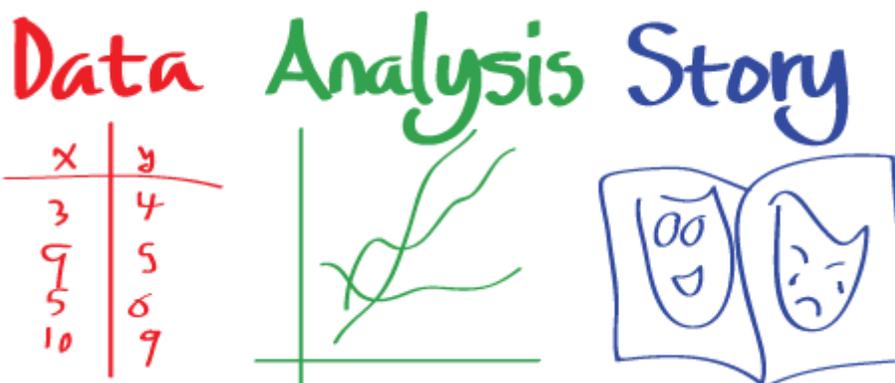




SAINT AUGUSTINE'S
UNIVERSITY

Transform. Excel. Lead.

TELL A STORY WITH DATA 2022-2023



Conceptualized and Prepared by:
Indrani Singh, Ph.D.

Director, Institutional Research & Data Analytics



HISTORY OF SAINT AUGUSTINE'S UNIVERSITY

Origin - Classification of Students - Where did the names come from?

Student classification refers to the familiar names for the four undergraduate years: freshman, sophomore, junior, and senior. The classification is not determined by the number of years of college coursework students have taken but by the number of semester hours they have earned. However, names are just names and titles are just titles. Although different names have a history, it can be satisfying to find words that seem to follow logic in describing a hierarchy, like the names used to designate people studying at high schools or colleges. Merriam Webster Thesaurus gives an analysis about the origin of each of the names offered to the four levels of classification in the undergraduate level.

A listing of what students were called in early modern England is provided in Randle Holme's 1688 *An Academy of Armory*, an authoritative guide to 17th-century society. The detailed treatise remarks on everything from the meanings of colors in coats of arms to how much heralds should be paid at ceremonies to the appropriate robes of the clergy. Under the heading "The several degrees of persons in the University Colleges," Holme lists the sophisters (students were also known as commoners) in order:

'Commoners are such as are at the University Commons, which till they come to some Degree or Preferment there, are distinguished according to their time of being there; as 1. Fresh Men. 2. Sophy Moores. 3. Junior Soph, or Sophester. And lastly Senior Soph'.

The word 'Freshman' is used to denote a "university student in first year," also dates to the 1590s. Holme's starts with freshman, a word that had been used already for decades to mean "first-year student":

"Brother Begger (quoth he) because thou art yet but a mere freshman in our Colledge, i charge thee to hang thine eares to my lips, and to learne the orders of our house."

— Thomas Dekker, *The Belman of London*, 1608

'Freshman' is a compound word that goes back to the 15th century in English. It was initially used to refer to new members of a religious order, a near-synonym of novice and proselyte.

Second-year students were known as sophy moores (or sophomores), another compound word that combined the wisdom of sophistēs with the Greek word mōros, meaning "foolish." (Mōros is also the etymon of moron). Dating back to the 1650s, by the 1680s, the term was used to designate university students in their second year of study, as well as an "arguer" – this latter use referring to the "dialectic exercises that formed a large part of education in the middle years."



*"I wonder not now, you tell us you were no Academick, if you had, I should have concluded you at the highest Pitch, to have been but a Sopho-moore, or at least one of the ruder sort of youth, whom Aristotle himselfe excludes from his Ethick Lecture."*¹

— Robert Lilburne, Lillies Ape Whipt by Philastrogus, 1652

Dating back to the end of the 13th century, junior has always meant someone younger, or more particularly, "the younger of two." Defined in relations to their more learned upperclassmen, early on, juniors were called "Junior Soph," and seniors were denoted with "Sophester".

For the third-year students, junior sophister (or junior soph) was used:

"Let, Sir, Junior Sophs judge, whether you have not disputed like the Master of much Reason."

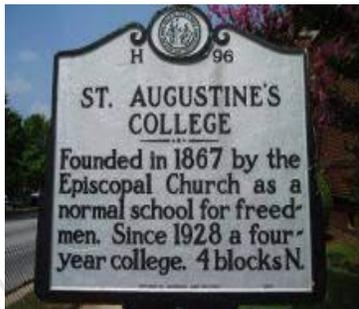
— R. S., A Word to Dr. Womocke, 1663

Finally, by the early 17th century, it was being used to describe an "advanced student," and since 1741, it has meant a "fourth year student." ² The fourth-year students were called senior sophisters:

"But this universitie never lived to commence Bachelor of Art, senior sophister was all the standing it attained unto."

— Thomas Fuller, The church-history of Britain, 1655

Historical Background



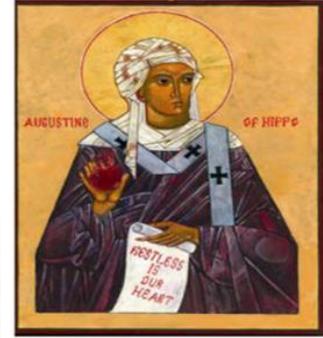
On July 19, 1867, the Reverend J. Brinton Smith, D.D., Secretary of the Protestant Episcopal Church's Freedmen's Commission, and the Right Reverend Thomas Atkinson, D.D., Bishop of the Diocese of North Carolina chartered Saint Augustine's University as a "Normal School and Collegiate Institute." Bishop

¹ <https://www.merriam-webster.com/wordplay/learned-fools-freshman-sophomore-and-the-rest>

² <https://www.todayifoundout.com/index.php/2014/04/origin-freshmen-sophomore-junior-senior/>



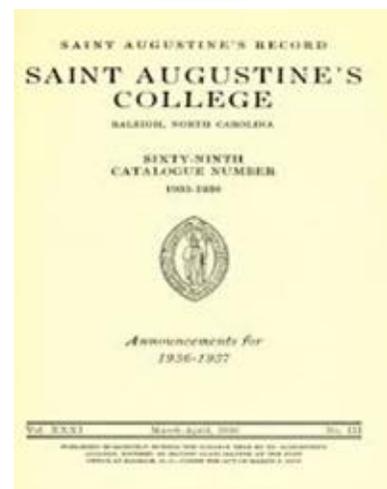
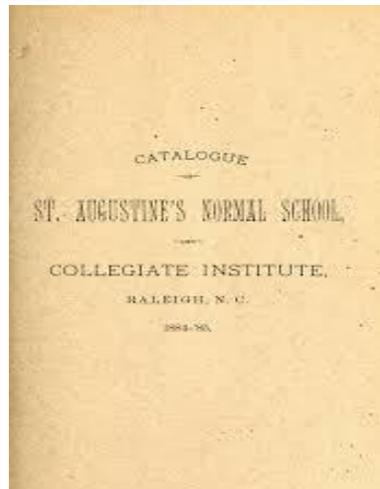
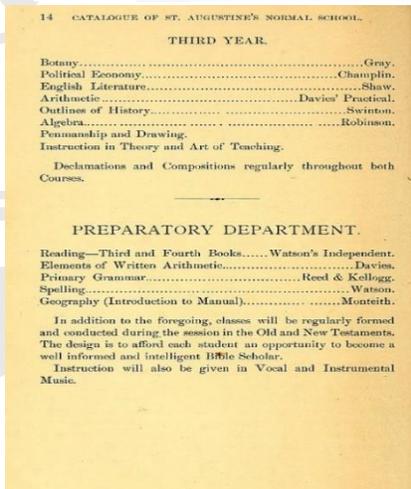
Atkinson was elected as the first president of the Board of Trustees, and Dr. Smith was appointed as the first principal. On January 13, 1868, the new school opened its doors for classes.



The name of the school was changed from Saint Augustine's Normal School to Saint Augustine's School in 1893. The name was changed to Saint Augustine's Junior College in 1919, the first year in which postsecondary education was offered. In 1927, the school became a four-year institution. The college was renamed Saint Augustine's College in 1928. Baccalaureate degrees were awarded for the first time in 1931.



ST. AUGUSTINE'S SCHOOL, RALEIGH, N. C.





The students quarried the stones for Saint Augustine's Historic Chapel under the direction of Rev. Henry B. Delany and laid the cornerstone in 1895. The building was finished in December 1895. Finally, on October 11, 1897, the Rt. Rev. Joseph Blount Cheshire, Bishop of the Episcopal Diocese of North Carolina, dedicated the chapel as "Saint Augustine's Chapel." The Chapel is a National Historic Landmark.



In 1896, the College expanded its mission by establishing St. Agnes Hospital and Nursing Training School to provide medical care to and for African Americans. It was the "first" African American nursing school in the state of North Carolina, and it served as the only hospital that served African Americans until 1960. Boxer Jack Johnson was one of St. Agnes' most famous patients. Boxer Jack Johnson was taken to St. Agnes Hospital after an accident that resulted in his death in 1946. Johnson was the first African American to win the world heavyweight boxing title.





Saint Augustine's University is also particularly proud of being the nation's first historically black university to own an on-campus commercial radio station (WAUG-AM 750) and television station (WAUG-LD). WAUG 750 currently rebroadcasts Hot 97.9 FM's hip hop and R&B. WAUG-LD can currently be found on TV 8, Spectrum 1231, and now has Roku, Apple TV, and Amazon Fire TV streaming apps. Saint Augustine's University has been a trailblazer in academics since its inception. Anna Julia Cooper, a prominent writer, educator, and scholar, became the fourth African American woman in the United States to receive a doctorate. Today, Saint Augustine's University is proud to be preserving its legacy by ensuring scholars are academically prepared to be tomorrow's global change agents.

Falcons excel not only academically, but also athletically. On numerous occasions, the men's track and field team has won by being ranked first. The track and field programs at Saint Augustine's University have won 39 national championships and produced over 40 Olympians, including three gold medalists.



Saint Augustine's College changed its name and status to Saint Augustine's University on August 1, 2012. The University became the first historically black university to establish a cycling team in 2020, and the first to establish a women's rowing team in 2022. Saint Augustine's University has a rich legacy and a strong tradition of excellence that binds thousands of Saint Augustine's University sons and daughters across the globe.



FROM A BUD TO A BLOOM – THE JOURNEY OF SAU RESEARCHERS



Research is an iterative process, from the dissemination of the first idea to the last. In the beginning, the journey seems quite daunting. A large part of the initial struggle is typically understanding where and how to begin. Normally, it begins with reading the right papers, having conversations with peers, faculty and dissertation committee members followed by writing academic papers. Most of these papers demonstrate apparent signs of noviceism, with a desire to express an idea but getting mired among a slew of thoughts, directions, and

an inability to navigate the viewpoints and organize them into a more cohesive and compact writing. However, repeated corrections by advisors, with time and clarity, the problem starts to shrink to a manageable size. Although it may go without saying for some, I think it is worth a mention to peek into the journey of some of our faculty who have been on this beautiful journey of research, either individually or in collaboration with a team of scholars and student interns.

This section of the e-journal '**From a Bud to a Bloom**' has the views of researchers Saint Augustine's University is proud of. The budding stage is the young research scholar formulating a hypothesis, gathering data to try and support the hypothesis, and gradually discovering that the research piece would require quite a bit of reformulation. With time, one gets better at collecting evidence and disseminating the results. With practice and perfection comes publication and patent. As mentors, I have seen our faculty engaging in conversations with undergraduate students who describe the process the same way but also acknowledge that research is a craft, meaning that one will constantly be adapting and refining their skills as the audience becomes smarter and the problems become harder.

Let's see what our SAU researchers have to say about research .

Disclaimer: Although we have a pool of researchers, the ones who submitted within the timeframe have been documented.

Indrani Singh, Ph.D.



Research Experience of Moges Abebe, Ph.D., MDiv

In 2019, when my wife and I decided to close the soup kitchen that we owned and managed in Raleigh, NC, I found more spare time to dedicate to scientific research. It has been over twenty years since my last experience in research, where I was working at Georgetown University as a post-doctoral fellow, and as a research chemist at the Naval Research Laboratory performing Fourier transform infrared spectroscopy and Raman spectroscopy. My chosen research area requires heavy investment in equipment and infrastructure for the research, which in 2019 was not available to me. I have been actively involved in undergraduate research in STEM, and I have supervised outstanding senior students by mentoring them while they conducted yearlong independent research in a capstone course. I wanted to utilize the opportunity to see if the results were publishable. I found out that conducting any type of research was going to be a challenging task: choosing the right topic, finding motivated students, funding for chemical supplies and equipment, writing the paper, and most importantly, getting published. I am hoping how I overcame the following challenges will be of interest and motivation to my readers.

How to get started: It was the spring semester of 2020, the beginning of the pandemic, when I asked my students to synthesize a chemical formula that would kill the Corona virus. I have covered functional groups in organic chemistry lecture classes, and they have performed several laboratory experiments in the organic chemistry laboratory to synthesize and isolate organic compounds, and they were able to apply what they have learned to produce a chemical compound.

After their oral presentations and reading their lab reports, I found one student who had a very creative idea. I developed the subject matter during my break, collaborated with a pharmacy professor, wrote the paper, and published my work in Educational Research Applications entitled "Teaching Students Synthesizing Molecules Mimicking an Existing Drug Against COVID-19."

Figure 1 shows the molecule that was synthesized that resembles an amino acid that the virus uses to duplicate itself. This molecule taken as a drug mimics amino acids, and being a false molecule, the virus will not be able to spread itself using this molecule to synthesize RNA. It was a major accomplishment in

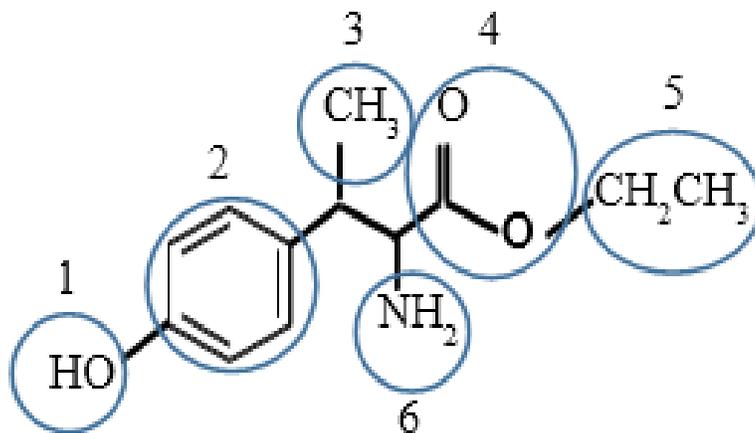


Figure 1: Important functional groups in the proposed molecule. These are the active sites that initiate reaction with COVID-19 virus.



science when students published a research paper in a scientific journal while they were still undergraduate students. It also helped me to collaborate with Howard University Pharmacy School, which wrote a review article congratulating us on our article's publication. It also helped me to collaborate with Howard University Pharmacy School, which wrote a review article congratulating us on our article's publication. I collaborated with a pharmacy professor, Dr. Bisrat Hailemeskel.

Finding research topics. *Ruta graveolens* is a popular herb in many South American and Mediterranean countries, and it is known to thin blood and is not recommended for pregnant women. Since a lot of people take the plant on a regular basis all around the world, I

wanted to find out how hazardous it is to people. In South American countries, women use the herb to cleanse their bodies before pregnancy, and it has also been used as an abortifacient for horses. I wanted to investigate the properties of the herb and see if it had health benefits as well as potential risks. One of the major problems in the application of herbal medicine is finding the right dosage unless the Food and Drug Administration has given it scientific approval. In the literature, several experiments have been recorded using animal samples, but they are very rare for human applications; only cultural evidence exists. I finished the research using onion root growth inhibition and published the paper in the *Biomedical Journal of Scientific & Technical Research* in November 2021 under the heading "The Alarming Toxicity of *Ruta Graveolens*." The paper was published in the Short Communication section of the journal, but it received many reviews and citations. The figure shows a picture of how *Ruta graveolens* inhibited the growth of onion roots. Publishing this paper motivated me to continue while, as a grandfather of young children and being over seventy years of age, I could have easily given up dedicating my spare time to research, but I ended up receiving over 217 citations and reviews on these publications.

Effect of Rue on root mass after 15 days of growth

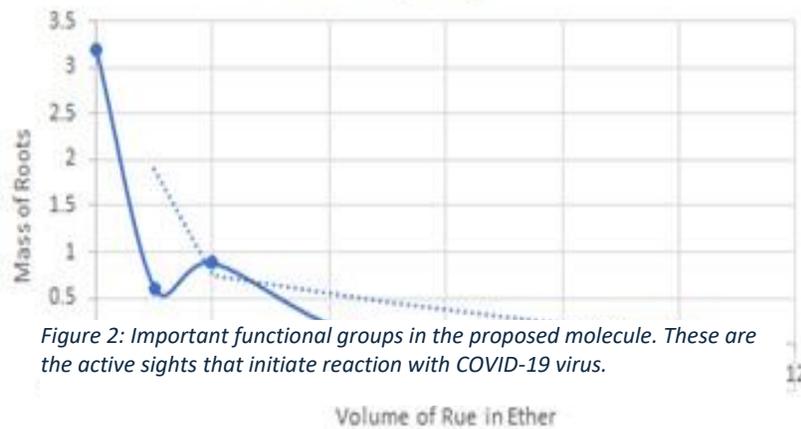


Figure 2: Important functional groups in the proposed molecule. These are the active sights that initiate reaction with COVID-19 virus.



Figure 3: Root Growth of onion bulb after addition of different volumes of Rue extract by ether.

Removing the guess work in research. In scientific research, a hypothesis is an important part of the investigation that initially helps to predict the outcome that is created with an educated guess. It guides the researcher to establish a protocol that guides the experiment and brings the research to completion. But a guess is a guess, and the question for the research is how to reduce the guessing component in predicting the outcome. Traditional students and early college students participated in determining the ideal gas constant in laboratory experiments. They were asked to determine the universal gas constant experimentally and

give a hypothesis predicting whether the gas constant will be equal to, more than, or less than the accepted value. I required the students to respond to the prelab questions, rewriting the process and adjusting key equations to ensure that they were familiar with the variables in the equation. After they performed the experiment, they compared their results with their predictions, and the results showed the guesswork was significantly reduced. The next effort was to get the interest and cooperation of the SAU faculty to collaborate with me, and that effort ended in a paper titled "Examining the Effects of Ruta Graveolens on the Growth of *Caenorhabditis Elegans*," published in the Biomedical Journal of Scientific & Technical Research in January 2023. While the above experiment was a study of the toxicity of Ruta on plant growth, Figures 4 and 5 show the toxicity of Ruta on the growth of worms known as *C. elegans*. The experimental results concluded that *Ruta graveolens* is toxic to both plants and nematodes.

The era of COVID-19. My research investigation coincided with the COVID-19 pandemic period, which brought an additional set of problems. I had to adapt to remote and hybrid learning in Zoom while enforcing pandemic protocols. Preparing the class lectures was time-consuming, and conducting virtual laboratory experiments was an additional challenge. However, a company called ChemCollective provided free virtual laboratory experiments during the pandemic. Two papers came out of that experience. The first publication was entitled "Molecular Weight Determination of Volatile Liquids Using Tea Kettle Apparatus" on December 30, 2020. The experiment applied kitchen chemistry to determine the molecular weight of several volatile liquids. The second publication was using ChemCollective's "Implementation of a Virtual Laboratory Platform to Study Human Buffer Solutions in the Era of COVID-19." In this publication, I was able to get two outstanding students to participate in the research.

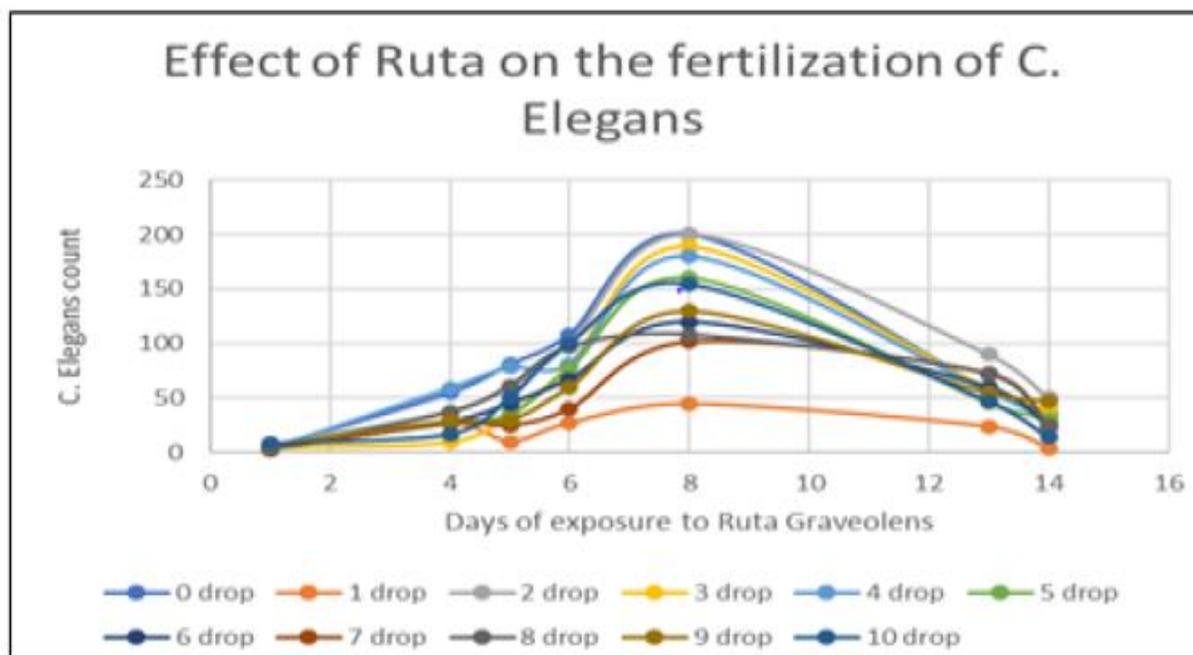


Figure 4: The number of C. elegans counted during the 14-day exposure period to Ruta graveolen.

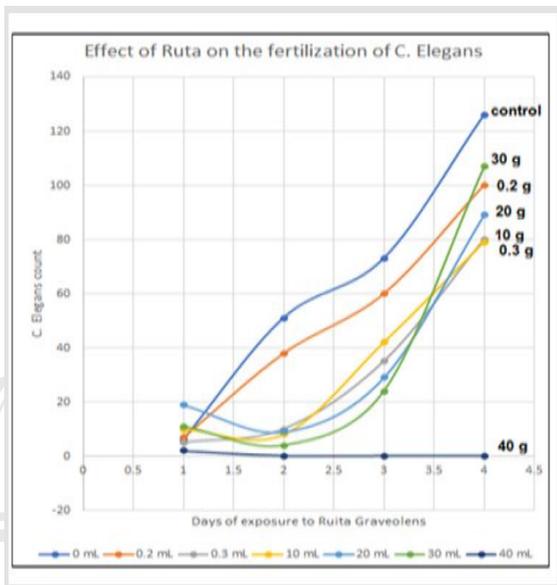


Figure 5: Cumulative effect on the reproduction of C. elegans versus Ruta graveolens (grams).

I wanted to share my chemistry journey hoping it will help you get undergraduate students get involved in scientific research. Most of the research students perform requires innovative technology and an advisor who stays current with the research. Summer internships are financially rewarding; they range anywhere between \$3,000 and \$5,000 for an eight-week internship. At SAU, there are some professors who will pay you to perform research in their interest. I highly encourage everyone to find an advisor to conduct research with and, better yet, find the subject area they are interested in and find a professor that will agree to become their advisor.

Moges Abebe, Associate Professor of Chemistry
Biological and Physical Sciences
School of Science, Mathematics, and Public Health
Saint Augustine University



Research Experience of M. Iyailu Moses, Ed.D.

1. What kind of research do you normally do?

My research is within curriculum and instruction. As a special interest, I research African American history.

2. What are your views about undergraduate research?

I believe it is a good educational practice to provide opportunities for undergraduate research.

3. Are you willing to mentor undergraduate researchers at SAU?

I would be willing to mentor one student.

4. What are the four salient points budding researchers at the undergraduate level should bear in mind when they think of research?

1. You should research things that are your interests. 2. Finding out more about existing knowledge in a particular field of interest is a continuous process. 3. You should not expect to know everything about anything. 4. Think about how your research can be used to further an idea or a concept or provide a better understanding of some phenomenon.

5. What are some of the most important lessons you would have learned when you started researching?

Taking thorough notes is important and appropriately recording their citations. Never leave your entire set of notes and your first draft in a briefcase in an old VW with doors that do not lock because someone will think you have something valuable in the briefcase.

6. Please share three tips for the budding undergraduate researchers at Saint Augustine's University.

1. Learn how to take notes. (In the old days, we used note cards.) 2. Learn to organize your data. 3. Verify sources.

M. Iyailu Moses, Ed.D.

Department Chair & Assistant Professor, Elementary Education Department of Education

School of Education & General Studies

Saint Augustine's University



Research Experience of Frank Hunt Ph.D.

1. What kind of research do you normally do?

I conduct research on the frontiers of quantum materials science and engineering. My research is interdisciplinary and incorporates elements of a range of science and engineering disciplines including solid-state physics, modern fluid dynamics, and plasma science. My research interests include materials and properties that have the potential for technological applications at room temperature. Research is conducted with the goal of engineering materials to facilitate the functionality of novel devices based on robust manifestations of phenomena such as spin transport, exchange interactions, magnetic domain wall dynamics, state switching, tunneling, and Hall effects while dedicated to the discovery of new phenomena. Research activities include the processing of materials and study of their properties and performance in various thermal, mechanical, and electromagnetic operating environments.

2. What are your views about undergraduate research?

It is essential that students, particularly those in STEM programs of study, are introduced to research as early as possible. That experience prepares them for graduate school where the ability to perform independent research is a prerequisite. In addition, the intellectual and practical skills that are developed while doing research become invaluable career and life skills.

3. Are you willing to mentor undergraduate researchers at SAU?

Training undergraduate researchers is one of the main reasons for my presence at SAU. I had excellent mentors as an undergraduate at Howard University and FAMU. Dr. Joseph A Johnson III in particular, at FAMU was an expert on turbulence in all kinds of fluids and "fluid-like" systems including plasmas. I gained much experience in the Modern Fluid Physics Laboratory as an undergraduate researcher which prepared me for graduate school. I am more than willing to pass on the benefit of my research experience to undergraduate researchers at SAU.

4. What are the four salient points budding researchers at the undergraduate level should bear in mind when they think of research?

- i. Safety should be paramount in all research activities.
- ii. Whether it might appear to be chaotic or mundane, research requires discipline and focus.
- iii. Everything starts with curiosity about the universe around you. Find a research topic or field that is interesting to you and seek out opportunities to work with experts in that field at SAU or through summer internships at other locations.
- iv. Ethical behavior should be a guiding principle for all researchers.

5. What are some of the most important lessons you would have learned when you started researching?



My mentor, Dr. Johnson once said, "You can learn anything if you're willing to give up sleep". I took that statement both figuratively and literally and found it to be useful in my approach to scientific research.

Ideal circumstances are hardly ever encountered when on a quest for discovery. Random factors are always in play but a certain level of versatility, the ability to adapt to dynamic circumstances, and improvisation give advantages. Nevertheless, there is a structure and methodology to research which with commitment, patience, resilience, and sometimes serendipity can lead to significant discoveries.

6. Please share three tips for the budding undergraduate researchers at Saint Augustine's University.

- i. I would encourage undergraduate researchers (in fact, all students) at Saint Augustine's University to approach their education with a view of themselves as problem-solvers in the broadest sense. Every challenge that they encounter, whether academic, professional, or even personal, can be viewed as a "*problem*" which requires them to think up an effective solution that will allow them to achieve resolution and make progress toward their objectives.
- ii. To that end, STEM students (aspiring STEM professionals) in particular, should focus on building a broad knowledge base and acquiring technical skills, along with the following attributes: curiosity, astute observation, objectivity, analytical and critical thinking, adoption of the scientific method and the engineering mindset (as a way of life), design thinking, rigorous problem-solving skills, the ability to develop models to account for the dynamic behavior of systems, cooperative learning, teamwork, collaboration, and entrepreneurship.
- iii. Significant progress in research (discovery and understanding) can be achieved through the framework of providing answers to three fundamental questions:
 - a. What is it that is being observed? (Identify/define the phenomenon that is under investigation/observation)
 - b. How is it happening? (Explain what is the process or mechanism by which the phenomenon is occurring)
 - c. Why is it happening? (Propose an evidence-based explanation of what is the "driving force" for the occurrence of the phenomenon that is being observed/ investigated.)

Frank Hunte, Ph.D.

Department Chair & Assistant Professor, Department of Mathematics
School of Sciences, Mathematics, and Allied Health
Saint Augustine's University



Research Experience of Mark A. Melton, Ph.D.

1. **What kind of research do you normally do?**
Genetic Regulation of Early Development & STEM Education
2. **What are your views about undergraduate research?**
Extremely beneficial to student academic development
3. **Are you willing to mentor undergraduate researchers at SAU?**
Yes
4. **What are the four salient points budding researchers at the undergraduate level should bear in mind when they think of research?**
 - dedication
 - persistence
 - work ethic
 - passion for new discoveries
5. **What are some of the most important lessons you would have learned when you started researching?**
 - patience is key
 - most hypotheses are disproved
 - discovery is rewarding and exciting
6. **Please share three tips for the budding undergraduate researchers at Saint Augustine's University.**
 - professionalism
 - desire to learn
 - open-mindedness

Mark A. Melton, Ph.D.

Assistant to the President for Strategic Initiatives
Office of the President
Saint Augustine's University



RECENT PUBLICATION

Magneto-transport signatures of superconducting Cooper pairs carried by topological surface states in bismuth selenide.

References:

Raj Kumar,(1,*) Cristian V. Ciobanu,(2,*) Somilkumar J. Rathi,(3,4) Joseph E. Brom,(5) Joan Redwing,(5) and Frank Hunte(1)

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2.Department of Mechanical Engineering and Materials Science Program, Colorado School of Mines, Golden, Colorado 80401, United States

3.Eugenus, Inc., 677 River Oaks Parkway, San Jose, CA, USA, 95134

4.Department of Materials Science and Engineering, University of Central Florida, Orlando, FL, USA, 32816

5.Department of Materials Science Program and Engineering, Penn State University, University Park, Maryland, PA 16802, United States

Frank Hunte, Ph.D. is the Department Chair of the Department of Mathematics and the Assistant Professor of Mathematics in the aforementioned department.

For details of the article, please use the link provided below.

[Prof. Hunte.pdf](#)



SCHOOL OF ARTS, SOCIAL SCIENCES, & COMMUNICATIONS

Prof. James E. Lyons, II, *Dean*



Background

The School of Arts, Social Sciences, and Communications (SASSC) was established in the summer of 2022 although the school existed under a different nomenclature. The departments that make up the school include Arts and Communications, Psychology and Social Sciences, and Criminal Justice. There are twelve degree-granting programs within the three departments. These programs include Visual Arts, Theatre, Music, Psychology, Sociology, Political Science, Communications, and Criminal Justice. In addition, the School of Arts, Social Sciences, and Communications houses three independent minor programs. These minors include Homeland Security and Emergency Preparedness, Nonprofit Leadership, and Social Work. SASSC also includes the SAU Marching Band and the University Choir. The School of Arts, Social Sciences, and Communications currently offers 308 majors, making it one of Saint Augustine's University's largest schools. The diverse nature of the degree programs allows us to engage in and build interdisciplinary and hands-on projects that strengthen the school's academic profile and the knowledge base of our majors.

What Does Data Say?

The College or School of Arts, Social Sciences, and Humanities (SASSH) is the place to discover, explore, and create your story. Undergraduate programs at SAU's SASSH aim to address students' questions regarding college objectives and policies, as well as to assist them in solving academic challenges and understanding how to meet graduation requirements.

Table 1.

| Terms | Criminal Justice | Education | Humanities | Media & Mass Communication | Sociology, Psych & Social Work | Grand Total |
|--------------|------------------|-----------|------------|----------------------------|--------------------------------|-------------|
| 2022FA | 106 | 40 | 43 | 65 | 149 | 403 |
| 2023SP | 8 | 2 | 3 | 2 | 6 | 21 |
| Total | 114 | 42 | 46 | 67 | 155 | 424 |

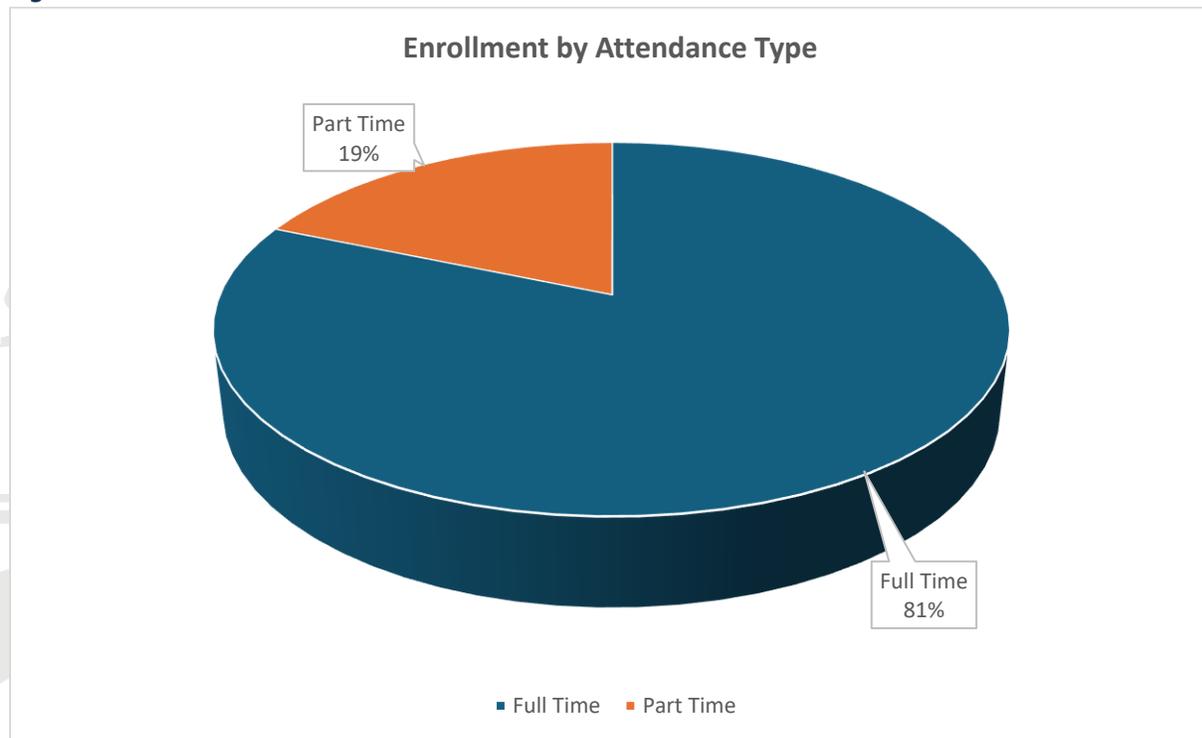


Table 2.

| Ethnicity/Race | F | M | Grand Total |
|---------------------------|------------|------------|-------------|
| Hispanic/Latino | 7 | 2 | 9 |
| American/Alaska Native | 8 | 4 | 12 |
| Asian | 0 | 2 | 2 |
| Black/African American | 242 | 151 | 393 |
| Hawaiian/Pacific Islander | 2 | 1 | 3 |
| White | 3 | 1 | 4 |
| Race/Ethnicity unknown | 0 | 1 | 1 |
| Grand Total | 262 | 162 | 424 |

In the fall of 2022 and spring of 2023, there were 424 degree-seeking students, divided between Hispanic and non-Hispanic groups. While Hispanics constituted only 2% of the student body at this college, 95% of the five non-Hispanic races were predominantly American/Alaska Native, Asian, Black/African American, Hawaiian/Pacific Islander, and white. Approximately 93% of students were African American, indicating that most students belonged to a single race, with American/Alaska Native, White, and Hawaiian/Pacific Islanders accounting for 1% to 3%. The percentage of Asians was minimal. Figure 1 shows that 81% of students were full-time, while 19% were part-time.

Figure 1.





| | | |
|--------|-----|-------------------------|
| FA2022 | 403 | Persistence Rate |
| SP2023 | 297 | 74% |

The clearinghouse's annual persistence and retention reports are key indicators of whether students are on track to continue or complete their postsecondary education. Studies show that colleges' ability to keep current students enrolled and progressing will become increasingly crucial, especially as demographic trends predict a drop in the number of new traditional-age students entering higher education.

Persistence rates (the proportion of students who re-enrolled the following fall at any institution) dropped during the pandemic, to 66.2 and 73.9 percent, respectively, in 2020, according to the National Student Clearinghouse Research Centre. The persistence percentage increased to 75.0% in 2021 (for the class that entered in 2020), and 75.9% of the students who entered in fall 2021 re-enrolled at some institution in fall 2022. Persistence rates in higher education demonstrate a student's capacity to go on to the next term. Every state and educational system have a unique understanding of what it means for a student to persevere. Here's an example of how Saint Augustine's University defines persistence rates: A student enrolls in term one and continues to term two. Keeping this definition of persistence rate in mind, the average persistence rate for college students between 2022 Fall and 2023 Spring was 74%, demonstrating that the University was comparable to the numbers given by the National Student Clearinghouse Research Centre and was reasonably high.

Table 3.

| All Terms | | | |
|----------------------------|------------------|------------------|--------------------|
| Admit Status | Full Time | Part Time | Grand Total |
| Extended Studies (Gateway) | 12 | 5 | 17 |
| First-Time Freshman | 247 | 57 | 304 |
| New Transfer | 49 | 9 | 58 |
| Readmit | 19 | 5 | 24 |
| (blank) | 18 | 3 | 21 |
| Grand Total | 345 | 79 | 424 |

Admit status refers to the stage at which each prospective student's file is reviewed by the admissions counsellor. Table 3 shows student unduplicated enrollment for start terms spanning from Fall 2016 to Spring 2023. There were 72% freshmen, 14% new transfers, and 15% continuing or returning students. Table 4, on the other hand, demonstrates a single enrollment of students with Fall 2022 as the start



term. There were 99 new first-time students (78%), 18 new transfers (14%) from other institutions, and 9 students (8%) who continued from previous terms. One admissions status was not documented.

Table 4: Enrollment by Attendance Status

| Start Term 2022FA | | | |
|----------------------------|-----------|-----------|-------------|
| Admit Status | Full Time | Part Time | Grand Total |
| Extended Studies (Gateway) | 3 | 2 | 5 |
| First-Time Freshman | 78 | 21 | 99 |
| New Transfer | 15 | 3 | 18 |
| Readmit | 2 | 2 | 4 |
| (blank) | 1 | 0 | 1 |
| Grand Total | 99 | 28 | 127 |

The College of Arts, Social Science, and Humanities provides undergraduate degrees in Arts (BA) and Science (BS). BA degree departments include Criminal Justice, Humanities, Media & Mass Communication, and Sociology, Psychology, and Social Work. On the other hand, the Department of Education is classified as a BS. Students can choose from a variety of majors within each of the five departments. In Fall 2022 and Spring 2023, Sociology, Psychology, and Social Work was the largest department, with 155 students (37%), followed by Criminal Justice (27%). Although all departments provide offline programs, Education provides a hybrid of online and offline classes for Health and Physical Education (see table 6).

Table 5: Enrollment by Degree

| Attendance by Degree | F | M | Grand Total |
|----------------------|------------|------------|-------------|
| Full Time | 220 | 125 | 345 |
| BA | 155 | 81 | 236 |
| BS | 65 | 44 | 109 |
| Part Time | 42 | 37 | 79 |
| BA | 26 | 26 | 52 |
| BS | 16 | 11 | 27 |
| Grand Total | 262 | 162 | 424 |



Figure 2.

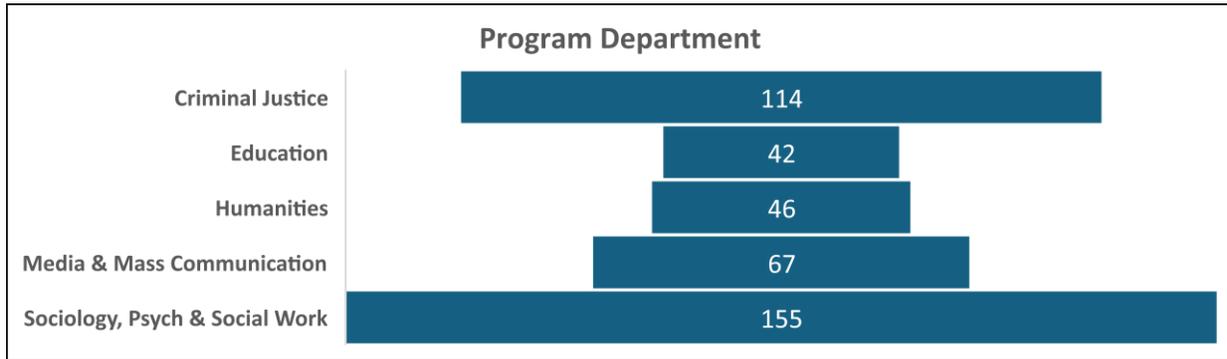


Table 6.

| Program Title | Count of Students |
|---|-------------------|
| Communications, Broadcast Concentration, BA | 34 |
| Communications, Digital Journalism Concentration, BA | 9 |
| Communications, Strategic Communication Concentration, BA | 6 |
| Criminal Justice, BS | 114 |
| Elementary Education, BA | 20 |
| English, BA | 5 |
| Film, BA | 18 |
| Health and Physical Education, Non-Teaching Option, BS | 12 |
| Health and Physical Education, Teaching Option, BS | 10 |
| Music, BA | 5 |
| Political Science, BA | 12 |
| Psychology, BA | 102 |
| Sociology, BA | 41 |
| Theatre, BA | 10 |
| Visual Arts, Graphics Concentration, BA | 21 |
| Visual Arts, Studio Concentration, BA | 5 |
| Total | 424 |



Table 7: Pell Eligibility by Program Department

| Program Department | Pell | Count of Students | Pell Eligible |
|--------------------------------|------------|-------------------|---------------|
| Criminal Justice | 75 | 114 | 66% |
| Education | 26 | 42 | 62% |
| Humanities | 28 | 46 | 61% |
| Media & Mass Communication | 44 | 67 | 66% |
| Sociology, Psych & Social Work | 101 | 155 | 65% |
| Total | 274 | 424 | 65% |

All undergraduate and vocational students enrolled or accepted for enrollment in participating school may apply. Pell Grants are awarded usually only to students who have not earned a bachelor's or a professional degree. To be eligible for a Pell grant, you must also meet the general federal student aid eligibility requirements, namely.

- Demonstrate financial need for need-based federal student aid programs.
- be a U.S. citizen or an eligible noncitizen.
- have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau);
- be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program.
- maintain satisfactory academic progress in college or career school.
- provide consent and approval to have your federal tax information transferred directly into your 2024–25 Free Application for Federal Student Aid (FAFSA®) form, applying for aid typically for July 1, 20**, to June 30, 20**.
- sign the certification statement on the FAFSA form stating that you're not in default on a federal student loan, you do not owe money on a federal student grant, and you'll only use federal student aid for educational purposes; and
- show you're qualified to obtain a college or career school education.

Table 7 reveals that 65% of students were eligible for Pell grants in Fall 2022. Sixty-six percent of students in the departments of Criminal Justice and Media & Mass Communication received Pell grants, followed by the department of Sociology, Psychology, and Social Work (65%), which was just 1% less.

Table 8.

| Program Department | Graduated |
|--------------------------------|-----------|
| Criminal Justice | 10 |
| Education | 0 |
| Humanities | 1 |
| Media & Mass Communication | 4 |
| Sociology, Psych & Social Work | 10 |
| Total | 25 |



Table 8 displays the number of students who have graduated. It has been reported that 24 students graduated in fall 2022 and one in spring 2023, making a total of 24 students.

Table 9.

| Terms | Criminal Justice | Education | Humanities | Media & Mass Communication | Sociology, Psych & Social Work | Grand Total |
|--------------|------------------|-----------|------------|----------------------------|--------------------------------|-------------|
| 2022FA | 106 | 40 | 43 | 65 | 149 | 403 |
| 2023SP | 8 | 2 | 3 | 2 | 6 | 21 |
| Total | 114 | 42 | 46 | 67 | 155 | 424 |

Table 9 shows that Fall 2022 had significantly more students enrolling than Spring 2023.

Student Classification

| Admit Status by Classification | Freshman | Junior | Senior | Sophomore | Grand Total |
|--------------------------------|------------|-----------|-----------|------------|-------------|
| Extended Studies (Gateway) | 6 | 1 | 6 | 4 | 17 |
| First-Time Freshman | 130 | 46 | 52 | 76 | 304 |
| New Transfer | 11 | 10 | 27 | 10 | 58 |
| Readmit | 3 | 6 | 11 | 4 | 24 |
| (blank) | 12 | 2 | 1 | 6 | 21 |
| Grand Total | 162 | 65 | 97 | 100 | 424 |

Table 10.

Table 10 shows an increase in first-time freshman enrollment (72%), followed by 14% of new transfer and 15% of continuing/returning students, demonstrating SAU's ability to recruit freshmen and students' willingness to transfer to SAU.

Table 11 shows that SASSC had 38% freshmen, followed by 24% sophomores, 15% juniors, and 23% seniors. An 8% increase from Junior to Senior implies that there were new transfers enrolling in the final year. This is evidenced by Table 10, which shows an increase in New Transfer students from 10 to 27.



Table 11.

| Classification | Count of Students |
|--------------------|-------------------|
| Freshman | 162 |
| Junior | 65 |
| Senior | 97 |
| Sophomore | 100 |
| Grand Total | 424 |

Table 12.

| Class Level | Count of Students | Average of Cum_GPA |
|--------------------|-------------------|--------------------|
| Freshman | 162 | 1.34 |
| Sophomore | 65 | 2.84 |
| Junior | 97 | 3.05 |
| Senior | 100 | 2.43 |
| Grand Total | 424 | 2.42 |

According to a 2023 survey conducted by the National Association of Colleges and Employers (NACE), the median cutoff for candidates based on GPA is 3.0. However, an average cumulative GPA of 2.4 is a hair away from the 2.5 range, which opens eligibility for a number of universities, although there is always opportunity for improvement (refer to table 12).

Table 13.

| Residence Status | Count of Students |
|--------------------|-------------------|
| Commuter | 121 |
| Resident | 303 |
| Grand Total | 424 |

Table 13 shows that a vast majority of students (71%) lived on campus, with only 29% commuting from off campus.



HUMAN RESOURCES

Table 14.

| Type of Employee | Full-Time | Part-Time | Grand Total |
|---------------------|-----------|-----------|-------------|
| Adjunct | | 3 | 3 |
| Faculty | 12 | | 12 |
| Faculty/Dean | 1 | | 1 |
| Faculty/Dept. Chair | 3 | | 3 |
| Staff | 1 | | 1 |
| Staff/Instructor | 1 | | 1 |
| Grand Total | 17 | 3 | 21 |

The School of Arts, Social Science and Humanities had 21 faculty members, with 81% full-time and the remainder part-time. Interestingly, 57% of instructors were full-time, while only 14% were adjuncts (See table 14). The influence of teachers on student accomplishment is frequently regarded as the gold standard of expertise" (Hattie 2003, p. 9). Figure 3 depicts the faculty's length of service at SAU, with a maximum of twenty-nine years. Experienced instructors are distinguished by their in-depth representations of teaching and learning. Experienced teachers differ not in their knowledge of curriculum or teaching strategies, but in how they organize and apply this content knowledge. The majority of SASSC instructors have 11 to 39 years of teaching experience, demonstrating their ability to provide an optimal classroom environment for lifelong learning (Figure 4).

Figure 3.

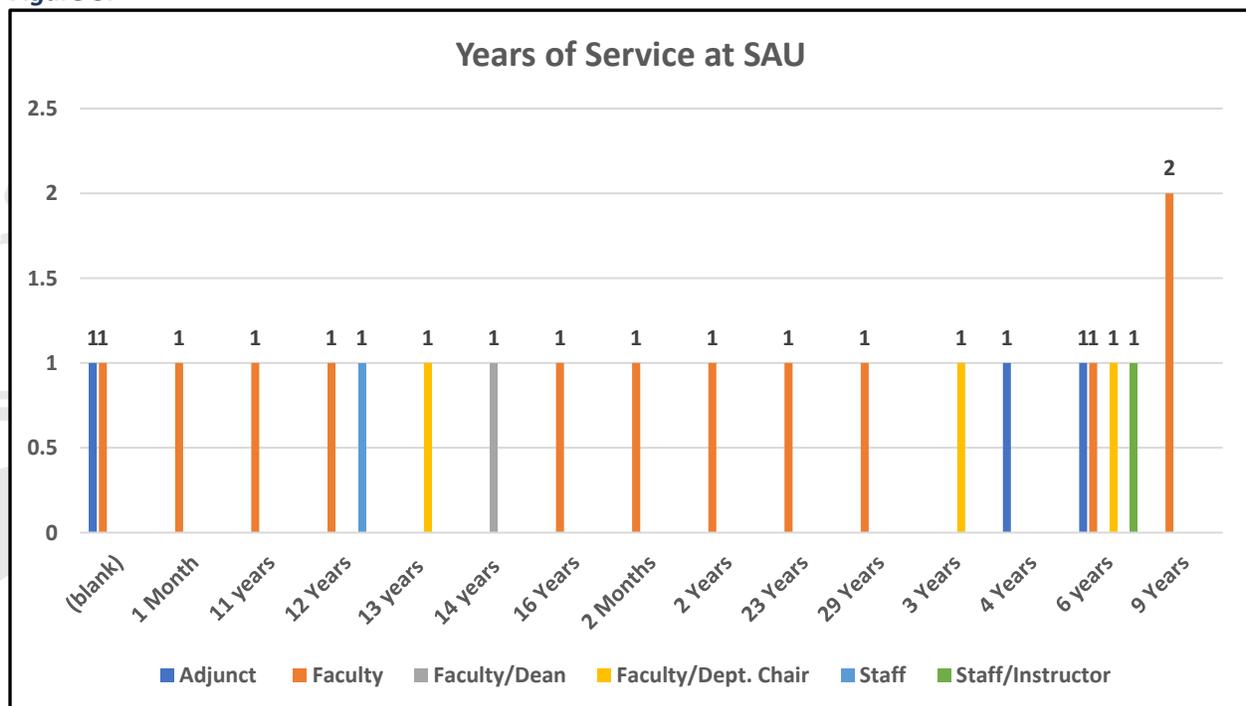




Figure 4.

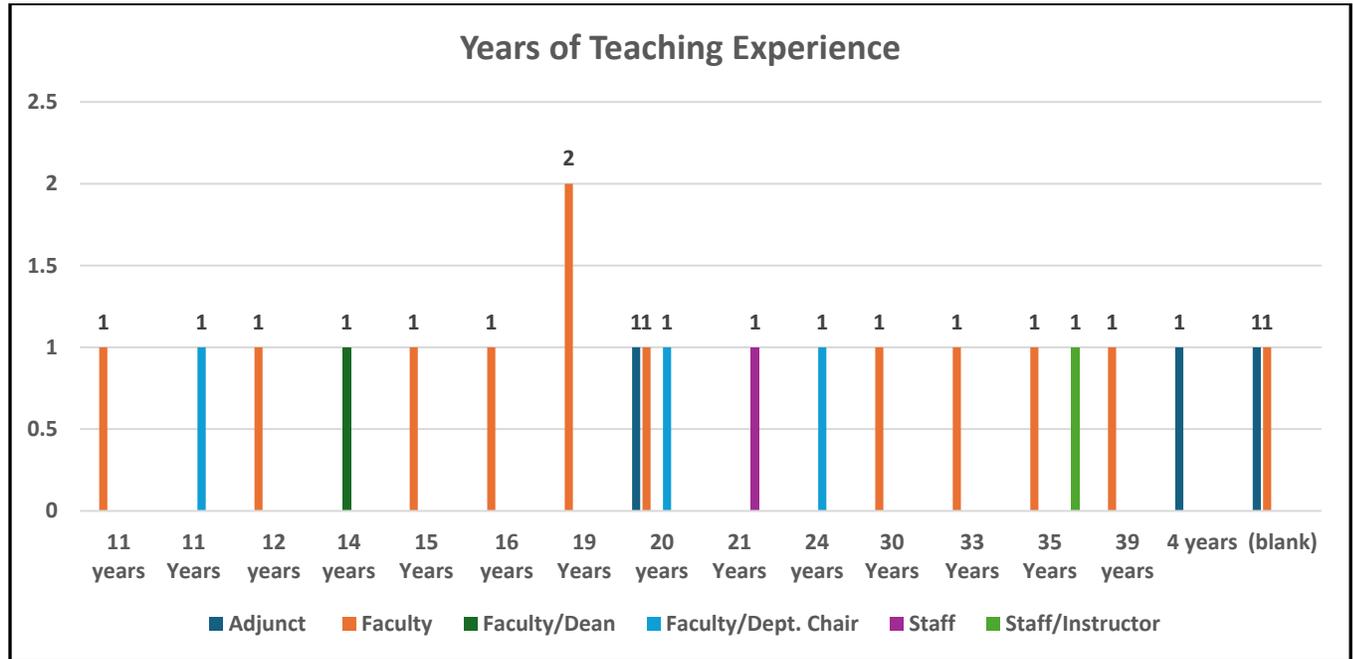




Table 15.

| Highest Degree earned by Type of Employee |
|---|
| Adjunct |
| MA in Public Affairs |
| Ph.D. Sociology |
| Faculty |
| MA in Industrial Design |
| MA in Product Design |
| MA in Secondary Education/Music |
| MA School Psychology/MA Criminal Justice/MA Theological Studies |
| Master's in criminal justice |
| MFA Creative Writing |
| MFA Filmmaking |
| MFA in Performance |
| MFA in Sculpture |
| MS in Print Journalism |
| Ph.D. in Communication, Rhetoric, and Digital Media and JD |
| Ph.D. in Forensic Psychology |
| Faculty/Dean |
| MS Criminal Justice |
| Faculty/Dept. Chair |
| Ph.D. Developmental Psychology |
| Ph.D. in Criminal Justice |
| Ph.D. Theatre Directing and Scholarship |
| Staff |
| BA in Radio, Television, and Motion Pictures and Dramatic Arts |
| Staff/Instructor |
| MS in Interdisciplinary Arts |

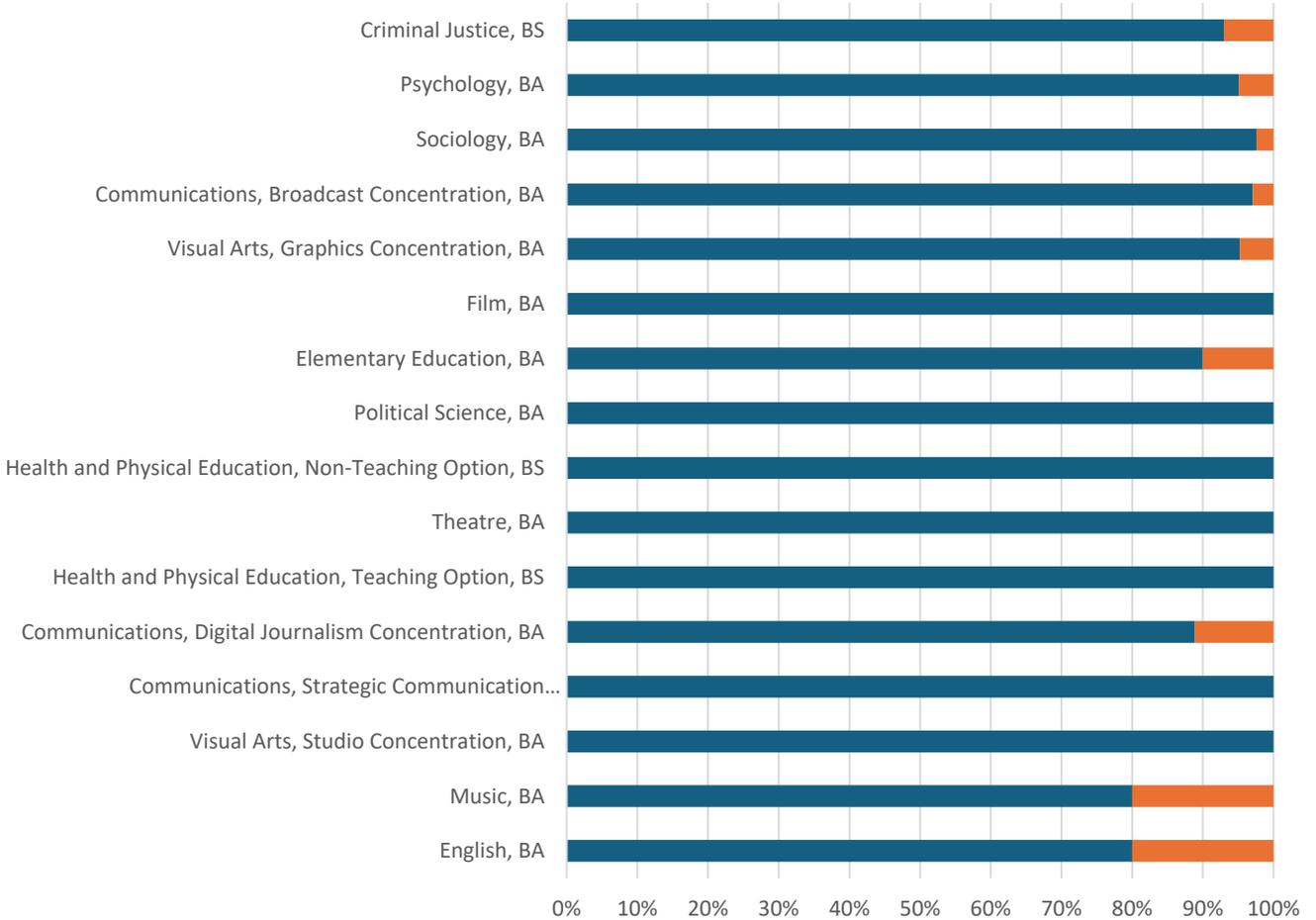
Popularity of Programs by Degree and Title

Bachelor's degrees are the most acquired level of degree. The number of degrees obtained continues to increase, with certain degrees being sought more frequently than others. Table 15 shows what degrees are most popular at SAU. Students without prior college coursework can usually complete these programs in four years of full-time study, with many completing their programs online. The most popular bachelor's degree fields are listed (by popularity) in Table 15, with the maximum at the top of the data visualization. Criminal justice appears to be the most sought-after major at the Bachelor of Science, followed by psychology and sociology, which fall under the Bachelor of Arts, to name a few.



Table 16.

Popularity of Programs in Descending Order



| | English, BA | Music, BA | Visual Arts, Studio Concentration, BA | Communications, Strategic Communication Concentration, BA | Communications, Digital Journalism Concentration, BA | Health and Physical Education, Teaching Option, BS | Theatre, BA | Health and Physical Education, Non-Teaching Option, BS | Political Science, BA | Elementary Education, BA | Film, BA | Visual Arts, Graphics Concentration, BA | Communications, Broadcast Concentration, BA | Sociology, BA | Psychology, BA | Criminal Justice, BS |
|----------|-------------|-----------|---------------------------------------|---|--|--|-------------|--|-----------------------|--------------------------|----------|---|---|---------------|----------------|----------------------|
| ■ 2022FA | 4 | 4 | 5 | 6 | 8 | 10 | 10 | 12 | 12 | 18 | 18 | 20 | 33 | 40 | 97 | 106 |
| ■ 2023SP | 1 | 1 | | | 1 | | | | | 2 | | 1 | 1 | 1 | 5 | 8 |

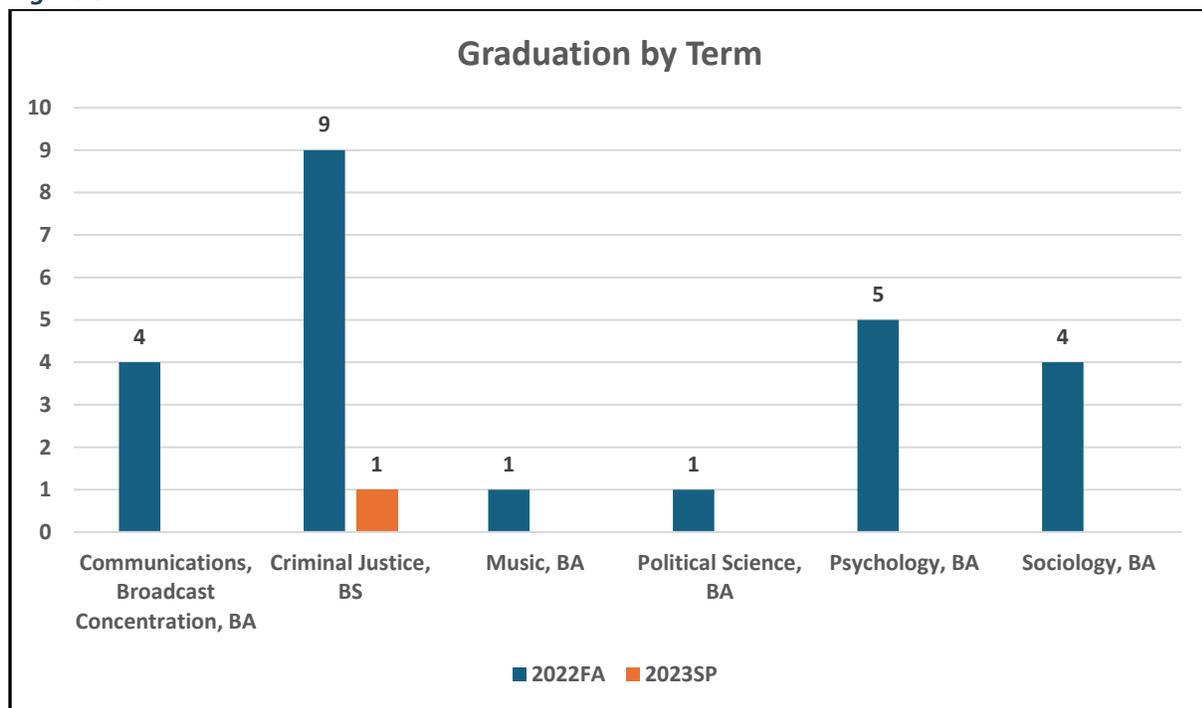
■ 2022FA ■ 2023SP



Graduation by Term

A research study found that graduation rates for black students at HBCUs are 32 percent, compared to 44 percent for black students at other institutions. But when HBCUs are compared to similar institutions—considering factors like size, selectivity, finances, and the socioeconomic demographics of students—black students at HBCUs were 33 percent more likely to graduate than black students at similar non-HBCUs. SASSH had 24 students graduating in the fall of 2022 and only one in the spring of 2023, which is likely to be more than 22%.

Figure 5.



Enrollment by Age, Class level, Term and Program Title

The pareto chart plot in figure 6 shows the distribution of enrollment of freshman by age per program in descending order of frequency, with a cumulative line on a secondary axis as a percentage of the total. The visual clearly indicates that 88% of freshman were within the age group of 17 to 21, followed by 7% of students between the ages of 22 and 26, 1% each between 27 to 31, 32 to 36, and 37 to 42, respectively. Approximately, eighty-two percent of Sophomores were between the ages of 17 and 21, 16% between 22 and 26, and 2% between 27 and 31. Additionally, 69% of juniors were between the ages of 17 and 21, 29% between 22 and 26, and 2% between the ages of 32 and 36. Finally, 35% of seniors were in the age group of 17 to 21, 48% were between 22 and 26, 6% were between 27 and 31, 2% were between 32 and 36, 1% were between 37 and 42, and finally, 7% were in the age group of 43 and above.



Figure 6.

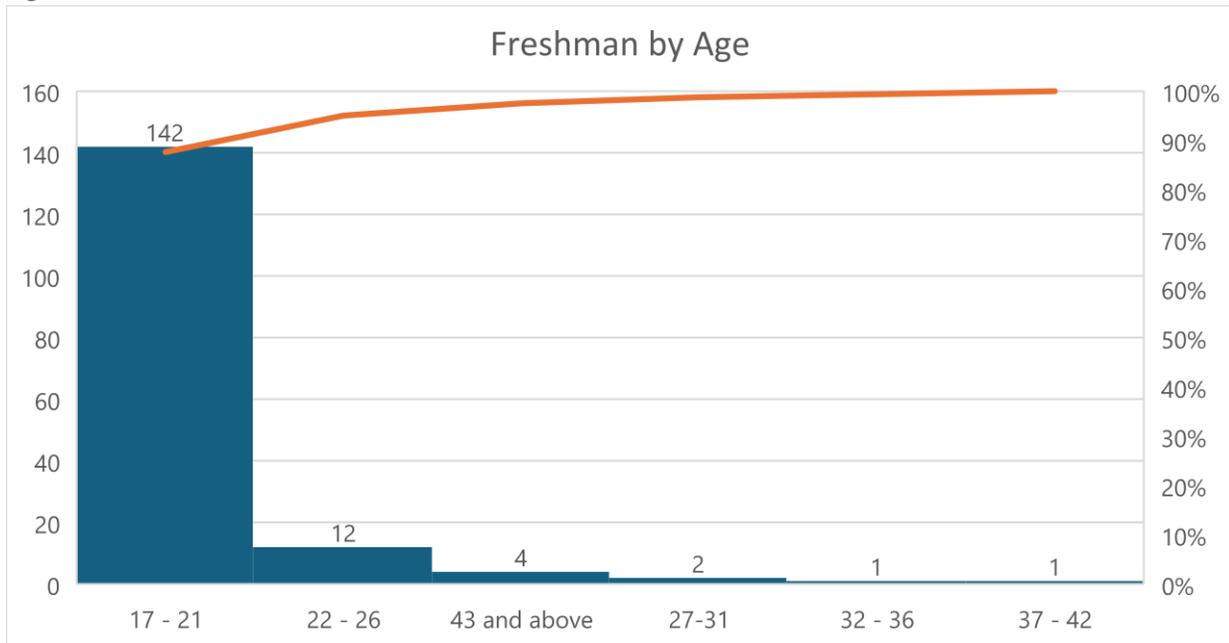


Figure 7.

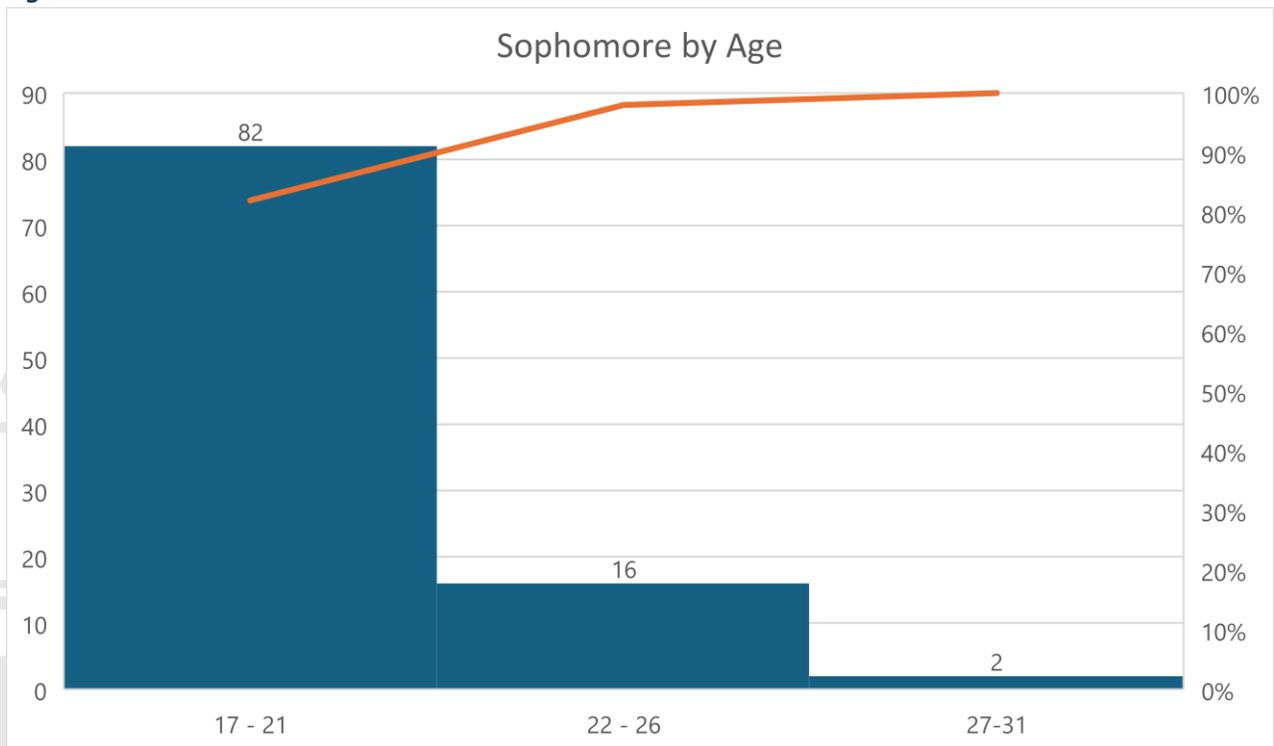




Figure 8.

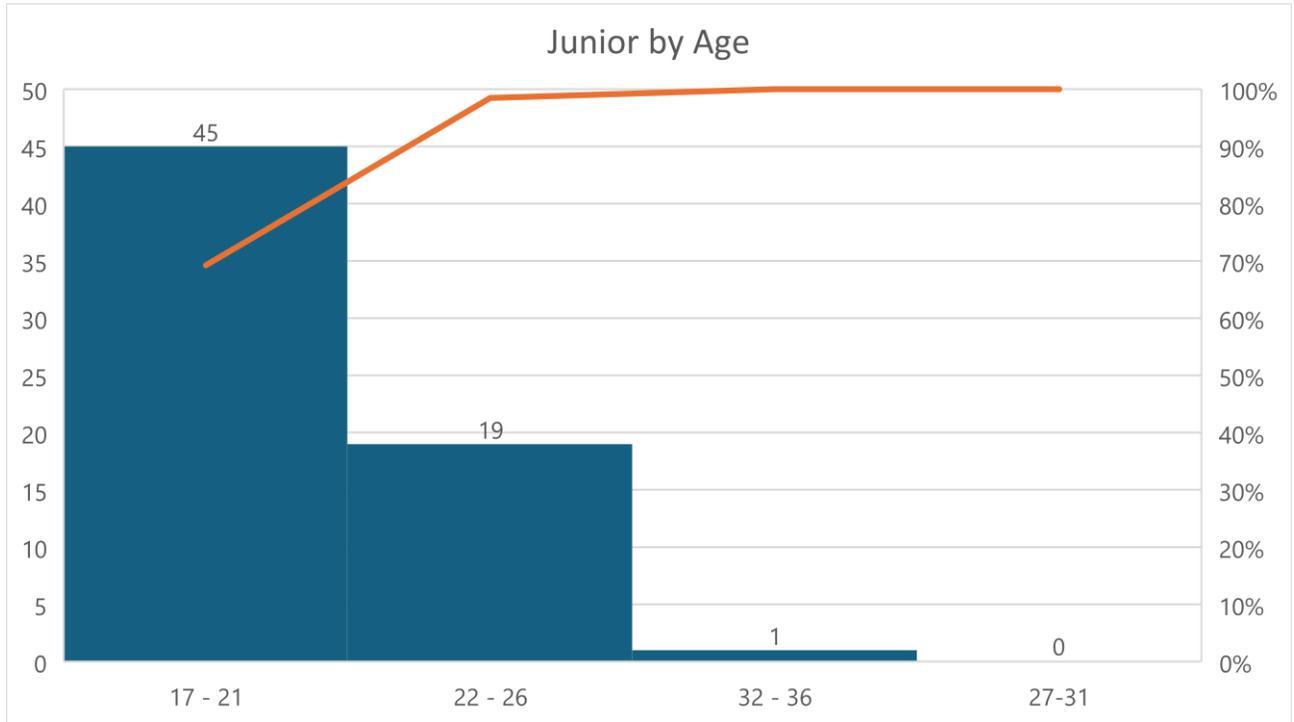


Figure 9.

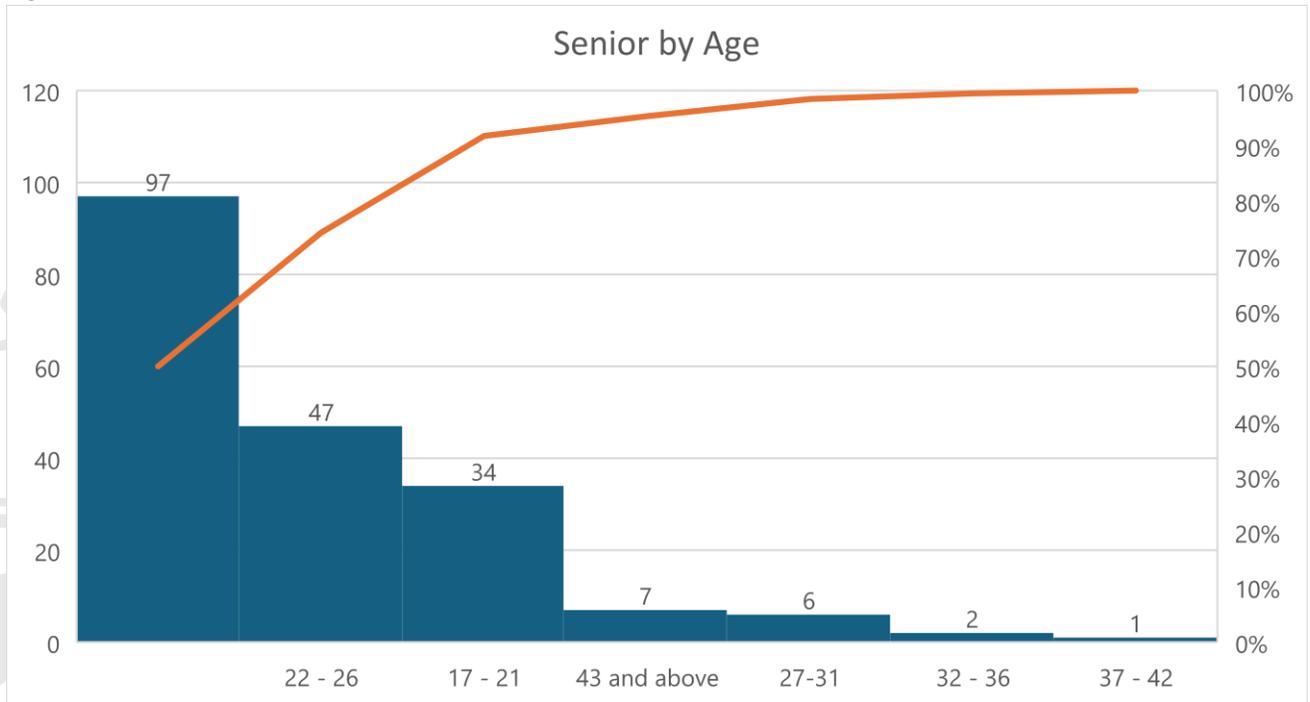




Table 17.

| Terms | Criminal Justice | Education | Humanities | Media & Mass Communication | Sociology, Psych & Social Work | Grand Total |
|--------------|------------------|-----------|------------|----------------------------|--------------------------------|-------------|
| 2022FA | 106 | 40 | 43 | 65 | 149 | 403 |
| 2023SP | 8 | 2 | 3 | 2 | 6 | 21 |
| Total | 114 | 42 | 46 | 67 | 155 | 424 |

Table 18.

| Age FA'22 SP'23 | Criminal Justice | Education | Humanities | Media & Mass Communication | Sociology, Psych & Social Work | Grand Total |
|-----------------------|------------------|-----------|------------|----------------------------|--------------------------------|-------------|
| 17 | | 3 | | | | 3 |
| 18 | 14 | 6 | 4 | 8 | 25 | 57 |
| 19 | 26 | 8 | 13 | 14 | 31 | 92 |
| 20 | 17 | 12 | 7 | 14 | 33 | 83 |
| 21 | 12 | 7 | 7 | 12 | 30 | 68 |
| 22 | 12 | 2 | 7 | 7 | 14 | 42 |
| 23 | 8 | | 1 | 5 | 9 | 23 |
| 24 | 5 | 2 | 2 | 2 | 4 | 15 |
| 25 | 3 | | 1 | 1 | 3 | 8 |
| 26 | 4 | | 1 | 1 | | 6 |
| 27 | | 1 | | 1 | 1 | 3 |
| 28 | | | | | 1 | 1 |
| 29 | 1 | | 1 | 1 | | 3 |
| 30 | 1 | | | | | 1 |
| 31 | 2 | | | | | 2 |
| 33 | 1 | | | | | 1 |
| 35 | 1 | | | | 1 | 2 |
| 36 | | | | | 1 | 1 |
| 37 | | | | 1 | | 1 |
| 41 | | 1 | | | | 1 |
| 43 | | | | | 1 | 1 |
| 44 | 2 | | | | | 2 |
| 48 | 1 | | | | 1 | 2 |
| 50 | 2 | | | | | 2 |
| 51 | 1 | | | | | 1 |
| 55 | 1 | | | | | 1 |
| 56 | | | 1 | | | 1 |
| 62 | | | 1 | | | 1 |
| 62 | | | 1 | | | 1 |
| Grand Total | 114 | 42 | 46 | 67 | 155 | 424 |



Major Accomplishments: Academic Year 2022 - 2023

Research Productivity

Article Published:

Beneby, D. R., & Glenn, J. W. (2022). Tracking the Impact of COVID-19 on Community-Based Intervention Programs for Justice-Involved Youth: A Longitudinal Qualitative Study. *Journal of Restoration, Rehabilitation, and Reentry*, 2022(1), 49-63. Retrieved from <https://digitalcommons.wou.edu/jr3/vol2022/iss1/4>

Grants

Durham County Department of Community Interventions and Support Services Community Violence Project: \$11,500 (Funded) July 1, 2023

Criminal Justice Workforce Development Initiative: \$47,194 (To be submitted Fall, 2023)

American Council for Learned Societies HBCU Faculty Fellowship: \$50,000 (To be submitted November 2023)

HIGHLIGHTS OF FACULTY ACCOMPLISHMENTS (details of accomplishments, month, and year).

| Name of Faculty | Achievements | Month/Year |
|-----------------------------|--|----------------|
| Mrs. Renee Robinson(CJ) | Appointed by Governor Roy Cooper to the State Ethics Commission | December/2022 |
| | Served as the liaison between the NCSBI and the Department of Criminal Justice during the Cold Case Investigation Program (Beta Class) | January/2023 |
| | Organized the Law Enforcement Leaders of America program | March/ 2023 |
| | Organized the Anti-Human Trafficking Movement program in conjunction with the United States Attorney's Office for the Eastern District of North Carolina | March/2023 |
| | Organized the FBI Beacon Project Program's Collegiate Academy for SAU students | September/2022 |
| Mr. Dan Holly (COMM) | Appointed to the Advisory Council of NC Freedom Park | September/2022 |
| Mrs. Ophelia Johnson (FILM) | Academic paper proposal accepted by the 29 th annual HBCU Faculty Development Conference in Dallas, TX. | February/2023 |
| Dr. Jonathan Glenn (CJ) | Was interviewed on CBS 17 as a subject-matter expert to offer insights on current trends in youth violence across NC | November/2022 |
| | Organized the Law Enforcement Leaders of America program | March/ 2023 |
| | Organized the Anti-Human Trafficking Movement program in conjunction with the United States Attorney's Office for the Eastern District of North Carolina | March/ 2023 |
| | Organized the FBI Beacon Project Program's Collegiate Academy for SAU students | September/2022 |

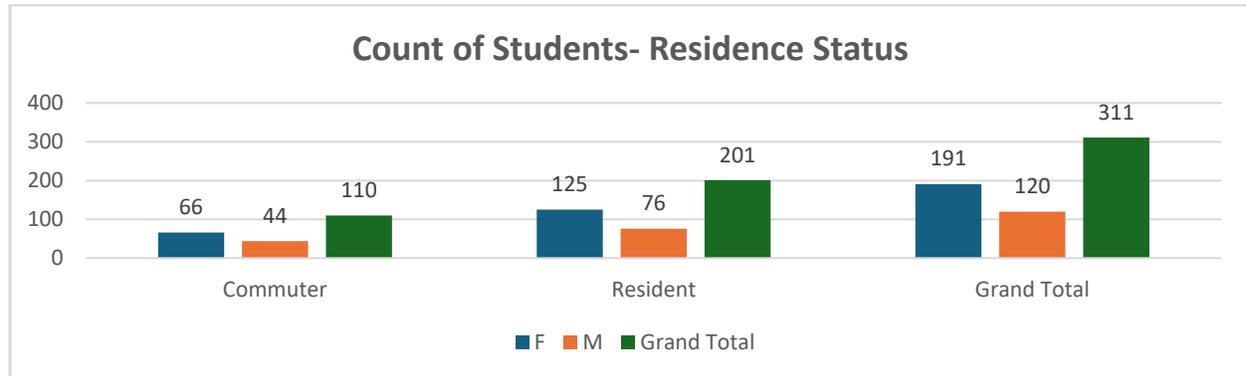


| | | |
|---------------------------------|---|----------------|
| Dr. Dan Trigoboff (COMM) | Co-authored a book titled <i>Guns 360</i> . The book takes on numerous controversies involving the role and presence of guns in our society | December/2022 |
| | Authored an online op-ed published by <i>TV News Check</i> . The title of the piece is <i>Dominion Suit's Revelations Damage the Entire Fox Brand</i> . | April/2023 |
| Mr. George Jack (THE) | Directed the Edward Albee play, <i>The Zoo Story</i> . The play ran for two nights in November of 2022 | November/2022 |
| | Directed three plays for Oakwood Heavyweights, the annual production of Burning Coal Theatre Company in Raleigh's Historic Oakwood Cemetery. | October/2022 |
| Ms. Linda Dallas (ART) | Received the Raleigh Medal of Arts | October/2022 |
| Ms. Virginia Tyler (ART) | The artwork was on exhibit at Cameron Art Museum in Wilmington. The exhibit was titled: State of the Arts: Art of the State. | October/2022 |
| | Artwork featured in an exhibit at the international conference for contemporary iron art in Berlin, Germany | November/2022 |
| | Artwork will be featured at Lowe-Mill Gallery in Huntsville, AL | June/2023 |
| Dr. Patrick Webb (CJ) | Contribution to Encyclopedia of Sexual Psychology and Behavior (Springer) was published: <i>Conspicuous Consumption: Foundations, Factors, and Future Development</i> | January/2023 |
| | Book chapter published in <i>Restorative Justice and Practices in the 21st Century</i> . The title of the contribution is <i>Higher Learning: Restorative Justice and Higher Education</i> . | May/2023 |
| Dr. Kaye Evans (THE) | Served as racial bias facilitator for The Justice Theatre's production of <i>All the Way</i> , | November/2022 |
| | Wrote and directed the prize-winning Reader's Theatre production for the Big Payback program. | March/2023 |
| | Acted in the Reader's Theatre production for the Big Payback program | March/2023 |
| Mr. Colin Adams (PSYCH) | Organized the "Whitewashing of Christianity" panel discussion with author Jerome Gay Jr. | March/2023 |
| Dr. Marnie Arkenberg (PSYCH) | Organized the annual Constitution Day Program | September/2022 |

HOUSING

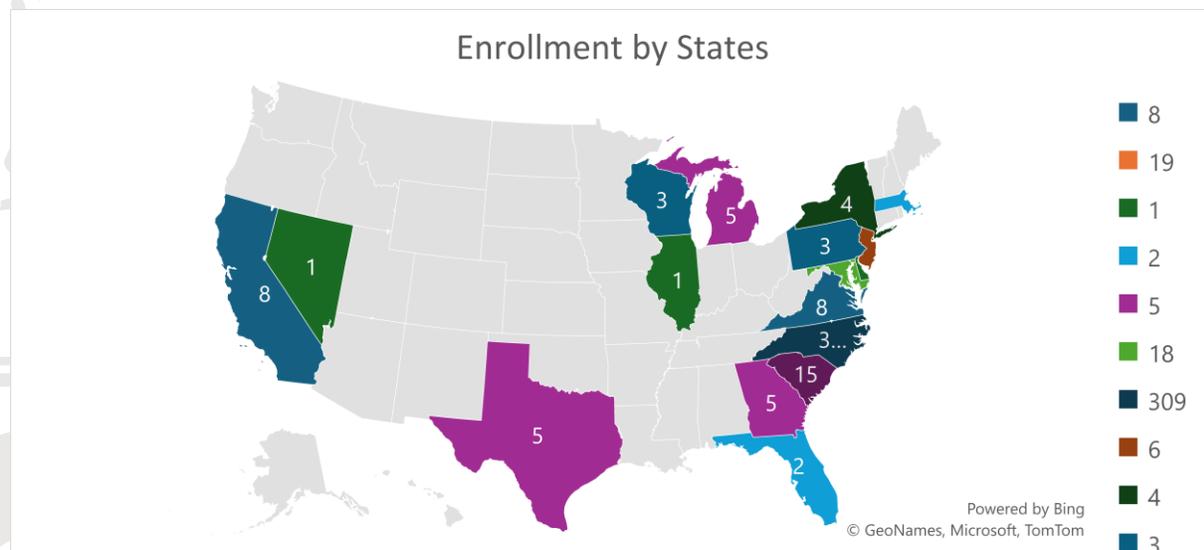


Living on campus allows for special interconnectedness with fellow students and the larger university community. Students who live on campus are more likely to interact with faculty outside of the classroom, attend campus-wide events, seek employment on campus, and participate in clubs and organizations. Being involved allows for a deeper university experience, personal development, strong social networks, and increased opportunities for intellectual, physical, and academic growth.

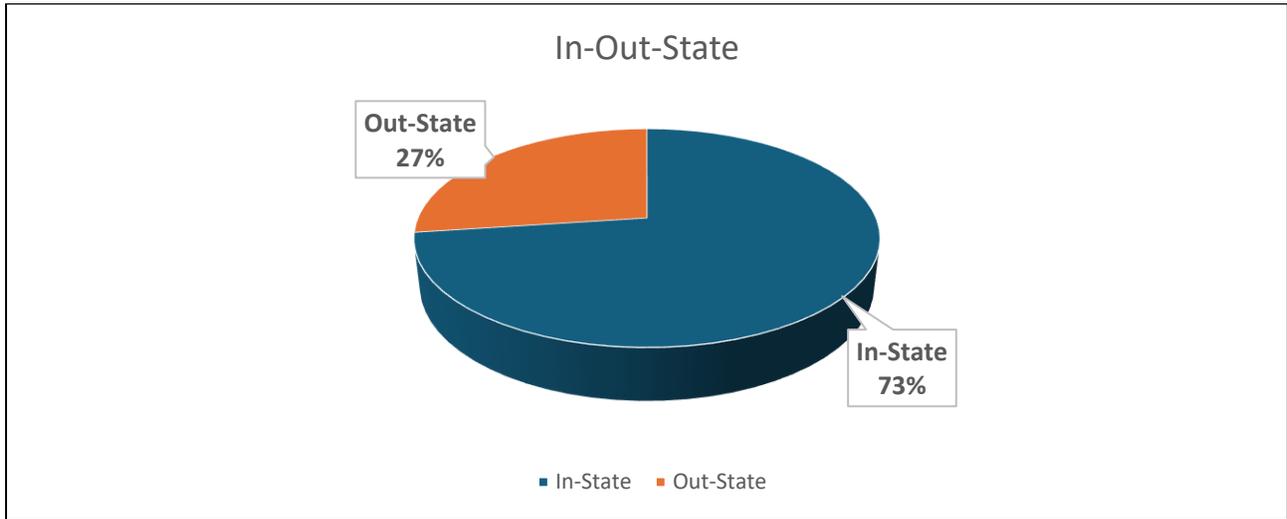


Housing by Residence Halls

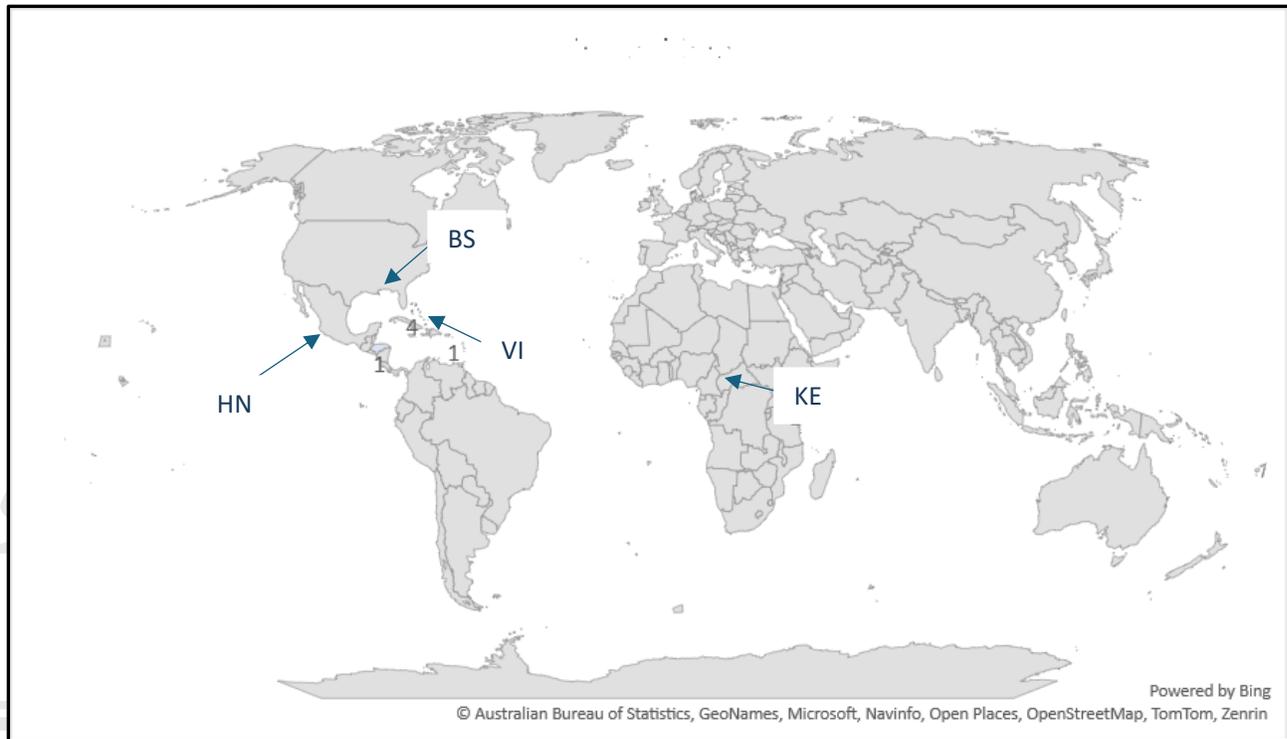
| Residence Halls | Males | Females |
|-----------------|-------|---------|
| FLKB | | 36 |
| FLKC | | 82 |
| FLKD | 11 | 30 |
| FLKA | 26 | |
| JAMB | 37 | |
| LATH | | 51 |



| CA | DC | DE | FL | GA | IL | IN | MA | MD | MI | NC | NJ | NV | NY | PA | SC | TX | VA | WI |
|----|----|----|----|----|----|----|----|----|----|-----|----|----|----|----|----|----|----|----|
| 8 | 19 | 1 | 2 | 5 | 1 | 1 | 2 | 18 | 5 | 309 | 6 | 1 | 4 | 3 | 15 | 5 | 8 | 3 |



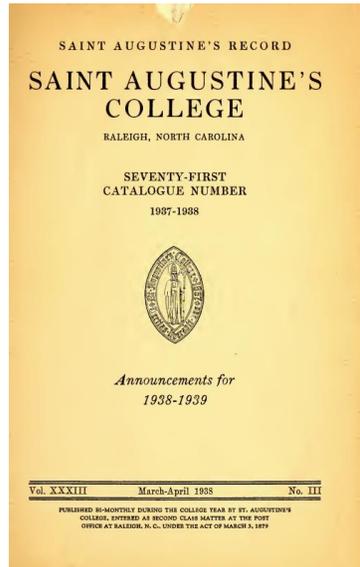
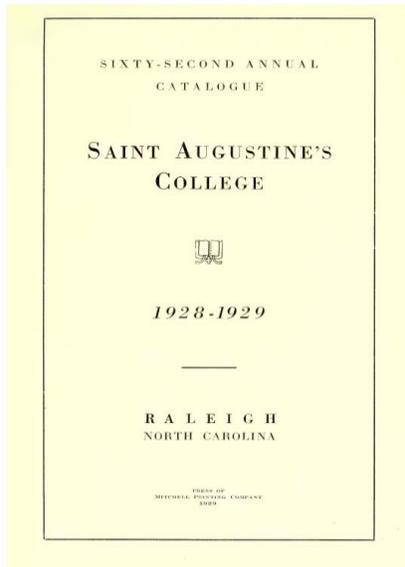
Enrollment by Country



| Country | Count of Students |
|-------------------------|-------------------|
| Bahamas (BS) | 4 |
| Honduras (HN) | 1 |
| Kenya (KE) | 1 |
| U.S Virgin Islands (VI) | 1 |



#SAU DIARIES - Retro - Forward



30 THE ANNUAL CATALOG
Sociology
1. Introduction to Sociology. A study of groups, culture, institutions and social processes.
Text: Kimball Young's An Introductory Sociology.
Three hours, first semester.
Open to Juniors and Seniors.
2. Family Organization and Problems. The family in the present social order, with special emphasis on its function in personality adjustment.
Text: Hart's Personality and the Family.
Three hours, second semester.
Open to Juniors and Seniors.
Prerequisite: Sociology 1.
3. Social Problems. A general survey and a special study of the phases especially affecting the Negro.
Text: Phelps' Contemporary Social Problems. (Revised Edition.)
Three hours, first semester.
Prerequisite: Sociology 1.
4. Introduction to Social Psychology. The group and personality adjustment.
Readings, discussion and a supervised project.
Text: To be announced later.
Three hours, second semester.
Prerequisite: 1. A college course in sociology or general psychology.

SAINT AUGUSTINE'S COLLEGE 33
MUSIC
The courses in the Music Department will allow students with musical ability to earn sufficient credit for a major in public school music, and qualify for the North Carolina certificate to teach music in the public high and elementary schools. The candidate is expected to qualify at the same time for a certificate in one of the regular high school subject-matter fields.
Those who elect to follow this course of study are required to take sufficient courses to qualify for a major in the department, and no courses, except those marked (*), are open to students who do not elect to major in the department. Students beginning the music course and later withdrawing from it can claim no credit toward a degree for the work previously done in the specialized courses in the department.
1-A. Elementary Harmony.
A study of the major and minor scales, intervals, and triads with their inversions. Harmonization of melodies and figured basses. Keyboard work given paralleling written work.
Two hours, first semester.
Open to Freshmen.
1-B. Elementary Harmony.
Continuation with the introduction of passing tones and seventh chords with their inversions. Harmonization of melodies; figured and unfigured basses.
Two hours, second semester.
Prerequisite: Elementary Harmony 1-A.
1-X. Fundamentals of Music. This course covers the fundamentals of music theory needed in any study of music and its teaching. It includes the history of notation, rhythm, melody and styles of music, a study of the piano keyboard, terminology, scale formation, drill on time signatures and triads. Open to freshmen as an elective, and required of Music Majors who do not have sufficient music background for Elementary Harmony.
Text: Gahrkans' The Fundamentals of Music.
Three hours. Given each semester when necessary.
2. Ear-training and Sight-singing.
Study of tonal relationships with drill in scale and interval singing. Melodic dictation. Singing of simple melodies in the major mode.
One hour, each semester, year course.
Open to Freshmen.

34 THE ANNUAL CATALOG
3. Class Piano Instruction (Applied Music).
This course, designed to meet the needs of Public School Music majors, provides general keyboard facility enabling the student to play accompaniments for school songs and for community group singing.
One hour, each semester.
Practice Fee, \$2 each semester.
Open to Freshmen.
3-A. Class Voice Instruction (Applied Music). Group work to meet the needs of music students who are majoring in piano. This is a course in voice building, voice placement, principles of singing, and song material. Required of all students majoring in music, who do not take individual voice instruction.
One hour, each semester, year course.
4. Individual Piano Instruction (Applied Music).
Instruction in piano is offered to meet the needs of the individual student at various stages of achievement. Emphasis is placed on acquiring suitable technique and a repertoire of standard piano selections representing the Classic, Romantic, and Modern Schools, according to the ability of the student.
One hour each semester allowed to Public School Music majors.
Fee, \$15 each semester, including practice fee.
4-A. Individual Voice Instruction (Applied Music). Includes instruction in voice placement, breath control, free emission of vowels and consonants, vocalises, interpretation of folk songs, art songs, and other standard vocal literature, according to the ability of the student.
One hour, each semester, year course.
Fee, \$15 a semester, including practice room.
5-A. Advanced Harmony.
Study of the ninth chord with inversions, modulation by means of altered and unaltered chords, and the use of all non-harmonic tones. Original work. Keyboard work continued.
Text: Heacock's Harmony for Ear, Eye, and Keyboard.
Two hours, first semester.
Prerequisite: Elementary Harmony 1-A and 1-B, unless passed by examination covering this work.
5-B. Musical Form and Analysis.
This course deals with the structure and content of music with a review of harmonic material and its practical application. Analysis of compositions by the leading Classic, Romantic, and Modern Composers.
Two hours, second semester.
Prerequisite: Advanced Harmony.



6. Advanced Ear-training and Sight-singing. More difficult rhythmic drills with melodies in the major and minor modes. Dictation and melody writing in the "G" and "F" clefs. One hour each semester, year course. Prerequisite: Ear-training and Sight-singing 2 unless passed by examination covering this work.

7-A. *Music Appreciation. The primary purpose of this course is to enable the student to understand and enjoy more fully the representative compositions of all periods and styles. Special attention is given to developing a greater understanding and appreciation of Negro music. Instruction is by means of lecture and musical illustration. No technical knowledge of music is required. Three hours, first semester. Open to Sophomores and Juniors. Material Fee, \$1.

7-B. *Music Appreciation. A continuation of 7-A. Three hours, second semester. Open to Sophomores and Juniors. Material Fee, \$1.

8-A. *Music Appreciation. The reading and discussion of a number of representative Italian, French, and German Operas, with recordings for illustrative purposes. Three hours, first semester. Open to Juniors and Seniors who have completed at least 1 semester of Music Appreciation 7. Material Fee, \$1.

8-B. *Symphonic Literature. A course designed better to acquaint the student with the highest form of instrumental music. Representative works of the leading Classic, Romantic, and Modern composers are studied and analyzed with reference to form and content. Three hours, second semester. Open to Juniors and Seniors who have completed at least 1 semester of Music Appreciation 7. Material fee, \$1.

9-A. Choral Conducting. This course teaches the technique of the baton and emphasizes the use of conducting for School Music purposes. Required of all Public School Music majors. Two hours, first semester. Prerequisites: One year each of Harmony and Ear-training and Sight-singing.

9-B. Choral Technique. Open only to seniors who have had Choral Conducting. It is a laboratory course in which the students have an opportunity to put into use the techniques of

the baton which have been acquired in Choral Conducting. Each student is required to attend the Choral Club two rehearsals per week, and to teach and conduct the music which has been assigned to him. Problems arising during rehearsals are discussed during one class period per week. Required of all Music Majors. Two semester hours, second semester.

10. Public School Music (Music Methods. Education 11). A study of the methods and materials used in the presentation of music in the Elementary and High Schools; rote, observation, study and reading songs. Beginning of two-, three-, and four-part singing. Practical experience is afforded in organizing Choral groups. Three hours, first semester. Prerequisites: One year each of Harmony and Ear-training and Sight-singing.

PSYCHOLOGY

1. General Psychology. An introduction to the fundamental aspects and underlying principles of human behavior; stressing the psychological background of the science. Text: Rush's Psychology and Life. Credit: Three semester hours.

2. Child Psychology. A study of the physical and psychological development of the child; stressing a practical knowledge of early years of personality development, emotional development and learning processes. Text: Jersild's Child Psychology. Credit: Three semester hours. Prerequisite: General Psychology.

RELIGIOUS EDUCATION

The offering in this field is designed (a) to provide preliminary training for those interested in religious education as a vocation; (b) to qualify persons to meet the requirements of teaching Bible in the public schools of North Carolina. Persons interested in securing the North Carolina certificate (part-time) for teaching Bible must meet the other teacher-training requirements. Religious Education 1 and 2 are required of all candidates for the degree. Those expecting to continue in Religious Education must take courses 1 and 2 in the junior year. Others may take them in the senior year.

Note: This course is required before the completion of the sophomore year of all students who do not present for admission a course in American History and do not elect a college course in American History.

Economics

1. Consumer Economics. A study of economic principles and practices from the viewpoint of the consumer. Practical training in the application of sound economic principles to the everyday problems of the consumer. Text: Gordon's Economics for Consumers. Three hours, second semester. Open to Sophomores.

2. Principles of Economics. An introductory course in the theory of Economics. The economic order is viewed from the standpoint of the small income group. Text: Crowell's Economic Principles and Problems. Collateral reading. Three hours, each semester. Open to Juniors and Seniors.

3. Economic History of the U. S. See History 10.

Political Science

1. Federal Government. This course deals primarily with the basic structure and functions of the Federal government. Emphasis throughout is on the Constitution, and the constitutional basis of the principal governmental agencies and functions. Text: Beard's American Government and Politics. Collateral reading. Three hours, first semester. Open to Seniors, and to Juniors who have completed three hours of American History.

2. Federal and State Government. (a) A continuation of Federal Government, with emphasis on Federal administrative functions, and their development. (b) Outlines of State Government and politics, with special reference to recent reforms, and the relation between the State and the Federal Government. Text: Beard's American Government and Politics. Collateral reading. Three hours, second semester. Prerequisite, an introductory college course in Political Science.

to be prepared to follow a vocation other than teaching on graduation from the College, or to pursue further training looking forward to such a vocation.

Provision is also made for students who wish to continue studies in graduate school, majoring in the same subjects taken in undergraduate school.

Summer School

A cumulative maximum of 18 hours toward graduation may be taken by any qualified student in summer school. Exceptions to this regulation may, however, be considered by the Committee who will deal with such case on its own merits.

RECIPROCITY WITH SHAW UNIVERSITY

By a reciprocal arrangement with Shaw University certain classes there are open to a limited number of students from St. Augustine's College, and certain classes at St. Augustine's College are open to a limited number of students from Shaw University.

ART

The major purpose of the Department of Art is to equip the prospective art teacher with a comprehensive appreciation and ability in all forms of the visual arts; to provide him with a practical philosophy of art and its relationship to society; to enable him, through practical work in the studio, to become proficient in drawing, painting, design, sculpture, ceramics, or in the crafts. Although the theory and practical application of art education are available to the student, those who do not wish to teach may concentrate in the area of sculpture and painting.

DESCRIPTION OF COURSES

1. Art Appreciation. This course is planned for both majors and non-majors. It provides an analysis of the visual arts functionally, aesthetically, and historically. This series of illustrated lectures is planned to develop a familiarity with and an understanding of art.

Two hours, second semester. Credit: Two semester hours. Materials fee, \$3.00.

2. Basic Drawing and Composition. This course explores the structural principles applicable to art expression within the varied scope of line drawing, wash drawing and crayon and pastel technique. Studies in the simple structural uses of perspective through the drawing of geometric forms and the interpretation of the same as dark and light pattern. Required of art majors. Six hours, first semester. Credit: Three semester hours. Materials fee, \$4.00.

3. Freehand Drawing I. A series of exercises to strengthen the student's powers of observation and to stimulate a creative response to problems of form, light and shade, in regard to still-life, landscape, and the human body. Required of art majors. Six hours, first semester. Credit: Three semester hours. Materials fee, \$5.00.

4. Freehand Drawing II. (A continuation of Art 3.) Required of all art majors. Six hours, second semester. Credit: Three semester hours. Materials fee, \$5.00.

5. Color and Design. Surface, form and color problems offering opportunity for experimentation through creative exercises, theories, and concepts of space and the design elements and principles governing visual organization. Creative lettering. Six hours, first semester. Credit: Three semester hours. Materials fee, \$7.50. Required of art majors.

6. Poster Design. A concentrated study and practice in all forms of poster design. A study also of the various forms and techniques of advertising in present-day publications. Use of media including tempera, casein, water-color and ink. Air brush. Four hours, second semester. Credit: Two semester hours. Prerequisite: Art 5. Required of art majors. Materials fee, \$5.50.



The FALCON 1955



7. Water-color Painting.

Concentrated practice in rendering flower forms, still-life, landscape and the costumed model with water-color.

Four hours, second semester. Credit: Two semester hours. Materials fee, \$5.00.

8. Oil Painting.

Painting in oil from still-life and the costumed model. Attention will be given to the analysis, preparation, and application of pigments with a view to helping the student acquire a working knowledge of the process. Study trips to local galleries and museums.

Required of art majors.

Six hours, first semester. Credit: Three semester hours. Basic materials fee, \$2.00. (Students purchase own material.)

9. Life Drawing and Painting.

Problems of expression in rhythm through line drawings and developed statements of mass from the human figure. Creative delineation of the figure and emphasis on the construction of the head. Pastel and oil paint.

Six hours, first semester. Credit: Three semester hours. Basic materials fee, \$2.00. (Students purchase own material.)

10. Advanced Drawing and Painting.

This course provides the student with concentrated study and work in the rendering of landscape and still-life with the mediums of water-color, oil, pencil, ink, and pastel. It allows maximum freedom for the student in developing style and technique in any medium which he prefers.

Required of art majors.

Six hours, first semester. Credit: Three semester hours. Basic materials fee, \$2.00. (Students purchase own material.)

11. Painting.

The purpose of this course is to familiarize the student with the various media of painting, including tempera, casein, water-color, and oil painting, with practice in each.

Four hours, second semester. Credit: Two semester hours. Basic materials fee, \$2.00. (Students purchase own material.)

12. History of Ancient and Primitive Arts I.

A concentrated study of the physical and spiritual factors determining artistic expression in primitive civilizations and a

study of art from the earliest times through the archaic period of Greece.

Required of art majors.

Two hours, second semester. Credit: Two semester hours.

13. History of Art from the Antique Through the Gothic Period II.

This course is a survey of the culture and art of classic Greece through the period of the Gothic cathedral. It will include trips to and reports on local exhibits in museums and galleries.

Required of art majors.

Two hours, first semester. Credit: Two semester hours.

14. History of Renaissance and Modern Art III.

This course covers developments in the visual arts from the beginning of the Renaissance in Italy through the arts of the nineteenth and twentieth centuries. The cultural roots and aesthetic theories of the latter are explored.

Required of art majors.

Two hours, second semester. Credit: Two semester hours.

ARTS AND CRAFTS

1. Handcrafts I.

Covers the materials, tools, and processes used in craft activities in the elementary and junior high schools, and recreation-papercraft, finger painting; creative design; introduction to weaving and raffia; stenciling.

Two hours, first semester, repeated second semester.

Required for physical education and elementary education majors.

Credit: Two semester hours. Materials fee, \$7.50.

2. Handcrafts II.

Continuation of No. 1, but more advanced. Textile design, creative use of materials, papier mache, weaving, spatter painting. Animals made from various kinds of materials. Leathercraft and plastics.

Two hours, first semester, repeated second semester. Required for physical education and elementary education majors.

Credit: Two semester hours. Materials fee, \$7.50.

3. Interior Design.

A basic course dealing with artistic and practical ways of improving the home. Design principles are applied to everyday



living. Space, pattern, texture, color as they relate to home furnishings and arrangement.

Two hours, first semester. Prerequisite: one course in art. Credit: Two semester hours. Materials fee, \$5.00.

4. *Costume Design.*

Art and color principles applied to the designing of costumes. Practical applications are made in designing and in planning wardrobes—suitability of the design, fabrics, color, and accessories for the individual.

Two hours, first semester. Credit: Two semester hours. Materials fee, \$7.50.

5. *Metalcrafts.*

An elementary course in the fundamentals of craftwork with the decorative metals. Skills, techniques are acquired through the construction of projects.

Two hours, first semester. Credit: Two semester hours. Materials fee, \$7.50.

6. *Woodcrafts.*

A beginning course in the fundamentals of woodcrafts. Skills and techniques are acquired through the construction of projects.

Two hours, second semester. Credit: Two semester hours. Materials fee, \$7.50.

7. *Grooming.*

A cultural course, good grooming and clothing selection. Lectures and student participation in the artistic approach to grooming. The basic essentials to good grooming. The selection of appropriate materials and dress for different occasions.

One hour, first semester, repeated second semester. Open to all students. Credit: One semester hour. Materials fee, \$4.00.

8. *Leatherwork:* A course in the design and execution of simple projects in leather. Characteristics of leathers and their uses are studied as well as forming, decorating, and finishing processes. Required of Art majors. Two hours, first semester. Materials fee \$7.50.

9. *Ceramics:* A course in the design and production of hand pottery by means of the potters wheel, the coil method, and the slab method, then fired in the kiln. Decoration of the pottery will include painting with slip, scratched design and

Open to Juniors and Seniors who have completed at least 1 semester of Music Appreciation 7. Material Fee, \$1.

9-A. *Choral Conducting.* This course teaches the technique of the baton and emphasizes the use of conducting for School Music purposes. Required of all Public School Music majors.

Two hours, first semester. Prerequisites: One year each of Harmony and Ear-training and Sight-singing.

9-B. *Choral Technique.* Open only to seniors who have had Choral Conducting. It is a laboratory course in which the students have an opportunity to put into use the techniques of the baton which have been acquired in Choral Conducting. Each student is required to attend the Choral Club two rehearsals per week, and to teach and conduct the music which has been assigned to him. Problems arising during rehearsals are discussed during one class period per week. Required of all Music Majors.

Two hours, second semester.

10-A. *Counterpoint.* This course consists of writing in the various species of simple counterpoint in 16th century style. Suspensions, imitation and other devices are considered.

Prerequisite: Music 5-A and 5-B.

Three hours, first semester.

10-B. *Counterpoint.* Continuation of Music 10-A.

Three hours, second semester.

11-A. *Secondary Methods in Music.* See Education 11.

Three hours, second semester. Required of prospective high school teachers.

11-B. *Public School Music (Elementary).*

See Education 19. First semester. Required of prospective elementary and high school teachers.

12. *Choral Music, Vocal Ensemble, Chorus and Choir.* Required of all music majors.

Credit: ½ hour each semester.

NOT OFFERED EVERY YEAR

13-A. *History of Music.* Required of those intending to do graduate work. Open to qualified Senior Majors following Curriculum B. Course involves a comprehensive survey of

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| Recommended: | |
| Advanced Grammar and Composition..... | 3 |
| Speech | 3 |
| 2. American History | 6 |
| Government | 2 or 3 |
| 3. Geography | 6 |
| (including Principals and Regional, recommended) | |
| 4. Art | 6 |
| Music | 6 |
| 5. Health and Physical Education..... | 6 |
| This would include: | |
| Principles, Practices and Procedures in Physical Education for Elementary Schools..... | 2 |
| Principles, Practices, and Procedures in Health for Elementary Schools..... | 2 |
| 6. Education | 18 SH |
| a. The Pupil | 6 |
| 1. Child Psychology | 3 |
| 2. Educational Psychology | 3 |
| b. The School | 6 |
| 1. Intro. to Educ. (America)..... | 3 |
| 2. Observing and Studying Rural Schools..... | 3 |
| c. Teaching and Practicum..... | 6* |
| 1. Directed Observation, Teaching and Methods for Elementary field..... | 6 |

Note: The overall specific requirements are the same for the Primary and Grammar Grade A Certificates. In certain areas, however, particularly in Education, it is expected that there would be slightly different emphases for the two groups. Material taken from original Form No. 64.

COURSES OF STUDY FOR ART MAJORS

| First Semester | FIRST YEAR | | Credit |
|-------------------|------------|--------------------|--------|
| | Credit | Second Semester | |
| Freshman Lectures | 1 | English | 3 |
| Hygiene | 1 | Physical Science | 3 |
| English | 3 | Physical Education | 0 |

* Must include at least 45 clock hours of actual teaching.

theory of Economics. The economic order is viewed from the standpoint of the small income group.

Collateral reading. Three hours first semester. Open to Juniors and Seniors.

2-B. *Continuation of 2-A.*

Three hours, second semester. Open to Juniors and Seniors.

3. *Economic History of the U. S.* See History 10.

4. *Problems of the Wage Earner.* (Labor Problems). The wage earner in the present economic order; especially the trade union movement and social insurance. Lectures, discussions, and reports.

Three hours, second semester. Open to qualified Juniors and Seniors.

5. *Economics of Current Events.* Economic implications of world happenings as revealed in current literature form the basis of this course.

One hour each semester.

Government

1. *Federal Government.* A study of the basic structure and function of federal government in the United States. Emphasis is on the fundamental principles of American government, the constitution and the constitutional basis of the agencies of the American government.

Open to Seniors and Juniors with three hours in American History. Credit: Three semester hours. First semester.

2. *State and Local Government.* A study of the relation between state and local government and politics with special emphasis on state and city government.

Open to Seniors and Juniors with three hours in American History. Credit: Three semester hours. Second semester.

HISTORY

1. *The Great Concepts of Western Civilization:* Designed as a general introduction to Western society; for all freshmen; about twenty of the most influential concepts as revealed

held. The individual student is examined individually through weekly sessions in the instructor's office. The instructor shall not offer this course to more than two students at a time. Pre-requisite: Open only to superior students by permission of the instructor. Offered first semester every year. 2 hours.

28. *Private Reading Course in History:* Same as History 27. Pre-requisite: Same as History 27. 2 hours.

GOVERNMENT

1. *Introduction to Political Science:* An introduction to the study of government through a study of some of the major political theories from Plato and Aristotle to modern liberalism, and socialism and communism. Emphasis is on the contest in western thought and history between absolutism, modern totalitarianism, and constitutionalism. The aim is to acquaint the prospective student of government with the historical prospective under which the major political problems of law, political obligation, and the organization of the modern state have developed. Pre-requisite: History 1 and 2. Offered first semester every year. Three hours.

2. *Federal Government:* A study of the basic structure and function of federal government in the United States with emphasis on the fundamental principles of American government, the Constitution, and the constitutional basis of the agencies of the American government. Pre-requisite: Political Science 1 or History 5 and 6. Offered second semester in even-numbered years. Three hours.

3. *Vacant.*

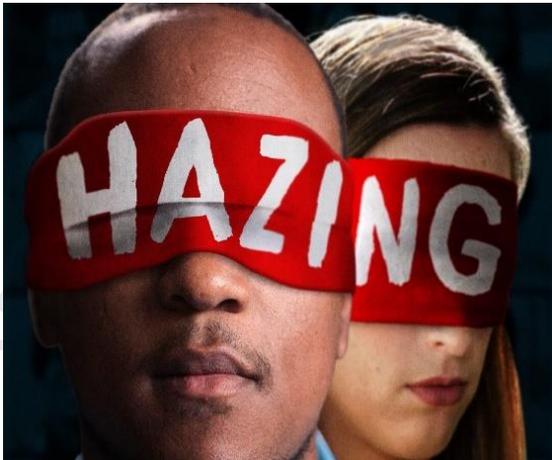
4. *State and Local Government:* A study of the relation between State and local government and politics in the United States with special emphasis on State and City government. Pre-requisite: Political Science 1 or History 5 and 6. Offered second semester in odd-numbered years. Three hours.

SOCIOLOGY

Required courses for major in Sociology: Sociology 1-2-3-4-5-8-9-11.

1. *Introductory Sociology:* The social group, culture, and personality; the scope of the discipline; its methods and conceptual framework; social interaction; social change. Pre-





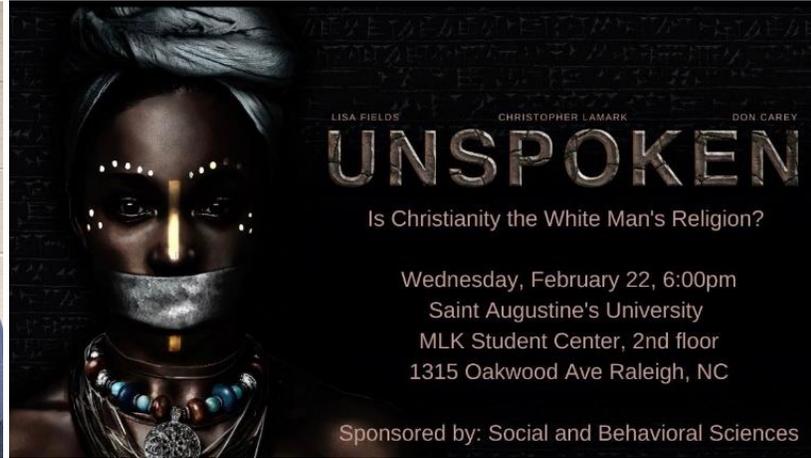
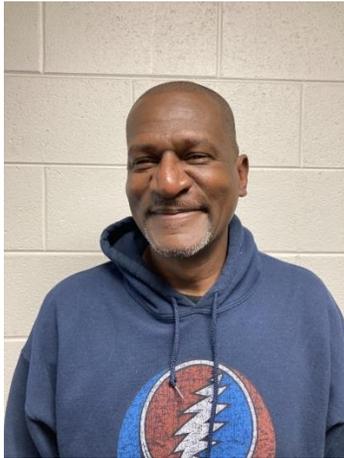


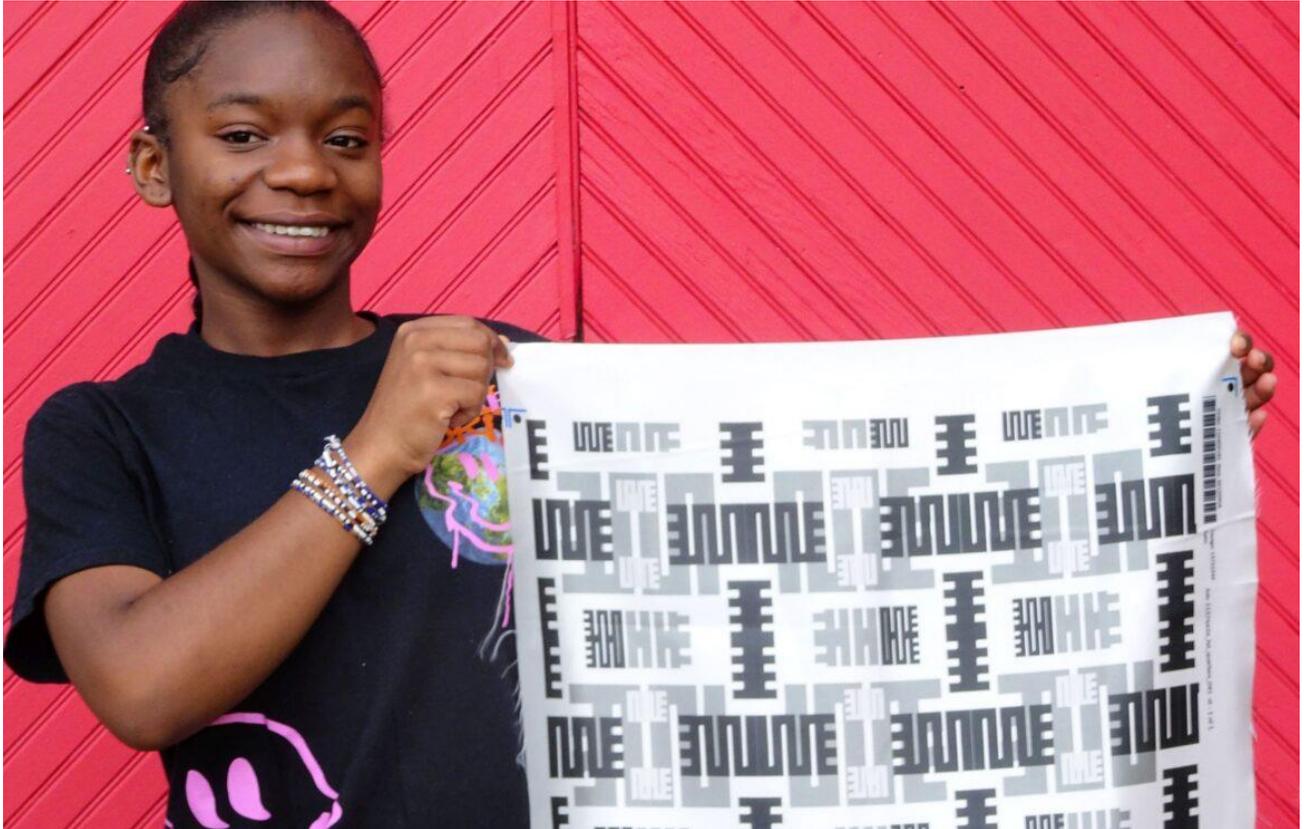




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For more information, please visit <https://www.st-aug.edu/academics/sassc/>

Note: More information about other colleges is on the way.