION

Students on academic warning status are placed on academic probation for a cumulative grade point average below 2.0 and for accumulating credits at a rate less than 12 semester hours per term. Students on academic probation are ineligible for participation in extracurricular activities. (See the section on "Disciplinary Sanctions" in the Academic Planner/Student Handbook for more information about loss of privileges.) When probation is a result of a low GPA, the student is restricted to a 12 credit-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 provided that the improvement in semester GPA is achieved while completing 12 or more semester hours of academic credit (or pro-rata equivalent for part-time students). In all instances, the cumulative GPA and semester hour totals must be high enough that it remains mathematically possible for the student to complete his/her degree requirements within the 12 semesters of full-time study or equivalent, plus approved summer study.

ACADEMIC DISMISSAL FROM FISK

Academic dismissal from Fisk is by action of the Provost or the Committee on Standards and Degrees. Students are dismissed at the end of any semester if they are already on academic probation and continue to perform at a level too low to show promise of removal from probation, or if they have received a previous warning letter and have shown subsequent deterioration in performance. Academic dismissal for students admitted under the conditional admission status may occur immediately upon failure to meet any or all prescriptions outlined in the official acceptance letter.

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

APPEALS TO THE COMMITTEE ON STANDARDS AND DEGREES

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

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

Failure to update mailing addresses with the Registrar's office and/or allegations of missed/lost mails are not valid reasons for reconsideration. Students who are unable to meet deadlines for reconsideration requests, due

to failure to provide a current address to the University Registrar have forfeited their eligibility for reconsideration from dismissal or from any other obligations of the University that involves notification requiring addresses or phone numbers.

RECONSIDERATION REQUEST

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

READMISSION FOLLOWING ACADEMIC DISMISSAL

Students who fail to make satisfactory academic progress will be dismissed for a minimum of one academic year. They may apply for readmission by contacting the dean of admission after one academic year provided they have met the readmission conditions specified on their dismissal letters. Readmission is not guaranteed but is sometimes granted when there is clear reason to expect that the student's performance is likely to show dramatic improvement. The best evidence in support of a readmission application is a transcript from an accredited institution of higher education showing strong academic performance during the period of dismissal. A change of heart is not a good enough reason for readmission. Students who have been readmitted to Fisk are placed on academic probation and allowed to enroll in no more than twelve credit hours until they attain a 2.0 GPA at Fisk (non-inclusive of credits earned during the dismissal period). Failure to meet Fisk satisfactory academic standards as defined above will result in automatic, immediate and final dismissal. Students who receive a final dismissal letter will not be readmitted. Once determination of satisfactory Fisk grade point average or outside academic work is made by the Provost, the applicant is referred to the Business Office, the Office of Student Life, and the Office of the Registrar.

EXCUSES AND ABSENCE NOTICES

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

On occasion, the Office of the Provost may also receive documentation of a student's illness, death in a student's family, or of a similar emergency. In these situations, the Office of the Provost may, at its discretion, issue 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 remain at all times bound by the stated policy in the courses in which they are enrolled.

ACADEMIC HONESTY

Academic honesty is required in all situations. Plagiarism and other forms of misrepresentation or dishonesty (including falsification of signatures) are grounds for failure. A student's written work is that person's guarantee that the thoughts and expressions in it, except where credited to another source, are the student's own. Dishonest work, includes, but is not limited to the following:

- 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 students must attain		Half-time students must attain	
	Credit Hours	Cumulative GPA	Credit Hours	Cumulative GPA	Credit Hours	Cumulative GPA
1	24	2.0	18	2.0	12	2.0
1.5	36	2.0	27	2.0	18	2.0
2	48	2.0	36	2.0	24	2.0
2.5	60	2.0	45	2.0	30	2.0
3	72	2.0	54	2.0	36	2.0
3.5	84	2.0	63	2.0	40	2.0
4	96	2.0	72	2.0	46	2.0
4.5	108	2.0	81	2.0	52	2.0
5	120	2.0	90	2.0	58	2.0
5.5			99	2.0	64	2.0
6			108	2.0	70	2.0
6.5			94	2.0	76	2.0
7			117	2.0	82	2.0
7.5			126	2.0	88	2.0
8					94	2.0
8.5					100	2.0
9					106	2.0
9.5					112	2.0
10					118	2.0
10.5					124	2.0

NOTE: This table presents University expectations for students with regard to satisfactory academic standing. It 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 following Timely Graduation Chart.

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 students Must Pass	Half-timeStudents 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," or "WD." Courses bearing these notations are included, however, to determine the number of semester hours for which the student has registered each term, and to determine full-time or part-time status.

CLASS ATTENDANCE POLICY AND PROCEDURES

Purpose: Fisk University students are expected to maintain regular and successive attendance in all of the lecture, laboratory, and seminar courses for which they have registered and are enrolled during a semester. Class attendance is an essential part of the student's intellectual development, success, retention and timely graduation. The specific attendance policy for each course is stated on the course syllabus, which is distributed in each class during the first week of the semester. It is, therefore, the responsibility of each student to know the attendance policy of each teacher in whose class s/he is enrolled. Failure to comply with the stated attendance policy will undoubtedly jeopardize the grade in the course.

In addition, Title IV federal guidelines mandate that institutions receiving federal aid regularly verify student class attendance to ensure that all awarded federal aid monies are used for educational purposes. It is the policy at Fisk University that faculty members verify and report student class attendance once a month each semester

using BANNER WEB. This reporting allows the University to identify students who: (1) are enrolled in classes but are not attending; (2) have officially or unofficially withdrawn from the University; (3) are attending classes for which they are not registered; and/or (4) students who are erroneously listed classes for which they did not register. Students listed in any of the four categories will be contacted and adjustments will be made to financial aid packages and funds returned to the federal government, as necessary. Failure to report accurate data jeopardizes institutional eligibility for federal financial aid and veteran services.

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

Definition of Terms: (1) Attendance is defined in this policy statement as the physical presence of the student in the classroom for the entire scheduled class time. Tardiness can be considered an unexcused absence. (2) Unexcused Absences are all absences that have not been approved by a certified physician/nurse, the Instructor in charge of the course, and/or the Provost or his/her designee.

Applicability: The Fisk Attendance Policy is applicable to all registered students. Individual faculty members can choose to make the policy more rigorous but in no case should they be more lenient than the University policy stated above. Occasionally, students may miss class due to an emergency (health, accident, etc.) or, other compelling circumstances beyond their control. Such students must justify, with appropriate documentation, unplanned absences no later than 48 hours upon return to the campus. In addition, there are occasions when students may be absent from campus in connection with sanctioned University activities such as athletic competitions, academic competitions, concerts or conference presentations. In such cases, students are required to notify their faculty Instructor prior to the scheduled class that they will miss and make up for work missed. In all cases, the Provost may, at his/her discretion, issue a memorandum to faculty members to permit students to make up missed work. In such cases, instructors can assign reasonable and relevant compensatory work for excused absences at a time mutually convenient to both the student and the Instructor. Such memoranda, however, do not constitute excuses from class and students remain bound at all time by the absolute maximum of ten percent (10%) absence rate in any particular class.

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

Procedure: It is the Instructor's responsibility to verify student class attendance every time his/her classes meet and to provide a monthly attendance report using BANNER WEB. The following procedure should be used for each course:

(1) The course attendance policy should be clearly stated in all course syllabi;
(2) Instructors should distribute course syllabi to students during the first week of the semester;
(3) Instructors should provide a clear explanation of their attendance policy during the first week of the semester. This includes an explanation of the role that attendance plays in the calculation of final grades and the extent to which work missed due to non-attendance can be made up;
(4) Attendance is to be verified for each class session. Instructors can determine when is the best time to verify attendance (beginning, mid-point or end of the session);
(5) Instructors should determine which attendance verification procedure works best for them and ensure that students are aware of the procedure (e.g., roll call, sign in sheet, I clickers, etc.);

(6) Each month, on dates specified on the academic calendar, all instructors are required to verify student class attendance in BANNER WEB according to the process described below:

- The webpage can be accessed from Fisk's general website (www.fisk.edu) under the Faculty/Staff and Career Services link;
- Look for the Banner Self Services Web link.
- Logon to Faculty, Staff and Career Services using your user name and password.
- On the logon screen, enter your Banner ID and PIN number. All faculty members should have a distinct Banner ID and PIN number; if you do not have an ID and PIN number, check with the Office of the Registrar at 329-8586. New faculty members can try their Banner ID and use their birth date as the PIN (e.g., 021553); birth dates are usually the default PIN until a new PIN is set in the system.
- If the Logon is successful, the next screen is the menu for Banner Web Services. Click on "Faculty Services."
- On the Faculty and Advisors Menu, select "Enter Mid-Term Grades," which will produce the "Select Term" page.
- Select "current term" (it will probably be the default) and click on the "submit" button.
- The "Select CRN" page has a drop-down box where you can select one of your courses. Once a course is selected, click on the "submit" button. Your course should appear, with a line for each registered student.
- Two fields are being used for each student to report attendance. The first field, under the column heading "Grade," should be used to select one of two entries from the drop down list of "Grades". These are:
  - CA (Currently Attending)
  - NA (Not Attending)
    - Use CA for students who appear to be participating in the class by their attendance, even if they missed the day you last took attendance.
    - Use NA for students who have never attended class, or who seem to have stopped attending after a period of attendance.

- The second field: If a student is NOT ATTENDING (NA), also complete the LAST DATE ATTENDED Field. When it is time to enter final grades, make sure to place the LAST DATE ATTENDED for those students receiving E or F.
- When all of the students' entries have been completed, click the "submit" button at the bottom of the list, return to the Select CRN page, and repeat for your remaining class sections. Exit when you are finished. If you can't finish in one session, make sure that you click the "submit" button at the bottom of the Grade Worksheet to save the grades.

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

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 planning their studies. It is the student's responsibility to be familiar with the contents of this Bulletin, and with whatever changes in its provisions may be adopted during the lifetime of this edition. In addition to the Bulletin, the University provides the services of the admission staff, the Registrar, the Academic Advisor, the Office of Student Life staff, the Office of the Provost, and the Faculty Academic Advisor to assist the student in understanding Fisk's programs and regulations. As University programs evolve according to the best educational judgment of the faculty, administration, and trustees, the University will publish announcements of changes. It remains at all times the student's responsibility to stay informed of University policies.

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

ACADEMIC CREDIT

Academic credit at Fisk is given in the form of semester hours. 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. If a student enters classes not advised by their advisor, the student takes full responsibility for the impact this may have on their progress toward graduation. Students who do not register during registration times will be charged a "failure-to-register" fee if they were enrolled during the previous semester. These students may also discover that the courses in which they seek to enroll are unavailable due to enrollment capacity. The only students exempt from the "prior semester" registration requirement are incoming freshmen and transfer students, who were not on campus during the semester prior to that for which they are to enroll.

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

Registration is re-opened at the beginning of each semester. For students who have previously registered and whose financial accounts with the University are current, this registration process is normally quick and routine. For all others, this represents late registration and they will be assessed a late registration fee accordingly. It is essential, however, that students be sure they are accurately registered for each course they wish to take. University policy requires that a grade be recorded for each course for which the student has a signed registration on file with the Registrar, and inaccuracies on registration forms may result in damaging consequences to students' academic records. The periods set aside for registration in each semester are stated in the academic calendar. All deadlines must be observed. Students who register late might not be able to register for the classes they need or desire or get a schedule they would prefer. A fee is charged for late registration.

Each student will receive a validated identification card for the current semester as s/he completes the registration process. These cards are required for access to University facilities, including residence halls, dining halls, and the Franklin Library.

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

COURSE CHANGE (ADD/DROP)

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

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

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

AUDITING COURSES

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

REPEAT ENROLLMENT

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

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

NON-DEGREE CREDIT

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

STUDY AWAY 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 a Perkins Loan.

Official transcripts are released to third parties only if: 1) the request is in writing from the student or graduate; 2) is filed in the Office of the Registrar; 3) includes the name and address to which the transcript is to be sent;

and 4) payment has been received. The Transcript Request Form can be accessed at 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.

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

WITHDRAWING FROM THE UNIVERSITY

Voluntary withdrawal in good standing from the University requires that the student be academically eligible for continued enrollment, free of financial obligations to the University, and not under disciplinary suspension or dismissal. Withdrawal in good standing is granted by the Provost. Students who are financially dependent upon their parents for income tax or financial aid purposes are also required to have written parental consent to seek withdrawal in good standing. A student who withdraws in good standing receives grades according to normal Fisk grading policies.

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 Dean of Student Engagement or the Director of Counseling Services. If the student is incapacitated, the Provost, the Dean of Student Engagement or the Director of Counseling Services submits a letter on behalf of the student based on communication received from the student's parents, family, etc., stating the effective withdrawal date to the Office of the Registrar.
- Disciplinary Suspension—the Dean of Student Engagement forwards the suspension letter, including the effective withdrawal date, to the Office of the Registrar.

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- Disciplinary Suspension—the Dean of Student Engagement 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 "I" grades in any courses for which the student may be enrolled even if normal requirements for the "I" grade are not satisfied. Students receiving "I" grades may then complete their work in the affected courses at any time up until the end of the next semester in which they are regularly enrolled and may seek extensions of this deadline through the Provost, if needed. Or, at their option, students with documentation of a military (or alternative

service) call-up, may choose instead to take "WD" (withdrawn) grades in any or all courses, even if the normal deadlines for "WD" grades have already passed at the time of the student's withdrawal.

The University also seeks to be as accommodating as possible in administering the financial accounts of students called for military or alternative service. When the student opts to withdraw from courses in progress in order to respond to a military (or alternative service) call-up, the University's policy whenever possible is to credit the student's account with the full amount of tuition and other fees 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

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

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

Conferral of degrees is by the sole authority of the Board of Trustees, which acts on the recommendation of the faculty. No one other than the Board of Trustees may obligate the University to confer a degree. Earned degrees are awarded three times a year in May, August and December. There is, however, only one commencement exercise. Only those students who have met all academic requirements as well as their social and financial obligations to the University will receive a degree. Community members are encouraged to attend and to join in the observance of students' achievements.

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

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

PETITION TO MARCH

Students who are within two courses (eight credits or less) of fulfilling their degree requirements may be eligible to march in the commencement ceremony. Only students whose cumulative GPA is 2.0 or higher, are in good academic and financial standing, and have not violated any University honor codes are eligible to petition to march. The Provost may grant permission to march only upon application by the student, with approval from both the Department Chair, the Dean of the School, the Dean of Student Engagement, and a financial clearance from the Business Office. The application shall include the student's plan for completing the remaining degree requirements during the following summer and/or fall semesters. To file a petition, students should:

1. retrieve the Petition to March Form from the Office of the Registrar;
2. complete the form with all required information;
3. obtain the Department Chair's signature;
4. obtain the School Dean's signature;
5. obtain the Dean of Student Engagement's signature;
6. obtain verification of a zero balance from the Business Office; and
7. bring the completed form to the Office of the Provost for final approval.

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

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

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

MAJOR COURSE OF STUDY

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

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 their Faculty Academic Advisors. The faculty academic advisor refers the proposal to the appropriate department chairs for review. Department chairs may request more information and/or interview students as necessary. Department Chairs will forward all approved proposals to the Dean of the Division of General Education for acceptance. The Dean may in turn request more information

and/or interview students as necessary. Successful proposals are forwarded to the Provost or his/her representative for final approval. Such proposals becomes the basis for a contract between the student and the University and binding on both student and institution, unless modified by subsequent written agreement. Duplicates will be filed in the Office of the Registrar and the Office of the Provost.

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

CHANGE OF MAJOR

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

MINORS

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

SECOND BACCALAUREATE DEGREES

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

CAREER 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 and/or personnel in the Office of Career Services

and Leadership. Students are advised to get to know the Office of Career Services and Leadership staff early in their college years, and not to wait until the senior year to begin exploring career options. The Office of Career Services and Leadership is also an excellent source of opportunities for co-curricular experiences during the summer.

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

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

BUSINESS CAREERS

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

COMPUTER SCIENCE CAREERS

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

ENGINEERING CAREERS

Engineering careers are relatively technical, and students interested in this field should consider the dual degree programs offered by arrangement between Fisk and selected other institutions (Vanderbilt University, and Case Western Reserve University) in science and engineering. These programs involve a five-year course of study and are designed to increase the number of minority engineers and scientists. Students select one of the natural science disciplines (chemistry, physics, biology, mathematics, or computer science) at Fisk and the engineering discipline of interest at the collaborating institution. Students are assigned to faculty academic advisors on both campuses. By working closely with these faculty academic advisors, students may plan a course of study, which facilitates pursuit of two baccalaureate degrees in a period of approximately five years.

LEGAL CAREERS

Legal Careers have traditionally attracted many Fisk graduates. The American Bar Association (ABA) and the Law School Admission Council (LSAC) do not recommend any particular major for those interested in a career in Law. An edition of the ABA-LSAC Official guide to ABA-Approved Law Schools makes the following statement: "As

undergraduate students, some have majored in subjects that are traditionally considered paths to law school, such as history, English, philosophy, political science, economics, or business. Other successful law students, however, have focused their undergraduate studies in areas as diverse as art, music theory, computer science, engineering, nursing, or education." Rather than learning any particular body of knowledge as undergraduates, the ABA-LSAC recommends that undergraduates master certain "CORE skills and values" that include the following: analytic and problem-solving skills, critical reading abilities, writing skills, oral communication and listening skills, and the values of serving faithfully the interests of others while also promoting justice.

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

- A broad understanding of history, particularly American history, including the social, political, economic and cultural factors that have influenced the development of the current pluralistic society of the United States;
- A fundamental understanding of political thought and theory, and of the contemporary American political system;
- A basic understanding of ethical theory and theories of justice;
- A grounding in economics, particularly elementary micro-economic theory, and an understanding of the interaction between economic theory and public policy;
- Some basic mathematical and financial skills, such as an understanding of basic pre-calculus mathematics and an ability to analyze financial data;
- A basic understanding of human behavior and social interaction; and
- An understanding of diverse cultures within and beyond the United States, of international institutions and issues, and of the increasing interdependence of the nations and communities within our world.

Thus, 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. Any student who is considering a career in law should promptly consult his/her department chair for the assignment of a faculty academic advisor.

CAREERS IN MEDICINE AND DENTISTRY

Medical and dental careers have long been popular choices for Fiskites. Students considering these options are advised to familiarize themselves with the specific requirements of the medical and dental schools in which they are interested. Among the minimum requirements of most medical schools are such courses as general biology (two semesters), general botany, general chemistry, organic chemistry, analytic geometry and calculus, and general physics. In addition, some medical schools require genetics, cell biology, and biochemistry. Beyond these considerations, the need for understanding basic social problems, the cultivation of sensitivity to cultural values, and the necessity for intensive work in at least one field should be kept in mind while designing an individual program.

Many fields of medicine, particularly medical research, require a greater depth in one or more of the sciences than is gained by meeting the minimum requirements for medical school admission. A prescribed pre-medical course of study is not offered based upon a student's individual interests and abilities. Many students assume that biology is the most appropriate major field for prospective medical school applicants, and indeed it is a reasonable choice. Chemistry and psychology, however, are also appropriate fields of study. Medical school admission officers are increasingly interested in the breadth of an applicant's liberal arts education. Conferences with faculty members from various disciplines may be of help to the medical school aspirant choosing an undergraduate discipline.

Fisk offers a joint program with nearby Meharry Medical College that allows the Fisk student who is admitted to

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

Medical technology and nursing careers are also open to Fisk students through cooperative programs with Vanderbilt University, in recognition of the need for broadly trained health professionals with college background to provide quality care for patients and families in a variety of settings. The first two years of academic work for these programs are completed at Fisk and the last two years at the Medical Center in Chicago or at Vanderbilt. Some students prefer to extend courses during the first phase of the program over a three-year period, thus extending the total time for program completion to five years. There is also a joint agreement with the Vanderbilt University School of Nursing, which permits an accelerated program leading to a Fisk bachelor's degree in an approved arts-and-sciences field and a Vanderbilt Master of Science in Nursing. Detailed information on these programs is available in the Fisk Special and Joint Programs section of this Bulletin and from the Coordinator of Pre-Health Professions in the School of Natural Science, Mathematics and Business at Fisk.

PUBLIC SERVICE CAREERS

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

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 a number of arts and sciences disciplines.

COURSES OF STUDY

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

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

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

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

Courses with numbers ending in zero may be offered in either the fall or the spring semester and are frequently offered in both. Other even-numbered courses are normally offered in the spring semester only, while odd-numbered courses are normally offered in the fall. Certain courses are offered only in alternate years or as demand requires. The fall semester of each year determines designation of a year as odd or even. Thus, for the dates of this Bulletin, 2012-2013 is an even year while 2013-2014 is an odd year. On rare occasions, it may be necessary to offer a course out of its ordinary sequence. In such cases, odd-numbered courses offered in the spring will carry the letter "S"; even-numbered courses offered in the fall will carry the letter "F".

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

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

Other letter suffixes, "A" through "G," may be used to designate sections of seminar or "special topics" courses that focus on different subjects and may have changing course subtitles from one section to another or from one semester to the next. Special topics courses may be taken more than once.

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

Brooke Davies, SGA President for 2013-2014,
converses with guests at the Business Partnership with Fisk Spring Luncheon

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 two academic schools: the School of Humanities and Social Sciences and the School of Natural Science, Mathematics and Business, which together offer majors in 14 areas. The general education program (CORE Curriculum) is housed in the Division of General Education. Special programs, minors, and joint programs made possible through cooperative arrangements with other institutions are also available.

DIVISION OF GENERAL EDUCATION

CORE CURRICULUM
Patricia McCarroll, M.S., Director

CORE FACULTY

Philip Autry, D.M.A.., Associate Professor of Music, CORE 220
Leantin Bracks, Ph.D., Associate Professor of English, CORE 150 and CORE 160
Jason Curry, Ph.D., Dean of Chapel, CORE 260
Adenike Davidson, Ph.D. Professor of English, CORE 120, CORE 150 and CORE 160
LiFran Fort, M.A., Lecturer of Art, CORE 220
Phyllis Freeman, Ph.D., Associate Professor of Life and Physical Sciences, CORE 240

Holly Hamby, PhD., Assistant Professor of English, CORE 150 and CORE 160
Frances Henderson, Ph.D., Adjunct Lecturer, CORE 150
Alicia Henry, M.F.A., Associate Professor of Art, CORE 220
Justus Ike, Ph.D., Associate Professor of Life and Physical Sciences, CORE 240
Cathy R. Martin, Ph.D., Associate Professor of Mathematics, CORE 131 and CORE 132
Patricia McCarroll, M.S., Lecturer, Department of Life and Physical Sciences, CORE 100 and CORE 240
Reavis Mitchell, D.A., Professor of History, History 160, CORE 100
Sheila Peters, Ph.D., Associate Professor of Psychology, CORE 120
David Popkin, Ph.D., Associate Professor of English, CORE 150 and CORE 160
Jill Powers, Ph.D., Associate Professor of English CORE 150 and CORE 160
James Quirin, Ph.D., Professor of History, CORE 360
Michael Watson, Ph.D., Associate Professor of Physics, CORE 100 and CORE 240
Anthony Williams, D.M.A., Associate Professor of Music, CORE 220, CORE 120 and CORE 100
Linda Wynn, MPA, Lecturer of History, History 270

Mission Statement

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

The goals of the CORE Curriculum are to:

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

Learning Outcomes

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

Learning Outcome 1. Written and oral communication skills

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

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

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

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

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

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

- Students identify personal values and employ them in ethical decision making.
- Students participate effectively in collaborative activities with persons of diverse backgrounds.
- Students engage in community and global affairs.
- Students practice effective time and financial management.
- Students show leadership ability.
- Students make a valuable contribution to the community.

Learning Outcome 5. Critical Thinking

Upon completion of the CORE Curriculum, the Fisk student is to demonstrate critical thinking skills in his or her mastery of the four general areas. The student will:

- formulate appropriate questions for research.
- collect appropriate evidence.
- evaluate claims, arguments, evidence, and hypotheses.
- use the results of analysis to construct new arguments and formulate new questions.

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

Required CORE	Course Name	Credits
CORE 100	New Student Orientation	1 hr.
CORE 120	Critical Thinking course: Application of the Paul/Elder Model	2 hrs.
CORE 131	Mathematics or the Appropriate Course as Determined by Major and Mathematics Placement	3 hrs.

CORE 150	Composition I	3 hrs.
CORE 160	Composition II	3 hrs.
CORE 201	Introduction to Business and Entrepreneurship	3 hrs.
CORE 260	Humanities	3 hrs.
CORE 360	The World and Its People	4 hrs.
Total		**22 cr.**

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

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

ART 291	African- American Art
ART 292	African Art
ENG 275	African-American Literature
HIS 180	African History
HIS 270	African-American History
MUS 200	World Music
MUS 206	Crosscurrents in African and African-American Music

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

CORE 132	Mathematics II, 3 cr.
BAD 200	Applied Calculus for Business and Economics
BAD 260	Applied Statistics
MATH 125	Discrete Mathematics
NSCI 360	Statistics
SSCI 280	Statistics for the Social Science Research

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

CORE 220	Creative Arts 3 cr.
ART 207	Arts and Ideas I
ART 208	Arts and Ideas II
MUS 205	Music in America
MUS 207	20th Century Music
MUS 208	History of Jazz

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

CORE 240	Natural Science, 4 cr., or,
BIOL101, 101L	General Biology and General Biology Lab,4 cr.
CHEM 113, 103L	General Chemistry and Experiments in General Chemistry, 4 cr.
PHYS 130,130L	University Physics and University Physics Lab, 4 cr.

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

ECON 230	Principles of Microeconomics
ECON 240	Principles of Macroeconomics
HIS 160	United States History
PSCI 122	American Political Systems
PSY 180	General Psychology
SOC 100	Introduction to Sociology

A total of 37-42 hours (41 hours will be earned if one selects two science disciplines to satisfy group D) are required to fulfill the CORE requirement.

TRANSFER CREDITS AND THE CORE CURRICULUM

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

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

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

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

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

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

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

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

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

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

DESCRIPTIONS OF CORE COURSES

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

in this course to evaluate the academic skills of our freshmen students. This class will meet one hour per week.

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

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

CORE 132, Essential Mathematics for a Contemporary World, II, 3 credits. This course is a continuation of the survey experience from CORE 131(Math I). Additional topics emphasized will be logic; graph theory (and how it is used to show connections between objects in a set or analyze/simplify information); calculations involved in personal financial management (annuities, credit, home ownership, stocks/bonds); voting and apportionment in which different ways of determining a winner or use of fairness is discussed; problem-solving strategies; probability. This course can be taken by science and business majors due to the unique nature of topics. **Prerequisite: A grade of C or better in either CORE 131 or College Algebra (C- is not satisfactory). This course will be offered in the spring semester.**

CORE 150, Composition I, 3 credits The first-semester course in the CORE First-Year Composition sequence will introduce students to the fundamentals of college writing and communication, with an emphasis on both the writing process and the final product. Students will develop their understanding of global and contemporary issues via critical thinking, and learn to respond critically using techniques such as summary, analysis, and evaluation. This course will emphasize expository writing techniques, with assignments based on critical analyses of primary texts. By the end of the course, students will learn how to communicate clearly and effectively for a variety of audiences and writing situations. **Prerequisite: None.**

CORE 160, Composition II, 3 credits. In the second-semester course in the CORE First-Year Composition sequence, students will more fully develop their abilities in critical thinking as demonstrated via written and oral communication. Emphasis in this course is placed on crafting persuasive arguments, with research techniques taught as a necessary tool for the process of argumentation. This course will deepen critical reading and analysis skills, and introduce students to the elements of logic, particularly as it is used in multiple writing situations. Advanced techniques of analysis, such as synthesis, will be developed by students as they research and utilize appropriate information from primary and secondary sources for their writing. **Prerequisite: CORE 150 Composition I or approved equivalency.**

CORE 201, Introduction to Business and Entrepreneurship, 3 credits. Introduction to Business and Entrepreneurship is an overview of the principles and practices of business concept and entrepreneurial development. It describes the tools that allow students to make informed decisions about their business and entrepreneurial goals. The focus of this course is on students' understanding of concepts that include: choice of ownership, marketing, financial statement analysis, personal and other financial management and the creating and maintaining a business entity. **Prerequisites: Composition I, Composition II, and CORE 131 or Math 101 with a D or higher, or approved equivalents.**

CORE 220, The Creative Arts, 3 credits. Seeks to develop students' appreciation of the arts, reflecting an ability to recognize, articulate and record in a discriminating way an understanding of the characteristics common to

the various forms of the visual and performing arts, and the creative process. Through class lectures, experiences, discussions, and demonstrations the course will encourage critical thinking in seeking answers to the question of the involvement of the arts through history in human, social, cultural, political, and economic evolution. Students should come to understand how artistic expression reflects the era in which it is created. Suggested for the second or third year.

CORE 240, Natural Science, 4 credits. This course leads students to an understanding of the investigative approaches of the natural sciences, their historical development and the interrelationship of science and technology. Different course sections emphasize either the biological or physical sciences, but all provide an introduction to certain basic concepts or themes: the scientific method; the birth of modern astronomy; development of the biosphere, atmosphere, geosphere; forces of nature; energy, its sources and utilization; electromagnetic radiation and its interaction with matter; the structure, properties, reactivity and bonding of matter; evolution, characteristics and classification of life forms; the inheritance of genetic characteristics; and the relationships between an organism and its environment. Students utilize computer technology to analyze data, research topics and assist in the mastery of scientific concepts. Classroom demonstrations and laboratory experiments are conducted to illustrate concepts. **Prerequisite: CORE 131.**

CORE 260, Humanities: Thought and Experience, 3 credits. Students debate humankind's perennial questions, with attention to the manner in which these questions have been understood in various times and cultures. Topics include the meaning of human life; ethics; the problem of knowledge; experience and reality; God and religious experience; and the individual's relationship to society. Most readings are drawn from primary sources in history, literature, philosophy, and the world's religious traditions. A writing-intensive course; suggested for the second or third year. **Prerequisite: CORE 150 and CORE 160.**

CORE 360, The World and Its Peoples, 4 credits. Aims to prepare students for life as informed citizens in a multicultural world. Course includes the study of humanity from our early origins through the present, emphasizing the unity of human experience; the diversity of peoples; the variety of civilizations and cultures; the effects of geography and technology on human life; and the changing patterns of social, political, economic, and cultural institutions, both within civilizations and globally. The first half of the course focuses on the patterns of major civilizations in Africa, Asia, Europe, and the Americas. The second half focuses on the civilizational interactions during the past 500 years, which have created the world as it is today. Suggested for the third year. **Prerequisites: CORE 150, 160, 220, and 260.**

CORE Curriculum Transition Plan

Students currently enrolled in the CORE Curriculum at Fisk University will have the option of taking an equivalent or substitution course in the new curriculum or requesting a waiver of requirement. Equivalent courses are courses that are similar in content to the original CORE course but may carry fewer credit hours. Substitution courses are courses in the general curriculum that can be used to meet the CORE requirements. Waivers will only be given to students who have acquired 33 hours of the old CORE including its equivalencies and substitutions but are lacking 2 credit hours needed to fulfill the new CORE Curriculum. Students must complete the total number of hours required for a degree in their discipline, meeting the minimum 120 required for graduation.

CORE COURSE EQUIVALENCIES AND SUBSTITUTIONS FOR THE REVISED CORE CURRICULUM

Transition Plan

CORE Course Number and Title	Credit Hours	Equivalent course in the Revised CORE Curriculum	Credit Hours
CORE 100 New Student Orientation	1	CORE 100 New Student Orientation	1
CORE 110 Communications I: African-American Heritage	4	CORE 150 English Composition I	3
CORE 120 Critical Thinking	2	CORE 120 Critical Thinking	2
CORE 130 Mathematics	4	CORE 131 Mathematics I or MATH 101 or higher level Math course	3
CORE 140 Communications II: African-American Heritage	4	ENG 275 African-American Literature HIS 270 African-American History HIS 180 African History	3
CORE 210 Varieties of Literature	4	ENG 180A Interpreting Literature ENG 275 African-American Literature ENG 276 Harlem Renaissance ART 291 African-American Art	3-4
CORE 220	4	CORE 220 Creative Arts or ART 207- Arts and Ideas I MUS 205 Music in America MUS 207 20th Century Music MUS 208 History of Jazz	3
CORE 230	4	CORE 240 or any 2 of the following: BIO 101, 101L CHEM 113, 103L PHYS 130, 130L	4-8
CORE 250 Humanities	4	CORE 260 Humanities	3
CORE 360 The World and its People	4	CORE 360 The World and its People	4

ELECTED STUDIES MAJOR

Description and Administrative Oversight

The "elected studies" major option is available, in addition to the prescribed major fields, so that students may propose an individually designed major not regularly offered at Fisk. This option is intended for students who have clearly developed educational aims and find the usual range of available major fields inappropriate to those aims. Such students may propose individually designed majors by submitting, at least four semesters prior to the anticipated graduation date, a proposal to their faculty academic advisors. The faculty academic advisor refers the proposal to the appropriate department chairs for review. Department Chairs may request more information and/or interview students as necessary. Department Chairs will forward all approved proposals to the Dean of the appropriate School for acceptance. The Dean may in turn request more information and/or interview students as necessary. Successful proposals are forwarded to the Provost or his/her representative for final approval. Such proposal becomes the basis for a contract between the student and the University and binding on both student and institution, unless modified by subsequent written agreement. Duplicates will be filed in the Office of the Registrar and the Office of the Provost.

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

Degree Requirements

1. Students must complete a minimum of 120 semester hours and fulfill all other degree requirements for the Bachelor's degree as specified in the Undergraduate Degree Requirements section in the published University Bulletin;
2. Students must complete all CORE requirements
3. Students must demonstrate mastery of a foreign language at the intermediate level
4. Students may complete up to sixty hours in their major areas of interest;
5. A minimum grade of "C" is required in all courses taken as part of the Elected Studies major areas of inquiry;
6. Students are free to select electives but must remain cognizant of their career goals or graduate education options. It is very important to discuss electives with the Coordinator of the Elected Studies Major;
7. A course selected originally as part of the Elected Studies major areas of inquiry may not be turned into an elective.

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

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

W.E.B. DU BOIS GENERAL UNIVERSITY HONORS PROGRAM
Adenike M. Davidson, Ph.D., Coordinator

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 for honors students.

Admission requirements include:

1. Matriculation at Fisk for at least one semester;
2. Attainment of a cumulative grade point average of 3.25;
3. A written application including a personal statement, writing sample and transcript;
4. 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.

Learning Outcomes

Upon completion of the W.E.B. Du Bois General University Honors Program, the student will:

1. Demonstrate honors level oral and written communication skills
2. Demonstrate honors level qualitative and quantitative research skills
3. Demonstrate leadership ability, service and teamwork
4. Demonstrate academic excellence

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 W.E.B. Du Bois General University Honors 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 Honors Program.**

HON 221-222, SOPHOMORE HONORS INDEPENDENT STUDY, 4 credits each semester. Topics as approved by the Instructor and by the director of the W.E.B. Du Bois General University Honors Program. **Prerequisites: Overall cumulative grade point average of 3.0 or better and admission to the Honors 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 Honors Program.**

HON 321-322, JUNIOR HONORS INDEPENDENT STUDY, 1-4 credits each semester. Topics as approved by the Instructor and by the director of the W.E.B. Du Bois General University Honors Program. **Prerequisites: Overall cumulative grade point average of 3.0 or better and admission to the Honors 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 Honors Program.**

HON 421-422, SENIOR HONORS INDEPENDENT STUDY, 1-4 credits each semester. Topics as approved by the Instructor and by the director of the W.E.B. Du Bois General University Honors Program. **Prerequisites: Overall cumulative grade point average of 3.0 or better and admission to the Honors Program.**

HON 497-498, SENIOR HONORS PROJECT, 1-4 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 W.E.B. Du Bois General University Honors Program regarding all matters involved in the successful completion of the project, including conceptualization of the project, selection of 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 AIR FORCE RESERVE OFFICERS TRAINING CORPS (ROTC) PROGRAMS

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

Air Force Reserve Officer Training

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

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

Eligibility requirements are as follows:

- Be a U.S. citizen, thirty years old or younger on December 31st of the year of graduation (exception exists for prior enlisted);
- Meet USAF weight standards;
- Pass a physical fitness test;
- Have a 2.5+ cumulative college GPA, and
- Pass the Air Force Officer Qualifying Test (a USAF-unique academic aptitude test).

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

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

ARMY ROTC

Army ROTC programs are offered at Vanderbilt University and Tennessee State University. Fisk students may participate in these programs and are eligible for all the benefits associated with them. Tennessee State University and Vanderbilt University courses in the ROTC programs are noted on students' Fisk transcripts. Fisk, however, reserves the right to determine which courses are appropriate and consonant with its educational objectives. Some courses in the Army ROTC program can be counted as general electives in a Fisk degree program. These courses are listed in this Bulletin under Military Science (MS) for the Army program. Participating students are eligible to compete for two-year, three-year or three and one-half-year scholarships at Vanderbilt University.

Qualified juniors and seniors are awarded a book allowance and a monthly stipend during the school year. Full information on these programs is available to interested students upon their enrollment at Fisk. See the section entitled Other Academic Programs in this Bulletin for a complete listing of Army ROTC undergraduate courses.

ARMY 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. Each class includes a laboratory conducted on Thursday afternoon between 2:45 p.m. and 4:35 p.m..

MS 111, FOUNDATIONS OF OFFICERSHIP, 1 credit. First Reserve Officer Training Corps (ROTC) class. Cadets will learn about the U.S. Army's organization, customs, and missions. (Freshman Year Fall)

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.(Freshman Year Spring)

MS 151, AMERICAN MILITARY HISTORY: PRINCIPLES OF WAR, 3 credits. This course is an overview of American military history and strategy from colonial times to present. Focus is on the role played by the U.S. Army. (Sophomore Year Spring)

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. (Sophomore Year Fall)

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. (Junior Year Fall)

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. (Junior Year Spring)

MS 251, LEADERSHIP & MANAGEMENT: DEVELOPING ADAPTIVE LEADERS, 3 credits. Develops cadet proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing performance feedback to subordinates.(Senior Year Fall)

MS 252, OFFICERSHIP, 3 credits. Involves practical exercises in staff planning and coordination at the large-unit level with emphasis on leadership and management. (Senior Year Spring)

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 diri-

gibles 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.

DISCIPLINE STUDIES

Academic majors, minors, and the special and joint programs are offered and managed by the School of Humanities and Social Sciences and the School of Natural Science, Mathematics and Business.

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
Reavis L. Mitchell, D.A., Dean

- Art
- English
- Modern Foreign Languages
- Music
- Political Science
- Psychology
- Sociology
- Teacher Education

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

The social science disciplines aim to provide students with a balanced exposure to theoretical knowledge and practical experience, including service learning. Social science students may thus be prepared to pursue advanced study or to seek employment immediately upon graduation. Research and independent study are encouraged, as is individual program flexibility. All programs in all disciplines are designed for compatibility

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

The disciplines included among the humanities at Fisk are art, English, modern foreign languages, and music. In addition the school offers courses in African and African-American studies, mass communications, gender studies and dance. A minor is possible in 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 English, music, or Spanish for the Bachelor of Arts degree; and in piano, vocal, or instrumental performance for the Bachelor of Music degree. These programs should be taken in combination with any major area within the School of Humanities and Social Sciences or any other department of the University.

School of Humanities and Social Sciences: School Courses

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

HSS 170, SPECIAL TOPICS, 4 Credits. The course will explore topics of special interest in the Humanities and Social Sciences. The course topic may vary but the title and content will be announced prior to registration. Class may be taken more than once for credit as topics change from term to term. **Prerequisites: None.**

HSS 200, RESEARCH IN THE HUMANITIES, 2 Credits. Provides the student majoring in Humanities 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.**

HSS 229, TOPICS IN BROADCASTING, 4 Credits. Content varies each semester, so the course may be taken for credit more than once. **Prerequisites may be stated by the Instructor for those course topics that require basic broadcast skills.**

HSS 235, MASS MEDIA AND SOCIETY, 4 Credits. An exploration of the history and function of mass communication in society and an introduction to communication theory. Recommended as a foundation for all other mass communication courses.

HSS 237, INTRODUCTION TO JOURNALISM, 4 Credits. Basic news reporting methods and news writing techniques; an introduction to laws affecting the journalist; historical trends in the print media.

HSS 238, TOPICS IN JOURNALISM, 4 Credits. Content varies each semester, so the course may be taken for credit more than once. Projected topics include the black press; communications law; editing; critical reviewing; advertising copy and layout. **Prerequisites may be stated by the Instructor for those course topics which require basic journalistic skills.**

HSS 240, PRACTICUM IN MASS COMMUNICATIONS, 1-4 Credits. Supervised field experience in broadcast or 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.**

HSS 242, NEWSPAPER PRODUCTION, 4 Credits. Students undertake a variety of print journalism responsibilities. Students are trained to act as staff and management of the Fisk University campus newspaper, *The Forum*.

HSS 250, INTRODUCTION TO WOMEN'S AND GENDER STUDIES, 4 Credits. This course examines a range of feminist theories and perspectives with an interdisciplinary approach, and a concentration on feminists of color and Third World perspectives; topics include the body, community, race and ethnicity, sexuality, class, nationality, history, gender and literary studies. This course is vital for students interested in the Women's and Gender Studies Minor.

HSS 270, SPECIAL TOPICS, 4 Credits. The course will explore topics of special interest in the humanities and Social Sciences. The course topic may vary but the title and content will be announced prior to registration. Class may be taken more than once for credit as topics change from term to term. **Prerequisites: CORE 150 & 160.**

HSS 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.**

HSS 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.

HSS 380A, MULTICULTURAL DIVERSITY, SOCIAL INEQUALITY, AND THE PURSUIT OF HEALTH IN GLOBAL PERSPECTIVE, 3 Credits. In collaboration with Case Western Reserve University, the seminar will be conducted via live teleconference from Fisk to examine a broad range of issues – including gender, race, class, politics, and religion – of critical importance to physical and mental health in today's globalizing world. Students across institutions will be paired to work on collaborative research projects that will result in joint class presentations.

DEPARTMENT OF ARTS AND LANGUAGES
Lean'tin Bracks, Ph.D., Chair

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

FACULTY

LiFran Fort, M.A.
Paul Grigsby, Ph.D.*
Alicia Henry, M.F.A.
Ted Jones, M.F.A.*
Vando Rogers, B.Mus.*
Victor Simmons, M.A.*

*adjunct and part-time faculty

The academic discipline of art exposes students to a rigorous program of undergraduate courses that are designed to prepare majors for advanced study and professional careers. Many graduates undertake careers

in teaching, lecturing, studio, museum studies, film animation, editorial cartooning, architecture, fashion design, and graphic illustration. Also, theatrical and motion picture set decoration, urban design, interior design, industrial design, computer graphics, museum conservation, museum education and administration, gallery entrepreneurship and other related areas. The discipline's curriculum is in keeping with the mission of Fisk University as a liberal arts institution, and is taught in the spirit of the traditional academy wherein solid foundational training and sound philosophical values are highly prized.

The primary objectives of the academic discipline 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 nterpreting of art.

Learning Outcomes

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

1. Describe art in a historical context.
2. Demonstrate aesthetic expression as a global language.
3. Explain concepts, elements and principles of design.
4. Demonstrate technical proficiency in at least three of the seven media that are currently offered in the major.
5. Explain 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 School of Humanities and Social Sciences or any of its departments or academic disciplines 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 (15 cr.)

CORE 100	New Student Orientation	1 cr.
CORE 150	Communication I	3 cr.
ORE 131	Mathematics I	3 cr.
ART 101	Life Drawing and Composition	4 cr.
	- or -	
ART 111	Elementary Design	4 cr.
LANG 101	Language I	4 cr.

First Year, Spring Semester (16 cr.)

CORE 160	Communication II and Oral Communication	3 cr.
CORE 120	Critical Thinking	2 cr.
ART	Elective	4 cr.
LANG 102	Language II	4 cr.
CORE 132	Mathematics II	3 cr.

Second Year, Fall Semester (15 cr.)

CORE 201	Introduction to Business and Entrepreneurship	3 cr.
ART 201	Methods and Materials of Painting Or	4 cr.
ART 111	Elementary Design	
LANG 200	Intermediate	4 cr.
CORE A	Cultural Exposure: ART 291; 292; ENG 275; HIS 180, 270; MUS 200,206	4 cr.

Second Year, Spring Semester (16 cr.)

CORE 260	Humanities	4 cr.
CORE 220	The Creative Arts	3 cr.
*ART 208	Arts and Idea	4 cr.
*CORE 130	Composition II	4 cr.

Third Year, Fall Semester (16 cr.)

CORE 360	The World and Its Peoples	4 cr.
ART 301	Sculpture	4 cr.
COGNATE	Elective	4 cr.
GROUP E	Social Science: Econ 230,240; HIS 160; PSCI 122; PSY 180; SOC 100	4 cr.

Third Year, Spring Semester (16 cr.)

ART	Elective	4 cr.
COGNATE	Elective	4 cr.
CORE 240	Natural Sciences	4 cr.
General Elective		4 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: 126 cr.		

MINORS AND AREAS OF CONCENTRATION

MINOR IN FILM STUDIES

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

Fisk University, through a collaborative agreement with Watkins College of Art, Design & Film, offers a minor in film studies. This agreement allows students enrolled in undergraduate degree programs at Fisk University to earn a minor in film studies by cross-registering for courses offered at Watkins College of Art, Design & Film. Participating students must be in good standing in a baccalaureate degree program at Fisk University, and must submit an application to enroll in the minor in film studies program at Watkins College of Art, Design & Film. Students do not have to apply for admission to, or register at Watkins College of Art, Design & Film.

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

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

FLM 103	Elements of Film Art	3 cr.
FLM 112	Tech	3 cr.
FLM 201	Early Development of Cinema	3 cr.
FLM 202	Modern International Cinema	3 cr.
FLM 204	Introduction to Screenwriting	3 cr.
FLM 210-289	Film Elective (prerequisite courses apply)	3 cr.
Total		**18 cr.**

The eighteen semester hours will apply toward completion of the undergraduate degree program at Fisk University. Completion of the minor is not intended to provide a credential in film studies, nor will it qualify a student as eligible to apply for certification examinations. After credit is earned and reported for each class, the Registrar of Watkins College of Art, Design & Film will transmit the proper documentation to the Registrar at

Fisk University so that the academic credits can be properly added to the student's transcript record. Interested students should contact the chair of the Department of Arts and Languages and the academic discipline Coordinator for art at Fisk University. While taking classes at Watkins College of Art, Design & Film, Fisk University students are responsible for understanding and complying with the policies and procedures described in the *Watkins College of Art, Design & Film Student Handbook*. A copy of this document is available to Fisk students upon registration into the concentration and in the Office of the Registrar at both institutions.

MINOR IN INTERIOR DESIGN

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

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

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

IND 111	Architectural Drawing I	8 cr.
IND 101	Design Fundamental	8 cr.
IND 113	Building Construction	8 cr.
IND 206	Historical Interiors & Design I	8 cr.
	- or -	
IND 207	Historical Architecture & Design II	8 cr.
IND 205	Textiles and Furnishings	8 cr.
IND 311	Digital Design	8 cr.

Credit hours earned: 18 cr.

Academic credit of three semester hours will be awarded for successful completion of each course. Students completing the minor will have earned eighteen semester hours to apply toward completion of their undergraduate degree program at Fisk University. Completion of the minor is not intended to provide any credentials in interior design, nor will it qualify a student as eligible to apply for certification examinations. At the end of the program, the Registrar of Watkins College of Art, Design & Film will transmit the proper documentation to the Registrar at Fisk University so that the academic credit can be properly added to the student's transcript record. While taking classes at Watkins College of Art, Design & Film, Fisk University students are responsible for understanding and complying with the policies and procedures described in the Watkins College of Art, Design & Film Student Handbook. A copy of this document is available to Fisk students upon registration into the concentration and in the Office of the Registrar at both institutions.

CONCENTRATION IN GRAPHIC DESIGN

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

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

Required Concentration Courses (48 cr.)

ART 101*	Life Drawing & Composition	4 cr.
ART 111*	Elementary Design	4 cr.
ART 115	Color Fundamentals	3 cr.
GRD 101	History of Graphic Design	3 cr.
PHO 121	Black & White Photography I	3 cr.
GRD 110	Graphic Design I	3 cr.
GRD 121	Typography I	3 cr.
GRD 210	Graphic Design II	3 cr.
GRD 230	Computer Studio I	3 cr.
GRD 231	Computer Studio II	3 cr.
PHO 351	Digital Imaging	3 cr.
GRD 251	Professional Practices	3 cr.
GRD 310	Graphic Design III	3 cr.
GRD 232	Typography II	3 cr.
ART 401*	Senior Portfolio I	4 cr.
		48 cr.

NOTE: The curriculum for the Graphics Design program is subject to a revision to occur during AY 2013/14). Please contact the Office of the Provost to obtain the up to date information.

General Elective Courses are 28 to 40 credits, depending on foreign language placement. Coursework indicated by an asterisk (*) above is to be taken at Fisk University. All other courses listed are to be taken at Watkins College of Art, Design & Film. Completion of the concentration is not intended to provide a credential in graphic design, nor will it qualify a student as eligible to apply for certification examinations. After credit is earned and reported for each class, the Registrar of Watkins College of Art, Design & Film will transmit the proper documentation to the Registrar at Fisk University so that the academic credit can be properly entered on the student's transcript record. While taking classes at Watkins College of Art, Design & Film, Fisk University students are responsible for understanding and complying with the policies and procedures described in the Watkins College of Art, Design & Film Student Handbook. A copy of this document is available to Fisk students upon registration into the concentration and in the Office of the Registrar at both institutions.

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 dry point. 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.

ENGLISH

Lean'tin Bracks, Ph.D., Coordinator FACULTY

Lean'tin Bracks, Ph.D.
L. M. Collins, Ph.D.**
Adenike Davidson, Ph.D.
Frank Dobson, M.A.*
Holly Hamby, Ph.D.
David Popkin, Ph.D.
S. Jill Powers, Ph.D.

* Adjunct Faculty ** 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 skills necessary for pursuing graduate studies, and for careers in teaching and in the many other professions that depend on writing and literary ability. For both majors and non-majors, the 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.

Learning Outcomes

Upon completion of the English major, the student will be able to:

1. Write effectively
2. Identify and recognize major writers and literary works in the history of the English and American literature
3. Identify and recognize major writers and literary works in the history of African-American literature

4. Demonstrate the skills and strategies for interpreting and critiquing literature.
5. Recognize rhetorical structure, style, and philosophy including the use of the Modern Language Association (MLA) Style.

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.

If students take Writer's Workshop twice for a total of eight credit hours, they must also take another English elective, for four credits, to fulfill the requirement of twelve credit hours in English electives.

or

Students may choose to substitute for English electives with any of the following courses offered through the School of Humanities and Social Sciences: Mass Media and Society, Introduction in Journalism, Topics in Journalism, and Newspaper Production.

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

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

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

SUGGESTED PROGRAM PLAN FOR ENGLISH MAJORS

First Year, Fall Semester (15 cr.)

CORE 100	New Student Orientation	1 cr.
CORE 150	Composition I	3 cr.
CORE 131	Mathematics (or)	3 cr.
FREN or SPAN 101	Elem. French or Spanish I	4 cr.
General Elective	4 cr.	

First Year, Spring Semester (15-17 cr.)

CORE 120	Critical Thinking	2 cr.
CORE 160	Composition II	3 cr.
FREN or SPAN 102	Elem. French	4 cr.
CORE Group A-E [A]		2-4 cr.
ENG Elective		4 cr.

Second Year, Fall Semester (18 cr.)

ENG 220	Survey of American Literature	4 cr.
CORE 201	Introduction to Business	3 cr.
CORE 260	Humanities	3 cr.
FREN or SPAN 200	Intermediate	4 cr.
General Elective		4 cr.

Second Year, Spring Semester (16 cr.)

ENG 222, 224,226	American Literature - Period, Genre, Figure	4 cr.
CORE Group A-E [E]		4 cr.
CORE Group A-E [D]		4 cr.
General Elective		4 cr.

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

ENG 265	Shakespeare	4 cr.
ENG 275	African-American Literature or Elective	4 cr.
ENG 330	Survey of British Literature	4 cr.
CORE Group A-E [B]		3-4 cr.
General Elective		1-2 cr.

Third Year, Spring Semester (16 cr.)

ENG 276	The Harlem Renaissance	4 cr.
	(or elective in English)	
CORE 360	The World and Its Peoples	4 cr.
ENG 332, 334, 336	British Literature—Figure Period, Genre	4 cr.
General Elective		4 cr.

Fourth Year, Fall Semester (12 cr.)

ENG 480		4 cr.
CORE A-E [C]		2-4 cr.
Combination of English electives (as needed) and general electives		4 cr.

Fourth Year, Spring Semester (12 cr.)

Combination of English electives (as needed) and general electives: 12 cr.

Total hours: 122-125 credits
*****Total hours required for graduation: 120 cr.**

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

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

ART 291	African- American Art
ART 292	African Art
ENG 275	African-American Literature
HIS 180	African History
HIS 270	African-American History
MUS 200	World Music
MUS 206	Crosscurrents in African and African-American Music

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

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

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

CORE 220	Creative Arts .
MUS 207	20th Century Music
MUS 208	History of Jazz
ART 207	Arts and Ideas I
ART 208	Arts and Ideas II
MUS 205	Music in America

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

CORE 240	Natural Science .
or	
BIOL101, 101L	General Biology and General Biology Lab .
CHEM 113, 103L	General Chemistry and Experiments in General Chemistry .
PHYS 130,130L	University Physics and University Physics Lab .

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

ECON 230	Principles of Microeconomics
ECON 240	Principles of Macroeconomics
HIS 160	United States History
PSCI 122	American Political Systems
PSY 180	General Psychology
SOC 100	Introduction to Sociology

Total hours required for graduation: 120 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 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 literacy 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. 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

Adenike M. Davidson, Ph.D., Coordinator

The minor in women's and gender studies is administered as an interdisciplinary program by the School of Humanities and Social Sciences and the Department of Arts and Languages. Its purpose is to provide Fisk students an opportunity to pursue a coordinated program of study focusing on 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 School Dean's 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 240	Women in the Civil Rights Movement
HSS 250	Introduction to Women's and Gender Studies
PSCI 320B	Women in Politics
PSY 231	Psychology of Women and Gender
SOC 108	Relations Between Men and Women

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

FACULTY

Karina Oliviera de Paula, Ph.D.[+], Fulbright Scholar
Carolina Leal-Castro, M.A.*
Evanda McDowell, M.A.*
Nancy E. Rasico, M.A.T.
Ana Rueda-García, Ph.D.*
Daniel Ridge, Ph.D.*
Waldir Sepúlveda M.A.*

[+]AY 2012-2013 *adjunct or part-time faculty or Vanderbilt Faculty Exchange

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

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

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.

Learning Outcomes

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

1. Demonstrate proficiency in all four basic skills: listening comprehension, verbal communication, expository writing and critical reading.
2. Differentiate dialectal variances between Spain and Spanish-speaking America.
3. Demonstrate fundamental knowledge and comprehension of literary schools of thought.
4. Identify major literary theorists and discuss their contributions to the discipline.
5. Analyze and critique Spanish literature.

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:
   a. SPAN 311-312 Conversation and Composition I &II
   b. SPAN 313-314 Survey of Spanish Literature I & II
3. Electives in the major: 16 additional credits in Spanish to total 32 hours.
4. Electives in the joint major: 8 additional credits in Spanish to total 24 hours.
5. Elective course work is highly recommended in African, European, or Latin American history, English, philosophy, and art. Students particularly interested in linguistics will find offerings in psychology, sociology, and mathematics of value. Students intending to teach or enter graduate school are strongly urged to study a second language.

SUGGESTED PROGRAM PLAN FOR SPANISH MAJORS:

First Year, Fall Semester (17 cr.)

CORE 100	New Student Orientation Seminar	1 cr.
CORE 150	Composition I	3 cr.
CORE 131	Mathematics (or MATH 101, 110 120 may be substituted)	3 cr.
SPAN 101	Elem. Spanish I	4 cr.
General Elective		6 cr.

First Year, Spring Semester (15 cr.)

CORE 160	Communication II and Oral Communication	3 cr.
CORE 120	Critical Thinking	2 cr.
SPAN 102	Elem. Spanish II	4 cr.
CORE B		3 cr.
General elective		3 cr.

Second Year, Fall Semester (16 cr.)

CORE 201	Introduction to Business and Entrepreneurship	3cr.
SPAN 200	Intermediate Spanish	4 cr.
CORE A		3 cr.
CORE D		3 cr.
General Elective		3 cr.

Second Year, Spring Semester (15 cr.)

SPAN 310	Language and Culture	4 cr.
CORE 260	Humanities	3 cr.
Elective Course in Spanish		4 cr.
CORE E		3-4 cr.

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

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.
CORE C		2-4 cr.

Third Year, Spring Semester (16 cr.)

SPAN 312	Conversation and Composition I	4 cr.
SPAN 314	Masterpieces/Survey of Span Literature II	4 cr.
Elective Courses in Spanish		8 cr.

Fourth Year, Fall Semester (13 cr.)

Electives in Spanish	4 cr.
General Electives	9 cr.

Fourth Year, Spring Semester (13 cr.)

Electives in Spanish	8 cr.
General Electives	5 cr.

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

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

ART 291	African-American Art
ART 292	African Art
ENG 275	African-American Literature
HIS 180	African History
HIS 270	African-American History
MUS 200	World Music
MUS 206	Crosscurrents in African and African-American Music

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

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

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

CORE 220	Creative Arts,
MUS 207	20th Century Music
MUS 208	History of Jazz
ART 207	Arts and Ideas I
ART 208	Arts and Ideas II
MUS 205	Music in America

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

CORE 240	Natural Science
or	
BIOL101, 101L	General Biology and General Biology Lab
CHEM 113, 103L	General Chemistry and Experiments in General Chemistry
PHYS 130,130L	University Physics and University Physics Lab

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

ECON 230	Principles of Microeconomics
ECON 240	Principles of Macroeconomics
HIS 160	United States History
PSCI 122	American Political Systems
PSY 180	General Psychology
SOC 100	Introduction to Sociology

A total of 37- 42 hours (42 hours will be earned if one selects two science disciplines to satisfy group D) are required to fulfill the CORE requirement.

Total hours required for graduation: 120 credits

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, 1-4 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.**

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 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.

MUSIC
PHILIP E. AUTRY, D.M.A., COORDINATOR

FACULTY

Philip E. Autry, D.M.A.
Valija M. Bumbulis, M. Mus.
Christopher Duke, Ed.D.*
Paul T. Kwami, D.M.A.
Stanley O. Lassiter, M.S.*
Gary Powell Nash, Ph.D.
Stefan E. Petrescu, M. Mus.*
Angela Stockdale, M.M., M.A.*
Anthony E. Williams, D.M.A.

*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®.

Learning Outcomes

Upon completion of required courses in Music, Music Education or Music Performance, the student will:

1. Apply the essential concepts of music to personal and professional situations.
2. Demonstrate creativity and stylistic performance practices applicable to diverse musical genres.
3. Demonstrate the influence of culture on music composition and performance.
4. Recognize important historical periods in music and combine elements of theory and composition in the art of composing and arranging.
5. Support and lead the role of music and music education in today's multicultural and diverse world.
6. Demonstrate musical service.
7. Demonstrate leadership, professionalism, and pedagogical skill.

Degree Programs

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

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 a Fisk University music degree program is dependent upon an application and musical audition in addition to meeting the general requirements for admission to the University:

- Submit all general materials to the Office of Admission
- Submit application to the music discipline Coordinator in the Department of Arts and Languages, which consists of a letter of application, a letter of recommendation from a music teacher, and a repertoire list
- Audition (live or taped) in the Principal Applied and Secondary Applied areas. 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. Sight reading
        - 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—30 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.
MUS 200	World Music	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 (14 cr.)

CORE 100	New Student Orientation	1 cr.
CORE 150	Composition I	3 cr.
CORE 131	Mathematics	3 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 (14 cr.)

CORE 160	Composition II``	3 cr.
CORE 120	Critical Thinking	2 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.
MUS 200	World Music	2 cr.

Second Year, Fall Semester (17–18 cr.)

CORE 201	Introduction to Business and Entrepreneurship	3 cr.
CORE A	ART 291, ART 292, ENG 275, HIS 180, OR HIS 270	3–4 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.

Second Year, Spring Semester (18 cr.)

CORE B	CORE 132, BAD 220, BAD 260, MAT 115, MAT 120, OR NSCI 360	3–4 cr.
CORE C	CORE 220, ART 207, OR ART 208	3–4 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, 228, or 229	1 cr.
MUS 158	Seminar in Music Performance and Literature	0 cr.

Third Year, Fall Semester (16 cr.)

CORE E	Natural Science	4 cr.
	or any two of the following: BIO 101, 101L CHEM 113, 103L PHYS 130, 130L	
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 discipline)		4 cr.

Third Year, Spring Semester (17–18 cr.)

CORE 260	Humanities	3 cr.
CORE E	ECO 230, ECO 240, HIS 160, PSCI 122, PSY 180, SOC 100	3–4 cr.
MUS	Principal Applied Instrument	1 cr.
MUS	Ensemble, select from MUS 225, 227, 228, or 229	1 cr.
MUS 324	Conducting 2	2 cr.
General electives (outside discipline)		6 cr.
MUS 158	Seminar in Music Performance and Literature	0 cr.

Fourth Year, Fall Semester (18 cr.)

CORE 360	The World and Its Peoples	4 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.
MUS 281	Independent Study	4 cr.
MUS 307	Music History and Literature 1	4 cr.
General Electives	3 cr.	

Fourth Year, Spring Semester (15 cr.)

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.
MUS 308	Music History and Literature 2	4 cr.
MUS	Senior Recital	0 cr.
General Electives	8 cr.	

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 — 46 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.
MUS 200	World Music	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)

B.S. IN MUSIC EDUCATION

First Year, Fall Semester (14 cr.)

CORE 100	New Student Orientation	1 cr.
CORE 150	Composition I	3 cr.
CORE 131	Mathematics	3 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 (18 cr.)

CORE 160	Composition II``	3 cr.
CORE 120	Critical Thinking	2 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.
MUS 200	World Music	2 cr.
MUS 158	Seminar in Music Performance and Literature	0 cr.
CORE 201	Introduction to Business and Entrepreneurship	3 cr.

Second Year, Fall Semester (17–18 cr.)

CORE A	ART 291, ART 292, ENG 275, HIS 180, OR HIS 270	3–4 cr.
EDUC 260	Theory and Practice of Teaching	3 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 228	1 cr.
MUS 383	Techniques of Teaching Brass and Percussion	2 cr.
MUS 313	Music in the Elementary School	2 cr.
MUS 157	Seminar in Music Performance and Literature	0 cr.

Second Year, Spring Semester (18 cr.)

CORE B	CORE 132, BAD 220, BAD 260, MAT 115, MAT 120, OR NSCI 360	3-4 cr.
CORE C	CORE 220, ART 207, OR ART 208	3–4 cr.
PSY 205	Child and Adolescent Development	4 cr.
MUS 202	Materials in Music Theory	4 cr.
MUS 384	Techniques of Teaching Brass and Percussion	2 cr.
MUS 315	Music in the High School	2 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 (17 cr.)

EDUC 320*	Elementary Curriculum and Methods	3 cr.
MUS 303	Counterpoint	4 cr.
MUS 307	Music History and Literature 1	4 cr.
MUS 323	Conducting 1	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.
MUS 070X	Voice Class (Instrumental Emphasis only)	1 cr.

Third Year, Spring Semester (18 cr.)

CORE D	CORE 240 Natural Science	4-8 cr.
	or any 2 of the following:	
	BIO 101, 101L	
	CHEM 113, 103L	
	PHYS 130, 130L	

MUS 305	Orchestration	4 cr.
MUS 308	Music History and Literature 2	4 cr.
MUS 324	Conducting 2	2 cr.
MUS	Principal Applied Instrument	4 cr.
MUS 158	Seminar in Music Performance and Literature	0 cr.

Fourth Year, Fall Semester (19 cr.)

MUS	Principal Applied Instrument	2 cr.
MUS 157	Seminar in Music Performance and Literature	0 cr.
MUS	Senior Recital	0 cr.
CORE E	ECO 230, ECO 240, HIS 160, PSCI 122, PSY 180, SOC 100	3 cr.
CORE 260	Humanities	3 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 (12 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.

** Required, but does not count toward the total required below.

Total hours required for graduation: 127-130

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 - 38 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.
MUS 200	World Music	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 (17 cr.)

CORE 100	New Student Orientation	1 cr.
CORE 150	Composition I	3 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.
MUS 200	World Music	2 cr.

First Year, Spring Semester (16 cr.)

CORE 131	Mathematics I	3 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.
CORE 120	Critical Thinking	2 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 (15–16 cr.)

Cultural Exposure	ART 291, ART 292, ENG 275, HIS 180, OR HIS 270	3–4 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 (15 cr.)

CORE 201	Introduction to Business and Entrepreneurship	3 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.

Third Year, Spring Semester (17–18 cr.)

The Arts	CORE 220, ART 207, OR ART 208	3–4 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 (16 –17 cr.)

Analytical Skills	CORE 132, BAD 220, BAD 260, MAT 115, MAT 120, OR NSCI 360	3–4 cr.
CORE 260	Humanities	3 cr.
Social Science	ECO 230, ECO 240, HIS 160, PSCI 122, PSY 180, SOC 100	3–4 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 Discipline	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: 125 cr.

SUGGESTED PROGRAM FOR MUSIC MAJORS (BACHELOR OF MUSIC DEGREE)

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.
US 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 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 discipline and the Department of Business Administration, as well as a representative from the Office of the Provost and at least one representative from Fisk's Office of Admissions and Enrollment Management. Factors other than 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 B.A. in Music in this Bulletin, the student will take:

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

MBU 1110	Survey of Music Businessq	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 *(four semesters with a P grade)*	0 cr.

and the following Prerequisite and co-requisite courses offered by the Fisk University Department of Business Administration (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 Prerequisites or co-requisites)	12 cr.
Music Business (Belmont University)	18 cr.
Foreign Language	12 cr.
CORE (MATH 101 or MATH 110 substitutes for CORE 131)	3-4 cr.
Total required	**127-132 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	1 cr.
CORE 150	Composition I	3 cr.
MATH 110	Pre-Calculus (recommended)	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 (17–18 cr.)

CORE 160	Composition II``	3 cr.
CORE 120	Critical Thinking	2 cr.
The Arts	CORE 220, ART 207, OR ART 208	3–4 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.
MUS 200	World Music	2 cr.

Second year- Fall semester (17–18 cr.)

Cultural Exposure	ART 291, ART 292, ENG 275, HIS 180, OR HIS 270	3–4 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.

Second year, Spring semester (17–18 cr.)

Analytical Skills	CORE 132, BAD 220, BAD 260, MAT 115, MAT 120, OR NSCI 360	3–4 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.

Third year, Fall semester (17–18 cr.)

Social Science ECO 230, ECO 240, HIS 160, PSCI 122, PSY 180, SOC 100		3–4 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.

Third year, Spring semester (16 cr.)

CORE 240	Natural Science *or any two of the following:* BIO 101, 101L CHEM 113, 103L PHYS 130, 130L	4cr.
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	0 cr.

Fourth year, Fall semester (16 cr.)

CORE 260	Humanities	3 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.

Fourth year, Spring semester (17 cr.)

CORE 360	The World and Its Peoples	4 cr.
MUS	Principal Applied Instrument	4 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.

Total hours required for graduation: 124 cr.

Total with recommended coursework: 132 cr.

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. May be repeated for credit. **Membership: permission of the director.**

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 discipline 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 répertoire. **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.MUSIC, 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. May be repeated for credit. **Prerequisite: MUS 060B or permission of the Instructor.**

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

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 vocalizes, Italian Classics, and basic Art Songs will be learned with emphasis on phonetic symbols as they pertain to diction in singing Italian, English, German and French. **Prerequisite: Vocal audition. May be repeated for credit.**

MUS 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 vocalizes 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.**

SOCIAL SCIENCES DIVISION

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 Master's programs in Clinical Psychology and General Psychology. The Teacher Education Program is available for elementary and secondary licensure of students in selected departments from each 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.

DEPARTMENT OF HISTORY AND POLITICAL SCIENCE
Jennifer W. Adebanjo, Ph.D., Chair

HISTORY FACULTY

Reavis L. Mitchell, D.A.
James Quirin, Ph.D.
Linda T. Wynn, M.P.A.

History'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.

Learning Outcomes

Upon completion of the History major, the student will:

1. Demonstrate knowledge of key African-American historical events and achievements
2. Develop interpretive theses relevant to the field of History
3. Analyze and synthesize the societal impact of key historical events
4. Demonstrate critical thinking and research skills relevant to the field of History.

History majors are required to complete 32 credits in the discipline. These courses are as follows:

Required courses (16 credits)

HIS 150 Introduction to History
HIS 190 European History
HIS 350 History Seminar
HIS 499 Senior Seminar

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	1 cr.
CORE 150	Composition I	3 cr.
Foreign Language		4 cr.
HIS 160, 180, 190 History or 270		4 cr.
Elective		4 cr.

First Year, Spring Semester (18 credits)

CORE 131	Mathematics	4 cr.
CORE 120	Critical Thinking	2 cr.
Foreign Language		4 cr.
HIS 160, 180, 190, History or 270		4 cr.
Elective		4 cr.

Second Year, Fall Semester (16 credits)

CORE 160	Composition II and Oral Communication	4 cr.
CORE Group C:	The Arts	3- 4 cr.
Foreign Language		4 cr.
History any course		4 cr.

Second Year, Spring Semester (16 credits)

CORE Group A:	Cultural Exposure	3-4 cr.
CORE Group D:	Science	3-4 cr.
HIS 150	Introduction to the Study of History	4 cr.
CORE 201	Introduction to Business and Entrepreneurship	3-4 cr.

Third Year, Fall Semester (15 credits)

CORE 260	Humanities:	3 cr.
CORE 360	The World & Its Peoples	4 cr.
History (any course)		4 cr.
Elective		4 cr.

Third Year, Spring Semester (16 credits)

History any course		4 cr.
CORE Group B:	Analytical Skills	4 cr.
Electives		8 cr.

Fourth Year, Fall Semester (12 credits)

HIS 499	Senior Seminar	4 cr.
Elective (or History Course)		4 cr.
CORE Group E:	Social Science	3-4 cr.

Fourth Year, Spring Semester (11 credits)

History any course		4 cr.
Elective		3 cr.
Elective		4 cr.

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

Group A *(Choose one of the following)*

ART 291	African-American Art
ART 292	African Art
ENG 275	African-American Literature
HIS 180	African History
HIS 270	African-American History
MUS 200	World Music
MUS 206	Crosscurrents in African and African-American Music

Group B (*Choose one of the following)*

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

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

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

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

CORE 240	Natural Science or,
BIOL101, 101L	General Biology and General Biology Lab
CHEM 113,103L	General Chemistry and Experiments in General Chemistry
PHYS 130,130L	University Physics and University Physics Lab

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

ECON 230	Principles of Microeconomics
ECON 240	Principles of Macroeconomics
HIS 160	United States History
PSCI 122	American Political Systems
PSY 180	General Psychology
SOC 100	Introduction to Sociology

A total of 37- 42 hours (42 hours will be earned if one selects two science disciplines to satisfy group D) are required to fulfill the CORE requirement.

Total hours required for graduation: 120 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 150-English Composition I and one of the following: ENG 275-African-American Literature, HIS 270-African-American History, or HIS 180-African History.**

HIS 300, INDEPENDENT STUDY IN HISTORY, 4 credits. 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

Jennifer W. Adebanjo, Ph.D., Coordinator

POLITICAL SCIENCE FACULTY

Jennifer W. Adebanjo, Ph.D.

Jens Frederikson, Ph.D.*

* Visiting Faculty from Vanderbilt

The political science discipline seeks to provide the student with knowledge of political life, research abilities, and the ability to confront problems of political significance. The department seeks to develop graduates who are well prepared to proceed to the next level of academic training or employment in areas where knowledge of politics is considered both necessary and desirable.

The department has two components. Plan I, the general political science component, emphasizes law and graduate school preparation. Plan II, the public administration component, emphasizes preparation for work in both the public and private sectors of society.

Political science majors have a variety of potential career paths, including careers in government, foreign service, international civil service, research, and teaching. They will also be eligible for administrative careers in policy planning and implementation. In addition, study in the discipline will provide a basic course concentration for pre-law and for graduate and professional programs leading to the M.A., M.P.A., and Ph.D. degrees.

The discipline seeks to:

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.

Learning Outcomes

Upon completion of the political science major, the student will:

1. Demonstrate knowledge of the CORE principles and values of the major fields and/or sub-fields of Political Science.
2. Describe citizenship as it relates to local, state, national and global communities.
3. Analyze the role of government and the way that individuals, groups and institutions can promote or undermine its impact.
4. Apply quantitative and qualitative research, critical thinking and written/oral communication skills relevant to the field of Political Science
5. Demonstrate knowledge of contemporary political issues

Requirements for the political science major vary somewhat as a function of whether the student chooses to concentrate in general political science (plan I) or in public administration (plan II). For the general political science student, requirements (in addition to the University's degree requirements as outlined within this Bulletin) are:

Plan I: General Political Science

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

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

3. General Electives—40 - 48 credits

JOINT MAJORS

Joint majors combining political science and another discipline may be arranged according to the usual University regulations. The discipline and the Department of History and Political Science adjusts its requirements for students who pursue joint majors, in compliance with the University policy that joint majors should involve 24 semester hours of study in each discipline. Students pursuing a joint major in political science, regardless of the other discipline involved, are required to complete the required cognate, SSCI 280. A faculty member from the political science discipline will be assigned to cooperate with the student's other major faculty academic advisor in the construction and execution of an appropriate study plan.

Political Science requirements for the joint major are as follows (in addition to the University's degree requirements as outlined within this Bulletin):

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:

HSS 280	Methods and Statistics for Social Research

SUGGESTED PROGRAM PLAN FOR POLITICAL SCIENCE MAJORS (PLAN I—GENERAL POLITICAL SCIENCE)

First Year, Fall Semester (15 cr.)

CORE 100	New Student Orientation	1 cr.
CORE 150	Composition I	3 cr.
CORE 131	Mathematics	3 cr.
FREN or SPAN 101	Elem. French or Spanish I	4 cr.
PSCI 111 Introduction to Political Science		4 cr.

First Year, Spring Semester (17 cr.)

CORE 160	Composition II and Oral Comm.	3 cr.
CORE 120	Critical Thinking	2 cr.
FREN or SPAN 102	Elem. French or Spanish II	4 cr.
PSCI 122 American Political Systems		4 cr.
General elective		4 cr.

Second Year, Fall Semester (15 cr.)

FREN or SPAN 200	Intermediate French or Spanish	4 cr.
CORE 201	Intro to Business and Entrepreneurship	3 cr.
PSCI 221	International Politics	4 cr.
PSCI 231	Classical Political Theory	4 cr.

Second Year, Spring Semester (16 cr.)

CORE Group A: Cultural Exposure		3-4 cr.
CORE Group C: The Arts		3-4 cr.
HSS 280	Methods & Statistics for Social Research	4 cr.
Political Science elective		4 cr.

Third Year, Fall Semester (15 cr.)

CORE 260	Humanities	3 cr.
CORE Group B:	Analytical Skills	3-4 cr.
PSCI 305 American Constitutional Law		4 cr.
Political Science Elective		4 cr.

Third Year, Spring Semester (16 cr.)

CORE 360	The World and Its Peoples	4 cr.
CORE Group D:	Social Science	3-4 cr.
Political Science Elective		4 cr.
General Electives		4 cr.

Fourth Year, Fall Semester (13cr.)

CORE E Group:	Social Science	3-4 cr.
Political Science Elective		4 cr.
General Electives		4 cr.
General Elective		1 cr.

Fourth Year, Spring Semester (12 cr.)

PSCI 442	Senior Seminar	4 cr.
General Electives		4 cr.
General Elective		4 cr.

Total hours required for graduation: 120 cr.

SUGGESTED PROGRAM PLAN FOR POLITICAL SCIENCE MAJORS (PLAN II—PUBLIC ADMINISTRATION)

First Year, Fall Semester (15 cr.)

CORE 100 New Student Orientation	1 cr.
CORE 150 Composition I	3 cr.
CORE 131 Mathematics	3 cr.
FREN or SPAN 101 Elem. French or Spanish I	4 cr.
PSCI 111 Introduction to Political Science	4 cr.

First Year, Spring Semester (17 cr.)

CORE 160 Composition II and Oral Communications	3 cr.
CORE 120 Critical Thinking	2 cr.
FREN or SPAN 102 Elem. French or Spanish II	4 cr.
PSCI 122 American Political Systems	4 cr.
General elective	4 cr.

Second Year, Fall Semester (15 cr.)

FREN or SPAN 200 Intermediate French or Spanish	4 cr.
CORE 201 Introduction to Business and Entrepreneurship	3 cr.
PSCI 130 Introduction to Public Administration	4 cr.
PSCI 205 Administrative Behavior	4 cr.

Second Year, Spring Semester (16 cr.)

CORE Group A: Cultural Exposure	3-4 cr.
CORE Group C: Arts	4 cr.
PSCI 212 Public Policy Analysis	4 cr.
PSCI 216 Public Personnel Administration	4 cr.

Third Year, Fall Semester (15 cr.)

CORE 260	Humanities	3 cr.
CORE Group D:	Science	3-4 cr.
CORE 360	The World and Its Peoples	4 cr.
SSCI 280	Meth. & Stat. For Social Research	4 cr.

Third Year, Spring Semester (16 cr.)

CORE Group B:	Analytical Skills	3-4 cr.
CORE 360	World and Its People	4 cr.
PSCI 314	Public Finance Administration	4 cr.
PSCI 342	Administrative Law and Behavior	4 cr.

Fourth Year, Fall Semester (12 cr.)

PSCI 310	Internship	4 cr.
General Electives		8 cr.

Fourth Year, Spring Semester 14 cr.

CORE Group E:	Social Science	3-4 cr.
General Electives		10 cr.

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

Group A *(Choose one of the following)*

ART 291	African-American Art
ART 292	African Art
ENG 275	African-American Literature
HIS 180	African History
HIS 270	African-American History
MUS 200	World Music
MUS 206	Crosscurrents in African and African-American Music

Group B *(Choose one of the following)*

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

Group C (*Choose one of the following)*

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

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

CORE 240	Natural Science or,
BIOL101, 101L	General Biology and General Biology Lab
CHEM 113, 103L	General Chemistry and Experiments in General Chemistry
PHYS 130,130L	University Physics and University Physics Lab

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

ECON 230	Principles of Microeconomics
ECON 240	Principles of Macroeconomics
HIS 160	United States History
PSCI 122	American Political Systems
PSY 180	General Psychology
SOC 100	Introduction to Sociology

Total hours required for graduation: 120 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 may result in lack of credit for the internship. If student elects a 12 hour internship, s/he will need 128 credit hours to graduate instead of the usual 120 credit hours.

Courses may be used interchangeably to fulfill the Political Science discipline electives requirement.

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.**

DEPARTMENT OF BEHAVIORAL SCIENCES AND EDUCATION
Dani A. Smith, Ph.D., Chair

FACULTY

Stephanie Bellard-Chase, Ph.D.
Richard Bowers, M.S.
Shirley Brown, Ph.D.
Lisa Currie, Ed.D.*
JaCenda Davidson, Ed.D.*
Joseph Fisher, M.S.*
Maryaltani Karpos, Ph.D.**
Jennifer C. Kasey, Psy.D.*
Karolyn Kilcrease, M.Ed.*
David W. McMillan, Ph.D.*
Patricia McNeil Cunningham, M.S.*
Sheila Peters, Ph.D.
Dani A. Smith, Ph.D.
James Sawyers, M. Ed.
Derek M. Smith, M.Ed.*
Michael Sullivan, Ph.D.*
Tanesha N. Stewart, M.Ed.*

* Adjunct Faculty ** Visiting Faculty from Vanderbilt

This section lists departmental offerings only; offerings by disciplines within the department are listed under discipline headings

SOCIAL SCIENCES (HSS)

HSS 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.**

HSS 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.

HSS 380A, MULTICULTURAL DIVERSITY, SOCIAL INEQUALITY, AND THE PURSUIT OF HEALTH IN GLOBAL PERSPECTIVE, 3 credits. In collaboration with Case Western Reserve University, the seminar will be conducted via live teleconference from Fisk to examine a broad range of issues – including gender, race, class, politics, and religion – of critical importance to physical and mental health in today's globalizing world. Students across institutions will be paired to work on collaborative research projects that will result in joint class presentations.

SOCIOLOGY
Shirley A. Brown, Ph.D., Coordinator

FACULTY

Shirley A. Brown, Ph.D.
MaryAltani Karpos, Ph.D.*
Dani A. Smith, Ph.D.

*Adjunct

The sociology discipline is dedicated to continuing its legacy of excellence in teaching and research as exemplified through the contributions of early and significant Fisk University sociologists such as W.E.B. Du Bois, George Edmund Haynes, and Charles S. Johnson. The discipline is committed to preparing its students for graduate or professional school and employment in a variety of professions. Thus, emphasis is placed on the understanding of sociological theory, competence in qualitative and quantitative methods, and the application of sociological knowledge in real world settings.

The program in sociology seeks to offer to the sociology major the knowledge and skills necessary for pursuing graduate studies and for careers in the professions such as law, medicine, business, teaching, research, government, urban planning and human services.

Sociology studies how human beings live in groups and in societies, and how they judge the meaning of their social lives. Sometimes sociologists begin with the individual and observe how the commitments of social factors bind them together in social relationships and result in the production of beliefs, values, and behaviors. At other times sociologists begin with cultural traditions, societies, and even entire civilizations, and study the different cultural designs, the social organizations, and the modes of consciousness according to which people both in conflict and in cooperation order their shared lives.

Sociology fosters reflective self-understanding in students through the appreciation of their own and others' underlying commitments. It also cultivates the ability of human beings to act competently in the various social worlds in which they live.

Majors in sociology will find it helpful to become closely acquainted with at least one other discipline in the humanities or the behavioral social sciences, such as history, English, economics, religion, or psychology. Joint majors and interdisciplinary studies are encouraged by the faculty in sociology.

By an emphasis on sociology's educative rather than training value, majors are enabled to serve in a broad range of endeavors, including law, social work, counseling, journalism, urban politics, medicine, government, human services, business, and teaching at the elementary school or college level.

For all students, regardless of major, the program seeks to offer opportunities for intellectual and imaginative growth gained through the study of global issues and the inquiry into the experience of African peoples in the Americas and elsewhere.

The sociology discipline's purpose is to:

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-national 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 solutions.

Learning Outcomes

Upon completion of the sociology major, the student will:

1. Demonstrate fundamental knowledge and comprehension of the major concepts relevant to social theory, research methods and the major substantive areas of sociology.
2. Design and conduct an empirical study and demonstrate proficiency in data analysis.
3. Identify the major theorists in sociology and demonstrate knowledge of their major contributions to the discipline of sociology.
4. Recognize diversity as an explanatory variable within and across societies.
5. 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:

HSS 280 Methods and Statistics for Social Research is normally taken in the sophomore year, with a prerequisite of CORE Mathematics, College Algebra or a higher level mathematics course.

Joint majors, combining sociology with another concentration, are encouraged by the Department of Behavioral Sciences and Education, and may be arranged according to the usual University regulations. The student who chooses to pursue a joint major in sociology and another discipline must complete the required courses in sociology (SOC 100, SOC 374, and SOC 499), at least three additional courses in sociology, and the required cognate course in social science (HSS 280). The joint major requires a minimum of 24 credits in sociology and the approved number of credits in the other major. The joint major will have an advisor from the faculty in sociology as well as from the other major.

SUGGESTED PROGRAM PLAN FOR SOCIOLOGY MAJORS

First Year, Fall Semester (15 cr.)		
CORE 100	New Student Orientation	1 cr.
CORE 150	Composition 1	3 cr.
CORE 131	Mathematics	3 cr.
FREN or SPAN 101	Elem. French or Spanish I	4 cr.
General Elective		4 cr.
First Year, Spring Semester (16 cr.)		
CORE 160	Composition II & Oral Communication	3 cr.
FREN or SPAN 102	Elem. French or Spanish II	4 cr.
SOC 100	Introduction to Sociology	4 cr.

CORE 120	Critical Thinking: Course: Application of the Paul/Elder Model	2 cr.
General Elective		3 cr.

Second Year, Fall Semester (15 cr.)

CORE 260	Humanities: Thought and Experience	3 cr.
FREN or SPAN 200	Intensive Intermediate French or Spanish	4 cr.
Sociology Elective		4 cr.
General Elective		4 cr.

Second Year, Spring Semester (15 cr.)

SSCI 280	Methods and Statistics for Social Research	4 cr.
CORE 201	Introduction to Business and Entrepreneurship	3 cr.
CORE (Group A)	Cultural Exposure (Select a course from Group A see Bulletin CORE Requirements)	3-4 cr.
Sociology elective		4 cr.

Third Year, Fall Semester (16 cr.)

CORE (Group B)	Analytical Skills (Select one course from Group B, see Bulletin CORE Requirements)	3-4 cr.
CORE (Group C)	The Arts (Select one course from Group C, see Bulletin CORE Requirements)	3-4 cr.
Sociology elective		4 cr.
General elective		4 cr.

Third Year, Spring Semester (16 cr.)

SOC 374	Social Theory	4 cr.
CORE (Group D)	Natural Science (Select one course from Group D, see Bulletin CORE Requirements)	4 cr.
Sociology Elective		4 cr.
General Elective		4 cr.

Fourth Year, Fall Semester (15 cr.)

SOC 499	Senior Seminar	4 cr.
CORE (Group E)	Social Science (Select one course from Group E, see Bulletin CORE Requirements	3-4 cr.
Sociology elective		4 cr.
General elective		3 cr.

Fourth Year, Spring Semester (12 cr.)

CORE 360	The World & Its Peoples	4 cr.
General Electives		8 cr.

Total hours required for graduation: 120 cr.

Group A *(Choose one of the following)*

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

HIS 270	African-American History
MUS 200	World Music
MUS 206	Crosscurrents in African and African-American Music

Group B *(Choose one of the following)*

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

Group C *(Choose one of the following)*

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

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

CORE 240	Natural Science or,
BIOL101, 101L	General Biology and General Biology Lab
CHEM 113, 103L	General Chemistry and Experiments in General Chemistry
PHYS 130,130L	University Physics and University Physics Lab

Group E (Choose one of the following)

ECON 230	Principles of Microeconomics
ECON 240	Principles of Macroeconomics
HIS 160	United States History
PSCI 122	American Political Systems
PSY 180	General Psychology
SOC 100	Introduction to Sociology

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 345, ENVIRONMENTAL JUSTICE, 4 credits. A systematic introduction to the field of environmental justice. Explores the impact of environmental stresses on specific populations' health and quality of life. Examines social, economic, and political factors associated with environmental impacts on disenfranchised communities of color. Specific topics to include: history of environmental justice, impact of environmental racism; race, class, gender and environmental exposure; the emergence of the environmental justice movement, framing environmental justice problems; the environmental justice framework, case studies in environmental justice, environmental concerns of Blacks, and environmental policies to address environmental inequalities. **Prerequisite: SOC 100 or permission of Instructor.**

SOC 347, SOCIAL MOVEMENTS AND SOCIAL CHANGE, 4 credits. 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 upgrading. **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.**

PSYCHOLOGY
Sheila R. Peters, Ph.D., Coordinator

FACULTY

Stephanie Bellard, Ph.D.
Leslie Collins, Ph.D.
Jason Curry, Ph.D.*
Jennifer C. Kasey, Psy.D.*
David W. McMillan, Ph.D.*
Sheila R. Peters, Ph.D.

*Adjunct or Visiting faculty

The psychology discipline seeks to develop graduates who are well prepared for graduate study or employment. The faculty perceives its responsibility as going beyond instruction, to challenge and to stimulate students, and to develop students' commitment to academic excellence, social responsibility, and professionalism. The ultimate aim is to facilitate acquisition of knowledge and experience on which students may build in order to make significant contributions to psychology as a profession and to assume leadership roles within their communities.

Psychology is a basic science of human behavior and mental processes. The goals of the psychology discipline are to:

1. Contribute to the understanding of humanity through scientific inquiry into the behavior of living organisms by means of a range of research methods;
2. Provide fundamental training for mental health practitioners or professionals and researchers in the field of human behavior and development;
3. Assist in preparing persons for professions requiring psychological background—such as teaching, the health sciences, social service, law, and ministry; and
4. Encourage the application of this knowledge to a variety of problems, such as those associated with minority status and personal, occupational, and social adjustment.

Learning Outcomes

Upon completion of the psychology major, the student will:

1. Identify and differentiate between the major systems and theories of psychology
2. Apply critical thinking skills in:
   a) quantitative/qualitative research and reasoning;
   b) information literacy (selection, use and interpretation of relevant scholarly research sources).
3. Draft career plans and assess these plans throughout their undergraduate experience.
4. Develop and demonstrate pre-professional skills through applied and experiential learning opportunities.

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

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 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:

HSS 280	Methods & Statistics for Social Research

A SUGGESTED SCHEDULE FOR B.A. PSYCHOLOGY MAJORS

First Year, Fall Semester (15 cr.)

CORE 100	New Student Orientation	1 cr.
CORE 131	Essential Mathematics for a Contemporary World	3 cr.
CORE 150	Composition I	3 cr.
PSY180	General Psychology	4 cr.
General Electives		4 cr.

First Year, Spring Semester (13 cr.)

CORE 160	Composition II and Oral Communication	3 cr.
CORE 120	Critical Thinking	2 cr.
PSYCH 262	Learning and Cognition	4 cr.
HSS280	Methods and Statistics for Social Research	4 cr.

Second Year, Fall Semester (15 cr.)

PSYCH 205 or PSYC 221		4 cr.
CORE 201	Introduction to Business and Entrepreneurship	3 cr.
General Electives		8 cr.

Second Year, Spring Semester (15 cr.)

PSYCH elective		4 cr.
GROUP A	Cultural Exposure: ART 291; 292; ENG 275; HIS 180, 270; MUS 200,206	4 cr.
CORE 260	Humanities	3 cr.
General Electives		4 cr.

Third Year, Fall Semester (16 cr.)

PSYCH 310	Quasi-experimental design	4 cr.
GROUP C	The Arts: CORE 220; MUS 207, 208,205: ART 207,208	4 cr.
Foreign Language 101		4 cr.
General Electives		4 cr.

Third year, spring semester (16 cr.)

General Electives		4 cr.
GROUP E	Social Science: Econ 230,240; HIS 160; PSCI 122; PSY 180	4 cr.
PSYCH 341	Social Psychology or .PSYCH 348 Abnormal Psychology	4 cr.
Foreign Language 102	4 cr.	

Fourth Year, Fall Semester (16 cr.)

PSYCH 481	Senior Seminar	4 cr.
General Electives		4 cr.

CORE 360	The World and Its Peoples	4 cr.
Foreign Language 200		4 cr.

Fourth Year, Spring Semester (14 cr.)

PSYCH elective	4 cr.	
General electives		10 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 Department of Behavioral Sciences and Education. Consultation with a faculty academic advisor is important for all majors so that the suggested program plan may be tailored to the student's particular needs and interests.

Joint majors combining psychology and another discipline may be arranged according to the usual University regulations. The student who chooses to pursue a joint major in psychology and another discipline is required to complete 24 credits in psychology courses, meeting requirements as specified in Groups I-IV above. The cognate required for the major (HSS 280, Methods & Statistics for Social Research) must also be completed. A faculty member from the psychology discipline will be assigned to cooperate with the student's other major faculty academic advisor in the construction and execution of an appropriate study plan.

PSYCHOLOGY (PSY)

PSY 180, GENERAL PSYCHOLOGY, 4 credits. The course provides a systematic study of the history, experiments, and theories regarding human behavior and the relation of this material to everyday life. The course emphasizes the methods and techniques employed in studying human behavior. **Required of all psychology majors.**

PSY 205, CHILD AND ADOLESCENT DEVELOPMENT, 4 credits. The course traces the origin and development of human behavior from birth to young adulthood. Cognitive, physical, and psychosocial development from infancy through adolescence is explored. The course 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 provides a study of the relationship between human physiology and human experiences such as hunger, sleep, sex, emotions, learning, memory, and perceptions. The course will emphasize the relationship of human experience to central nervous system activity, but will include study of the importance of hormones and genes in the control of behavior. **Prerequisite: PSY 180.**

PSY 221, INTRODUCTION TO PERSONALITY, 4 credits. This course introduces the major categories of theories that have influenced contemporary psychological thought. Surveys these theories in an integrated manner; attempts to show the relevance of each theory by discussion of its therapeutic and social application. Students are introduced to a common framework including the key issues in personality, which will facilitate comparisons among the various theories. **Prerequisite: PSY 180.**

PSY 224, PSYCHOLOGICAL ASSESSMENT, 4 credits. This course provides an introduction to the background and methodology of testing, test construction, and elementary measurement theory. A critical survey of the major types of tests of mental ability, achievement, specialized abilities, vocational interests, attitudes, and personality will be undertaken, including both group and individual tests. Consideration will be given to 1) planning, constructing, scoring, and evaluating tests; 2) using statistical procedures to evaluate tests and test results, as an aid to interpreting individual performance; 3) critical discussion of issues and problems in the use of tests; and 4) understanding the role of tests in making selection, placement, and classification decisions as they are used by psychologists as a part of the assessment process. **Prerequisites: PSY 180 and HSS 280.**

PSY 231, PSYCHOLOGY OF WOMEN & GENDER, 4 credits. The course will provide a survey and integration of the theoretical orientations and empirical research important to understanding women and their behavior, as well as the influences that affect them in contemporary society. An underlying perspective is that the behavior of women occurs in a biosocial context and can best be understood within that context. Emphasis will be placed on psychological literature, but will draw on important interdisciplinary writings as well. Intersections of gender, race, and class will be considered throughout. Topics covered will include myths and stereotypes about women in a historical context; biological and socio-cultural bases of female development and functioning; women, education, and work; women, mental health, and psychotherapy; women and relationships, including violence against women; and women and aging. **Prerequisite: PSY 180.**

PSY 256, ORGANIZATIONAL PSYCHOLOGY, 4 credits. This course explores psychological theories, principles, and research findings as they relate to the study and understanding of people in organizations. Topics include research methods, selection and training, leadership, motivation and productivity, job performance and satisfaction, and group and inter-group relations. **Prerequisite: PSY 180 or permission of Instructor.**

PSY 262, LEARNING & COGNITION, 4 credits. This is 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- RESEARCH EXPERIMENTAL 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 HSS 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. 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.**

TEACHER EDUCATION AND SPECIAL EDUCATION

Teacher Education Programs

FACULTY

Richard Bowers, M.S.
Lisa Currie, Ed.D.*
Joseph Fisher, M.S.*
Karolyn Kilcrease, M.Ed.*
Patricia McNeil Cunningham, M.S.*
James Sawyers, M.Ed.
Derek M. Smith, M.Ed.*
Tanesha N. Stewart, M.Ed.*

*adjunct and part-time faculty

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.

Learning Outcomes

Upon completion of the special education major, the student will:

1. Demonstrate knowledge and understanding of the primary concepts and ways of knowing individuals with mild and moderate disabilities.
2. Demonstrate knowledge and understanding of the implications of disability legislation and special education policies and procedures in supporting the educational needs of students with mild to moderate disabilities.
3. Demonstrate knowledge and understanding of universal and unique patterns of cognitive, social, emotional and physical learning.

4. Demonstrate knowledge and understanding of how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
5. Demonstrate knowledge and use of various instructional strategies to encourage development of critical thinking, problem solving and performance skills in individuals in grades K-12.

The specific functions of the Teacher 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 discipline Coordinator is responsible for the organization and administration of the programs. There are two program options: elementary teaching (grades K-6) and secondary teaching (grades 7-12. In addition, specialty areas include: Vocal/General Music K-12 and Instrumental Music K-12

Admission to Teacher Education

Requirements for admission to the Teacher Education Program include satisfactory progress toward completion of normal University degree requirements as outlined within this Bulletin, as well as:

- Submission of a separate application (obtained from the teacher education office and normally submitted by the end of the first semester of the sophomore year) to the teacher education Coordinator;
- Satisfactory progress towards completion of an academic major chosen from among those acceptable for the elementary or secondary education program selected;
- a minimum cumulative Fisk grade point average of 2.5 or better.
- acceptable scores on the Praxis I 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 or 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.
- Satisfactory completion of a comprehensive criminal background investigation .
- Submission of three faculty letters of recommendation;
- Completion of an essay;
- Interview with the Professional Education Committee.

Teacher Education Program admission decisions are made by the Teacher Education Committee following review of the student's qualifications and a personal interview.

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 GPA of 2.75 or better in all professional education coursework;
5. Exhibit professional growth characteristics essential to becoming an effective educator; and
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 follow.

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 English, history, business, mathematics, sociology, or Spanish. In addition to meeting all University and major field degree requirements, prospective elementary teachers should complete EDUC 400, Elementary Student Teaching, and the following 27-credit sequence of professional education courses and cognates:

EDUC 101	Elementary Health and Physical Activity
EDUC 248	Educational Psychology
EDUC 250	Fundamental Responsibilities of Teaching
EDUC 260	Theory and Practice of Teaching
EDUC 320-330	Elementary Curriculum and Methods I and II
EDUC 410	Elementary Education Seminar
MATH 200	Mathematics for Elementary Teachers
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, 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 discipline Coordinator, as well as, art faculty members. 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 discipline Coordinator, as well as, from a Faculty Academic Advisor in the major department. Fisk does not assume responsibility for errors that may arise from a student's failure to make proper use of the advice the University makes available for program planning.

Eligibility for student teaching is not automatic upon admission to the Teacher Education Program or upon completion of prerequisite coursework. Students must submit pass scores on all Praxis II examinations before they are admitted to Student Teaching. Documentation of Student teaching assignments are at the discretion of the discipline Coordinator. Except for EDUC 410 or 460, the Elementary or Secondary Education Seminar (taken concurrently with student teaching), all courses listed in the applicable professional studies sequence must be completed with a grade of "C" or better prior to placement in student teaching. Application for student teaching must be submitted by April 1 for fall semester student teaching, and by November 1 for spring student teaching. No other formal courses may be taken during the semester in which student teaching is done.

Academic expectations in Fisk's Teacher 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 discipline Coordinator for updated information. To avoid carrying excessive academic loads in certain semesters, some students may prefer to seek University approval to do certain coursework in summer school. Courses suggested for summer school include Spanish, General psychology, educational psychology, and child and adolescent psychology, except for students who are majoring in one of those disciplines. Other suggested summer school courses may include selected courses, which can be shown to be equivalent to those that are a part of Fisk's CORE Curriculum. All courses to be taken in summer must have the prior approval of the University.

SPECIAL EDUCATION 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 (37-42 semester hours) for a Bachelor of Science degree in special education. A total of 120 to 123 semester credit hours must be completed. Students must maintain a minimum cumulative grade point average of 2.7, and be admitted to the Teacher 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 Coordinator a copy of college transcript
- A minimum 2.7 cumulative grade point average
- Submission of a typed essay
- Submission of three faculty recommendations
- Completion of Educational Psychology (EDUC 248), & Theory and Practices of Teaching (EDUC 260).

Major Requirements Course Sequence:

SPED 210	Introduction to Special Education
or	
SPED 810	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 850	Technique and Strategies (Modified)
SPED 280	Practical Application of Special Education
SPED 360	Managing in Appropriate Classroom Behavior
SPED 400	Procedure for Teaching the Gifted
SPED 420	Integrated Technology in Special Education
SPED 480	Student Teaching of Exceptional Children

Professional Education CORE:

EDUC 100	Elementary Health and Physical Activity
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

Professional Education CORE (27 cr.)

EDUC 100	Elementary Health and Physical Activity	3 cr.
PSY 205	Child and Adolescent Development	4cr.
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 330	Elementary Curriculum Methods II	3 cr.
EDUC 410	Elementary Education Seminar I	3 cr.
MATH 200	Mathematics for Elementary Teachers	3 cr.

Exceptional Learning Major (36 cr.)

SPED 210	Introduction to Special Education	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 410	Assessment in Special Education	3 cr.
SPED 850	Technique and Strategies (Modified)	3 cr.
SPED 280	Practical Application of Special Education	3 cr.
SPED 360	Managing Inappropriate Classroom Behavior	3 cr.
SPED 400	Procedures for Teaching the Gifted	3 cr.
SPED 420	Integrating Technology in Special Education	3 cr.
SPED 480	Student Teaching of Exceptional Children	3 cr.
SPED 210	Introduction to Special Education	3 cr.

SUGGESTED PROGRAM PLAN FOR SPECIAL EDUCATION MAJORS

First Year, Fall Semester (15 cr.)

CORE 100	New Student Orientation	1 cr.
CORE 150	Composition I	3 cr.
CORE 131	Mathematics	3 cr.
FREN or SPAN 101	Elem. French or Spanish I	4 cr.
CORE (Group E)	PSY 180 General Psychology (Recommended, Prerequisite PSY 205)	4 cr.

First Year, Spring Semester (16 cr.)

CORE 160	Composition and Oral Communication	3 cr.
FREN or SPAN 102	Elem. French or Spanish II	4 cr.

CORE 120	Critical Thinking	2 cr.
EDUC 100	Elementary Health and Physical Activity	3 cr.
EDUC 250	Fundamental Responsibilities of Teaching	1 cr.
SPED 210	Introduction to Special Education	3 cr.

Second Year, Fall Semester (15cr.)

CORE (Group D)	Natural Science (Select one course, see Bulletin CORE Requirements)	4 cr.
FREN or SPAN 200	Intensive Intermediate French or Spanish	4 cr.
PSY 205	Child and Adolescent Psychology	4 cr.
SPED 270	Professional Aspects of Special Education	3 cr.

Second Year, Spring Semester (17 cr.)

CORE 260	Humanities	3 cr.
CORE (Group C)	The Arts (Select one course, see Bulletin CORE Requirements)	3-4 cr.
EDUC 248	Educational Psychology	4 cr.
SPED 280	Practical Applications of Special Education	3 cr.
SPED 360	Managing Inappropriate Class Behavior	3 cr.

Third Year, Fall Semester (16 cr.)

EDUC 260	Theories and Practice of Teaching	3 cr.
EDUC 320	Elementary Curriculum Methods I	3 cr.
CORE (Group A)	Cultural Exposure	3-4 cr.
CORE 201	Introduction to Business and Entrepreneurship	3 cr.
General Elective		3 cr.

Third Year, Spring Semester (16 cr.)

EDUC 330	Elementary Curriculum Methods II	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 Ed.	3 cr.
CORE (Group B)	Analytical Skills (Select one course, see Bulletin CORE Requirements)	3-4 cr.

Fourth Year, Fall Semester (13 cr.)

CORE 360	World and Its Peoples	4 cr.
SPED 311	Nature of the Learning Disabled Child	3 cr.
SPED 350	Techniques and Strategies (Modified)	3 cr.
General Elective		3 cr.

Fourth Year, Spring Semester (12 cr.)

EDUC 410	Elementary Education Seminar	3 cr.
SPED 480	Student Teaching Exceptional Children	9 cr.

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

Group A *(Choose one of the following)*

ART 291	African- American Art
ART 292	African Art
ENG 275	African-American Literature

HIS 180	African History
HIS 270	African-American History
MUS 200	World Music
MUS 206	Crosscurrents in African and African-American Music

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

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

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

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

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

CORE 240	Natural Science or,
BIOL101, 101L	General Biology and General Biology Lab
CHEM 113, 103L	General Chemistry and Experiments in General Chemistry
PHYS 130,130L	University Physics and University Physics Lab

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

ECON 230	Principles of Microeconomics
ECON 240	Principles of Macroeconomics
HIS 160	United States History
PSCI 122	American Political Systems
PSY 180	General Psychology
SOC 100	Introduction to Sociology

Total hours required for graduation: 120 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.

Learning Outcomes

Upon completion of the Teacher Education Program, the student will:

1. Demonstrate knowledge and understanding of the multicultural society in which they live along with their relationship and responsibility to such a society as teachers and lifelong learners.
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, learning including practical application of this knowledge to the teaching of all children.
4. Demonstrate instructional competencies and strategies acquired through a wide range of laboratory, clinical, and student teaching experiences.

Requirements of applicants for the Post-Baccalaureate Program at Fisk University include an evaluation of all official college/university transcripts in addition to the following criteria:

The applicants must:

- Possess a Bachelor's degree*;
- Have graduated from college with a minimum of 2.75 GPA
- Apply for 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.

* 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.

For licensure in elementary teaching (grades K-6), Fisk offers the following sequence of professional studies courses in education:

PSY 205	Child and Adolescent Development	4 cr.
EDUC 100	Elementary Health and Physical Activity	3 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 330	Elementary Curriculum Methods II	3 cr.
EDUC 410	Elementary Education Seminar I	3 cr.
MATH 200	Mathematics for Elementary Teachers	3 cr.

For licensure in secondary teaching (grades 7-12), Fisk offers a sequence of professional education courses

PSY 205	Child and Adolescent Development	4 cr.
EDUC 248	Educational Psychology	4 cr.

EDUC 260	Theory and Practice of Teaching	3 cr.
EDUC 250	Fundamental Responsibilities	1 cr.
EDUC 340	Secondary Curriculum Methods I	3 cr.
EDUC 350	Secondary Curriculum Methods II	3 cr.
EDUC 410	Secondary Education Seminar I	3 cr.

Licensure in Special Education Modified K-12, Fisk offers the following sequence of professional studies courses in education:

Major Requirements Course Sequence:

SPED 210	Introduction to Special Education	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 410	Assessment in Special Education	3 cr.
SPED 850	Technique Strategies (Modified)	3 cr.
SPED 280	Practical Application of Special Education	3 cr.
SPED 360	Managing Inappropriate Classroom Behavior	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.

Professional Education CORE:

EDUC 100	Elementary Health and Physical Activity	3 cr.
PSY 205	Child & Adolescent Psychology	4 cr.
EDUC 248	Educational Psychology	4 cr.
EDUC 250	Fundamental Responsibilities	1 cr.
EDUC 260	Theory and Practice of Teaching	3 cr.
EDUC 320	Elementary Curriculum and Methods I	3 cr.
EDUC 330	Elementary Curriculum and Methods II	3 cr.
EDUC 410	Elementary Education Seminar I	3 cr.

EDUCATION (EDUC)

EDUC 100, ELEMENTARY HEALTH AND PHYSICAL ACTIVITY, 3 credits. This course provides basic health knowledge and skills that will enable candidates to introduce and reinforce learning about healthy lifestyles and how to integrate wellness concepts and practices in other subject areas of the school curriculum. This course will also provide information and experiences that will enable candidates to know, understand and use physical activity to enhance and reinforce learning in all subject areas as well as coordinate with physical education specialists to support physical fitness knowledge and skill development for children.

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. P**rerequisites: 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. It will identify cognitive, behavioral, communication aspects, as well as, instructional approaches and teaching tactics. Provisions are 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. Passing scores on Praxis II required.**

SCHOOL OF NATURAL SCIENCE, MATHEMATICS AND BUSINESS
Lee Limbird, Ph.D., Dean

- Biology
- Chemistry
- Mathematics And Computer Science
- Nursing (BSN Discontinued Fall 2012)
- Physics
- Business Administration

The School of Natural Science, Mathematics and Business includes three departments: Life and Physical Sciences; Mathematics and Computer Science; and Business Administration, and hosts the partnership program in Nursing with Vanderbilt University School of Nursing. Major fields are available for the bachelor's degree in biology, chemistry, business administration, computer science, mathematics, and physics.

Programs leading to the Bachelor of Science or Bachelor of Arts degree are available in each academic discipline. Also, multidisciplinary programs leading to a baccalaureate degree are available.

Each of the major programs provides a broadly based, rich, and in-depth study of subject matter, designed to offer the student a variety of options upon completion of the program. These options include graduate study, employment with the public or private sector, entrepreneurial opportunities industry or government, and independent or associated research. In the case of each of the major programs, the student may elect a teaching career upon completion of the program. Many prepare for this work by taking the required professional education courses offered through Fisk's Teacher Education Program.

Undergraduate and graduate students have opportunities to participate in faculty-mentored research in the natural sciences, mathematics, computer science, and many aspects of business administration.

Fisk University also hosts M.A. programs (described in the Graduate Studies Bulletin) in biology, chemistry, and physics, and there are opportunities in all of these programs for students to apply for participation in the Fisk-Vanderbilt Masters to PhD Bridge Programs.

Partnership Programs

The school includes several interdisciplinary research centers/laboratories funded by the National Aeronautics and Space Administration (NASA), National Science Foundation (NSF) and the Department of Defense (DOD). One focus of the research funded in these centers is the development and characterization of new materials for use in sustainable energy and biomedical applications.

NATURAL SCIENCE AND MATHEMATICS: SCHOOL- WIDE COURSES

This section lists school-wide offerings that are intrinsically interdisciplinary only; offerings of individual disciplines within the School of Natural Science, Mathematics and Business are below.

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 Dean.**

NSCI 360, STATISTICS, 4 credits. An introduction to probability and statistical inference in an interdisciplinary setting. Lit 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 discussion each week. Explores the nature and relationship of those chemical compounds commonly found in living cells. Includes basic aspects of protein (including enzyme kinetics), complex carbohydrate, lipid and nucleic acid structure and function. **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.

NSCI 390: ENERGY AND FUELS, 4 credits. This interdisciplinary course covers energy technologies, resources, economics, environmental impacts, and public policies, with an emphasis on renewable energy and energy efficiency for the power, transport, and building sectors. Comparative assessments among clean energy technologies and conventional fossil fuel technologies lead to analysis of policy options at local, national, and international levels. Participants will receive background information and publications, as well as hands-on training on these topics. The course will meet for three hours of lectures and one three-hour laboratory per week to conduct experiments and generate lab reports.

DEPARTMENT OF LIFE AND PHYSICAL SCIENCES
Steven H. Morgan, Ph.D., Chair

BIOLOGY
Phyllis Freeman, Ph.D.,# Coordinator

FACULTY

Phyllis Freeman, Ph.D.
Minu Chaudhuri, Ph.D.*
Hugh Fentress, Ph.D.
Justus O. Ike, Ph.D.
Patricia A. McCarroll, M.S.

Brian Nelms, Ph.D.
Donna Webb, Ph.D. **

#On leave AY 2013-2014 *adjunct and/or part-time faculty **Visiting Faculty from Vanderbilt University

Fisk's Biology faculty offers both graduate and undergraduate programs and has active research programs in developmental biology, molecular biology, microbiology, neuroscience and neuropharmacology. Undergraduate students have opportunities to work with on faculty mentored research projects, and Masters students engage in thesis research as part of their degree program. Many students present papers at regional and national scientific meetings.

At the undergraduate level, students may elect to study biology as a basic science interest or because the life sciences offer a basis for careers in biomedical research, teaching, medicine, dentistry - and even in such fields as science writing and public affairs. Students planning to major in biology are encouraged to consult with a member of the biology faculty during their first year at Fisk.

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

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 — that through their activities contribute to the welfare and development of society.

Learning Outcomes

Upon completion of required and elective biology undergraduate major courses, the student will:

1. Explain the scope of life sciences including various aspects of basic and biomedical research.
2. Demonstrate knowledge of key principles and theories of biology.
3. Demonstrate laboratory skills development exemplary of required biological science training and interactive learning experiences.
4. Apply principles and theories of biology to real life problems.

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

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

BIOL101, 101L	General Biology I Lecture and Lab
BIOL 102, 102L	General Biology II Lecture and Lab
BIOL 221, 221L	Human Anatomy & Physiology I Lecture and Lab
BIOL 222, 222L	Human Anatomy and Physiology II Lecture and Lab
BIOL 350, 350L	Genetic Principles Lecture and Lab
BIOL 360, 360L	Molecular Cell Biology Lecture and Lab
BIOL 497	Senior Seminar I
BIOL 498	Senior Seminar II

Four to eight additional elective credits in biology are required. These courses should be chosen in consultation with a biology faculty academic advisor from the advanced undergraduate courses listed below.

BIOL 313, 313L	Molecular Plant Physiology Lecture and Lab
BIOL 242, 242L	Environmental Biology Lecture and Lab
BIOL 420, 420L	Introduction to Neurobiological Systems Lecture and Lab

BIOL 256-256L	Essential Developmental Biology Lecture and Lab
BIOL 270-270L	Microbiology Lecture and Lab
BIOL 390	Special Problems (Research)
BIOL 390H	Special Problems (Honors):Alternating Years: Pharmacology: Chem. and Mech. of Drug Action
BIOL 410, 410L	Experimental Molecular Biology and Recombinant DNA, Lecture and Lab
NSCI 290, 290H	Undergraduate Research
NSCI 361, 361L	Biochemistry I Lecture and Lab*
CHEM 582D	Pharmacology: Chemistry and Mechanism of Drug Action

*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	Genera Physics II Lecture and Lab
PSY 180	General Psychology
MATH 120	Calculus 1

3. Mathematics requirement—4 credits.

In lieu of the CORE mathematics course (CORE 131), biology majors take MATH 120 (or higher level), and prerequisites as indicated by placement test results. Most graduate and professional schools require a minimum of two semesters of college level mathematics and/or statistics.

SUGGESTED PROGRAM PLAN FOR BIOLOGY MAJORS—B.A./B.S. DEGREE
(Recommendations for B.S. noted in parentheses where different)

First Year, Fall Semester (16 cr.)

CORE 150	Composition I	3 cr.
CORE 100	New Student Orientation	1 cr.
Modern Foreign Language (101)**		4 cr.
General Biology I Lecture and Lab*		3/1 cr.
Math 101	College Algebra++	4 cr.

First Year, Spring Semester (17 cr.)

CORE 160	Composition II / Oral Communication	3 cr.
CORE 120	Critical Thinking	2 cr.
Modern Foreign Language (102)**		4 cr.
General Biology II Lecture and Lab		3/1 cr.
Math 110	Pre-Calculus++	4 cr.

Second Year, Fall Semester (17 cr.)

Math 120 Calculus+	4 cr.
Modern Foreign Language (200)**	4 cr.
Anatomy and Physiology I Lecture and Lab	3/1 cr.
General Chemistry I Lecture and Lab*	3/1 cr.
General Chemistry I-Supplemental Instruction	1 cr.

Second Year, Spring Semester (17 cr.)

CORE 201 Intro. to Business & Entrepreneurship	3 cr.
General Elective	4 cr.
Anatomy and Physiology II Lecture and Lab	3/1 cr.
General Chemistry II Lecture and Lab	3/1 cr.
General Chemistry II-Supplemental Instruction	1 cr.
Sophomore Seminar in Biology	1 cr.

Third Year, Fall Semester (15 cr.

Group A: Cultural Exposure.	4 cr.
ART 291; 292; ENG 275; HIS 180, 270	
MUS 200,206 .	
Organic Chemistry I Lecture and Lab	3/1 cr.
Physics I Lecture and Lab	3/1 cr.
CORE 260 Humanities	3 cr.

Third Year, Spring Semester (16 cr.)

Group C: The Arts	4 cr.
CORE 220; MUS 207, 208,205: ART 207,208	
Organic Chemistry II Lecture and Lab	3/1 cr.
Physics II Lecture and Lab	3/1 cr.
General Elective	4 cr.

Fourth Year, Fall Semester (13 cr.)

Molecular Cell Biology Lecture and Lab	3/1 cr.
Biology Elective Lecture and Lab	3/1 cr.
Senior Seminar I	1 cr.
Group E: Social Science: PSY 180	4 cr.

Fourth Year, Spring Semester (10.5 cr.)

Genetics Lecture and Lab	3/1 cr.
Biology Elective Lecture and Lab	3/1 cr.
CORE 360 The World and Its Peoples	4 cr.

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

Total: 123 Credit Hours. This value may be adjusted by 3 credit hours IF the general elective(s) selected by the student is (are) not valued at 4 credit hours.

+ Group B- Analytical Skills: Math 120

*Group D- Science: BIOL101/101L and CHEM 113/103L

**Foreign language: (0-12 credits)—dependent upon the foreign language placement scores. Note that students demonstrating proficiency beyond the beginner level (101) are required to take a general university elective in order to meet the 120 hours required for graduation.

++CORE Math requirement—fulfilled typically through Math 101 or Math 110. Note that students demonstrating proficiency beyond the beginner level (MA101) are required to take a general university elective in order to meet the 120 hours required for graduation.

Note: The Biology Proficiency, Exit, and Computer Proficiency Examinations are university requirements.

*If the student begins with MATH 120, 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)

BIOL101, 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.

BIOL101L, 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 BIOL101. Topics to be considered are the molecular basis of inheritance; protein synthesis; origin and evolution of life forms; and structure, function and reproduction of prokaryotes and eukaryotes. Studies will also include anatomy and physiology, reproduction, development, nutrition, control systems and evolution of selected invertebrate and plant life forms. **Prerequisite: Grade of C or better in BIOL101 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 BIOL101 and 101L.**

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 BIOL101, 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 BIOL101, 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 BIOL101, 101L or permission of the Instructor. Offered in Alternate Years.**

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 BIOL101, 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, 3 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, 1 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) 3 credits—lecture and 1 credit 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 BIOL101, 101L, CHEM 203, 233 or concurrent enrollment in the latter/ permission of the Instructor.**

BIOL 356, 356L, ESSENTIAL DEVELOPMENTAL BIOLOGY How single cells evolve to complex tissues and organ systems throughout the animal kingdom. **Prerequisites: Biology111 and either BIOL 360 or BIOL 410**

BIOL 360, 360L, MOLECULAR CELL BIOLOGY (formerly BIOL 343, 343L, 344, 344L) 3 credits—lecture and 1 credit 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 Discipline Coordinator.**

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 Discipline Coordinator.**

BIOL 410, 410L MOLECULAR METHODS (previously: Biotechnology), 3 Credits Lecture and 1 Credit Lab. This course introduces students to the principles and methodology used in DNA and RNA isolation, characterization, mutation, and manipulation, as well as the fundamentals of molecular cloning and propagation. This is a laboratory-intensive course that emphasizes the value of critical thinking and analytical reasoning required for experimental design and data interpretation. **Prerequisites: BIOL 313, 313L or NSCI 361, 361L, or permission of Instructor.**

BIOL 420, 420L. INTRODUCTION TO NEUROBIOLOGY, 3 Credits Lecture and 1 Credit Lab This course serves as an introduction to electrical signaling and synaptic transmission in the central and peripheral nervous system, overview of neuro-anatomy, and exploration of the systems for perception of pain, movement, and vision. **Prerequisites: BIOL 221, BIOL 222 (preferred), or permission of the Instructor.**

BIOL 440, 440L, ESSENTIAL DEVELOPMENTAL BIOLOGY, 3 Credits Lecture and 1 Credit Lab This course studies how single cells evolve to complex tissues and organ systems throughout the animal kingdom. **Prerequisites: BIOL 101 and either BIOL 360 or BIOL 410 or permission of the Instructor.**

BIOL 450, 450L. BRAIN, BEHAVIOR, AND NEUROPHARMACOLOGY, 3 Credits Lecture and 1 Credit Lab. This course examines the structure and anatomical organization of the central nervous system, the diseases and conditions that arise when the brain is altered, and the methods and drugs used to treat them. **Prerequisites: BIO 420/420L or permission of the 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
Robert C Wingfield , JR., Ph.D., Coordinator

FACULTY

Natalie Arnett, Ph.D.
Maurice Gayle, M.A.*, Laboratory Coordinator
Princilla Evans Morris, Ph.D.* **
Lee E Limbird, Ph.D.
Robert C. Wingfield, Jr., Ph.D.

*adjunct and part-time faculty **Administrative Leave

Chemistry is important, both as an area in liberal education and as a professional field. Fisk's chemistry program is on the approved list of the American Chemical Society (ACS). Its faculty members are active in research in different areas of chemistry, especially in biomedical, computational, and environmental research. Students often collaborate in these projects.

The chemistry discipline offers both undergraduate and graduate programs. The undergraduate offerings are designed to serve three types of students: those who intend to pursue chemistry as a profession or to do graduate work in chemistry; those who need training in chemistry as part of their preparation for professional fields such as medicine, dentistry, nursing, and secondary school teaching; and those who wish a knowledge of chemistry as part of a liberal education. Students intending to major in chemistry should consult with a member of the chemistry faculty regarding a program of study.

Chemistry has the following goals:

1. To provide a challenging curriculum with effective methods for teachers to teach and students to learn chemistry.
2. To prepare students for graduate study, professional training or careers in industry, education and government through study and research.

Learning Outcomes

Upon completion of the chemistry major, the student will:

1. Demonstrate knowledge of CORE principles and theories of chemistry.
2. Integrate the use of chemistry with other sciences and apply knowledge, theory, technology and instrumentation of chemistry to solve real life problems.
3. Demonstrate knowledge and practice of technical and safety skills in the laboratory.
4. Demonstrate oral and written communication skills relevant to chemistry research.

Departmental honors in chemistry are awarded to exceptional graduating seniors. In addition to Fisk University's requirement for a minimum cumulative grade-point average of 3.3 in chemistry courses, chemistry majors must also have participated in senior research in CHEM 355 and/or 356 and must be examined on an honors thesis based on this research.

Chemistry major programs are designed to meet American Chemical Society standards, which do not permit reduced credit hours in chemistry. Consequently, the chemistry discipline does not enter into joint major agreements with other disciplines.

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

1. Courses in chemistry—at least 39 credits (for the B.A. degree), or 42 to 45 (for the B.S. degree), including the following (with variations as authorized by the department):

CHEM 113 & 103	General Chemistry I (and Lab)
CHEM 114 & 104	General Chemistry II (and Lab)
CHEM 233 & 203L	Organic Chemistry I (and Lab)
CHEM 234 & 206L	Organic Chemistry II (and Organic/Analytical Chemistry Lab)
CHEM 316	Inorganic Chemistry (required for ACS curriculum)
CHEM 341-342	Physical Chemistry I & II and Labs I&II
CHEM 470 & 470L	Analytical Chemistry and Lab
NSCI 361	Biochemistry I (required for ACS accreditation)
NSCI 361 L	Biochemistry Lab I (required for ACS accreditation)
*CHEM 501, 502	Chemistry Colloquium I and II

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

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 faculty.

3. **Mathematics requirement—In lieu of CORE mathematics course (CORE 131), chemistry majors meet the mathematics requirement by means of the cognate coursework in mathematics described above.**

4. **Chemistry majors are advised to include, among their general elective coursework, additional study in mathematics and computer science.**

SUGGESTED PROGRAM PLAN FOR CHEMISTRY MAJORS—B.A./B.S. DEGREE
(Recommendations for B.S. noted in parentheses where different)

First Year, Fall Semester (16 cr.)

CORE 100	New Student Orientation	1 cr.
CORE 150	Composition I	3 cr.
CHEM 113	General Chemistry I	3 cr.
CHEM 103	General Chemistry Lab I	1 cr.
MATH 120	Calculus I	4 cr.
LANG 101	Elementary Foreign Language	4 cr.

First Year, Spring Semester (17 cr.)

CORE 120	Critical Thinking	2 cr.
CORE 160	Composition II & Oral Communication	3 cr.
CHEM 114	General Chemistry II	3 cr.
CHEM 104	General Chemistry Lab II	1 cr.
MATH 130	Calculus II	4 cr.
LANG 102	Elementary Foreign Language	4 cr.

Second Year, Fall Semester (15-16 cr.)

CORE E	Social Science Elective	3-4 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.
LANG 200	Intermediate Foreign Language	4 cr.

Second Year, Spring Semester (16-17 cr.)

CORE 260	Humanities: Thought and Experience	4 cr.
CHEM 234	Organic Chemistry II	3 cr.
CHEM 206	Analytical/Organic Chemistry Lab	2 cr.
CORE A	Cultural Exposure	3-4 cr.
PHYS 140	University Physics II	3 cr.
PHYS 140L	Experiments in General Physics II/Lab	1 cr.

Third Year, Fall Semester (17 cr.)

CORE C	The Creative Arts	3 cr.
CHEM 341	Physical Chemistry I and Lab I	4 cr.
CORE 201	Introduction to Business & Entrepreneurship	3 cr.
*MATH COG.	An approved cognate course in mathematics or related subject	4 cr.
GELEC General Elective		3 cr.

*Satisfies CORE B

Third Year, Spring Semester (15 cr.)

CORE D	Natural Science Elective(s) or General Elective	4 cr.
CHEM 342	Physical Chemistry II and Lab II	4 cr.
CORE 360	The World and Its Peoples	4 cr.
CHEM 356	Junior/Senior Research or Chem Elective	3 cr.

Fourth Year, Fall Semester (14.5 cr.)

CHEM 470& 470L	Analytical Chemistry & Lab	4 cr.
CHEM 501	Chemistry Colloquium	0.5 cr.
NSCI 361	Biochemistry Lecture I	3 cr.
NSCI 361L	Biochemistry Laboratory I	1 cr.
CHEM or GELEC	General electives (or additional chemistry electives, for students in B.S. degree program)	6 cr.

Fourth Year, Spring Semester (10.5 cr.)

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

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

Group A (*Choose one of the following)*

ART 291	African- American Art
ART 292	African Art
ENG 275	African-American Literature
HIS 180	African History
HIS 270	African-American History
MUS 200	World Music
MUS 206	Crosscurrents in African and African-American Music

Group B *(Choose one of the following)*

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

Group C *(Choose one of the following)*

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

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

CORE 240	Natural Science or,
BIOL101, 101L	General Biology and General Biology Lab
CHEM 113, 103L	General Chemistry and Experiments in General Chemistry
PHYS 130,130L	University Physics and University Physics Lab

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

ECON 230	Principles of Microeconomics
ECON 240	Principles of Macroeconomics
HIS 160	United States History
PSCI 122	American Political Systems
PSY 180	General Psychology
SOC 100	Introduction to Sociology

Total hours required for graduation (B.A. and B.S.) : 121-123 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 experiments will include multi-step preparation of compounds utilizing a variety of reactions including oxidation, reduction, Friedel-Crafts, Grignard, and Diels-Alder. Chromatographic and spectrometric analysis will be utilized. 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 multi-step preparations of compounds utilizing multiple types of reactions including oxidation, reduction, Friedel- Crafts, Grignard, and Diels-Alder reactions. There is frequent utilization of chromatographic separations and spectrometric methods of analysis. Volumetric and gravimetric methods are utilized for quantitative analysis of unknown samples for such ions as chloride, sulfate, and oxalate. Concepts of error analysis and data treatment in chemical analysis are presented. This course is primarily for chemistry majors, who take this course in lieu of CHEM 204, concurrently with CHEM 234. **Prerequisites: CHEM 233 and 203.**

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 as well as electrophilic addition to alkenes and alkynes. Study of structural, geometric and optical isomerism, as well as principles of spectroscopy.

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 four hours of laboratory work each week. Recent theoretical advances and laboratory exercises are utilized to discuss topics, which include inorganic synthesis, bonding, spectra, 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 thermochemistry, 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 macromolecular systems, the kinetics of chemical reactions and quantum mechanics.

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. Junior or 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 hours of lecture and five hours of laboratory. Offers integrated lecture and laboratory instruction in theory and applications of complex acid-base, precipitation, redox, and complexometric equilibria and titrations. Provides instruction in theory and instrumental laboratory applications of potentiometric, coulometric, chromatographic and spectroscopic analysis.

CHEM 501-502, one half credit each semester. Required of all senior and graduate chemistry majors. This is a capstone course for the chemistry curriculum. Weekly technical presentations and discussion of various chemical topics by faculty, students and invited guests. Student presentations are graded using an established rubric. Successful completion of course for seniors requires satisfactory performance on national standardized major field test in chemistry.

CHEM 582 (582 A-D-Special Topics). Based on student interest, courses in Special Topics have included:

Computational chemistry;
Biofuels;
Pharmacology: The chemistry and mechanism of drug action (582D);
Polymer chemistry; and
Environmental Chemistry.

PHYSICS
Steven H. Morgan, Ph.D., Coordinator

FACULTY

Arnold Burger, Ph.D.
Warren Eugene Collins, Ph.D.
Steven H. Morgan, Ph.D.
Richard Mu, Ph.D.
George Neely, Ph.D.**
Bryan Kent Wallace, M.A., Director of Physics Laboratory *
Michael Watson, Ph.D.

*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 physics discipline seeks to provide the necessary physics experiences via formal coursework, laboratory training, and research to give students the requisite skills of a well-educated liberal arts major. The program articulates the mission of the University through emphasis on physics and related scientific areas. Specific goals of the discipline are to:

1. Provide activities and courses of instruction in physics and related areas to meet the mission and needs of the general University and the School of Natural Science, Mathematics, and Business.
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.

Learning Outcomes

Upon completion of the physics major, the student will:

1. Demonstrate knowledge of CORE elements, laws, principles and theories of physics.
2. Relate the importance and apply knowledge of physics to other academic disciplines.
3. Demonstrate critical thinking, research skills as well as oral and written communication skills relevant to the field of physics.
4. Demonstrate preparation for graduate study or employment in a physics related profession.

Fisk's physics discipline conducts an active research program in such areas as laser spectroscopy, crystal growth and glass science, detector physics, computational astrophysics and astronomy and surface physics. For a number of years, Fisk has conducted specialized research on behalf of federal agencies such as the National Aeronautics and Space Administration (NASA), the National Science Foundation (NSF), the Department of Energy (DOE), and for private industry. With its Center for Physics and Chemistry of Materials, Fisk is among the very few undergraduate institutions at which the NSF has chosen to establish a Center of Excellence. Graduate and undergraduate students have opportunities to become involved in the research efforts of faculty members, and a number have collaborated with their professors in publishing research results or presenting them at professional meetings.

The undergraduate offerings in physics meet a variety of student needs. Some students seek the B.A. degree with a major in physics; others seek the B.S. degree; still others pursue joint majors combining physics with

another discipline. 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 in a science major from Fisk plus a bachelor's degree in engineering from Vanderbilt. 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 discipline, 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	Physics Seminar
PHYS 130/130L	University Physics I and Experiments in General Physics
PHYS 140/140L	University Physics II and Experiments in General Physics II
PHYS 340	Methods in Theoretical Physics
PHYS 341	Theoretical Mechanics
PHYS 351	Intermediate Electricity and Magnetism

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—16 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 131 and 132, 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 to 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	1 cr.
MATH 110	Pre-calculus	4 cr.
CORE 150	Composition I	3 cr.
*CHEM 113/103	General Chemistry I/Experiments I	4 cr.
General Elective		4 cr.
PHYS 110	Seminar	0 cr.

*Satisfies ½ of CORE D

First Year, Spring Semester (17 cr.)

*PHYS 130/130L	University Physics I/Experiments I	4 cr.
**MATH 120	Calculus I	4 cr.
CORE 160	Composition II and Oral Communication	3 cr.
CORE 120	Critical Thinking	2 cr.
CHEM 114/104	General Chemistry II/Experiments II	4 cr.

*Satisfies ½ of CORE D
**Satisfies CORE B

Second Year, Fall Semester (15 cr.)

PHYS 140/140L	University Physics II/Experiments II	4 cr.
MATH 130	Calculus II	4 cr.
CORE 201	Introduction to Business and Entrepreneurship	3 cr.
CSCI 110	Intro to Computer Science I (& Lab)	4 cr.

Second Year, Spring Semester (12-14 cr.)

PHYS 340	Methods in Theoretical Physics	3 cr.
MATH 210	Calculus III	4 cr.
GROUP A	Cultural Exposure: ART 291; 292; ENG 275; HIS 180, 270; MUS 200, 206	2-4 cr.
CORE 260	Humanities	3 cr.

Third Year, Fall Semester (12-14 cr.)

PHYS 341	Theoretical Mechanics	3 cr.
PHYS 351	Intermediate Electricity and Magnetism	3 cr.
GROUP C	The Arts: CORE 220; MUS 207, 208,205: ART 207,208	2-4 cr.
Foreign Language 101		4 cr.

Third year, spring semester (15-16 cr.)

PHYS electives		4 cr.
General electives		4 cr.
GROUP E	Social Science: Econ 230,240; HIS 160; PSCI 122; PSY 180; SOC 100	3-4 cr.
Foreign Language 102		4 cr.

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

Physics elective		3 cr.
General electives		3-7 cr.

CORE 360	The World and Its Peoples	4 cr.
Foreign Language 200		4 cr.

Fourth Year, Spring Semester (15 cr.)

Physics electives	6 cr.
General electives	9 cr.

Total hours required for graduation: 120 credit hours.

Further information on the suggested program plan for physics majors (B.A. or B.S. degree) can be obtained by contacting the physics discipline Coordinator or checking the physics web pages.

The suggested program depends on student preparation and on the concentration that the student elects: astrophysics and space science, biophysics, chemical physics, applied physics, mathematical physics, engineering physics, premedical physics, and physics-materials science option.

PHYSICS (PHYS)

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. Offered in alternate years.

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. Offered based on student interest.**

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. Offered alternate years.**

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. **Prerequisites: PHYS 330 or consent of Instructor.**

PHYS 441, SOLID STATE PHYSICS, 3 credits. An introduction to the modern theory and experimental methods used in understanding the properties of solids. P**rerequisites: PHYS 130, 130L, 140, 140L; and MATH 210. Offered alternate years.**

PHYS 452, QUANTUM MECHANICS, 3 credits. Development of the Schrodinger theory to include operator formalism and perturbation theory. **Prerequisites: PHYS 341, 351. Offered alternate years.**

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. Offered alternate years.**

DUAL DEGREE PROGRAMS IN SCIENCE AND ENGINEERING (3+2) PROGRAM
http://www.fisk.edu/Academics/PreProfessionalProgram/Pre-engineering.aspx

Arnold Burger, Ph.D., Fisk Coordinator

The Dual Degree Program allows a student to earn a baccalaureate degree in a science major (biology, chemistry, mathematics, computer science and physics) from Fisk plus a baccalaureate degree in biomedical engineering, chemical engineering, civil engineering, computer engineering, computer science, electrical engineering or mechanical engineering from Vanderbilt University, the University of Tennessee at Knoxville or Case Western University. This is a five-year program, with the first three years spent in residence at Fisk and the last two years spent living on the Vanderbilt campus. This requires special attention to the sequence of courses taken at Fisk, so contact with the Fisk Dual Degree Program advisor should be made as soon as possible.

Overall Requirements and Conditions

As soon as possible during the freshman year, the student should obtain the "Declaration of Intention to Pursue a Dual-Degree" form from the Dual Degree Program Advisor. This should be completed and returned so that the Advisor can inform the student of the program requirements. Note that completion of this form does not mean that the student is admitted to the program. Formal admission to the program occurs only when the student has completed the work necessary to begin taking courses in the partnering Engineering School.

Continuation in the program requires successful academic progress. A minimum of 90 hours of Fisk courses are required, including :

- Major courses (approx. 30-39 hours, depending on the major)
- CORE curriculum courses
- Electives and major cognate courses

The student must major in one of the natural sciences, mathematics, or computer science at Fisk. Usually the Fisk major will be determined by the desired engineering major field at the partnering institution. The Dual Degree Program advisor should be consulted on this. A more detailed description of appropriate pre-engineering preparation is available in this Bulletin.

Fisk-Vanderbilt Dual Degree Program

The student must satisfy the degree requirements for the Vanderbilt degree, including a minimum of 60 hours of Vanderbilt courses.

- Major courses (approximately 40 hours)
- Program electives and cognate courses (approximately 20 hours)

The student will be informed of the specific science, mathematics and computer science courses that he/she must complete at Fisk before he/she can transfer to Vanderbilt University. These courses may vary depending upon the student's major. The program is designed for the student to take all of his 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. Information about Vanderbilt engineering programs can be found at the Vanderbilt School of Engineering website.

By January 15 of the second semester of the junior year, the student should fill out the proper forms to transfer to Vanderbilt University. The student will have all of his 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 that of a Dual Degree Program applicant.
- The student has to have a Fisk University transcript sent to Vanderbilt University.

Once this has been done and if the student has a 3.5 GPA or higher at Fisk and Vanderbilt, both overall and in math and science, the Vanderbilt Dual Degree Coordinator will recommend to the Vanderbilt Admissions Office the admission of the student and Vanderbilt will provide the student with information on his/her housing contract.

Application Procedure

- In October or November of the fall of the third year, students should make formal application to the Vanderbilt Office of Undergraduate Admissions as a special case (three-two student) of the transfer application process.
- Before initiating the application process, the student should make sure that the 3-2 liaisons at Fisk and at Vanderbilt (currently Senior Associate Dean Arthur Overholser) can certify them as having met the requirements of our dual-degree contract (B average, proper pre-engineering courses, and the recommendation of the home institution). The Fisk liaison should communicate his/her recommendation to Dean Overholser and to the Vanderbilt Office of Undergraduate Admissions.
- Contact with Vanderbilt Undergraduate Admissions should be made through the Director of Recruitment and Admission John O. Gaines (john.o.gaines@vanderbilt.edu). Please make sure that the Vanderbilt admissions office understands that you are a 3-2 transfer applicant.
- Application for need-based financial aid, if appropriate, should be made as part of the application process through Admissions. Merit (honor) aid is not available.
- Admission will initiate arrangements with our immigration officers (if appropriate) and housing (if needed). We cannot guarantee housing for transfer students, but we can help them.

After Admission to Vanderbilt

While a Vanderbilt student, all of the student's financial matters will be handled through Vanderbilt University. The student will pay tuition at Vanderbilt. The student must keep in mind that all bills must be paid at Vanderbilt each semester before he or she will be allowed to continue the following semester. The student will be responsible for making sure that each university has all the required information on them in order to graduate. The most important requirement is that the student must transfer his/her Vanderbilt transcript to Fisk the last semester before graduation. This is necessary so that Fisk can substitute major courses taken at Vanderbilt for the rest of the program electives and cognates needed to meet the graduation requirements from Fisk.

Additional information about the Vanderbilt Engineering Programs can be found at the Vanderbilt School of Engineering website: http://engineering.vanderbilt.edu.

Fisk/University of Tennessee - Knoxville Dual Degree Program

This is a five-year program, with the first three years spent in residence at Fisk and the last two years spent living on the UT-Knoxville campus (UT-K)..

Requirements: To be eligible for the program, students must meet the general entrance requirement of UT's College of Engineering (see http://www.engr.utk.edu/futurestudents/admission.html) and be recommended by Fisk. Fisk students transferring to UT-K must meet the minimum requirements stated below to be considered for admission to a major within the UT College of Engineering. These minimum standards for consideration do

not guarantee being admitted to the major. The final admission decision for the major resides with the department head or designee.

- Must have earned a minimum 2.8 cumulative average and a C or better in each of these specific courses: CORE 150-English Composition I, CHEM113 + 103L – General Chemistry I, and MATH 120– Calculus I (and subsequent courses in the three sequences, if taken).
- If the student has completed any physics course, he/she must have earned a grade of C or better.
- The overall record will be evaluated for quality and seriousness of purpose. An excessive number of withdrawals, incompletes, repeated courses, or failures may result in denial.

By January 15 of the second semester of the junior year, the student should fill out the proper papers to transfer to University of Tennessee, Knoxville. The student will have all of his or her financial affairs handled by University of Tennessee, Knoxville. This means:

The student should have his/her FAFSA information form and PROFILE data sent to University of Tennessee, Knoxville. The student will have to get a transfer application from the Office of Undergraduate Admissions from University of Tennessee, Knoxville and make sure that it is marked as a Fisk/UT-K Dual Degree Program applicant's. The student has to have a Fisk University transcript sent to University of Tennessee, Knoxville.

After Admission to UT-K College of Engineering

While a UT-K student, all of the student's financial matters will be handled through UT-K. The student will pay tuition at UT-K. The student must keep in mind that all bills must be paid at UT-K each semester before he or she will be allowed to continue the following semester. The student will be responsible for making sure that each university has all the required information on them in order to graduate. The most important requirement is that the student must transfer his/her UT-K transcript to Fisk the last semester before graduation. This is necessary so that Fisk can substitute major courses taken at UT-K for the rest of the program electives and cognates needed to meet the graduation requirements from Fisk.

Fisk-Case Western Reserve University Dual Degree Program

The Program is a "three + two" Dual Degree Program between Fisk University and Case, leading to a Bachelor of Arts (BA) or Bachelor of Science (BS) degree in Biology, Chemistry, Computer Science, Mathematics and Physics from Fisk and a Bachelor of Science in Engineering degree from Case. Dual Degree Students can major in the following disciplines at Case School of Engineering:

Biomedical Engineering
Chemical Engineering
Civil Engineering
Computer Engineering
Electrical Engineering
Macromolecular Science
Materials Science
Mechanical & Aerospace Engineering
Systems & Control Engineering

Admission Requirements

Prior to admission to the Program students must:

1. Complete the equivalent of 90 semester hours or 135 quarter hours at the University and earn a grade point average of 3.0 or greater on a scale of 0.0-4.0. Furthermore students must have a 3.0 cumulative grade point average in Math and Science courses at Fisk.

2. Complete the then current Dual Degree Entrance Course Requirements established by Case. The requirements are set forth on the Case website at www.engineering.case.edu/desp/dualdegree
3. Be in disciplinary good standing at Fisk.

Admission process

1. Application to Case is made through Case's Office of Undergraduate Admission. The application process can be reviewed on-line through the Undergraduate Admissions home page, http://admission.case.edu/. Acceptance into the Program and Case shall be at the sole discretion of Case and the student's application does not guarantee acceptance.
2. Acceptance to the Program prior to the end of a student's third year at Fisk shall be conditional, with formal admission contingent upon the student's final grade point average and academic requirements at the end of the third year meeting the Program requirements. Students must provide Case with an official transcript, as soon as it becomes available, prior to a final decision being made at Case. Final acceptance into the Program is contingent upon Case's issuance of a written statement confirming said acceptance.

After Admission

Each student shall be responsible for paying the tuition and fees to the institution in which he or she is enrolled during the time enrolled and for complying with all of the policies and procedures of such institution. Students in the Dual Degree Program may apply and qualify for financial aid at http://finaid.case.edu

NOTE: It is up to the student to speak with his/her advisors at both schools to schedule the required courses in five years. This will be one of the student's greatest concerns since both schools offer some of the upper level courses only once a year.

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE
Cathy R. Martin, Ph.D., Chair

MATHEMATICS
Cathy R. Martin, Ph.D., Coordinator

FACULTY

Md. Ziaul Haque, Ph.D.
Sanjukta Hota, Ph.D.
Cathy R. Martin, Ph.D.
Michael J. Self, Ph.D.*

*Adjunct AY 2012-2013

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" neces-

sary 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.

Overall Learning Outcomes

Upon completion of the Mathematics major, the student will:

1. demonstrate and communicate knowledge and application of the theories and practices of Mathematics,
2. apply general problem-solving and proof techniques based on the principles of mathematical thinking,
3. identify and apply the connections and contributions of Mathematics to other disciplines.

The goals of the mathematics area and the learning outcomes that flow from these goals follow.

GOAL I

To provide a course of study for a mathematics major program consistent with other colleges and universities as delineated by organizations such as the MAA (Mathematical Association of America) Committee on the Undergraduate Programs in Mathematics (CUPM) Guidelines and Programs at Liberal Arts Colleges.

Outcomes

Graduates of the B.A. major program in mathematics must:

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 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–33 credits in mathematics coursework numbered 120 and above. Mathematics majors do not take CORE 131.

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/L	Introduction to Computer Science I & Lab
CSCI 120/L	Introduction to Computer Science II & Lab
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:
Four-Year Plan

First Year, Fall Semester (16 cr.)

CORE 100	New Student Orientation Seminar	1 cr.
CORE 150	Composition I	3 cr.
Foreign Language 101	Elementary Foreign Language I	4 cr.
Math 120-Calculus I		4 cr.
General Elective		4 cr.

First Year, Spring Semester (17 cr.)

CORE 160	Composition II and Oral Communication	3 cr.
CORE 120	Critical Thinking	2 cr.
Foreign Language 102	Elementary Foreign Language II	4 cr.
Math 130	Calculus II	4 cr.
CORE Requirement Group A		4 cr.

Second Year, Fall Semester (15 cr.)

CORE 220	Creative Arts (CORE Group C)	3 cr.
Foreign Language 200	Intermediate Foreign Language	4 cr.
CSCI 110/110L	Intro Computer Science I & Lab	4 cr.
Math 210	Calculus III	4 cr.

Second Year, Spring Semester (14-15cr.)

CORE 201	Intro to Business and Entrepreneurship	3 cr.
CSCI 120/120L	Intro Computer Science II and Lab	4 cr.
Math 220	Intro to Higher Algebra	4 cr.
CORE Requirement Group B		3-4 cr.

Third Year, Fall Semester (14 -15cr.)

CORE 260	Humanities	3 cr.
MATH 240	Linear Algebra	4 cr.
PHYS 130/130L	Experiments in General Physics & Lab	4 cr.
CORE Requirement	Group C	3-4 cr.

Third Year, Spring Semester (16 cr.)

CORE 240	Natural Science	4 cr.
or any two disciplines of the following:		
	BIO 101, 101L	
	CHEM 113, 103L	
	PHYS 130,130L	
CORE Requirement	Group E	4 cr.
Math 320	Algebraic Structures	4 cr.
General or Elective Mathematics		4 cr.

Fourth Year, Fall Semester (17 cr.)

Math 353	Real Analysis	4 cr.
Math 395	Math Seminar	1 cr.
CORE 360	World and Its Peoples	4 cr.
General or Electives Mathematics		8 cr.

Fourth Year, Spring Semester (16 cr.)

NSCI 360	Statistics	4 cr.
Math 270	Differential Equations	4 cr.
General or Electives Mathematics		8 cr.

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

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

Group A *(Choose one of the following)*

ART 291	African- American Art
ART 292	African Art
ENG 275	African-American Literature
HIS 180	African History
HIS 270	African-American History
MUS 200	World Music
MUS 206	Crosscurrents in African and African-American Music

Group B *(Choose one of the following)*

CORE 132	Mathematics II, 3 cr.
BAD 200	Applied Calculus for Business and Economics
BAD 260	Applied Statistics
MATH 125	Discrete Mathematics
NSCI 360	Statistics
HSS 280	Statistics for the Social Science Research

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

CORE 220	Creative Arts, 3 cr.
MUS 207	20th Century Music
MUS 208	History of Jazz
ART 207	Arts and Ideas I
ART 208	Arts and Ideas II
MUS 205	Music in America

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

CORE 240	Natural Science or,
BIOL101, 101L	General Biology and General Biology Lab
CHEM 113, 103L	General Chemistry and Experiments in General Chemistry
PHYS 130,130L	University Physics and University Physics Lab

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

ECON 230	Principles of Microeconomics
ECON 240	Principles of Macroeconomics
HIS 160	United States History
PSCI 122	American Political Systems
PSY 180	General Psychology
SOC 100	Introduction to Sociology

A total of 37- 42 hours (42 hours will be earned if one selects two science disciplines to satisfy group D) are required to fulfill the CORE requirement.

Total hours required for graduation: 120 cr. to 128 cr. (depending upon number of elective courses recommended by faculty advisor.)

MATHEMATICS

MATH 100, INTERMEDIATE ALGEBRA, 4 credits, non-degree only. For students with 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.***

*Prerequisites: Grade of C or better in MATH 110 .

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 .***

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. P**rerequisite: Grade of C or better in MATH 110.***

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 in CORE 131. 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 Calculus. **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. This course introduces 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, homorphisms, endomorphism, isomorphisms and automorphism. **Prerequisite: Grade of C or better in MATH 240.***

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 240.***

MATH 390, SPECIAL TOPICS IN MATHEMATICS, 4 credits. Topics vary, depending on the interest of students and staff. **Prerequisite: Permission of the Instructor.**

*Prerequisites: Grade of C or better in MATH 110 . *A grade of C- is not acceptable in the prerequisite course .

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. P**rerequisite: Approval of Program Coordinator.**

COMPUTER SCIENCE
Lei Qian, Ph.D., Coordinator

FACULTY

Sajid Hussain, Ph.D.
Lei Qian, Ph.D.
William Robinson, Ph.D. *

*Adjunct Faculty

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 201/202	Sophomore Seminar
CSCI 230/230-L	Introduction to Computer Architecture (and Lab)
CSCI 241	Data Structures and Algorithms
CSCI 261	Operating Systems
CSCI 282	Programming Languages
CSCI 292	Theory of Computation
CSCI 301/302	Junior Seminar
CSCI 312	Database Management
CSCI 410	Senior Seminar

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

2. Cognate courses (19 credits):

MATH 120	Calculus I
MATH 130	Calculus II
MATH 125	Discrete Mathematics
MATH 240	Linear Algebra
NSCI 360	Statistics

3. Mathematics requirement—in lieu of the CORE mathematics course (CORE 131), 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:

A. Required coursework in computer science –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 201/202	Sophomore Seminar
CSCI 230/230-L	Introduction to Computer Architecture (and Lab)
CSCI 241	Data Structures and Algorithms
CSCI 261	Operating Systems
CSCI 282 or CSCI 312	Programming Languages or Database Management
CSCI 301/302	Junior Seminar
CSCI 410	Senior Seminar

Plus four hours of departmentally approved computer electives at the 200 level or above.

B. Required cognate courses (15 credits)

MATH 120	Calculus I
MATH 125	Discrete Mathematics
MATH 240	Linear Algebra
NSCI 360	Statistics

C. Mathematics requirement—in lieu of the CORE mathematics course (CORE 131), computer science joint majors take MATH 120 and other prerequisites as appropriate according to placement test results.

Students wishing to undertake a joint major in computer science should obtain advice from the department as early as possible after deciding to pursue the major. A faculty member from the department will be assigned to cooperate with the student's other faculty academic advisors in the construction and execution of an appropriate study plan.

The minor in computer science is available to any student who is not majoring in computer science. The program requires the successful completion (grade of "C" or better) of 24 semester hours of courses in computer science, including:

CSCI 110/110-L	Introduction to Computer Science I (and Lab)
CSCI 120/120-L	Introduction to Computer Science II (and Lab)
CSCI 230/230-L	Introduction to Computer Architecture (and Lab)
CSCI 241	Data Structures and Algorithms

Other computer science courses to complete the minor may be selected, with departmental approval, from among all other computer science courses that are acceptable for the computer science major. Students wishing to minor in computer science should obtain the advice of the Mathematics and Computer Science Department as early as possible after deciding to pursue the minor. A faculty member from the department will be assigned to assist the student's faculty academic advisor with the construction and execution of an appropriate study plan.

SUGGESTED PROGRAM PLAN FOR COMPUTER SCIENCE MAJORS:
(Suggested program requires testing into MATH 120, Calculus II. Otherwise, additional mathematics course may be required.)

First Year, Fall Semester (16 cr.)

CORE 100	New Student Orientation	1 cr.
CORE 150	Composition I	3 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 120	Calculus I	4 cr.

First Year, Spring Semester (17 cr.)

CORE 120	Critical Thinking	2 cr.
CORE 160	Composition II and Oral Communications	3 cr.
CSCI 120/120L	Intro to Computer Science II (and Lab)	4 cr.
FREN or SPAN 102	Elem. French or Spanish II	4 cr.
MATH 130	Calculus II	4 cr.

Second Year, Fall Semester (15.5 cr.)

CORE 201	Introduction to Business and Entrepreneurship	3 cr.
MATH 125	Discrete Mathematics	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.

Second Year, Spring Semester (16.5 cr.)

CORE 260	Humanities	4 cr.
CORE 360	The World and Its Peoples	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.

Third Year, Fall Semester (15.5-16.5 cr.)

CORE Group A	Culture Exposure	3-4 cr.
CORE Group D	Science	4 cr.
CSCI 261	Operating Systems	4 cr.
MATH 240	Linear Algebra	4 cr.
CSCI 301	Junior Seminar	0.5 cr.

Third Year, Spring Semester (15.5-16.5 cr.)

CORE Group C	The Arts	2-3 cr.
CORE Group E	Social Science Econ	3-4 cr.
CSCI 282	Programming Languages	4 cr.
CSCI 302	Junior Seminar	0.5 cr.
CSCI elective		4 cr.
General elective		2 cr.

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

CSCI 312	Database Management	4 cr.
CSCI Elective		4 cr.
General elective		4 cr.
General elective		4 cr.

Fourth Year, Spring Semester (13-14 cr.)

CSCI 292	Theory of Computation	4 cr.
CSCI 410	Senior Seminar	2 cr.
General elective		3-4 cr.
General elective		4 cr.

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

Group A *(Choose one of the following)*

ART 291	African-American Art
ART 292	African Art
ENG 275	African-American Literature
HIS 180	African History
HIS 270	African-American History
MUS 200	World Music
MUS 206	Crosscurrents in African and African-American Music

Group B *(Choose one of the following)*

CORE 132	Mathematics II, 3 cr.
BAD 200	Applied Calculus for Business and Economics
BAD 260	Applied Statistics
MATH 125	Discrete Mathematics
NSCI 360	Statistics
SSCI 280	Statistics for the Social Science Research

Group C *(Choose one of the following)*

CORE 220	Creative Arts, 3 cr.
MUS 207	20th Century Music
MUS 208	History of Jazz
ART 207	Arts and Ideas I
ART 208	Arts and Ideas II
MUS 205	Music in America

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

CORE 240	Natural Science or,
BIOL101, 101L	General Biology and General Biology Lab
CHEM 113, 103L	General Chemistry and Experiments in General Chemistry
PHYS 130,130L	University Physics and University Physics Lab

Group E *(Choose one of the following)*

ECON 230	Principles of Microeconomics
ECON 240	Principles of Macroeconomics
HIS 160	United States History
PSCI 122	American Political Systems
PSY 180	General Psychology
SOC 100	Introduction to Sociology

Total hours required for graduation: 126.5-128.5 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 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 125.**

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 125.**

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; and 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 Discipline Coordinator.**

DEPARTMENT OF BUSINESS ADMINISTRATION
Sajid Hussain, Ph.D., Chair
Nicholas Umontuen, Discipline Coordinator

Alfredo Cambronero, Ph.D., CFA
Stafford Cargill, Ph.D.
Vinita R. Holman, M.B.A., C.P.A.
Sajid Hussain, Ph.D.
Reynard T. McMillian, M.B.A.*
Dennis McNamee, J.D.*
Nicholas Umontuen, M.P.A., M.B.A./HCM

*adjunct and/or part-time faculty

The Department of Business Administration offers a major in business administration for the Bachelor of Science degree. Within the major, students may choose a specialized concentration in accounting, financial economics, international business relations and management. A concentration is available in Music Business through Belmont University. Finally, another option is a joint major in business administration in conjunction with a major from outside the department. If a student desires to complete a joint major, the student must fulfill all of the requirements for the business major, as well as, concentration requirements (if applicable).

The courses in the Department of Business Administration meet the needs of students wishing to pursue graduate study in business administration, economics, management, or other social sciences, and those who wish to pursue careers in business, government, or other organizations without prior graduate or professional study. The program also offers a strong base for professional careers in accounting, law, and financial consulting. The courses emphasize problem-solving techniques and stress the development of analytical skills involving quantitative methods and computer literacy.

In addition to formal 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.

Students enrolled in the Department of Business Administration are eligible for membership in the Society for the Advancement of Management; the National Association of Black Accountants; and Enactus. Qualified students are inducted into the international honor society in business, Delta Mu Delta.

The mission of the Department of Business Administration is to provide students with excellent education and training in the fundamental and cognate fields of business and to prepare students for leadership within a high quality liberal arts environment.

Learning Outcomes

Upon completion of the business administration major, the student will:

1. Demonstrate general business knowledge including economics, information systems, finance, accounting, marketing, international business, quantitative analysis and management theories.
2. Demonstrate business leadership skills including ethics, self-confidence and initiative
3. Demonstrate the ability to evaluate and understand risk, returns, effective decision making critical thinking, planning and profitability.
4. Demonstrate the uses of technology concepts and techniques by managers.
5. Demonstrate the ability to use effective communication skills both written and oral through case udies, business plans, and/or oral presentation and research papers.

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

Common Professional Component	40 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 for the concentration in music business administration that are offered through Belmont University are only available to business majors. The common professional component is required of all business administration majors.

1. The common professional component (40 credits)

ACC 230	Principles of Accounting I	3 cr.
ACC 240	Principles of Accounting II	3 cr.
BAD 110	Business Information Systems (or CSCI 100)	3 cr.
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.
MGT 330	Productions and Operations Management	4 cr.

2. Cognate courses (8 credits)

BAD 260	Applied Statistics (or HSS 280 or NSCI 360)	4 cr.
BAD 200	Applied Calculus for Business and Economics (or MATH 120)*	4 cr.

*Applied Calculus is not required for the management and the music business concentrations, but it is still highly recommended. It is, however, required for all other concentrations.

AREAS OF CONCENTRATION

The Department of Business Administration offers five areas of concentration: accounting, financial economics, international business relations, management, and music business.

Accounting Concentration

The accounting concentration is designed to prepare students in the main areas of accounting, including financial and managerial accounting, cost accounting, auditing, accounting information systems, and federal taxation. This concentration should be of particular interest to those business students who would like to become Certified Public Accountants (CPA).

Required courses in accounting concentration (24 credits)

ACC 300	Cost Accounting and Control	4 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: 124 cr.

Financial Economics Concentration

The objectives of the financial economics concentration are the same as those for the B.S. degree program in business administration. The financial economics concentration is designed specifically to equip students to bring analytical thinking and good judgment to bear on financial and economic challenges confronting businesses and individuals. The concentration is built on the solid foundations provided by the CORE curriculum and the department's common professional component. Graduates with a concentration in financial economics are prepared for careers in corporate finance, banking, investment management, financial planning/consulting, and government and to pursue graduate studies.

Required courses in financial economic concentration (24 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: 124 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. degree program in business administration. The curriculum in international business relations is designed specifically to provide the student with additional preparation in those areas of study deemed necessary for success in today's global economy. The concentration emphasizes foreign language studies beyond those required by the University, international politics and law, and an understanding of other cultures. Graduates of the business administration program with concentration in international business relations are adequately prepared for employment in multinational corporations, international organizations, government and/or for graduate studies.

Required courses in international business relations concentration (24 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.
LANG.	Foreign Language elective	4 cr.
ECON 450	Economics of Development	4 cr.
FIN 370	Investments: Management and Analysis	4 cr.

Minimum total hours required for graduation: 124 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. degree program in business administration. The concentration provides specifically greater depth and breadth in analytical, leadership, communication, and interpersonal relationship skills that are needed to compete successfully in today's work environment. Students are also adequately prepared to venture out on their own as entrepreneurs as well as for graduate studies.

Required courses for management concentration (24 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: 124 cr.

SUGGESTED PROGRAM PLAN FOR BUSINESS ADMINISTRATION MAJORS:

First Year, Fall Semester (16 cr.)

CORE 100	New Student Orientation	1 cr.
CORE 150	English Composition I	4 cr.
MATH 101	College Algebra	4 cr.
LANG 101	Foreign Language I	4 cr.
BAD 110	Business Information Systems	3 cr.

First Year, Spring Semester (17 cr.)

LANG 102	Foreign Language II	4 cr.
CORE 120	Critical Thinking	2 cr.
CORE 160	Composition II and Oral Communications	3 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		
LANG 200	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.
Concentration courses/general electives		4 cr.

Third Year, Spring Semester (15 cr.)

CORE 260	Humanities: Thought and Experience	4 cr.
FIN 320	Business Finance	3 cr.
MGT 330	Production and Operations Management	4 cr.
Concentration courses/general electives		4 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.

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

Group A (*Choose one of the following)*

ART 291	African- American Art
ART 292	African Art
ENG 275	African-American Literature
HIS 180	African History
HIS 270	African-American History
MUS 200	World Music
MUS 206	Crosscurrents in African and African-American Music

Group B *(Choose one of the following)*

CORE 132	Mathematics II, 3 cr.
BAD 200	Applied Calculus for Business and Economics
BAD 260	Applied Statistics
MATH 125	Discrete Mathematics
NSCI 360	Statistics
HSS 280	Statistics for the Social Science Research

Group C *(Choose one of the following)*

CORE 220	Creative Arts, 3 cr.
MUS 207	20th Century Music
MUS 208	History of Jazz
ART 207	Arts and Ideas I
ART 208	Arts and Ideas II
MUS 205	Music in America

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

CORE 240	Natural Science or,
BIOL101, 101L	General Biology and General Biology Lab
CHEM 113, 103L	General Chemistry and Experiments in General Chemistry
PHYS 130,130L	University Physics and University Physics Lab

Group E *(Choose one of the following)*

ECON 230	Principles of Microeconomics
ECON 240	Principles of Macroeconomics
HIS 160	United States History
PSCI 122	American Political Systems
PSY 180	General Psychology
SOC 100	Introduction to Sociology

Total hours required for graduation: 124 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 choose to wait until the sophomore year.

Entrance requirements for cross-registration for the music business concentration include:

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 discipline and Department of Business Administration, as well as a representative from the Office of the Provost and at least one representative from the Office of Admissions. Factors other than G.P.A. may also be considered.

In addition to the degree requirements outlined for the B.S. in business administration in this Bulletin, the student will take:

The following courses offered at Belmont University (18 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 discipline (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, depending on students' interest area.		2 cr.

Summary Requirements for the B.S. in business administration with a concentration in music business:

Common Professional Component	40 cr.
Cognate Courses (BAD 260)	4 cr.
CORE Courses (MGT 380)	4 cr.
Concentration (Belmont Music Business and Fisk Music)	30 cr.
Foreign Language	12 cr.
CORE (incl. MATH 110 substitutes for CORE 131)	37 cr.
General Electives at Fisk	5 cr.
Total credit hours required for graduation	**130 semester hours**

Suggested program plan for the B.S. degree in business administration with a concentration in Music Business

First Year, Fall Semester (17 cr.)

CORE 100	New Student Orientation	1 cr.
CORE 150	English Composition I	4 cr.
MATH 110	Pre-Calculus	4 cr.
BAD 110	Business Information Systems or equivalent	3 cr.
MFL 101	Foreign language 1	4 cr.
MUS	Principal or Secondary Applied Instrument	1 cr.

First Year, Spring Semester (16 cr.)

CORE		3 cr.
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 (16 cr.)

CORE 120	Critical Thinking	2 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 (17 cr.)

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

Third Year, Fall Semester (17 cr.)

CORE		3 cr.
BAD 250	Business Communication	3 cr.
BAD 220	Legal and Ethical Environment	4 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 (16 cr.)

CORE 260	Humanities	3 cr.
BAD 320	Marketing Principles	3 cr.
BAD 399	Internship Seminar	2 cr.
MGT 330	Production Management	4 cr.
MBU 3520	Intellectual Properties	3 cr.
MBU 4000	Seminar in Music Business	0 cr.

Fourth Year, Fall Semester (16 cr.)

CORE 230	Natural Science	4 cr.
CORE 360	The World and Its Peoples	4 cr.
MBU	AET, OR EIS Electives	3 cr.
MBU	AET, OR EIS Electives	3 cr.
MBU 4000	Seminar in Music Business	0 cr.
General Electives		2 cr.

Fourth Year, Spring Semester (15 cr.)

BAD 490	Business Policy	3 cr.
MGT 380	Entrepreneurial Development	4 cr.
MUS	Music 110, 120, 205, 206, 207 or 208	2 cr.
MBU	AET, OR EIS Electives	3 cr.
Fisk General Electives		3 cr.

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

Group A *(Choose one of the following)*

ART 291	African- American Art
ART 292	African Art
ENG 275	African-American Literature
HIS 180	African History
HIS 270	African-American History
MUS 200	World Music
MUS 206	Crosscurrents in African and African-American Music

Group B *(Choose one of the following)*

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

Group C *(Choose one of the following)*

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

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

CORE 240	Natural Science or,
BIOL101, 101L	General Biology and General Biology Lab
CHEM 113, 103L	General Chemistry and Experiments in General Chemistry
PHYS 130,130L	University Physics and University Physics Lab

Group E *(Choose one of the following)*

ECON 230	Principles of Microeconomics
ECON 240	Principles of Macroeconomics
HIS 160	United States History
PSCI 122	American Political Systems
PSY 180	General Psychology
SOC 100	Introduction to Sociology

Total hours required for graduation: 130

PRE-HEALTH PROFESSIONS
Lee Limbird, Ph.D., Coordinator

Fisk University Bridge to the MSN at Vanderbilt University School of Nursing

The bridge to the MSN at Vanderbilt is offered through a partnership between Fisk University and Vanderbilt University School of Nursing (VUSN). Fisk University provides the first three years of Prerequisite courses in the major of choice of the Bridge Candidate (e.g. Biology, Psychology) of a liberal arts program of study. Students are guided by advisors in both their discipline major, and by Dr. Limbird, Fisk Coordinator of the Bridge to the MSN program. Curriculum pathways that allow students to complete all of the CORE Curriculum requirements and their required courses in their majors are provided as guides to students, so that all of this required work is completed by the end of the summer after a student's Junior Year at Fisk University. If the GPA and GRE scores of the Fisk students meet the threshold levels of the Vanderbilt University School of Nursing MSN program, as agreed on between the two institutions, the Fisk student then takes all of their fourth year courses in the School of Nursing at Vanderbilt, and course credit for these courses not only satisfies the MSN curriculum requirements but also elective requirements that students need to complete their 120 hours at Fisk University in good standing. Students obtain their BA or BS degree from Fisk after their first year in the Vanderbilt School of Nursing program, and then continue at Vanderbilt to complete all of the requirements for the MSN degree.

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 an advanced degree in nursing, the MSN, strongly complemented by extensive study in the humanities and social sciences.

Description of the Vanderbilt Nursing Program Philosophy

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.

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 School of Nursing is approved by the Tennessee Board of Nursing. Vanderbilt School of Nursing was a charter member of the Association of Collegiate Schools of Nursing, which later was incorporated into the National League for Nursing (NLN). The mission of the Vanderbilt School of Nursing is to prepare skilled, experienced advanced practice nurses who are increasing access to quality health care for people everywhere. More details about the diverse career opportunities for Specialty Nurse Practitioners are available at http://www.nursing.vanderbilt.edu/msn/index.html.

Year 1 thru Year 3

Fisk Students will declare majors in one of several approved majors at Fisk University. The program requirements of the selected major along with the prerequisite nursing requirements will be completed. The prerequisite nursing courses are listed below with the equivalent Fisk course numbers.

- Microbiology and Lab (4 credits); BIO 270 & 270L
- Human Anatomy and Physiology I and II and Labs (8 credits); BIO 221 & 221L; 222 & 222L
- Introduction to Nutrition (2 credits); NURS 231
- Statistics (3 credits); HSS 280
- Child and Adolescent (4 credits); PSY 205
- Across the Lifespan (4 credits); SOC 282
- General Psychology (4 credits); PSY 180

Year 3

During the Fall Semester of Year 3, students will apply for admission to the Vanderbilt University Masters of Science in Nursing (M.S.N.) program. The requirements are as follows.

M.S.N. Admission Requirements

Students must apply by December 1 of the year prior to beginning the M.S.N. program. Students in the joint program apply by December 1 of their junior year. The prerequisite courses listed above do not need to be completed at the time of application. However, courses must be completed prior to beginning the M.S.N. program.

- A separate application to the M.S.N. program which includes the following items:
- Graduate Record Exam (GRE) score, minimum score of 1000 required
- Grade Point Average (GPA) of 3.0 or higher
- Three letters of reference
- Statement of nursing career goals
- Responses to interview survey
- Official transcripts and any other colleges/universities attended

Year 4

Students will begin coursework at VUSN. The first two semesters of the Year 4 nursing courses will count as electives toward the selected Fisk major. After successful completion of the courses listed below, students will be eligible to be awarded a Bachelor's degree in the selected major from Fisk University.

Year 4 Courses

FALL SEMESTER I	HOURS
NURS 215 Foundations of Professional Nursing I	2 cr.
NURS 225 Population-Based Health Care	2 cr.
NURS 235 Human Experience of Health and Illness Across the Lifespan I	4 cr.
NURS 245 Fundamentals of Clinical Practice	5 cr.
NURS 255A Basic Pharmacology	2 cr.
	Total Hours 15

SPRING SEMESTER II

NURS 217 Foundations of Professional Nursing II	3 cr.
NURS 236 Human Experience of Health and Illness Across the Lifespan II	5 cr.
NURS 246 Integration of Theoretical and Clinical Aspects of Nursing I	4 cr.
NURS 255B Basic Pharmacology II	2 cr.
	Total Hours 14

Students will graduate from Fisk University after Spring semester with a Bachelor's degree in their specified major. They will continue at VUSN beginning in Summer Semester of Year 4 and continue to complete the requirements for the MSN. Students will be eligible for RN licensure at the completion of the Year 4 Summer Semester.

Year 4 Summer Semester Courses

SUMMER SEMESTER III

NURS 216	Foundations of Professional Nursing III	2 cr.
NURS 227	Health Care Systems	3 cr.
NURS 237	Human Experience of Health and Illness Across the Lifespan III	4 cr.
NURS 247A	Integration of Theoretical and Clinical Aspects of Nursing II	2 cr.
NURS 247B	Integration of Theoretical and C linical Aspects of Nursing III	2 cr.

Total Hours 13

Year 5

Students will begin coursework in their selected nursing specialty. Course requirements will vary according to the selected specialty. Upon completion of the VUSN requirements, students will be awarded a Master's of Science in Nursing.

Tuition Cost

VUSN $1088/credit hour (2011-2012) plus associated course and program fees. Refer to the VUSN web site for a detailed description. Tuition and fees change each year.

Student Loan Repayment Programs

Refer to the following web sites regarding potential loan repayment programs. This list is not all inclusive. You may search for additional programs and/or scholarships available to nursing students.

- Nursing Education Loan Repayment Program
- http://w ww.hrsa.gov/loanscholarships/repayment/nursing/
- Extramural Clinical Research Loan Repayment Program for Individuals from Disadvantaged Backgrounds
- http://www.federalgrantswire.com/extramural-loan-repayment-for-individuals-from-disadvantaged-backgrounds-conducting-clinical-research.html
- Indian Health Service (IHS)
- http://www.ihs.gov/JobsCareerDevelop/DHPS/LRP/
- The National Center on Minority Health and Health Disparities (NCMHD)
- http://www.nimhd.nih.gov/our_programs/loanRepayProg.asp
- National Health Service Corp (NHSC)
- http://nhsc.bhpr.hrsa.gov/

- Northwest Regional Primary Care Association
- www.nwrpca.org
- Nursing Education Loan Repayment Program
- bhpr.hrsa.gov/nursing/loanrepay.htm
- Washington State Health Professional Loan Repayment
- http://www.doh.wa.gov/hsqa/ocrh/slrp/default.htm

Current descriptions of the Courses in the School of Nursing at Vanderbilt University are provided below. Updates of these courses can be monitored at : http://www.nursing.vanderbilt.edu/msn/courdsc.html.

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.**

UR 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.**

A RELATIONSHIP WITH VANDERBILT UNIVERSITY FOR A FISK-OFFERED BSN IS NO LONGER AVAILABLE FOR STUDENTS ENTERING IN THE 2013 -2014 ACADEMIC YEAR

Students already at Fisk University who need guidance to the BSN at schools offering an accredited BSN are encouraged to work directly with Dr. Lee E Limbird, PhD, Pre-Health Programs Coordinator, to align Fisk undergraduate courses with BSN Prerequisites at institutions of interest to the Student.

FISK-MEHARRY JOINT PROGRAMS FOR BRIDGING TO THE MD AND DDS DEGREE PROGRAMS AT MEHARRY MEDICAL COLLEGE

Lee Limbird, Ph.D., Fisk Coordinator

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 for extra course registration to meet content obligations in three years at 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 IN PARTNERSHIP WITH HOWARD UNIVERSITY OR WITH XAVIER UNIVERSITY, LA.

The pre-pharmacy program is a dual degree option arranged between Fisk and Howard University or Fisk and Xavier of Louisiana University. This program permits students to complete a B.S. in biology at Fisk and a professional degree in pharmacy at Howard or Xavier. Students who participate in the program are expected to complete the core curriculum and prescribed major courses, as well as pharmacy prerequisite courses, during a three-year period at Fisk.

The student then transfers to the College of Pharmacy at Howard University or to the College of Pharmacy at Xavier University of Louisiana.

Successful completion of the three-year program at Fisk and the first year of courses in the College of Pharmacy at Howard will satisfy requirements for the Bachelor of Science degree from Fisk. Requirements for the professional degree in pharmacy at Howard, with the Doctor of Pharmacy option, or at Xavier University of University should be completed during three or more additional years at that institution.

Students who participate in this program are regular, full-time Fisk students for all administrative, academic, financial, and other purposes during the first three years of the program. Thereafter, they are regular, full-time students at Howard University or at Xavier University of Louisiana.

Pharmacy Program pre-prerequisites:

CORE Curriculum across the Liberal Arts, including

- Two semesters of English
- Speech (Howard)/ Fundamentals of Public Speaking (Xavier)
- Two semesters in the Humanities
- Two semesters in the Social Sciences
- Computer Fundamentals
- Statistics
- Economics
- Theology (Xavier University of Louisiana requirement)

The following courses in the Sciences are required.

- General Biology I and II—lecture and laboratory
- General Chemistry I and II—lecture and laboratory
- Calculus- four credits
- Microbiology—lecture and lab
- Anatomy and Physiology I and II—lecture and laboratory
- Physics I and II—lecture and laboratory
- Biochemistry- lecture and laboratory

Students in this pre-Pharmacy Program are advised both by their Cognate Discipline Advisor and by Dr. Lee E. Limbird, Ph.D., Coordinator of Pre-Health Programs. This advising is done in collaboration with representatives from the Pharmacy Programs at Howard and at Xavier Universities.

As pre-pharmacy requirements, such as those courses that are expected to be completed with grades of B or better at Fisk University, change over time, so these requirements at Howard University and Xavier University of Louisiana can be consulted at the respective university websites:

Miss Fisk and Court at Homecoming 2012

COURSE DESCRIPTIONS A-Z

AEROSPACE SCIENCE

AERO 1012, FOUNDATIONS OF THE U.S. AIR FORCE, 1 credit. This course is a survey course designed to introduce students to the USAF and the AFROTC. Topics include: Mission and organization of the Air Force, officer ship and professionalism, military customs and courtesies, USAF officer opportunities, and an introduction to communication skills.

AERO 2012, AIR POWER HISTORY 1 credit. This course examines the general aspects of air and space power through historical perspective. From this perspective, the course covers a time period from the first balloons and dirigibles to the war on terrorism. Historical examples are provided to extrapolate the development of Air Force capabilities (competencies), and missions to demonstrate the evolution of what has become today's USAF and space power.

AERO 3515, AIR FORCE LEADERSHIP STUDIES, 3 credits. This course is a study of leadership management undamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics, and communication skills required of an Air Force junior officer.

AERO 4515, NATIONAL SECURITY AFFAIRS-PREPARATION FOR ACTIVE DUTY, 3 credits. This course examines the U.S. national security process, regional studies, advanced leadership ethics, and USAF doctrine. Special topics focus on the military as a profession, officer ship, military justice, civilian control of the military, preparation for active duty and current affairs affecting the military.

AERO 1013L-2013L, 3516L-4516L, LEADERSHIP LABORATORY, 1 credit each. This course is for all cadets enrolled in the General Military Course (GMC) or Professional Officer Course (POC). They must take leadership laboratory each semester. The one and one half hours per week is typically taken throughout a cadet's enrollment in AFROTC. Instruction is conducted within the framework of an organized cadet corps with a progression of leadership experiences designed to maximize leadership potential. Topics include military customs and courtesies, drill and ceremony, and group leadership problems. All cadets registered for Leadership Laboratory must be enrolled in the equivalent aerospace studies class.

ACCOUNTING

ACC 230, PRINCIPLES OF ACCOUNTING I, 3 credits. This course presents the fundamental principles of double-entry accounting and its usefulness in reporting financial information to individuals external to the business entity. Typical economic transactions are analyzed and then recorded. **Prerequisite: College Algebra.**

ACC 240, PRINCIPLES OF ACCOUNTING II, 3 credits. This course is a continuation of ACC 230 but emphasizes managerial accounting techniques. **Prerequisite: ACC 230.**

ACC 330, COST ACCOUNTING AND CONTROL, 4 credits. This course is a study of basic cost accumulation systems and refinements used to determine costs of products or activities in various types of enterprises. Classification of costs and revenues on several bases for various uses, budgeting and standard cost accounting, analyses of relevant costs and other data for decision making will also be addressed. **Prerequisite: ACC 310.**

ACC 310, INTERMEDIATE FINANCIAL ACCOUNTING I, 4 credits. This course is the first in the two-course sequence that places emphasis on concepts underlying asset valuation and income measurement. Statements released by the Financial Accounting Standards Board will be considered as they affect the particular subject under study. **Prerequisite: ACC 240.**

ACC 320, INTERMEDIATE FINANCIAL ACCOUNTING II, 4 credits. This course is the second in the two-course sequence. The study of concepts underlying asset valuation and income measurement will be completed. Problem areas under consideration by the profession will be analyzed and discussed. **Prerequisite: ACC 310.**

ACC 330, FEDERAL TAXATION I, 4 credits. This course covers determination of taxable income with emphasis on the philosophy of taxation, including income concepts, exclusions from income, deductions, and credits. Research methodology is introduced. **Prerequisite: ACC 230.**

ACC 350, ACCOUNTING INFORMATION SYSTEMS, 4 credits. This course covers the structure of contemporary accounting systems with emphasis on controls, auditing, reporting, and efficient operation. **Prerequisites: ACC 240 and BAD 110.**

ACC 410, ADVANCED ACCOUNTING, 4 credits. This course is designed to critically examine generally accepted accounting principles as they are applied to branches, consolidations, foreign operations, corporate combinations, fiduciary arrangements, and insurance. **Prerequisite: ACC 320.**

ACC 420, ACCOUNTING SEMINAR, 4 credits.This course examines topics including, but not limited to, accounting theory and underlying concepts and standards, control in nonprofit organizations, total quality management, and issues in international accounting. **Prerequisite: Senior standing and permission of the Instructor.**

ACC 430, FEDERAL TAXATION II, 4 credits. This course emphasizes advanced aspects of income, deductions, exclusions, and credits, especially as applied to tax problems of partnerships and corporations. **Prerequisite: ACC 240.**

ACC 440, AUDITING, 4 credits. This course is a study of auditing. It explores internal and external audits of business operations, including a review of EDP systems. The course is intended to consider the theory, the legal and ethical responsibilities of an auditor, and the methods of certifying financial statements. **Prerequisite: ACC 320.**

ART

ART 101, LIFE DRAWING AND COMPOSITION, 4 credits. This course is designed as a broad foundational study in drawing both the draped and the undraped human figure, as well as elementary forms such as those found in nature and in geometry. Some study of surface anatomy involved. Skill development in four media. **Textbook required.**

ART 102, LIFE DRAWING AND COMPOSITION, 4 credits. This course is an enlargement of ART 101, with more emphasis on compositional and spatial analyses. Some attention to portraiture, with continued emphasis on the undraped figure. Unlimited media. **Textbook required.**

ART 111, ELEMENTARY DESIGN, 4 credits. This course is a studio orientation to the elements of visual organization in two dimensions. The course seeks to develop an understanding of the fundamentals of line, shape, form, color, texture, and value in both the formal and informal arrangement. Employment of three to four media. Textbook required.

ART 112, INTERMEDIATE DESIGN, 4 credits. This course is a studio orientation to the elements of visual organization in three dimensions. Further study of line, shape, form, color, texture, and value within the context of spatial arrangement and analysis. Unlimited media. **Textbook required.**

ART 201, METHODS AND MATERIALS OF PAINTING I, 4 credits. This course elaborates on the preparation and use of materials necessary for painting in aqua and acrylic media. It presents an overview and comparative study of old, modern, and contemporary masters vis-à-vis their respective techniques and approaches to pictorial development. **Textbook required.**

ART 202, METHODS AND MATERIALS OF PAINTING 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 dry point. Along with compositional elements, spatial and textural elements are studied. **Textbook required.**

ART 250, WOMEN AND THE ARTS, 4 credits. This course intends to encourage an intelligent investigation of the role of women vis-à-vis the arts, across cultures, social strata, and race, from antiquity to the present. An analysis of the historical portrayal of women as aesthetic objects, as well as an examination of their increasingly diverse associations with the arts as practitioners, investors, connoisseurs, brokers, et cetera. The visual, literary, and performing arts, including film, are explored.

ART 291, African-American ART, 4 credits. This course is a lecture-oriented survey course that explores the artistic expression of people of African descent living in the Americas, with emphasis on those native to the United States. Attention is given to an exploration of recurring questions vis-à-vis black art, such as its true meanings and implications. **Textbook required.**

ART 292, AFRICAN ART, 4 credits. This is a lecture that explores the art forms of people indigenous to the African continent. Study includes Egyptian, Moroccan, Benin, Ife, Ashanti, and Yoruba cultures, among others, from antiquity to the present. Although comprehensive in scope, emphasis is placed at the discretion of the Instructor. **Textbook required.**

ART 301, SCULPTURE I, 4 credits. This course introduces students to traditional techniques employed in the tudio, 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 150-and one of the following: ENG 275-African-American Literature, HIS 270-African-American History, or HIS 180-African History.**

BAD 260, APPLIED STATISTICS, 4 credits. This course familiarizes the student with the application of descriptive and inferential statistical analysis to business, management, and economic problems. Topics include tabular and graphical methods, measures of location and dispersion, probability, discrete and continuous probability distributions, sampling and sampling distributions, interval estimation, hypothesis testing, simple linear regression, correlation, comparison of two populations, and time series analysis. **Prerequisite: MATH 101.**

BAD 320, MARKETING, 3 credits. This course introduces marketing concepts and functions in profit and nonprofit organizations. Internal and external variables related to product design, markets, life cycles, pricing, distributions and promotion are addressed. **Prerequisite: ECON 230.**

BAD 399, INTERNSHIP SEMINAR, 2 credits. Topics included in the seminar are review of organizational theories and issues in human resource management. The work experience requirement may be satisfied during the semester or with full-time employment during a summer prior to the semester in which the course is to be taken. **Prerequisite: Junior standing.**

BAD 490, BUSINESS POLICY, 3 credits. This course is a capstone course designed to integrate the principles and practices of management from all functional areas and to develop capabilities in formulating, analyzing, and implementing strategies used in the management of organizations. **Prerequisite: Senior standing.**

BIOLOGY

BIOL101, GENERAL BIOLOGY I, 3 credits—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.

BIOL101L, GENERAL BIOLOGY I LABORATORY, 1 credit. This laboratory introduces students to experiments and other activities are conducted to develop proficiency in use of metric values, preparation of solutions, isolation and identification of organic molecules of living systems. Cell structure and function, including cellular reproduction and other metabolic processes, are studied. Basic aspects of anatomy and physiology of vertebrates are introduced.

BIOL 102, GENERAL BIOLOGY II, 3 credits—lecture. This course is a continuation of BIOL101. Topics to be considered are the molecular basis of inheritance; protein synthesis; origin and evolution of life forms; and structure, function and reproduction of prokaryotes and eukaryotes. Studies will also include anatomy and physiology, reproduction, development, nutrition, control systems and evolution of selected invertebrate and plant life forms. **Prerequisite: Grade of C or better in BIOL101 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 BIOL101 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 BIOL101, 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 BIOL101, 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 BIOL101, 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 BIOL101, 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 BIOL101, 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 BIOL101, 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 BIOL101, 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. Topics concerning the post-Mendelian era include transformation, transduction, and nucleic acid replication structure and function. Laboratory exercises will reinforce the principles presented. **Prerequisites: Grade of C or better in BIOL101, 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 cell structure and function, cell metabolism, and signal transduction. **Prerequisite: BIOL 350 and 350L.**

BIOL 390, SPECIAL PROBLEMS IN BIOLOGY, 4 credits. This course is open to junior and senior majors who are judged to be able to conduct independent study with minimal supervision and who are not seeking honors credit. **Prerequisite: Identification of a preceptor and permission of the Department Chair.**

BIOL 390H, SPECIAL PROBLEMS IN BIOLOGY, 4 credits. This is an honors course open to junior and senior majors with a cumulative average in science courses of 3.0 or better. **Prerequisite: Identification of a preceptor and permission of the Department Chair.**

BIOL 410, 410L MOLECULAR METHODS (previously: Biotechnology), 3 Credits Lecture and 1 Credit Lab. This course introduces students to the principles and methodology used in DNA and RNA isolation, characterization, mutation, and manipulation, as well as the fundamentals of molecular cloning and propagation. This is a laboratory-intensive course that emphasizes the value of critical thinking and analytical reasoning required for experimental design and data interpretation. **Prerequisites: BIOL 313, 313L or NSCI 361, 361L, or permission of Instructor.**

BIOL 420, 420L. INTRODUCTION TO NEUROBIOLOGY: 3 Credits Lecture and 1 Credit Lab. This course serves as an introduction to electrical signaling and synaptic transmission in the central and peripheral nervous system, overview of neuro-anatomy, and exploration of the systems for perception of pain, movement, and vision. **Prerequisites: BIOL 221, BIOL 222 (preferred), or permission of the Instructor.**

BIOL 440, 440L, ESSENTIAL DEVELOPMENTAL BIOLOGY 3 Credits Lecture and 1 Credit Lab. This course studies how single cells evolve to complex tissues and organ systems throughout the animal kingdom. **Prerequisites: BIOL 101 and either BIOL 360 or BIOL 410 or permission of the Instructor.**

BIOL 450, 450L. BRAIN, BEHAVIOR, AND NEUROPHARMACOLOGY, 3 Credits Lecture and 1 Credit Lab. This course examines the structure and anatomical organization of the central nervous system, the diseases and conditions that arise when the brain is altered, and the methods and drugs used to treat them. **Prerequisites: BIO 420/420L or permission of the 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 choral 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 125.**

CSCI 261, OPERATING SYSTEMS, 4 credits. This course is an introduction to major concepts in the design of operating systems, including process management, storage management, protection and security, and distributed systems. Case studies and team projects are used to develop parts of a modern operating system. **Prerequisites: CSCI 230, CSCI 241.**

CSCI 282, PROGRAMMING LANGUAGES, 4 credits. This course introduces the fundamental concepts and principles underlying various programming paradigms will be discussed. Included will be data types, run-time behavior or programs, data control, sequence control and semantics. The paradigms and their languages include procedural, functional, logic and object-oriented. **Prerequisites: CSCI 230, CSCI 241.**

CSCI 292, THEORY OF COMPUTATION, 4 credits. This course presents formal models of computation such as finite state automata, pushdown automata, and Turing machines will be studied, along with the corresponding elements of formal languages (including regular expressions, context-free languages, and recursively enumerable languages). These models will provide a mathematical basis for the study of complexity classes, computability, and undecidability. **Prerequisites: CSCI 241, MATH 125.**

CSCI 301-302, JUNIOR SEMINAR, 0.5 credit/semester. This seminar will provide opportunities to enhance student learning and exposure via invited speakers, discussion groups, demonstrations, laboratory assistance, and outside investigations. To be taken each semester.

CSCI 312, DATABASE MANAGEMENT, 4 credits. This course presents principles, tools, and techniques of database design, with emphasis on concepts and structures necessary to design and implement a database management system. The relational, network, and hierarchical models of database design along with relational

algebras, data independence, logical and physical views, directory maintenance, and query languages will be studied. **Prerequisite: CSCI 241.**

CSCI 320, NUMERICAL ANALYSIS, 4 credits. This course is a programming for numerical calculations. Topics include round-off error, approximation and interpolation, finite differences, numerical differentiation and integration, curve fitting, direct and interactive solution of systems of linear equations, ordinary differential equations and nonlinear equations. **Prerequisites: Math 130, CSCI 120.**

CSCI 360, COMPUTER NETWORKS AND DISTRIBUTED SYSTEMS, 4 credits. This course is an in-depth study of design principles and protocols for computer and communication networks based on the OSI layered model. Transmission of bits on optical fibers and transmission lines, data link protocols, local area networks, Ethernet, addressing, routing, flow control, TCP/IP networks, and network applications. **Prerequisite: CSCI 230 or consent of Instructor.**

CSCI 370, SOFTWARE ENGINEERING, 4 credits. This course is an introduction to the basic concepts and major issues of software engineering. A continued emphasis on problem solving concepts is integrated with a treatment of the software life cycle, requirements, specification and verification and validation issues. The students working in teams will design, implement, and present a substantial software project. **Prerequisite: CSCI 241 and consent of Instructor.**

CSCI 390, SPECIAL TOPICS, 3-4 credits. These are lectures on topics of current interest. Topics vary according to the needs and interests of students and faculty. Suggested topics include Artificial Intelligence, Expert Systems and Robotics, Compiler Design, Networks, and Computer Graphics. **Prerequisite: Consent of Instructor. May be taken only twice—if necessary.**

CSCI 398, INDEPENDENT STUDY, 1-4 credits. This course, an independent study is available for motivated students who wish to pursue the study of a topic not covered by the normal course offerings in the University. Arrangements for independent study may be made by means of a written proposal, signed and approved by the Instructor, the Department Chair, and the Provost; to be filed with the Registrar at the time of registration. Topics suggested for independent study include, but are not limited to: UNIX system administration, graph theory, performance evaluation, and network application programming.

CSCI 410, SENIOR SEMINAR, 2 credits. This course is a presentation of student research. Prerequisite: Senior standing or consent of Department Chair.

CORE CURRICULUM

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

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

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

CORE 132, ESSENTIAL MATHEMATICS FOR A CONTEMPORARY WORLD, II, 3 credits. This course is a continuation of the survey experience from CORE 131(Math I). Additional topics emphasized will be logic; graph theory (and how it is used to show connections between objects in a set or analyze/simplify information); calculations involved in personal financial management (annuities, credit, home ownership, stocks/bonds); voting and apportionment in which different ways of determining a winner or use of fairness is discussed; problem-solving strategies; probability. This course can be taken by science and business majors due to the unique nature of topics. **Prerequisite: A grade of C or better in either CORE 131 or College Algebra. This course will be offered in the spring semester.**

CORE 150, COMPOSITION I, 3 credits. The first-semester course in the CORE First-Year Composition sequence will introduce students to the fundamentals of college writing and communication, with an emphasis on both the writing process and the final product. Students will develop their understanding of global and contemporary issues via critical thinking, and learn to respond critically using techniques such as summary, analysis, and evaluation. This course will emphasize expository writing techniques, with assignments based on critical analyses of primary texts. By the end of the course, students will learn how to communicate clearly and effectively for a variety of audiences and writing situations. **Prerequisite: None.**

CORE 160, COMPOSITION II 3 credits. In the second-semester course in the CORE First-Year Composition sequence, students will more fully develop their abilities in critical thinking as demonstrated via written and oral communication. Emphasis in this course is placed on crafting persuasive arguments, with research techniques taught as a necessary tool for the process of argumentation. This course will deepen critical reading and analysis skills, and introduce students to the elements of logic, particularly as it is used in multiple writing situations. Advanced techniques of analysis, such as synthesis, will be developed by students as they research and utilize appropriate information from primary and secondary sources for their writing. **Prerequisite: CORE150 – Composition I or approved equivalency.**

CORE 201, INTRODUCTION TO BUSINESS AND ENTREPRENEURSHIP 3 credits. Introduction to Business and Entrepreneurship is an overview of the principles and practices of business concept and entrepreneurial development. It describes the tools that allow students to make informed decisions about their business and entrepreneurial goals. The focus of this course is on students' understanding of concepts that include: choice of ownership, marketing, financial statement analysis, personal and other financial management and the creating and maintaining a business entity. **Prerequisites: Composition I, Composition II, and CORE 131 or Math 101 with a D or higher, or approved equivalents.**

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

CORE 240, NATURAL SCIENCE 4 credits. This course leads students to an understanding of the investigative approaches of the natural sciences, their historical development and the interrelationship of science and technology. Different course sections emphasize either the biological or physical sciences, but all provide an

introduction to certain basic concepts or themes: the scientific method; the birth of modern astronomy; development of the biosphere, atmosphere, geosphere; forces of nature; energy, its sources and utilization; electromagnetic radiation and its interaction with matter; the structure, properties, reactivity and bonding of matter; evolution, characteristics and classification of life forms; the inheritance of genetic characteristics; and the relationships between an organism and its environment. Students utilize computer technology to analyze data, research topics and assist in the mastery of scientific concepts. Classroom demonstrations and laboratory experiments are conducted to illustrate concepts. **Prerequisite: CORE 131.**

CORE 260, HUMANITIES: THOUGHT AND EXPERIENCE 3 credits. Students debate humankind's perennial questions, with attention to the manner in which these questions have been understood in various times and cultures. Topics include the meaning of human life; ethics; the problem of knowledge; experience and reality; God and religious experience; and the individual's relationship to society. Most readings are drawn from primary sources in history, literature, philosophy, and the world's religious traditions. A writing-intensive course; suggested for the second or third year. **Prerequisite: CORE 150 and CORE 160.**

CORE 360, THE WORLD AND ITS PEOPLES 4 credits. Aims to prepare students for life as informed citizens in a multicultural world. Course includes the study of humanity from our early origins through the present, emphasizing the unity of human experience; the diversity of peoples; the variety of civilizations and cultures; the effects of geography and technology on human life; and the changing patterns of social, political, economic, and cultural institutions, both within civilizations and globally. The first half of the course focuses on the patterns of major civilizations in Africa, Asia, Europe, and the Americas. The second half focuses on the civilizational interactions during the past 500 years, which have created the world as it is today. Suggested for the third year. **Prerequisites: CORE 150, 160, 220, and 260.**

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 assign-

ments 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 literacy 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.

SOCIAL SCIENCES COURSES

HISTORY

HIS 150, INTRODUCTION TO THE STUDY OF HISTORY, 4 credits. This course is an introduction to the theory and practice of historical inquiry and research: effective library skills; techniques of historical interpretation; trends in historiography; paper preparation; and career or graduate school focus.

HIS 160, UNITED STATES HISTORY, 4 credits. This course is a political, economic, and cultural survey of American history from colonial beginnings to the present.

HIS 180, AFRICAN HISTORY, 4 credits. This course is a survey of the history of Africa from earliest times to the present including ancient Egypt, early empires, the slaving era, colonialism, and modern independence.

HIS 190, EUROPEAN HISTORY, 4 credits. This course is a survey of European history from the classical era through the Renaissance, Reformation, rise of nationalism, imperialism, and the modern era.

HIS 200, SELECTED TOPICS IN U.S. HISTORY, 4 credits. This course introduces students to a selected topic in U.S. history, emphasis varies from year to year. The particular topic is announced prior to registration.

HIS 210, SELECTED TOPICS IN AFRO-AMERICAN HISTORY, 4 credits. This course introduces students to a selected topic in Afro-American history, emphasis varies from year to year. The particular topic is announced prior to registration.

HIS 220, SELECTED TOPICS IN AFRICAN HISTORY. 4 credits. This course introduces students to a selected topic in African history, emphasis varies from year to year. The particular topic is announced prior to registration.

HIS 230, SELECTED TOPICS IN WORLD HISTORY, 4 credits. This course introduces students to a selected topic in world history, emphasis varies from year to year. The particular topic is announced prior to registration.

HIS 240, SELECTED TOPICS IN WOMEN'S HISTORY, 4 credits. This course introduces students to a selected topic in women's history, emphasis varies from year to year. The particular topic is announced prior to registration.

HIS 270, AFRICAN-AMERICAN HISTORY, 4 credits. This course is a historical survey of the interactions of black people and white society in the United States from the colonial era to the present. **Prerequisites: CORE 150-English Composition I and One of the following: ENG 275-African-American Literature, HIS 270-African-American History, or HIS 180-African History.**

HIS 300, INDEPENDENT STUDY IN HISTORY, 4 credits. This course is an independent study and research course designed to meet specialized needs of students that cannot be satisfied with the regular curriculum. **Requires prior consultation with a faculty member in the History Department willing to oversee the project.** Course may be repeated without penalty, with special permission.

HIS 350, HISTORY SEMINAR, 4 credits. This course is a study of a selected topic in history in a seminar setting with a required research paper. Emphasis varies from semester to semester with the particular topic being announced prior to registration.

HIS 499, SENIOR SEMINAR, 4 credits. This course is a discussion of career planning and/or graduate school placement. Preparation and presentation of a senior project. Senior Exam.

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.

HUMANITIES AND BEHAVIORAL SOCIAL SCIENCES

HSS 200, RESEARCH IN THE HUMANITIES, 2 credits. Provides the student majoring in Humanities 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.

HSS 229, TOPICS IN BROADCASTING, 4 credits. Content varies each semester, so the course may be taken for credit more than once. **Prerequisites may be stated by the Instructor for those course topics that require basic broadcast skills.**

HSS 235, MASS MEDIA AND SOCIETY, 4 credits. An exploration of the history and function of mass communication in society and an introduction to communication theory. Recommended as a foundation for all other mass communication courses.

HSS 237, INTRODUCTION TO JOURNALISM, 4 credits. Basic news reporting methods and news writing techniques; an introduction to laws affecting the journalist; historical trends in the print media.

HSS 238, TOPICS IN JOURNALISM, 4 credits. Content varies each semester, so the course may be taken for credit more than once. Projected topics include the black press; communications law; editing; critical reviewing; advertising copy and layout. **Prerequisites may be stated by the Instructor for those course topics which require basic journalistic skills.**

HSS 240, PRACTICUM IN MASS COMMUNICATIONS, 1-4 credits. Supervised field experience in broadcast or 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.**

HSS 242, NEWSPAPER PRODUCTION, 4 credits. Students undertake a variety of print journalism responsibilities. Students are trained to act as staff and management of the Fisk University campus newspaper, the *Forum*.

HSS 250, INTRODUCTTION TO WOMEN'S STUDIES. This course examines a range of feminist theories and perspectives with an interdisciplinary approach, and a concentration on feminists of color and Third World perspectives; topics include the body, community, race and ethnicity, sexuality, class, nationality, history, gender and literary studies. This course is vital for students interested in the Women's and Gender Studies Minor.

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 131 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 125, DISCRETE MATHEMATICS, 4 credits. This course is a non-calculus based course designed for students interested in computer science. No previous experience is required. The course will provide the mathematical foundations necessary for other computer science courses. Topics covered include introduction to formal logic, techniques of proofs, recursion and recurrence relations, elementary analysis of algorithms, counting principles, relations and functions, graphs and trees, and graph algorithms. **Prerequisite: MATH 110 or eligibility to enroll in MATH 120.**

MATH 120, CALCULUS I, 4 credits. Topics of this course include limits, derivatives, and integration of algebraic, trigonometric, exponential, and logarithmic functions, with applications. The course will use technology for exploration and problem-solving. **Prerequisites: MATH 110 or successful completion of at least a two year sequence in high school algebra and high school trigonometry, and an adequate score on the mathematics placement test.**

MATH 130, CALCULUS II, 4 credits. This course is the second of a three-semester course sequence. Topics included are techniques of integrations, improper integrals, conic sections, polar coordinates, parametric equations, solid analytic geometry and vectors in space, and applications. **Prerequisite: MATH 120.**

MATH 200, MATHEMATICS FOR ELEMENTARY TEACHERS, 4 credits. This course introduces students to the algorithms of arithmetic, number bases, mensuration and convergence factors. Divisibility properties of the integers, primes and composites, sets and numbers, logic and sets and techniques of proof. **Prerequisite: MATH 101 or CORE 131. 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. P**rerequisite: 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, homorphisms, 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 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 WAR, 3 credits. This course is an overview of American military history and strategy from colonial times to present. Focus is on the role played by the U.S. Army.

MS 152 LEADERSHIP & TEAMWORK, 2 credits. Begins to teach basic military skills such as map reading, land navigation using a map and compass, first aid, weapons marksmanship, drill and small unit tactics.

MS 211 LEADERSHIP & PROBLEM SOLVING, 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: DEVELOPING ADAPTIVE LEADERS, 3 credits. Develops cadet proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing performance feedback to subordinates.

MS 252 OFFICERSHIP, 3 credits. Involves practical exercises in staff planning and coordination at the large-unit level with emphasis on leadership and management.

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. S**tudents 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 répertoire. **Prerequisite: Audition. May be repeated for credit.**

MUS 157-158, SEMINAR IN MUSIC PERFORMANCE AND LITERATURE, 0 credits. The Seminar will present performances by students of repertoire prepared in private lessons under the supervision of a music faculty, as well as discussions, lectures concerning pedagogical concepts and music literature, and illustrations of performance techniques. These Master Classes and Performance Seminars are used as supplementary forms of instruction throughout four years of study at Fisk. The first four seminars will be offering instruction in fretted instruments. Participation by all music students is mandatory.

MUS 160A-B, SECONDARY ORGAN, 1 credit per semester. One half hour lesson offered weekly. This course is primarily designed for music students who have a major instrument and wish to study organ as a secondary instrument. Areas of study: manual technique, pedal technique, elements of technique and interpretation, beginning organ pieces. **Prerequisite: MUS 060B or permission of the Instructor. May be repeated for credit.**

MUS 161-162, PRINCIPAL ORGAN, 1 credit per semester. Two half hour lessons offered weekly. This course is designed for music majors who have selected organ as their major instrument. The following areas of study are covered: pedal studies, major and minor scales, legato studies, and other selected works by well-known composers. May be repeated for credit. **Prerequisite: Audition.**

MUS 170A-B, SECONDARY VOICE, 1 credit. One-half hour lesson offered weekly. This course is intended for music majors whose principal major is instrumental music. Keyboard majors must take Secondary Voice. Student is expected to develop sound technique, applicable to both individual and ensemble singing, through studies in a method book, such as Bel Canto by M. Marchesi and/or Van Christy.

MUS 171-172, PRINCIPAL VOICE, 1 credit per semester. One hour private and four group lessons required weekly. This is a required course for voice majors in the B.A. in Music and B. Mus. in Performance degree programs. Study in the elements of vocal technique from a method book with special attention to vocal action and its controls. Elementary vocalizes, Italian Classics, and basic Art Songs will be learned with emphasis on phonetic symbols as they pertain to diction in singing Italian, English, German and French. **Prerequisite: Vocal audition. May be repeated for credit.**

MUS 201-202, MATERIALS IN MUSIC THEORY, 4 credits each semester. A continuation of the study of traditional harmony through the use of computer assisted instruction including composition and improvisation, the study of advanced chromatic vocabulary and modulation. An analytical study of compositions in the smaller and larger forms, primarily from the tonal repertoire. Second semester will include keyboard harmony, analysis of techniques and composition approaches to twentieth century music. A thorough drilling in the art of sight-singing and dictation, both semesters. **Prerequisite: MUS 102.**

MUS 205, MUSIC IN AMERICA, 2 credits. A historical survey of music of the United States from its founding to the present time, including the study of major composers, musical forms, and styles, including jazz and other popular forms that developed in the United States.

MUS 206, CROSSCURRENTS IN AFRICAN AND African-American MUSIC, 2 credits. A study of the African 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.**

M**US 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 Tech-

niques 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.**

LIFE AND PHYSICAL SCIENCES 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. Lit 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.

NSCI 390: Energy and Fuels, 4 credits. This interdisciplinary course covers energy technologies, resources, economics, environmental impacts, and public policies, with an emphasis on renewable energy and energy efficiency for the power, transport, and building sectors. Comparative assessments among clean energy technologies and conventional fossil fuel technologies lead to analysis of policy options at local, national, and international levels. Participants will receive background information and publications, as well as hands-on training on these topics. The course will meet for three hours of lectures and one three-hour laboratory per week to conduct experiments and generate lab reports.

NURSING

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. 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.**

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 courses 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 courses 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: PSY180.**

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 80.**

PSY 221, INTRODUCTION TO PERSONALITY, 4 credits. This course introduces the major categories of theories that have influenced contemporary psychological thought. Surveys these theories in an integrated manner; attempts to show the relevance of each theory by discussion of its therapeutic and social application. Students are introduced to a common framework including the key issues in personality, which will facilitate comparisons among the various theories. **Prerequisite: PSY 180.**

PSY 224, PSYCHOLOGICAL ASSESSMENT, 4 credits. This course provides an introduction to the background and methodology of testing, test construction, and elementary measurement theory. A critical survey of the major types of tests of mental ability, achievement, specialized abilities, vocational interests, attitudes, and personality will be undertaken, including both group and individual tests. Consideration will be given to 1) planning, constructing, scoring, and evaluating tests; 2) using statistical procedures to evaluate tests and test

results, as an aid to interpreting individual performance; 3) critical discussion of issues and problems in the use of tests; and 4) understanding the role of tests in making selection, placement, and classification decisions as they are used by psychologists as a part of the assessment process. **Prerequisites: PSY 180 and HSS 280.**

PSY 231, PSYCHOLOGY OF WOMEN & GENDER, 4 credits. The course will provide a survey and integration of the theoretical orientations and empirical research important to understanding women and their behavior, as well as the influences that affect them in contemporary society. An underlying perspective is that the behavior of women occurs in a biosocial context and can best be understood within that context. Emphasis will be placed on psychological literature, but will draw on important interdisciplinary writings as well. Intersections of gender, race, and class will be considered throughout. Topics covered will include myths and stereotypes about women in a historical context; biological and socio-cultural bases of female development and functioning; women, education, and work; women, mental health, and psychotherapy; women and relationships, including violence against women; and women and aging. **Prerequisite: PSY 180.**

PSY 256, ORGANIZATIONAL PSYCHOLOGY, 4 credits. This course explores psychological theories, principles, and research findings as they relate to the study and understanding of people in organizations. Topics include research methods, selection and training, leadership, motivation and productivity, job performance and satisfaction, and group and inter-group relations. **Prerequisite: PSY 180 or permission of Instructor.**

PSY 262, LEARNING & COGNITION, 4 credits. This course is a study of changes in cognitions, emotions, and behaviors as explained by an array of evolving learning/thinking theories (classical, instrumental, cognitive). The interactions between these theories and hereditary predispositions will also be examined. **Prerequisite: PSY 180.**

PSY 310, EXPERIMENTAL & QUASI-RESEARCH EXPERIMENTAL DESIGNS IN PSYCHOLOGY, 4 credits. This course is a study of various experimental, ex post facto, and quasi-experimental designs commonly used in research in psychology. The course will include an extensive discussion of inferential statistical techniques used to analyze data from these designs, as well as a review of descriptive statistical techniques. In addition to class discussions of the choice and appropriate use of research designs, students will design, implement, analyze, and report results for demonstration research projects. **Prerequisites: PSY 180 and HSS 280 or equivalent.**

PSY 341, SOCIAL PSYCHOLOGY, 4 credits. This course is an overview of major theories, principles, and data in social psychology. Emphasizes issues of interpersonal attraction; attitude formation and change; discrimination and prejudice; propaganda and persuasion; human aggression and violence. **Prerequisite: PSY 180.**

PSY 348, ABNORMAL PSYCHOLOGY, 4 credits. This course explores the dynamic processes and factors involved in normal and abnormal behavior, emphasizing the significance of aberrant behavior in understanding more fully normal behavior and the nature of mental hygiene. Lectures, films, case histories, field trips. **Prerequisite: PSY 180.**

PSY 374, FIELD PLACEMENT, 4 credits. Students participate in the programs of approved field agencies that perform psychological services. Students work at the agency for a minimum of 10 hours a week, meet regularly on campus as a group with the Instructor of the course, read and report on research related to the clients or type of program at their respective agencies, and write about their experiences. Because arrangements are made individually, permission of the Instructor must be obtained by midterm of the preceding fall semester. **Open only to junior and senior psychology majors or by permission of the Instructor.**

PSY 380, SPECIAL TOPICS IN PSYCHOLOGY, 4 credits. Integrative treatment of a specific content area or topic in psychology, with 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 appro–priate 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, 1-4 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.**

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 345, ENVIRONMENTAL JUSTICE, 4 credits. A systematic introduction to the field of environmental justice. Explores the impact of environmental stresses on specific populations' health and quality of life. Examines social, economic, and political factors associated with environmental impacts on disenfranchised communities of color. Specific topics to include: history of environmental justice, impact of environmental racism; race, class, gender and environmental exposure; the emergence of the environmental justice movement, framing environmental justice problems; the environmental justice framework, case studies in environmental justice, environmental concerns of Blacks, and environmental policies to address environmental inequalities. **Prerequisite: SOC 100 or permission of Instructor.**

SOC 347, SOCIAL MOVEMENTS AND SOCIAL CHANGE, 4 credits. This course explores key issues in the study of socio-cultural change. Dynamics of movements which have sought to promote or resist changes in society, culture, or human character. Broader processes of change that keep shaping the world of our experience. Relations of 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 DISABILED 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 COURSES

HSS 280, METHODS AND STATISTICS FOR SOCIAL RESEARCH, 4 credits. This course is an introduction to the principles of research techniques commonly used in the social sciences. The course will include analysis of data, including the construction of tables and graphs and the calculations of descriptive statistics, such as measures of central tendency, variability, and correlation. Students will critically read examples of research reports and research topics, using existing records in the Library and in computer databases. **Prerequisite: CORE 130 or equivalent.**

HSS 380, BLACK EXPERIENCES, 4 credits. This course is an application and analysis of social, psychological, historical, cultural, and political perspectives in understanding and solving problems/issues experienced by African Americans.

HSS 380A, MULTICULTURAL DIVERSITY, SOCIAL INEQUALITY, AND THE PURSUIT OF HEALTH IN GLOBAL PERSPECTIVE, 3 credits. In collaboration with Case Western Reserve University, the seminar will be conducted via live teleconference from Fisk to examine a broad range of issues—including gender, race, class, politics, and religion—of critical importance to physical and mental health in today's globalizing world. Students across institutions will be paired to work on collaborative research projects that will result in joint class presentations.

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