

R.N., B.S.N., M.S.Ed., North Carolina A&T State University; M.S.N., Ph.D., University of North Carolina at Greensboro

**Terrell Bryan**..... **Clinical Assistant Professor**  
R.N., ADN, Guilford Technical Community College; B.S.N., North Carolina A&T State University; M.S.N., University of North Carolina at Greensboro

**Pamella Chavis**..... **Clinical Assistant Professor**  
R.N., B.S.N., North Carolina A&T State University; M.S.N., University of North Carolina at Greensboro

**Crystal Cody-Connor** ..... **Clinical Instructor**  
R.N., B.S.N., North Carolina A&T State University; M.S.N., GNP, University of North Carolina at Greensboro

**Lorri Davis-Dick** ..... **Clinical Assistant Professor**  
R.N., B.S.N., North Carolina A&T State University; M.S.N., University of Phoenix

**Virginia Ervin** ..... **Clinical Instructor**  
B.S.N., M.S.N., University of North Carolina at Charlotte

**Charlotte Evans** ..... **Clinical Instructor**  
R.N., B.S.N., Avila College; M.S.N., Wichita State University

**Pandora Goode**..... **Clinical Instructor**  
R.N., B.S.N., North Carolina A&T State University; M.S.N., Winston-Salem State University

**Jocuelin Jones** ..... **Clinical Instructor**  
R.N., B.S.N., University of Pittsburg; M.S.N., Gwynedd Mercy College; M.S.N., University of Pennsylvania

**Frances Kirton\*** ..... **Clinical Assistant Professor**  
R.N., B.S.N., Vanderbilt University; M.S.N., Duke University

**Wanda Martin\***..... **Clinical Instructor**  
R.N., B.S.N., North Carolina A&T Stat University; M.P.H., University of North Carolina at Chapel Hill

**Debra Neblett** ..... **Clinical Instructor**  
R.N., B.S.N., University of North Carolina at Greensboro; M.S.N., University of North Carolina at Chapel Hill

**Patricia Price Lea** ..... **Associate Professor**  
R.N.C., B.S.N., Winston-Salem State University; M.S.N., University of North Carolina at Chapel Hill; M.S.Ed., North Carolina A&T State University; Ph.D., Wayne State University

**Schenita Randolph**..... **Clinical Assistant Professor**  
R.N., B.S.N., North Carolina A&T State University; M.P.H., University of North Carolina at Chapel Hill

**LaToya Rogers** ..... **Clinical Assistant Professor**  
R.N., B.S.N., North Carolina A&T State University; M.S.N., University of North Carolina at Greensboro

**Patricia Shelton** ..... **Associate Professor**  
R.N., B.S.N., North Carolina A&T State University; M.S.N., University of North Carolina at Greensboro; Ph.D., University of South Carolina at Columbia

**Christina Saunders** ..... **Clinical Instructor**  
R.N., B.S. N., M.S.N., University of North Carolina at Greensboro

**Catherine Sykes** ..... **Clinical Assistant Professor**  
R.N., B.S.N., University of North Carolina at Greensboro; M.S.N., University of Maryland at Baltimore

**Jean Ann Trull**..... **Clinical Instructor**  
R.N., Diploma, Presbyterian Hospital; B.S.N., M.S.N., University of North Carolina at Greensboro

**Mary Uzochukwu**..... **Instructor**  
A.S.S., Southeast Community College; B.S., M.S., North Carolina A&T State University

**Mary L. Wall**..... **Clinical Assistant Professor**  
R.N., A.D.N., C., Guilford Technical Institute; B.S.N., North Carolina A&T State University; M.S.N., University of North Carolina at Greensboro

**Von Best Whitaker** ..... **Clinical Associate Professor**  
R.N., C., B.S., Columbia Union College; M.S., University of Maryland; M.A., Ph.D., University of North Carolina at Chapel Hill

**Wanda Williamson** ..... **Clinical Assistant Professor**  
R.N., A.D.N., Rockingham Community College; B.S.N., North Carolina A&T State University, M.S.N., University of North Carolina at Greensboro

\*Part-Time

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**UNIVERSITY STUDIES PROGRAM**

<http://www.ncat.edu/~univstud/index.html>

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**Joseph L. Graves, Jr., Dean**

**MISSION**

University Studies (UNST) is the interdisciplinary general education curriculum of North Carolina Agricultural and State University and provides the intellectual foundation for the University's degree-granting programs. Its goal is to provide students with a framework for critical inquiry that serves as a foundation for continuing academic development and life-long learning. Motivated by the principle that scholarship is best learned by the way it is practiced, University Studies applies discovery, inquiry, analysis, and application in the classroom to promote:

- broad-based critical-thinking skills,
- effective written and oral communication of ideas,
- appreciation for diverse cultures, and
- commitment to ongoing civic engagement and social responsibility.

Through coursework and co-curricular experiences, the University Studies core curriculum develops in students an understanding of the interdisciplinary nature of knowledge, encourage cross-disciplinary dialogue, and promotes the development of intentional learners who take responsibility for their learning.

#### **ACCREDITATION**

The general education program is accredited by Southern Association of Colleges and Schools (SACS).

#### **GENERAL PROGRAM REQUIREMENTS**

The University Studies program requires a minimum of 37 credit hours of coursework, as specified below. Incoming freshmen are required to complete 13 credit hours of UNST foundation courses (UNST 100, 110, 120, 130, and 140) during their first 32 credit hours of study at NC A&T, 12 credit hours of theme-based courses, 9 credit hours of major-specified courses that support University Studies learning objectives, and 3–6 credit hours of a senior capstone experience (typically specified by the student's major department.)

Freshman students who do not meet Freshman proficiency competency requirements (see below) in English composition and/or mathematics must successfully complete UNST 103 (Basic Writing) and/or MATH 099, (Intermediate Mathematics) with a passing grade before being allowed to enroll in any University Studies Foundation courses.

Theme based University Studies courses are taken only after a student has completed all University Studies foundation courses. Students choose a University Studies thematic cluster in consultation with their advisor or major department chair prior to completing University Studies foundation coursework. Students are required to complete 12 credit hours in a single thematic cluster prior to the senior capstone experience. Students wishing to switch clusters must still complete 12 credit hours in a single thematic cluster, unless otherwise approved by the Dean of University Studies.

In addition to the 37 credit hour requirement, all North Carolina A&T State University students are required to complete 50 hours of service/experiential learning prior to the senior capstone experience. Student service/experiential learning hours will be monitored in conjunction with the Division of Student Affairs.

Students are reminded that performance in University Studies courses may influence eligibility for some majors. Many competitive major require minimum grade point averages (GPA's).

#### **APPROVAL FOR TRANSFER CREDIT**

Transfer students enrolling at North Carolina A&T State University must receive prior approval from the Office of Admissions at North Carolina A&T State University to substitute college-level coursework completed at other institutions for University Studies requirements. The Dean of University Studies and the Dean of the College or School in question will resolve any remaining questions regarding substitution for transfer credit. The list of approved transfer equivalencies can be found on the University Studies web site: <http://www.ncat.edu/~univstud/resources.html>.

#### **ADVANCED PLACEMENT (AP) CREDIT**

Entering students may obtain advanced placement and college credit based on their performance on the College Board Advanced Placement (AP) examinations. A score of three (3) or higher on the English Language and Composition or the English Literature and Composition examination will entitle the student to credit for Critical Writing (UNST 110). No other Advanced Placement examination will be considered for University Studies credit, since the field subject areas do not correspond to the interdisciplinary content of the remaining University Studies courses. The student's academic advisor and/or department chair will recommend AP credit. The final decision on accepting AP course credits as a substitute for Critical Writing (UNST 110) will be made by the Dean of the school/college in consultation with the Dean of University Studies.

#### **FRESHMAN PROFICIENCY REQUIREMENTS**

All Freshman students are required to demonstrate proficiency in mathematics and English composition by their performance on proficiency examinations completed prior to the start of the first semester of coursework. The University assesses mathematics and composition skills separately. Students who fail to reach the minimum passing score for the English composition assessment will be required to complete UNST 103 (Basic Writing) with a passing grade. Students who fail to reach the minimum passing score for the Mathematics assessment will

be required to complete MATH 099 (Intermediate Mathematics) with a passing grade. These courses do not count towards University Studies requirements.

### COURSE DESCRIPTIONS IN UNIVERSITY STUDIES

#### UNST 103. Basic Writing

Credit 3(3-0)

This course is designed to prepare students for writing college-level compositions. The course begins with a focus on paragraph writing, requiring that students demonstrate their ability to develop and organize paragraphs adequately and clearly. In addition, the course concentrates on the short composition, requiring that students demonstrate competency in writing short essays. Computer-based tools such as Criterion may be used to address fundamental skills in student writing. The course will be offered for a Pass/Fail grade.

#### Foundation Courses

University Studies foundation courses focus on the four major goals of the University Studies program: broad-based critical-thinking skills; effective written and oral communication of ideas; appreciation for diverse cultures; and commitment to ongoing civic engagement and social responsibility. Foundation-level courses emphasize active learning/teaching strategies, ongoing formative assessment, and interdisciplinary thinking.

#### UNST 100. University Experience

Credit 1(1-0)

This seminar emphasizes the role of the University Studies program and presents a broad overview of the curriculum structure and rationale, including an introduction to a variety of interdisciplinary themes within the University Studies program. Introductory discussions on ethics, wellness and healthy lifestyles, diversity and civic engagement will be included.

#### UNST 110. Critical Writing

Credit 3(3-0)

This course introduces students to reading comprehension and the writing process. Students will read and evaluate selected texts and apply critical thinking through writing and speaking. Students will engage in formal and informal writing, revise drafts and respond to constructive feedback related to critical thinking skills, use grammar and conventions of standard written English. All students will develop a writing portfolio for course assessment.

#### UNST 120. The Contemporary World

Credit 3(3-0)

This course examines the social, economic, political, and cultural roots of the contemporary world. It focuses on the major developments, events, and ideas that have shaped world societies since the beginning of the twentieth century. Close attention will be given to the concepts and categories that allow students to grasp the nature and development of the contemporary world, thus providing them with a framework for understanding the contemporary global experience. The course helps students to develop critical thinking skills in their oral and written work and to use information technology effectively.

#### UNST 130. Analytical Reasoning

Credit 3(3-0)

This course engages students in scientific, quantitative, and logical reasoning processes to prepare them to interpret and solve problems encountered in everyday life. Students will consider concepts from logic and the scientific disciplines including life, social, and physical sciences. The scientific method and a variety of analytical approaches are explored, including numerical, graphical, verbal/logical, and algebraic reasoning.

#### UNST 140. The African American Experience: An Interdisciplinary Perspective

Credit 3(3-0)

This interdisciplinary course introduces students to the important contributions made and challenges faced by people of African descent in America and the global community. This course will focus on oral, written, and visual means of expression as a basis for discussion, analysis, and debate.

#### Theme-Based Courses

Students are required to complete 12 credit hours within a single thematic cluster. If a student decides to change to a different thematic cluster, he/she will have to satisfy all the course requirements for the new cluster. The Dean of University Studies will consider exceptions to this rule based on individual petitions. Theme-based courses are communication intensive (oral and written) and emphasize interdisciplinary learning motivated by societal issues and problems. Course descriptions of approved thematic courses offered by departments outside of University Studies can be found in the requisite sections of the Bulletin.

#### Science, Technology, and Society

AGEN 216	ITT 385	SOWK 415
CHEM 100/110	MATH 111	UNST 201
COMP 390	MATH 112	UNST 203
ENGL 206	PHIL 266	UNST 206
ENGL 231	PHYS 101	UNST 207
ENGL 331	PHYS 105	UNST 210
ENGL 336	POLI 410	UNST 213
GEOM 210	POLI 448	UNST 219
HIST 307	SOCI 473	UNST 221

#### UNST 201. Inventing America: Science, Technology, and Progress

This course explores the complex relations among scientific discovery, technological advance, and societal change through analysis of key episodes in American history from the pre-industrial era to the Information Age. In addition, students will debate the ethical issues triggered by scientific and technological innovation, examine how technology is portrayed in literature and the arts, and evaluate the frequently made claim that more advanced science and technology lead to better lives.

**UNST 203. Technology, the Real, the Fake and the Authentic**

This course encourages analysis and comparison of cultural systems through case studies of real, fake, virtual and authentic works and personal experiences studied from the standpoint of the technologies and cultural communities that produced and consumed them. These case studies include works of art, technological artifacts, and other experiences.

**UNST 206. Scientific Revolutions and Social Change**

This course highlights the complex connections between science, technology, scientific breakthroughs, and social, political and economic change. The experiences of and lessons from the Industrial Revolution of the 18th Century will be used to understand the social, political and ethical implications and challenges of the current revolution in nanotechnology. Students are led to discover the deeper relationships between seemingly unrelated events in history, and explore competing interpretations given by different disciplines.

**UNST 207. Ethics and Technology**

This course examines ethical issues arising from scientific and technological advancements. The central normative question students will consider is: Simply because we can do something does this mean we should? After exploring various standards of morality, students analyze issues such as reproductive technologies, cloning, genetic engineering, stem cell research, life-span extension, genetically modified foods, and ethical concerns within nanotechnology.

**UNST 210. Ethics in Information Technology**

This course will explore moral, ethical, and legal problems associated with information technologies including issues such as security and privacy. Students will critique ethical dilemmas, debate moral issues, and develop ideas for reducing ethical problems and coping with their effects.

**UNST 213. Evolution and Social Implication of Technology. Theme: Technology and Progress**

This course examines diverse technology systems, such as biotechnology, communication, construction, manufacturing, medical, and transportation. Discussion focuses on the interaction of technology with human health, the environment, the global economy, and politics, as well as technological forecasting and assessment.

**UNST 219. Technology and Public Wellness**

This course describes, reviews and challenges issues arising from the development of technology and the implications for public health policy. Students explore the relationship between the development and implementation of technology and cultural factors such as religion, politics, history and economics. The course also examines how technology influences health and wellness in local and global contexts. In addition students critically evaluate how technology policies of the industrialized superpowers influence the well-being of people in non-industrialized nations.

**UNST 221. Thematic Writing and Speaking: Technology and Society**

This course is designed to improve students' abilities to write, speak and think critically about important issues in the contemporary world by focusing on the rhetoric of science, technology and progress. Students examine rhetoric as represented in fiction and nonfiction: essays, short stories, drama, poetry, novels, film, popular culture (including popular science writing and journalism), and speeches.

**Energy, Environment and Society**

AGEC 300	HIST 435	POLI 448
AGEN 216	MATH 111	SOCI 200
BIOL 100	MATH 112	SOCI 300
BUAD 361	PHIL 266	UNST 205
CHEM 100/110	PHYS 105	UNST 211
EASC 201	POLI 250	UNST 212
GEOG 200	POLI 410	UNST 221
GEOG 322	POLI 415	UNST 229

**UNST 205. The Impact of Energy and the Environment on Development in Non-Industrialized Countries**

This course examines issues and challenges that result from the formation of energy and environmental practices and policies of non-industrialized countries. Students use historical perspective to explore why non-industrialized nations are energy dependent.

**UNST 211. Case Studies in Environmental Issues**

This course utilizes case studies to gain an understanding of the roles environmental law, journalism/communications, economics, and science/engineering play in environmental issues.

**UNST 212. Contemporary Issues in Energy Uses and Sources**

This course is designed to provide integrative experiences to students using contemporary energy issues as an underlying theme. It will cover the economic importance of the energy sector, the production and use of different types of energy, and their impact on the environment and health.

**UNST 221. Thematic Writing and Speaking: Technology and Society**

This course is designed to improve students' abilities to write, speak, and think critically about important issues in the contemporary world by focusing on the rhetoric of science, technology and progress. Students examine rhetoric as represented in fiction and nonfiction: essays, short stories, drama, poetry, novels, film, popular culture (including popular science writing and journalism), and speeches.

**UNST 229. Contemporary Issues in Nuclear Energy**

This course is designed to present a current understanding of nuclear energy. Different reactor designs, economics of nuclear energy, and management of nuclear energy will be reviewed. Nuclear power will be compared to other alternative energy sources. Emphasis will be placed upon regulations, environmental issues, health issues, and security and safety concerns. Nuclear power and options for the future will be examined.

**Community, Conflict, and Society**

BIOL 100	HIST 418	UNST 204
BUAD 361	HIST 461	UNST 208
CRJS/SOCI 406	MATH 111	UNST 216
ENGL 336	MATH 112	UNST 220
HIST 203	PHIL 260	UNST 221
HIST 209	POLI 446	UNST 222
HIST 312	POLI 448	UNST 224
HIST 332	SOCI 406	UNST 230
HIST 336	SOWK 413	UNST 231
HIST 417		

**UNST 204. 21<sup>st</sup> Century Organizations: Attitudes, Attention Drivers, and Angst**

This course introduces students to the factors that affect organizations in the 21st century by exploring the principles, practices, and pitfalls that affect organizational success or failure in a global society. The empowerment of individuals to create organizational cultures will be demonstrated through case studies of successful organizations (e.g., Fortune 100 companies). Students will learn about leadership, communication, and group dynamics through the investigation of targeted units.

**UNST 208. Foundations of Negotiation and Conflict Resolution**

This course explores negotiation, arbitration, and mediation techniques. It encourages students to manage conflict and negotiate peaceful solutions to business, economic development, social and political problems in our local communities and global societies.

**UNST 216. Genocide in the Modern World**

This course examines the concept of genocide, the deliberate murder of a specific group of people, through careful analysis and discussion of theoretical approaches, specific case studies, and relevant cultural artifacts, including literature and film.

**UNST 220. Social Consequences of Scientific and Technological Progress In the African American Experience**

This course presents an analytical approach to the issues of social justice and environmental racism with a focus on African-American communities. Students explore historical and contemporary social and economic impacts of science and technology, how and why they differentially affect African-American communities, and how these consequences can be mitigated.

**UNST 221. Thematic Writing and Speaking: Technology and Society**

This course is designed to improve students' abilities to write, speak, and think critically about important issues in the contemporary world by focusing on the rhetoric of science, technology and progress. Students examine rhetoric as represented in fiction and nonfiction: essays, short stories, drama, poetry, novels, film, popular culture (including popular science writing and journalism), and speeches.

**UNST 222. Introduction to Crime Studies and Research**

This course will introduce students to research methodologies used in the field of crime studies. Students examine the impact of crime studies research on public policy. The topics include math and quantitative research, competing theories of crime in society, and the relationship between legal and scientific reasoning.

**UNST 224. Thematic Writing Fieldwork**

This course explores the interdisciplinary applications of fieldwork and emphasizes the ethnographer's skill set: cultural awareness and sensitivity, precise observation, careful interviewing and note taking, and the crafting of convincing prose. Fieldwork is centered around the principles of ethnographic research,

**UNST 230. Religion and Society**

This course examines interactions between religion and societies as factors influencing the formation of community, the breakdown of community, and reconciliation within and among communities. Contemporary, historical, and nonwestern examples will be explored. Interrelations between religion and societies will be explored from different disciplinary perspectives, including those of psychology, history, sociology, philosophy, evolutionary biology, neurobiology, and neuropsychology.

**UNST 231. Introduction to Christianity**

This course introduces students to basic concepts and approaches to the academic study of religion including the origin and history of Christianity as evolving institutions, beliefs, practices, and the ongoing quest by Christians to define themselves in a changing, increasingly global world. The course will introduce students to the global diversity of Christian experience from its Middle Eastern and Greco-Roman origins, African, Eastern and Western forms of Orthodoxy, and contemporary international Pentecostal forms of Christianity in the global southern hemisphere.

**Health, Lifestyles and Society**

BIOL 100	PHIL 266	UNST 214
CRJS/SOCI 406	PSYC 320	UNST 215
HEFS 135	SOCI 304	UNST 217
HPED 219	SOCI 308	UNST 218
HPED 222	SOWK 370	UNST 221
MATH 111	SOWK 409	UNST 225
MATH 112	SOWK 415	UNST 226
NURS 305	UNST 202	UNST 227
NURS 315	UNST 209	UNST 228
NURS 415		

**UNST 202. Ecological Approach to an Active Healthy Lifestyle**

This course examines the integration of cultural, psychological, sociological, and ethical issues affecting and affected by the health and wellness of individuals and the society in which they live. Students explore the contextual and theoretical basis of holistic approaches including the complex nature of humans with regard to health and well-being from ecological perspectives. Students gain experience with specific methods to foster greater appreciation for personal responsibility for health and strategies to enhance and preserve the individual's and public health. Societal health issues and the factors that impact on the health and wellness of communities and the individual's role in health policy are also examined.

**UNST 209. Disparities in Public Health Care: The Effects on Race, Gender, and Class**

This course is designed to explore the disparities that exist among the categories of race, gender, and class in relationship to healthcare. The course focuses on six areas of major health inequities including infant mortality, cancer, cardiovascular disease, diabetes, HIV/AIDS and immunizations.

**UNST 214. Maps, Mapping, and Environmental Health**

This course encourages students to conceptualize and assess environmental and health issues from a spatial or geographical perspective. Topics such as air pollution, water pollution, population dynamics, occupational health, food protection, epidemiology, disease causation and prevention, vector-borne disease, and consumer protection are covered. Geographic Information Systems technology is used to model environmental health topics.

**UNST 215. Comparative Socio-Cultural Environments of Health Care Systems**

This course examines the differential effects of social, political, economic and cultural factors on development and utilization of health care systems across diverse societies. Students further explore the interrelationships between specific aspects of socio-cultural environment and the availability and use of health care.

**UNST 217. Health and Wellness in the 21<sup>st</sup> Century**

This course explores the impact of globalization on health and wellness from the perspectives of culture, religion, politics, history, economics and technology.

**UNST 218. Fitness for Life**

This course is a combination of classroom and activity-based learning activities with a focus on proper nutrition and the mastery of the knowledge and skills necessary for students to become accomplished monitors of their personal fitness.

**UNST 221. Thematic Writing and Speaking: Technology and Society**

This course is designed to improve students' abilities to write, speak, and think critically about important issues in the contemporary world by focusing on the rhetoric of science, technology, and progress. Students examine rhetoric as represented in fiction and nonfiction: essays, short stories, drama, poetry, novels, film, popular culture (including popular science writing and journalism), and speeches.

**UNST 225. Epidemiology**

This course will introduce students to the basic principles, theories and concepts of epidemiology and their application specifically pertaining to the distribution and determinants of disease. The course will focus upon the biological, environmental, social, and analytical approaches to understanding the determinants of human health, and the application of that knowledge to improving the health of populations

**UNST 226. A Personal Approach to Health**

This course will address the relationship between lifestyle health-related issues, including sexual responsibility, psychological health, nutrition, and exercise. Additionally, issues such as weight control, stress management, tobacco, and alcohol use will be addressed.

**UNST 227. Global Health and Socio-Economic Development**

This course will introduce students to the main concepts of global health and the critical links between public health and social and economic development. The course reviews the determinants of health status in terms of biology, demography, epidemiology, culture, sociology, economics, and politics. Global Health introduces students to key concerns regarding reproductive health, child survival, nutrition, communicable diseases, and chronic diseases.

**UNST 228. Contemporary Issues in Public Health**

This course explores current public health, environmental health, and health service delivery issues in the U.S. Topics include organization and costs of health systems, access to care, and the interrelationships between risk factors and health.

**DIRECTORY OF FACULTY**

<b>Matthew C. Armstrong</b> .....	<b>Lecturer</b>
B.A., James Madison University; M.A., University of Virginia, M.F.A. University of North Carolina at Greensboro	
<b>Gary Bailey</b> .....	<b>Assistant Professor</b>
B.A., Emmanuel College, M. Div. Yale University, Ph.D. University of Iowa	
<b>Deborah Barnes</b> .....	<b>Interim Associate Dean</b>
B.A., Tuskegee Institute, M.A., North Carolina A&T State University; Ph.D. Howard University	
<b>Agya Boakye-Boaten</b> .....	<b>Assistant Professor</b>
B.A., University of Ghana, Ghana; M.A., M.A.I.A., Ph.D., Ohio University	
<b>Jacqueline Blackmore</b> .....	<b>Lecturer</b>
B.A., M.A. North Carolina A&T State University; Ph.D., University of Northern Illinois	
<b>Leslie M. Brown III</b> .....	<b>Instructor</b>
B.A., Elizabeth City State University; M.A., University of North Carolina at Greensboro	
<b>James Crawford</b> .....	<b>Assistant Professor</b>
B.A., Pennsylvania State University; Ph.D., University of North Carolina at Chapel Hill	
<b>Robert Drake</b> .....	<b>Assistant Professor</b>
B.A., Franklin & Marshall University, PA; M.A, Ph.D. University of Albany	
<b>Stephen Ferguson</b> .....	<b>Assistant Professor</b>
B.A., University of Missouri, Columbia; M.S., Ph.D., University of Kansas	
<b>Joseph Goeke</b> .....	<b>Lecturer</b>
B.A., M.A., SW Missouri State University, Ph.D., University of South Carolina	
<b>Joseph L. Graves, Jr.</b> .....	<b>Dean and Professor of Biological Sciences</b>
A.B., Oberlin College; Ph.D., Wayne State University	
<b>Robyn Greenberg</b> .....	<b>Lecturer</b>
B.A., M.S, North Carolina A&T State University	
<b>Wendy Hamblet</b> .....	<b>Assistant Professor</b>
B.A., M.A, Brock Univeristy, CA; Ph.D. Pennsylvania State University.	
<b>Noreen Hannon</b> .....	<b>Lecturer</b>
B.A., St. Xavier University; M.A., University of North Carolina at Greensboro	
<b>James T. Hill</b> .....	<b>Instructor</b>
B.A., West Virginia Wesleyan College; M.A., West Virginia University; M.A. Hollins University; M.F.A., University of North Carolina at Greensboro	
<b>John Humphrey</b> .....	<b>Assistant Professor</b>
B.A., Manchester College; M.A., Ph.D., New School for Social Research	
<b>Moussa Issifou</b> .....	<b>Lecturer</b>
B.A., M.A., Universite' du Benin	
<b>DeReef Jamison</b> .....	<b>Assistant Professor</b>
B.A., Bowie State University, M.A., Florida A&M University, Ph.D., Temple University	
<b>Beth Kaufka</b> .....	<b>Assistant Professor</b>
B.A, M.A, Portland State University, M.F.A. Bowling Green State University	

<b>Michael Lupro</b> .....	<b>Lecturer</b>
B.S., San Francisco State University, M.A. Portland State University	
<b>Cecily McDaniel</b> .....	<b>Instructor</b>
B.A., Xavier University, M.A. Slippery Rock University, Ph.D., The Ohio State University	
<b>Jennifer K. Noller</b> .....	<b>Lecturer</b>
B.A., Davidson College; M.A., Hollis University, M.F.A., University of North Carolina at Greensboro	
<b>Tanya Price</b> .....	<b>Assistant Professor</b>
B.A., Miami University, Ohio, M.S., Ph.D., Indiana University	
<b>Virgil Renfro</b> .....	<b>Lecturer</b>
B.A., M.A., University of North Carolina at Greensboro	
<b>Kevin Rippin</b> .....	<b>Lecturer</b>
B.A., M.A., University of Pittsburgh	
<b>Chad Rohrbacher</b> .....	<b>Assistant Professor</b>
B.F.A., Bowling Green University, M.F.A., Louisiana State University	
<b>Philip Rubio</b> .....	<b>Assistant Professor</b>
B.A., Vermont College of Norwich University, M.S. North Carolina Central University, Ph.D., Duke University	
<b>Ron Steed</b> .....	<b>Lecturer</b>
B.S., Duke University, M.S., Ph.D., University of Florida	
<b>Diane Williams</b> .....	<b>Assistant Professor</b>
B.A., York College, M.B.A., High Point University, Ph.D., Capella University	
<b>Aaron West</b> .....	<b>Lecturer</b>
B.A., University of Maryland, Baltimore County, M.A., North Carolina A&T State University	

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**The Center for Academic Excellence**

<http://www.ncat.edu/~cae>

**Tracey D. Ford, Director**

**Regina B. Artis, Assistant Director**

**OBJECTIVES**

The objectives of The Center for Academic Excellence are:

- To serve as the central advising unit that provides academic guidance and support services such as tutoring, supplemental instruction, and developmental mathematics and reading courses.
- To serve as the liaison between various University departments and student support services.
- To increase retention rates of all full-time freshmen over the next five years.

**GOALS**

The goals of The Center for Academic Excellence are:

1. To increase the retention and graduation of students admitted to the University;
2. To provide intensive quality academic advising and academic support services that foster academic success;
3. To assist students in their transition to the university;
4. To prepare undeclared students for their prospective majors;
5. To provide students on academic probation a support network that will assist them in obtaining good academic standing;
6. To enhance students' reading and mathematics skills.

**COURSES WITH DESCRIPTION**

**FRST 098. Basic Reading** **Credit 2**

This course is designed to develop reading proficiency through the study of a variety of reading levels: basic, literal, and critical. Specific emphasis is placed on developing comprehension, increasing vocabulary, and enhancing thinking skills while improving basic study habits. This course is required for students whose verbal SAT score is 429 or below or an ACT score of 16 or below.

**MATH 099. Intermediate Mathematics** **Credit 3**

This course provides elementary properties of real numbers and basic algebra through solving of quadratic equations by various means. Students are assigned to this course based on their math placement exam score. Students whose major curriculum includes Math 101 or Math 111 are also required to take this course.

**CREDIT**

Credit is given for all courses taken in The Center for Academic Excellence. However, no quality points are received for reading and mathematics toward the completion of a degree.