

3:00 - 5:00 P.M., TUESDAY, 9 MAY

| COURSE | NUMBER | TIME | EXAM ROOM | PROFESSOR |
|-----------------------|--------|-----------|-----------|-----------|
| Government | 108A | 9:00 MWF | RMH 334 | Virkler |
| Sports Officiating | 104A | 12:00 MWF | JHC 208 | Garrison |
| Sports Officiating | 104B | 8:00 TH | CCH 215 | Dilday |
| Sports Officiating | 104C | 9:30 TH | JHC 204 | Hawkins |
| Math. Prob. & Stat. | 121A | 9:30 TH | CCH 210 | Wooten |
| Exec. Machine Trans. | 124A | 11:00 MWF | RMH 312 | Edwards |
| Leg. Machine Trans. | 125A | 11:00 MWF | RMH 312 | Edwards |
| Med. Info. Processing | 215A | TBA | RMH 312 | Edwards |

8:00 - 10:00 A.M., WEDNESDAY, 10 MAY

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|------------------------|------|-----------|---------|------------|
| Western Civil. | 101A | 8:00 MWF | RMH 118 | Lewis |
| Western Civil. | 101B | 8:00 TH | RMH 201 | Sexton, W. |
| Western Civil. | 102A | 9:00 MWF | RMH 204 | Paul |
| Western Civil. | 102B | 11:00 MWF | RMH 204 | Paul |
| Western Civil. | 102C | 12:00 MWF | RMH 204 | Paul |
| Western Civil. | 102D | 11:00 TH | RMH 201 | Sexton, W. |
| U. S. History (Paul) | 201A | 9:30 TH | RMH 203 | Parker, E. |
| U. S. History (Sexton) | 202A | 9:00 MWF | RMH 202 | Greene |
| U. S. History (Sexton) | 202B | 11:00 MWF | RMH 202 | Greene |
| Economics | 252A | 8:00 MWF | RMH 124 | Virkler |
| Adv. Prep. Offset | 223A | 1:00 MW | HC 111 | Genshaw |

10:00 A.M. - 12:00 NOON, WEDNESDAY, 10 MAY

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|-------------------------|------|-----------|---------|------------|
| Chemistry | 102A | 9:00 MWF | CCH 302 | Dewar, P. |
| Chemistry | 103A | 8:00 MWF | CCH 301 | Faile |
| Chemistry | 276A | 8:00 MWF | CCH 302 | Dewar, P. |
| Fund./Ath. Training | 105A | 8:00 TH | JHC 204 | Casmus, B. |
| Intro. to Computers | 171A | 9:00 MWF | RMH 123 | Jones |
| Intro. to Computers | 171B | 11:00 MWF | RMH 123 | Jones |
| Intro. to Computers | 171C | 12:30 TH | RMH 124 | Drake |
| Intro. to Computers | 171D | 2:00 MW | RMH 124 | Drake |
| Prog. Design and Devel. | 172A | 8:00 TH | MCC 101 | Hazelton |
| Programming Lang. II | 272A | 11:00 MWF | MCC 101 | Hazelton |

1:00 - 3:00 P.M., WEDNESDAY, 10 MAY

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|------------------|------|----------|---------|------------|
| Math. of Finance | 161A | 9:00 MWF | RMH 201 | Ruffin |
| Math. of Finance | 161B | 9:30 TH | RMH 201 | Ruffin |
| Math. of Finance | 161C | 12:30 TH | RMH 201 | Ruffin |
| Music Theory | 152A | 1:00 MWF | DH 101 | Brown |
| Marketing | 262A | 8:00 MWF | RMH 122 | Casmus, E. |
| Photography | 205A | 1:00 MWF | HC 111 | Gleason |

3:00 - 5:00 P.M., WEDNESDAY, 10 MAY

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|---------------------|------|----------|---------|---------|
| Sociology | 205A | 9:30 TH | RMH 124 | Gosnell |
| Sociology | 205B | 11:00 TH | RMH 124 | Gosnell |
| Word Process. Appl. | 222A | 1:00 WF | MCC 103 | Eason |

8:00 - 10:00 A.M., THURSDAY, 11 MAY

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|---------------|------|----------|---------|-----------|
| English Lit. | 201A | 12:30 TH | RMH 203 | Hill |
| English Lit. | 202A | 1:00 MWF | RMH 204 | Mulder |
| English Lit. | 202B | 9:30 TH | RMH 204 | Mulder |
| American Lit. | 203A | 9:30 TH | RMH 231 | Davis |
| American Lit. | 204A | 9:00 MWF | RMH 216 | Wolfskill |

10:00 A.M. - 12:00 NOON, THURSDAY, 11 MAY

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|--------------|------|-----------|---------|----------|
| Physics | 102A | 9:00 MWF | CCH 301 | Faile |
| Physics | 204A | 9:00 MWF | CCH 319 | Hazelton |
| Music Theory | 252A | 11:00 MWF | DH 101 | Brown |

1:00 - 3:00 P.M., THURSDAY, 11 MAY

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| MAKE-UP EXAMINATIONS | | | RMH 124 | Harden |
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NOTE: Final examinations in the following courses are to be administered during the last class session of the semester: Math 111; Math 112; Publications Workshop; Typesetting Technology 166-167.

Spring Semester

1988-89

5-10 May 1989

Transcripts, What They Mean For Transfer to Senior Institutions

By D.H. NICHOLSON, Registrar

When a student is admitted to Chowan College, the Director of Admissions and Admissions Committee feel somewhat confident that he will be able to meet the requirements for continued enrollment, which means, in essence, that a regular student, one who is carrying at least 12 semester hours of work, must earn a minimum of 9 semester hours and 18 quality points each semester in regular attendance in order to be in good standing, a classification which refers to the status of a student who is not on probation and who is eligible to continue in, or to return to, the institution.

Although the term "good standing" has a generally accepted meaning among collegiate registrars and admissions officers at the various institutions of higher education, and each institution, generally, determines its own standards for continued enrollment. Therefore, it is quite possible for a student to be in good standing and eligible, academically, for admissions to another institution, although both institutions are of comparable quality and both are fully accredited.

Again, as we mentioned in the series of articles related to the study on transfer which was completed last Spring, the general rule which most institutions follow concerning the admission of a transfer student is that he must have a "C" average on all work attempted.

The point of the discussion so far is that because a college or university student is in good standing and entitled to honorable withdrawal at his parent institution does not necessari-

ly mean that he will be fully or unconditionally admitted to another institution of comparable quality. Perhaps the best advice for a student who is in doubt about his chances for admissions to a particular school is for him to write directly to the Director of Admissions of THAT school for information concerning the requirements for admission as a transfer student.

One of the most important indices which an admissions officer at the four-year school will have to determine the prospective transfer student's eligibility for admissions is the transcript. Traditionally, a transcript is a copy of the student's official educational record at the institution. The transcript, along with the confidential character references from college officials and others, will help the admissions officer form the best profile of the prospective student.

When looking at the transcript an admissions officer will be looking specifically at the descriptions of courses and the grades. Generally, courses with a "C" average or better will transfer from an accredited institution of higher education providing the institution receiving the course will have one reciprocal in nature. Reciprocal means, in this instance, that a course taught on the Chowan College campus would have an equivalent on most other campuses. For instance this means that the Chowan College freshmen course English Composition 101 has its equivalent at East Carolina University in English 1100 or at the University of North Carolina at Chapel Hill in English 1 or at Appalachian State University in English 1000.

Since the basic non-terminal curriculum is virtually the same for the freshman and sophomore years at most fully accredited institutions of higher education, an admissions officer at the four year school will be comparing a junior college non-terminal student's transcript to what his own institution requires of its freshmen and sophomores.

Although the course numbers at various two-year and four-year colleges may be different, the course names and/or descriptions are generally the same or equivalent and, therefore, reciprocal. Most colleges and universities accept the equivalent courses outright from the fully accredited institutions if the grade standard has been met.

In other words, assuming that the grades are generally acceptable, that is, at least a "C" average on ALL work attempted, an admissions officer will want to see what general educational requirements the prospective transfer student has met while at Chowan College. Has the transferer successfully completed his freshman English requirements? Has he completed his math and science requirements? Generally, if the student completes the general education and specialized course requirements for the associates degree at Chowan College, he, in a majority of instances, has already completed the normal general education requirement found in the freshman and sophomore years at most of the colleges and universities to which he would apply, and the completion of this requirement will put him in a better position for transfer.

Why There is a Dean of Students

By Dean Clayton Lewis

Dean, as a title, evolved in medieval universities. At both Oxford and Cambridge, Deans were identified as educational officials responsible for discipline. In German universities, the Dean was a faculty member who was also responsible for: (1) representing the university at official occasions; and (2) supervising the faculty and students. Traditionally, the term has roots in supervision, both of instruction and non-classroom aspects of student life. The role of the Dean of Students was also known in the Netherlands where the office is named in the nation's constitution.

The first appointment of a Dean in an American institution was made in 1792 when Samuel Bard (Bard College of New York) was named Dean of the Medical Faculty at Columbia University. The first collegiate institution in America to have a Dean of the Faculty/Dean of the Harvard College was Harvard University in 1870. He was responsible for: (1) academic supervision; and (2) student discipline. A dean was named at Harvard because the President was no longer able to supervise study halls, assign students to rooms, and "tramp the dormitory halls at midnight".

In 1890, the President of Harvard created two deanships: (1) one was Dean of the Faculty of Arts and Sciences to supervise instruction; and (2) one, retaining the title of Dean of the Harvard College, was to supervise student relations.

The first Dean of Men was appointed at the University of Illinois in 1901. He was to provide authority and responsibility for handling concerns related to students' adjustment to college life. The job included discipline, academic counseling, housing and student life.

The first Dean of Women was appointed by the University of Chicago in 1892. She was: (1) to deal with all circumstances facing women in a male-dominated culture; (2) to champion the intellectual and personal ambitions of young women; and (3) to help young women deal with the strain of higher education at the pace set by young men.

After World War II, there was a record enrollment of students in institutions of higher education. Using benefits of the G.I. Bill, veterans caused enrollment to soar. Unprepared to meet the needs of such an increase in students and the diversity of concerns which were created by students who were different from those who had

traditionally been served by institutions of higher education, presidents of colleges and universities realized the importance of a Dean of Students who would be responsible for planning and coordinating student services. Thus, the proliferation of students during the 1950s was the primary reason why the Dean of Students emerged as a major administrative officer.

The more prominent state universities were the first to recognize the Dean of Students as having an essential function in the educational process. By 1974, the chief student personnel administrators in approximately 50 percent of the colleges/universities were known as Dean of Students. Although a study completed in 1985 indicated a majority of the chief student affairs officers were still known as Dean of Students, the title was in rapid decline. In descending order, the next 11 titled in 1985 were: Vice President for Student Affairs, Dean of Student Affairs, Vice President for Student Services, Dean of Student Services, Vice Chancellor for Student Affairs, Dean of Student Life, Director of Student Affairs, Director of Student Services, Dean for Student Development, and Vice President for Student Life.

According to information given in the 1988-89 Directory published by the North Carolina College Personnel Association, the chief student affairs officers in 10 private institutions are listed as Vice President for Student Affairs, in 9 as Dean of Students, and in 6 as Dean of Student Affairs. Other lesser used titles are Vice President of Student Development and Dean of Student Life.

Of the 16 constituent institutions of the University of North Carolina, 15 of the chief student affairs officers use Vice Chancellor in their titles. Eleven of the 15 have the title of Vice Chancellor for Student Affairs. Only the chief student affairs officer at the North Carolina School of the Arts has the title of Dean of Student Affairs.

Titles among chief student affairs officers in North Carolina's community/technical colleges show the greatest diversity. In descending order, the six most used titles in these institutions are: Dean of Students, Dean of Student Services, Dean of Student Affairs, Vice President for Student Development, Vice President for Student Services, and Dean of Student Development.

Titles differ according to size of the institution, type of institution,

level of educational preparations, experience in the position, relative place and influence of the chief student affairs office within the structure of the institution, and philosophy of student development within the academic community. Vice Chancellor titles prevail in the state owned and operated universities. Vice President titles are used in the larger private colleges/universities. Dean is still the most used title in the smaller private colleges/universities and two-year community/technical colleges. Institutional autonomy, philosophy and purpose are expressed in the diversity of titles given to the chief student affairs officers.

College Attire

By T. Alan Dunavan

It has come to my attention that there are many different types of attire here on the Chowan Campus. Walking across campus you can see anything from a coat and tie combination to T-shirt and shorts at any given time.

The female population of the campus basically follows the same dress code of designer jeans and up-scale blouses or sweaters. It is nice to see that they can appreciate and take advantage of the stylish fashions available to them.

As you all know we here at Chowan College are subject to a business attire day. On this day which is Wednesday we are required to wear clothes that would be suitable for a day at the office. Now a lot of people grumble about this being a task that would likely kill us, I assure you all that it will not. In fact I find that I will wear a coat and tie even on days that are not so designated. I think that a lot of people will agree with me when I voice the opinion that this does not only prepare us for the business world, but that it is also improves our attitudes toward one another and toward our class work. We also get to see everyone at their best.

I can imagine that most of the teachers here would probably rather teach a class of people wearing nice clothes than one of people wearing jeans and T-shirts. I have observed that this kind of class will be more attentive toward the teacher in these circumstances. Basically what I have tried to get across is that dressing nicely every once in a while will make you feel better about yourself and the others around you.