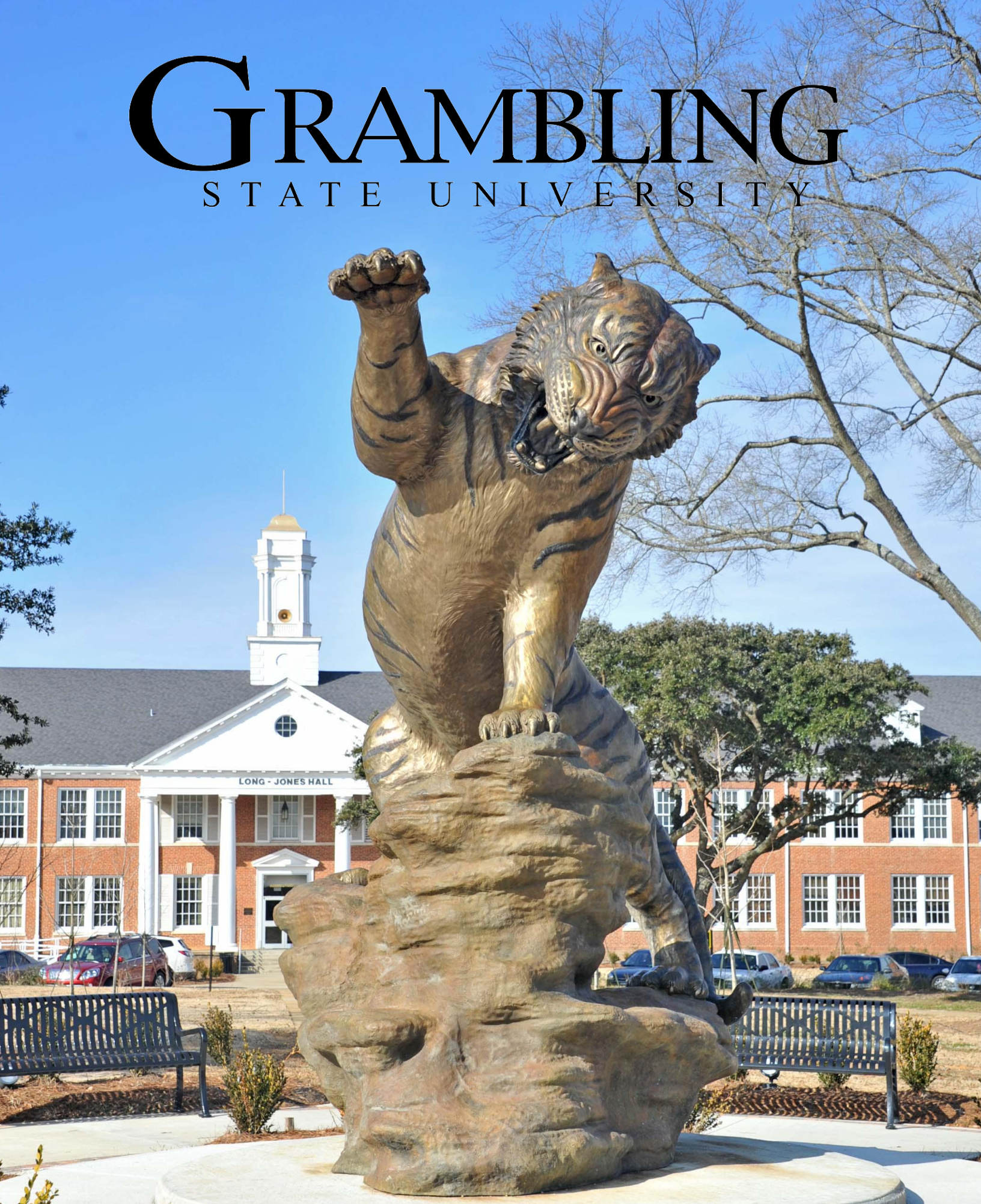
GRAMBLING
STATE UNIVERSITY



2013-2015 General Catalog
Undergraduate and Graduate

GRAMBLING STATE UNIVERSITY

Grambling, LA

Where Everybody is Somebody

Grambling State University is an equal opportunity institution of higher education with facilities accessible to the disabled.

ANNOUNCEMENTS FOR ACADEMIC YEARS

FALL 2013 – SUMMER 2018

2013–2015 GENERAL CATALOG

Undergraduate and Graduate

This Grambling State University General Catalog describes both undergraduate and graduate academic programs. This catalog contains the current curricula, educational plans, offerings, and requirements that may be altered from time to time to carry out the purposes and objectives of the University. The provisions of this catalog do not constitute an offer for a contract that may be accepted by students through registration and enrollment in the University. The University reserves the right to change any provision, offering, or requirement at any time within the student's period of study at the University. The University further reserves the right to (1) involve the student in experimentation designed to improve the curriculum, and (2) require a student to withdraw from the University for cause at any time.

The Board of Supervisors for the University of Louisiana System assures equal opportunity for all qualified persons without regard to race, color, sex, national origin, age, religion, disability, or veteran's status in admission to, participation in, or employment in its program and activities.

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Organizational Chart

2/3/14

*Dual responsibility

**Second in Command

+Air Force Available through LA Tech

ULS Board of Supervisors

President
Dr. Frank G. Pogue

- Athletics Director — *Aaron James*
- Internal Audit — *Mrs. Donna Hill-Todd*
- Institutional Planning, Assessment and Effectiveness — *Ms. Nettie Daniels, AVP*
- Public Relations & Media Communications — *Mr. William Sutton, Acting Director*
- EEO Officer* — *Mrs. Monica Bradley*
- Asst. Athletic Director for Compliance — *Mr. Phillippe Carter*
- Title III Programs — *Interim Director Mrs. Tanika McCaskill*

** Provost/V.P. for Academic Affairs
Dr. Connie Walton

- College of Arts & Sciences — *Interim Dr. Godwin*
- College of Education — *Dr. Larnell Flannagan, Dean*
- College of Graduate & Professional Studies — *Janet Guyden, AVP and Dean*
- Honors College — *Dr. Ellen Smiley, Dean/ Military Science Coordinator*
- Military Science/ Army ROTC+ — *Lieutenant Colonel LaDaryl Franklin*
- Marching Band — *Dr. Larry Pannell, Director*
- Sponsored Programs — *Dr. Kenneth Koroma, Associate Vice*
- Quality Enhancement Program — *Mrs. Shakira Hardison, Interim Director*
- Associate Vice President for Academic Affairs — *Dr. Anthony Johnson*
- Distance Learning — *Mr. Eldrie Hamilton, Director*
- College of Business — *Dr. Tsegai Emmanuel*
- University Library — *Ms.Cecila Iwala, Interim Director*
- Service Learning — *Dr. Rory Bedford, Director*
- Associate Vice President for Enrollment Management — *Interim Gloria George*
- Financial Aid & Scholarships/ Financial Management — *Mrs. Sherita Robertson*
- Admissions, Recruitment & International Programs — ***Vacant***
- Office of the Registrar — *Mrs. Patricia Hutcherson*
- Office of Retention
- Student Success — *Ms. Kathy Lathon, Coordinator*
- Student Support Services — *Mrs. Sharon Reed, Director*
- Residential Life/Living and Learning — *Mr. James Payne, Director*

V.P. for Student Affairs
Dr. Stacey Duhon

- Dean of Students — *Mr. David Ponton*
- Student Leadership & Development
- Student Union
- Student Gov. Assoc.
- Student Clubs & Organizations
- Orchesis Dance Troupe — *Mrs. Dianne Maroney-Grigsby, Director*
- United Campus Ministry
- Student Counseling Services — *Dr. Coleen Speed, Director*
- Career Services — *Mr. Johnny Patterson, Director*
- Foster-Johnson Health Center — *Mrs. Patrice Outley, Director*
- Intramural Sports and Recreation — *Mr. Terry Lilly, Dir/Spirit Coord.*
- Judicial Affairs — *Mrs. Beverly Crawford, Director*

V.P. for Institutional Advancement
Interim Dr. Stacey Duhon

- External Affairs — *Ms. Debra Johnson, Interim Executive Director of External Affairs*
- Alumni Affairs — *Mrs. Carolyn Collier, Interim Executive Dir. of Alumni Affairs*
- Development — *Mrs. Suzanne Douglas, Mrs. Brenda Williams, Ms. Rose Wright, Mrs. Glenda Jones*

V.P. for Finance & Administration
Mr. Leon Sanders

- Housing — *Ambling*
- AVP Finance & Admin/Contracts — *Mr. Ante Britten*
- Aramark, Barnes & Noble, Campus Card, & Mailroom
- Budget and Planning — *R. Parker/J. Credit*
- Controller — *Mr. Raymond Abraham*
- Facilities — *Interim Tremell Turner*
- Grants Administration — *Mrs. Moroline Washington*
- Human Resources/EEO* — *Mrs. Monica Bradley, AVP*
- Information Technology — *Mr. Winfred Jones, AVP*
- Network Services — *Mr. Craig Jones, Director*
- Property and Receiving — *Mrs. Johnnie F. Williams, Director*
- University Police — ***Vacant***
- Purchasing — *Mr. Alvin Bradley, Director*

Fall 2013 Semester

August 11, Sunday	Residence Halls Open
August 12-16, Monday - Friday	New Student Orientation Week
August 12-13, Monday - Tuesday	Registration of New Undergraduate Students
August 14-15, Wednesday - Thursday	Registration of New Graduate Students
August 16-23, Friday - Friday	Late Registration (late fee of $100.00 applies)
August 19, Monday	Classes Begin
August 23, Friday	Last Day to Register or Add Courses
September 2, Monday	**Labor Day Holiday**
September 6, Friday	Final Day for Academic Departments to Submit Applications for 2013 Fall Graduation
September 24, Tuesday	**Founder's Day**
October 7-11, Monday - Friday	Mid Semester Examinations
October 14, Monday	Rising Junior Exam (RJE)
October 15, Tuesday	Mid Semester Grades Due
October 31, Thursday	Last Day to Drop Courses for Fall Term
November 4-8, Monday-Friday	Registration of Continuing Students for 2014 Spring Semester
November 11, Monday	Applications for Spring 2014 Graduation Due in Academic Departments
November 27, Wednesday, 12:00 Noon	Thanksgiving Holidays Begin
December 2, Monday, 8:00 A.M.	Thanksgiving Holidays End
December 4, Wednesday	**Last Day of Classes for Fall Semester**
December 5-6, Thursday - Friday	Reading Period
December 9-10, Monday - Tuesday	**Final Examinations for Candidates for Graduation**
December 9-13, Monday - Friday	**FINAL EXAMINATIONS**
December 13, Friday	Deadline for Submission of Grades for Candidates for Graduation
December 17, Tuesday	Deadline for Submission of Final Grades
December 20, Friday	**FALL COMMENCEMENT**
December 20, Friday	Fall Semester Ends

Spring 2014 Semester

January 2, Thursday	Residence Halls Open
January 2-3, Thursday-Friday	New Student Orientation
January 2-3, Thursday-Friday	Registration of All Students
January 6, Monday	Classes Begin
January 6-10,Monday -Friday	Late Registration (late fee of $100.00 applies)
January 10, Friday	Last Day to Register or Add Courses
January 20, Monday	Martin Luther King, Jr. Holiday
January 21, Tuesday	Classes Resume
February 7, Friday	Final Day for Departments to Submit Applications for Spring 2014 Graduation
March 3-5, Mon. - Wed.	**Mardi Gras Holidays**
March 6, Thursday	Classes Resume
March 10-14, Monday - Friday	Mid Semester Examinations
March 17, Monday	Rising Junior Exam
March 18, Tuesday	Mid-Semester Grades Due
March 24-28, Monday - Friday	Registration of Continuing Students for 2014 Fall Semester

March 28, Friday	Spring Break Begins at 5:00 p.m.
April 7, Monday (8:00 a.m.)	Spring Break Ends
April 7-11, Monday-Friday	Registration of Continuing Students for 2014 Summer Terms
April 10, Thursday	Last Day to Drop Courses for Spring Term
April 18, Friday	Holiday - Good Friday
April 21, Monday	Holiday in Observance of Easter
April 24, Thursday	**Last Day of Classes**
April 25, Friday	Reading Period
April 28-29, Monday - Tuesday	**Final Examinations for Candidates for Graduation**
April 28-May 2, Monday - Friday	**FINAL EXAMINATIONS**
May 2, Friday	Deadline for Submission of Grades for Candidates for Graduation
May 6, Tuesday	Deadline for Submission of Final Grades
May 9, Friday	**COMMENCEMENT**
May 9, Friday	Spring Semester Ends

Summer 2014 Session I

May 19, Monday	Registration
May 20, Tuesday	Classes Begin
May 20-22, Tuesday-Thursday	Late Registration (late fee of $100 applies)
May 22, Thursday	Last Day to Register for Session I
May 26, Monday	**Memorial Day Holiday**
June 12, Thursday	Last Day to Drop Courses or Withdraw
June 24, Tuesday	**Last Day of Classes**
June 25-26, Wednesday-Thursday	**FINAL EXAMINATIONS**
June 27, Friday	Final Grades Due

Summer 2014 Session II

June 30, Monday	Registration
July 1,Tuesday	Classes Begin
July 1-3, Tuesday - Thursday	Late Registration (late fee of $100 applies)
July 3, Thursday	Last Day to Register for Session II
July 4, Friday	**Independence Day Holiday**
July 17, Thursday	Last Day to Drop Courses or Withdraw
July 29, Tuesday	**Last Day of Classes**
July 30-31, Wednesday - Thursday	**FINAL EXAMINATIONS**
August 1, Friday	Final Grades Due
August 1, Friday	Summer Term Ends

Fall 2014 Semester

August 10, Sunday	Residence Halls Open
August 11-15, Monday - Friday	New Student Orientation Week
August 11-12, Monday - Tuesday	Registration of New Undergraduate Students
August 13-14, Wednesday - Thursday	Registration of New Graduate Students
August 15-22, Friday - Friday	Late Registration (late fee of $100.00 applies)
August 18, Monday	Classes Begin

August 22, Friday	Last Day to Register or Add Courses
September 1, Monday	**Labor Day Holiday**
September 12, Friday	Final Day for Academic Departments to Submit Applications for 2014 Fall Graduation
September 23, Tuesday	**Founder's Day**
October 6-10, Monday - Friday	Mid Semester Examinations
October 13, Monday	Rising Junior Exam (RJE)
October 14, Tuesday	Mid Semester Grades Due
October 27-31, Monday-Friday	Registration of Continuing Students for 2015 Spring Semester
October 30, Thursday	Last Day to Drop Courses for Fall Term
November 3-7, Monday - Friday	Applications for Spring 2015 Graduation Due in Academic Departments
November 26, Wednesday, 12:00 Noon	Thanksgiving Holidays Begin
December 1, Monday, 8:00 A.M.	Thanksgiving Holidays End
December 3, Wednesday	**Last Day of Classes for Fall Semester**
December 4-5, Thursday - Friday	Reading Period
December 8-9, Monday - Tuesday	**Final Examinations for Candidates for Graduation**
December 8-12, Monday - Friday	**FINAL EXAMINATIONS**
December 12, Friday	Deadline for Submission of Grades for Candidates for Graduation
December 16, Tuesday	Deadline for Submission of Final Grades
December 19, Friday	**FALL COMMENCEMENT**
December 19, Friday	Fall Semester Ends

Spring 2015 Semester

January 4, Sunday	Residence Halls Open
January 5-6, Monday - Tuesday	New Student Orientation
January 5-6, Monday - Tuesday	Registration of All Students
January 7, Wednesday	Classes Begin
January 7-14, Wednesday - Wednesday	Late Registration (late fee of $100.00 applies)
January 14, Wednesday	Last Day to Register or Add Courses
January 19, Monday	Martin Luther King, Jr. Holiday
January 20, Tuesday	Classes Resume
February 6, Friday	Final Day for Departments to Submit Applications for Spring 2015 Graduation
February 16-18, Monday - Wednesday	**Mardi Gras Holidays**
February 19, Thursday	Classes Resume
March 9-13, Monday - Friday	Mid Semester Examinations
March 16, Monday	Rising Junior Exam
March 17, Tuesday	Mid-Semester Grades Due
March 26, Thursday	Last Day to Drop Courses for Spring Term
March 27, Friday	Spring Break Begins at the End of the Day
April 7, Tuesday (8:00 a.m.)	Spring Break Ends
April 7-10, Tuesday - Friday	Registration of Continuing Students for 2015 Fall Semester
April 13-17, Monday - Friday	Registration of Continuing Students for 2015 Summer Terms
April 22, Wednesday	**Last Day of Classes**
April 23-24, Thursday - Friday	Reading Period
April 27-28, Monday - Tuesday	**Final Examinations for Candidates for Graduation**
April 27-May 1, Monday - Friday	**FINAL EXAMINATIONS**
May 1, Friday	Deadline for Submission of Grades for Candidates for Graduation
May 5, Tuesday	Deadline for Submission of Final Grades
May 8, Friday	**COMMENCEMENT**

May 8, Friday	Spring Semester Ends

Summer 2015 Session I

May 18, Monday	Registration
May 19, Tuesday	Classes Begin
May 19-21, Tuesday-Thursday	Late Registration (late fee of $100 applies)
May 21, Thursday	Last Day to Register for Session I
May 25, Monday	Memorial Day Holiday
June 11, Thursday	Last Day to Drop Courses or Withdraw
June 23, Tuesday	**Last Day of Classes**
June 24-25, Wednesday-Thursday	**FINAL EXAMINATIONS**
June 26, Friday	Final Grades Due

Summer 2015 Session II

June 29, Monday	Registration
June 30,Tuesday	Classes Begin
June 30-July 1, Monday - Wednesday	Late Registration (late fee of $100 applies)
July 1, Wednesday	Last Day to Register for Session II
July 3, Friday	**Independence Day Holiday**
July 16, Thursday	Last Day to Drop Courses or Withdraw
July 28, Tuesday	**Last Day of Classes**
July 29-30, Wednesday - Thursday	**FINAL EXAMINATIONS**
July 31, Friday	Final Grades Due
July 31, Friday	Summer Term Ends

Fall 2015 Semester

August 16, Sunday	Residence Halls Open
August 17-21, Monday - Friday	New Student Orientation Week
August 17-18, Monday - Tuesday	Registration of New Undergraduate Students
August 19-20, Wed - Thurs	Registration of New Graduate Students
August 21-28, Friday - Friday	Late Registration (late fee of $100.00 applies)
August 24, Monday	Classes Begin
August 28, Friday	Last Day to Register or Add Courses
September 7, Monday	**Labor Day Holiday**
September 11, Friday	Final Day for Departments to Submit Applications for 2015 Fall Graduation
September 29, Tuesday	**Founder's Day**
October 12-16, Monday - Friday	Mid Semester Examinations
October 19, Monday	Rising Junior Exam (RJE)
October 20, Tuesday	Mid Semester Grades Due
November 6, Friday	Last Day to Drop Courses for Fall Term
November 9-13, Monday-Friday	Registration of Continuing Students for 2016 Spring Semester
November 16-20, Monday - Friday	Applications for Spring 2016 Graduation Due in Academic Departments
November 25, Wed, 12:00 Noon	Thanksgiving Holidays Begin
November 30, Monday, 8:00 A.M.	Thanksgiving Holidays End
December 2, Wednesday	**Last Day of Classes for Fall Semester**
December 3-4, Thursday - Friday	Reading Period
December 7-8, Monday - Tuesday	**Final Examinations for Candidates for Graduation**
December 7-11, Monday - Friday	**FINAL EXAMINATIONS**

December 11, Friday	Deadline for Submission of Grades for Candidates for Graduation
December 15, Tuesday	Deadline for Submission of Final Grades
December 18, Friday	**FALL COMMENCEMENT**
December 18, Friday	Fall Semester Ends

Spring 2016 Semester

January 7, Thursday	Residence Halls Open
January 7-8, Thursday-Friday	New Student Orientation
January 7-8, Thursday-Friday	Registration of All Students
January 11, Monday	Classes Begin
January 11-15, Monday -Friday	Late Registration (late fee of $100.00 applies)
January 15, Friday	Last Day to Register or Add Courses
January 18, Monday	Martin Luther King, Jr. Holiday
January 19, Tuesday	Classes Resume
February 5, Friday	Final Day for Departments to Submit Applications for Spring 2016 Graduation
February 8-10, Mon. - Wed.	**Mardi Gras Holidays**
February 11, Thursday	Classes Resume
March 7-11, Monday - Friday	Mid Semester Examinations
March 14, Monday	Rising Junior Exam
March 15, Tuesday	Mid-Semester Grades Due
March 18, Friday	Spring Break Begins at the End of the Day
March 29, Tuesday (8:00 a.m.)	Spring Break Ends
March 31, Thursday	Last Day to Drop Courses for Spring Term
April 4-8, Monday - Friday	Registration of Continuing Students for 2016 Fall Semester
April 11-15, Monday - Friday	Registration of Continuing Students for 2016 Summer Terms
April 27, Wednesday	**Last Day of Classes**
April 28-29, Thursday - Friday	Reading Period
May 2-3, Monday - Tuesday	**Final Examinations for Candidates for Graduation**
May 2-6, Monday - Friday	**FINAL EXAMINATIONS**
May 6, Friday	Deadline for Submission of Grades for Candidates for Graduation
May 10, Tuesday	Deadline for Submission of Final Grades
May 13, Friday	**COMMENCEMENT**
May 13, Friday	Spring Semester Ends

Summer 2016 Session I

May 23, Monday	Registration
May 24, Tuesday	Classes Begin
May 24-26, Tuesday-Thursday	Late Registration (late fee of $100 applies)
May 26, Thursday	Last Day to Register for Session I
May 30, Monday	Memorial Day Holiday
June 9, Thursday	Last Day to Drop Courses or Withdraw
June 21, Tuesday	**Last Day of Classes**
June 22-23, Wednesday-Thursday	**FINAL EXAMINATIONS**
June 24, Friday	Final Grades Due

Summer 2016 Session II

June 27, Monday	Registration
June 28,Tuesday	Classes Begin

June 28-30, Monday - Wednesday	Late Registration (late fee of $100 applies)
June 29, Wednesday	Last Day to Register for Session II
July 4, Monday	**Independence Day Holiday**
July 14, Thursday	Last Day to Drop Courses or Withdraw
July 26, Tuesday	**Last Day of Classes**
July 27-28, Wednesday - Thursday	**FINAL EXAMINATIONS**
July 29, Friday	Final Grades Due
July 29, Friday	Summer Term Ends

Fall 2016 Semester

August 14, Sunday	Residence Halls Open
August 15-19, Monday - Friday	New Student Orientation Week
August 15-16, Monday - Tuesday	Registration of New Undergraduate Students
August 17-18, Wed - Thurs	Registration of New Graduate Students
August 19-26, Friday - Friday	Late Registration (late fee of $100.00 applies)
August 22, Monday	Classes Begin
August 26, Friday	Last Day to Register or Add Courses
September 5, Monday	**Labor Day Holiday**
September 9, Friday	Final Day for Departments to Submit Applications for 2016 Fall Graduation
September 27, Tuesday	**Founder's Day**
October 3-7, Monday - Friday	Mid Semester Examinations
October 10, Monday	Rising Junior Exam (RJE)
October 11, Tuesday	Mid Semester Grades Due
October 31-Nov 4, Monday-Friday	Registration of Continuing Students for 2017 Spring Semester
November 3, Thursday	Last Day to Drop Courses for Fall Term
November 7-11, Monday - Friday	Applications for Spring 2017 Graduation Due in Academic Departments
November 23, Wed, 12:00 Noon	Thanksgiving Holidays Begin
November 28, Monday, 8:00 A.M.	Thanksgiving Holidays End
November 30, Wednesday	**Last Day of Classes for Fall Semester**
December 1-2, Thursday - Friday	Reading Period
December 5-6, Monday - Tuesday	**Final Examinations for Candidates for Graduation**
December 5-9, Monday - Friday	**FINAL EXAMINATIONS**
December 9, Friday	Deadline for Submission of Grades for Candidates for Graduation
December 13, Tuesday	Deadline for Submission of Final Grades
December 16, Friday	**FALL COMMENCEMENT**
December 16, Friday	Fall Semester Ends

Spring 2017 Semester

January 5, Thursday	Residence Halls Open
January 5-6, Thursday-Friday	New Student Orientation
January 5-6, Thursday-Friday	Registration of All Students
January 9, Monday	Classes Begin
January 9-13, Monday -Friday	Late Registration (late fee of $100.00 applies)
January 13, Friday	Last Day to Register or Add Courses
January 16, Monday	Martin Luther King, Jr. Holiday
January 17, Tuesday	Classes Resume
February 3, Friday	Final Day for Departments to Submit Applications for Spring 2017 Graduation

Feb27-March 1, Mon - Wed	**Mardi Gras Holidays**
March 2, Thursday	Classes Resume
March 6-10, Monday - Friday	Mid Semester Examinations
March 13, Monday	Rising Junior Exam
March 14, Tuesday	Mid-Semester Grades Due
March 20-24, Monday - Friday	Registration of Continuing Students for 2017 Fall Semester
March 27-31, Monday - Friday	Registration of Continuing Students for 2017 Summer Terms
March 30, Thursday	Last Day to Drop Courses for Spring Term
April 7, Friday	Spring Break Begins at the End of the Day
April 18, Tuesday (8:00 a.m.)	Spring Break Ends
April 26, Wednesday	**Last Day of Classes**
April 27-28, Thursday - Friday	Reading Period
May 1-2, Monday - Tuesday	**Final Examinations for Candidates for Graduation**
May 1-5, Monday - Friday	**FINAL EXAMINATIONS**
May 5, Friday	Deadline for Submission of Grades for Candidates for Graduation
May 9, Tuesday	Deadline for Submission of Final Grades
May 12, Friday	**COMMENCEMENT**
May 12, Friday	Spring Semester Ends

Summer 2017 Session I

May 22, Monday	Registration
May 23, Tuesday	Classes Begin
May 23-25, Tuesday-Thursday	Late Registration (late fee of $100 applies)
May 25, Thursday	Last Day to Register for Session I
May 29, Monday	**Memorial Day Holiday**
June 8, Thursday	Last Day to Drop Courses or Withdraw
June 20, Tuesday	**Last Day of Classes**
June 21-22, Wednesday-Thursday	**FINAL EXAMINATIONS**
June 23, Friday	Final Grades Due

Summer 2017 Session II

June 26, Monday	Registration
June 27,Tuesday	Classes Begin
June 27-29, Tuesday - Thursday	Late Registration (late fee of $100 applies)
June 29, Thursday	Last Day to Register for Session II
July 4, Tuesday	**Independence Day Holiday**
July 13, Thursday	Last Day to Drop Courses or Withdraw
July 25, Tuesday	**Last Day of Classes**
July 26-28, Wednesday - Thursday	**FINAL EXAMINATIONS**
July 28, Friday	Final Grades Due
July 28, Friday	Summer Term Ends

Fall 2017 Semester

August 13, Sunday	Residence Halls Open
August 14-18, Monday - Friday	New Student Orientation Week
August 14-15, Monday - Tuesday	Registration of New Undergraduate Students
August 16-17, Wed - Thurs	Registration of New Graduate Students
August 18-25, Friday - Friday	Late Registration (late fee of $100.00 applies)

August 21, Monday	Classes Begin
August 25, Friday	Last Day to Register or Add Courses
September 4, Monday	**Labor Day Holiday**
September 8, Friday	Final Day for Departments to Submit Applications for 2017 Fall Graduation
September 26, Tuesday	**Founder's Day**
October 9-13, Monday - Friday	Mid Semester Examinations
October 16, Monday	Rising Junior Exam (RJE)
October 17, Tuesday	Mid Semester Grades Due
November 2, Thursday	Last Day to Drop Courses for Fall Term
November 6-10, Monday-Friday	Registration of Continuing Students for 2018 Spring Semester
November 13-17, Mon - Fri	Applications for Spring 2018 Graduation Due in Academic Departments
November 22, Wed, 12:00 Noon	Thanksgiving Holidays Begin
November 27, Mon, 8:00 A.M.	Thanksgiving Holidays End
November 29, Wednesday	**Last Day of Classes for Fall Semester**
November 30-Dec 1, Thurs - Fri	Reading Period
Dec 4-5, Monday - Tuesday	**Final Examinations for Candidates for Graduation**
December 4-8, Monday - Friday	**FINAL EXAMINATIONS**
December 8, Friday	Deadline for Submission of Grades for Candidates for Graduation
December 12, Tuesday	Deadline for Submission of Final Grades
December 15, Friday	**FALL COMMENCEMENT**
December 15, Friday	Fall Semester Ends

Spring 2018 Semester

January 4, Thursday	Residence Halls Open
January 4-5, Thursday-Friday	New Student Orientation
January 4-5, Thursday-Friday	Registration of All Students
January 8, Monday	Classes Begin
January 8-12, Monday -Friday	Late Registration (late fee of $100.00 applies)
January 15, Monday	Martin Luther King, Jr. Holiday
January 16, Tuesday	Classes Resume
February 2, Friday	Final Day for Departments to Submit Applications for Spring 2018 Graduation
February 12-14, Mon - Wed	**Mardi Gras Holidays**
February 15, Thursday	Classes Resume
March 5-9, Monday - Friday	Mid Semester Examinations
March 12, Monday	Rising Junior Exam
March 13, Tuesday	Mid-Semester Grades Due
March 22, Thursday	Last Day to Drop Courses for Spring Term
March 23, Friday	Spring Break Begins at the End of the Day
April 3, Tuesday (8:00 a.m.)	Spring Break Ends
April 9-13, Monday - Friday	Registration of Continuing Students for 2018 Fall Semester
April 16-20, Monday - Friday	Registration of Continuing Students for 2018 Summer Terms
April 25, Wednesday	**Last Day of Classes**
April 26-27, Thursday - Friday	Reading Period
April 30-May 1, Mon - Tues	**Final Examinations for Candidates for Graduation**
May 4, Friday	Deadline for Submission of Grades for Candidates for Graduation
May 7-11, Monday - Friday	**FINAL EXAMINATIONS**
May 8, Tuesday	Deadline for Submission of Final Grades
May 11, Friday	**COMMENCEMENT**

May 11, Friday	Spring Semester Ends

Summer 2018 Session I

May 21, Monday	Registration
May 22, Tuesday	Classes Begin
May 22-24, Tuesday-Thursday	Late Registration (late fee of $100 applies)
May 24, Thursday	Last Day to Register for Session I
June 7, Thursday	Last Day to Drop Courses or Withdraw
June 19, Tuesday	**Last Day of Classes**
June 20-21, Wed-Thurs	**FINAL EXAMINATIONS**
June 22, Friday	Final Grades Due

Summer 2018 Session II

June 25, Monday	Registration
June 26,Tuesday	Classes Begin
June 26-28, Tuesday - Thursday	Late Registration (late fee of $100 applies)
June 28, Thursday	Last Day to Register for Session II
July 4, Wednesday	**Independence Day Holiday**
July 12, Thursday	Last Day to Drop Courses or Withdraw
July 24, Tuesday	**Last Day of Classes**
July 25-26, Wed - Thurs	**FINAL EXAMINATIONS**
July 27, Friday	Final Grades Due
July 27, Friday	Summer Term Ends

VISION

To be one of the premiere universities in the world that embraces educational opportunity and diversity.

MISSION

Grambling State University is a comprehensive, historically-black, public institution that offers a broad spectrum of undergraduate and graduate programs of study. Through its undergraduate major courses of study, which are undergirded by a traditional liberal arts program, and through its graduate school, which has a decidedly professional focus, the university embraces its founding principle of educational opportunity. With a commitment to the education of minorities in American society, the university seeks to reflect in all of its programs the diversity present in the world. The university advances the study and preservation of African American history, art and culture.

Grambling State University is a community of learners who strive for excellence in their pursuit of knowledge and who seek to contribute to their respective major academic disciplines. The university prepares its graduates to compete and succeed in careers related to its programs of study, to contribute to the advancement of knowledge, and to lead productive lives as informed citizens in a democratic society. The university provides its students a living and learning environment which nurtures their development for leadership in academics, athletics, campus governance, and in their future pursuits. The university affords each student the opportunity to pursue any program of study provided that the student makes reasonable progress and demonstrates that progress in standard ways. Grambling fosters in its students a commitment to service and to the improvement in the quality of life for all persons.

The university expects that all persons who matriculate and who are employed at Grambling will reflect through their study and work that the University is indeed a place where all persons are valued, "where everybody is somebody."

GOALS

The university aims to produce graduates from its undergraduate programs who (1) possess excellent oral and written communication, numeracy, and computer technology skills, (2) understand the basic laws that describe the physical universe, (3) understand the evolution of biological systems, (4) are able to think critically, (5) understand the development of economic, political, and social systems, (6) understand the history of civilization and the contributions of African Americans, (7) have knowledge of a language and culture other than their own, (8) practice high ethical standards of conduct, and (9) show through their work a commitment to service for humankind, and (10) have acquired skills and knowledge in a major academic discipline that afford them the option of graduate/professional study or career employment. The university also aims through its graduate programs (1) to produce graduates who are able to contribute to the advancement of their fields, and (2) to produce research that advances the academic disciplines in which programs are offered.

HISTORICAL SKETCH

Grambling State University emerged from the desire of African-American farmers in rural north Louisiana who wanted to educate Black children in the northern and western parts of the state. In 1896, the North Louisiana Colored Agriculture Relief Association was formed to organize and operate a school.

After opening a small school west of what is now the town of Grambling, the Association requested assistance from Booker T. Washington of the Tuskegee Institute in Alabama. Charles P. Adams was sent to aid the group in organizing an industrial school, becoming its founder and first president.

Under Adams' leadership, the Colored Industrial and Agricultural School opened on November 1, 1901. Four years later, the school moved to its present location and was renamed the North Louisiana Agricultural and Industrial School. By 1928, the school was able to offer two-year professional certificates and diplomas after becoming a state junior college. The school was renamed Louisiana Negro Normal and Industrial Institute.

In 1936, Ralph W. E. Jones became the second president. The program was reorganized to emphasize rural education. It became internationally known as "The Louisiana Plan" or "A Venture in Rural Teacher Education." Professional teaching certificates were awarded when a third year was added in 1936, and the first baccalaureate degree was awarded in 1944 in elementary education.

The institution's name was changed to Grambling College in 1946. Thereafter, the college prepared secondary teachers and added curricula in sciences, liberal arts and business. With these programs in effect, the school was transformed from a single purpose institution of teacher education into a multi-purpose college. The addition of graduate programs in early childhood and elementary education gave the school a new status and a new name—Grambling State University—granted in 1974.

In 1977, Dr. Joseph B. Johnson became the university's third president. During his tenure, an event significant to the future of the university occurred with the signing of a consent decree. The decree provided the university with major legislative appropriations for assistance in capital outlay projects and for implementation of new curricula. Among the various programs established were a doctoral program in developmental education and two professional schools, nursing and social work.

In the athletic arena, Coach Eddie Robinson became the winningest coach in college football with 324 victories on October 5, 1985. The university's leadership changed in 1991 when Dr. Harold W. Lundy became the fourth president. Under his leadership, enrollment continued to increase, and the university continued to enjoy national and international acclaim for its academic and athletic programs, and its marching band. In July 1994, Dr. Raymond A. Hicks began a new era in the university's history as interim president. On July 1, 1995, the Board of Supervisors of the University of Louisiana System named him the fifth president. During his tenure, the university began implementing a desegregation settlement that provided funding for expansion of facilities and the development of new curricula. As a result of the agreement, a doctoral degree in education is now offered through the Louisiana Education Consortium, which includes Grambling State University, Louisiana Tech University, and the University of Louisiana at Monroe. Through this program, doctoral studies in educational leadership and curriculum and instruction are offered.

On March 25, 1998, Dr. Steve A. Favors was named interim president at GSU. A little over three months later, on July 1, the Board of Supervisors of the University of Louisiana System selected him as the university's sixth president. Under a "collaborative commitment to excellence," Favors led the institution for nearly three years. Many accomplishments were made during his tenure including a visit by then U.S. President William "Bill" Clinton.

As the year 2001 unfolded and the university prepared to celebrate its centennial year, it did so with a new leader at the helm. Dr. Neari Francois Warner was named acting president. An alumna and the first woman ever to lead the institution, Warner continued to pursue full implementation of the desegregation settlement.

The Board of Supervisors announced on March 26, 2004 the selection of Dr. Horace A. Judson as the seventh president of Grambling State University. He chartered a course to carry the university forward toward excellence in every dimension of its operation.

Dr. Frank G. Pogue was appointed as the eighth President of Grambling State University in June 2010, after serving for seven months as interim president. Dr. Pogue is a highly respected educator and administrator with a wealth of experience as an agent of positive institutional change and advancement. Dr. Pogue's leadership is focusing on a new beginning by building upon the institution's historic foundation. In September 2011, the Atlanta Post named Dr. Pogue one of the top 10 African American college or university presidents in the country.

LOCATION

The University is located in the heart of Grambling, Louisiana, one mile north of Highway 80 and a mile and a quarter south of Interstate 20. It is five miles west of Ruston, a city with a population of approximately 25,000. Monroe and Shreveport are large cities located thirty-six miles east and sixty miles west respectively from the campus.

ACCREDITATIONS

Grambling State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award associate, baccalaureate, masters and doctoral degrees.

Additional Accreditations
AACSB International – The Association to Advance Collegiate Schools of Business
Accrediting Council on Education in Journalism and Mass Communications
American Chemical Society's Committee on Professional Training
ABET, Inc. – The Accreditation Board of Engineering and Technology
Commission on Accreditation of the Council on Social Work Education (BSW/MSW)
National Association of Schools of Public Affairs and Administration
National Association of Schools of Music
National Association of Schools of Theatre
National Council for Accreditation of Teacher Education
Accreditation Commission for Education in Nursing
National Recreation for Parks Association/American Association for Leisure and Recreation (NRPA/AALR)

Grambling is a member in good standing of the following associations:
American Association of Colleges for Teacher Education
American Association of Collegiate Registrars and Admissions Officers
American Association of State Colleges and Universities
American Council on Education
American Institute of Biological Sciences
Association of Baccalaureate Social Work Program Directors
Association of Institutional Research
Conference of Louisiana College and Universities
Conference of Southern Graduate Schools
Council of Graduate Schools
Council on Historically Black Graduate Schools
Louisiana Association of Colleges for Teacher Education
Louisiana Association of Collegiate Registrars and Admissions Officers
Louisiana Campus Compact
Louisiana Collegiate Honors Council
National Association for Equal Opportunity in Higher Education
National Association of College Deans, Registrars, and Admissions Officers
National Association of Deans and Directors of Schools of Social Work
National Collegiate Athletic Association
Southern Association of Collegiate Registrars and Admissions Officers

GOVERNANCE

Grambling State University is a constituent member of the University of Louisiana System. It is one of nine institutions of higher education which comprise the largest educational system in the State of Louisiana. The University of Louisiana System is one of four systems of public higher education in the State of Louisiana. The others are the Louisiana Community and Technical College System, Louisiana State University System, and the Southern University System. Each system is governed by its own management board. Overall governance of higher education in the state is provided by the Louisiana Board of Regents.

The faculty, staff, and students are afforded the opportunity to participate in campus governance through standing and ad hoc committees.

ACTS, RIGHTS, AND ENTITLEMENTS

Americans with Disabilities Act

The Americans with Disabilities Act (ADA) forbids discrimination based on disability in the areas of employment, public accommodations, government services, transportation and communications. Qualified individuals are those with a disability who, with or without reasonable accommodations, can perform the essential functions of the employment position that such individuals hold or desire. Those protected by the ADA include but are not limited to persons with such conditions as hearing, speech and visual impairments, paraplegia and epilepsy, past alcoholism, past drug use and AIDS if there is no direct threat to the health and safety of others. Grambling State University takes affirmative action to ensure that the provisions of this Act are implemented at all levels of administration.

Grambling State University provides equal opportunity and access for persons with disabilities. Students with disabilities participate in curricular and non-curricular activities. For additional information contact the Student Counseling Services at. 318-274-3277.

Family Education Rights and Privacy Act

In accordance with the Family Education Rights and Privacy Act of 1974 (FERPA), students enrolled at Grambling State University are hereby informed of their right to access their official records as described in the Act.

FERPA allows each institution the right to designate certain in-formation concerning students as "directory information." This information can be released without the student's permission unless the student has informed the university in writing that such information should not be released. Directory information at Grambling State University includes the student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards/honors and dates received, classification, photographs, full or part-time status, e-mail address, and the most recent previous educational agency or institution attended by the student. A student may request at any time, in writing, to the registrar that directory information be withheld.

Parents may access a dependent child's records either by the student providing written permission to the Registrar's Office or parents can provide their current 1040 tax form (front and back) to show that the child is their dependent.

For more detailed information concerning FERPA and the release of student educational records, please contact the Registrar's Office or go to www.gram.edu.

Sexual Harassment

Grambling State University does not tolerate verbal, nor non-verbal sexual harassment. Its policy is to provide an educational environment free of unwelcomed sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment, as defined by state and federal statutes. Sexual harassment may include:

1. Sex-oriented verbal teasing or abuse,
2. Subtle pressure for sexual activity,
3. Physical contact such as patting/pinching, or constantly brushing against another's body,
4. Outright demand for sexual favors, accompanied by implied or overt promise of preferential treatment or treats.

The university protects the rights of all students and staff members to enjoy an educational environment that is free from all forms of discrimination, including sexual harassment. Any form of sexual harassment of students or staff members is prohibited.

Drug-Free Workplace

In compliance with the Drug-Free Workplace Act of 1988, "The unlawful manufacture, distribution, dispensation, possession, consumption, or use of a controlled substance is prohibited by students and employees while on property owned or leased by the university." Grambling State University will impose disciplinary sanctions on students and

employees (consistent with local, state and federal law), up to and including suspension or expulsion or termination of employment and referral for prosecution, for violation of the standards of conduct. A disciplinary sanction may include the completion of an appropriate rehabilitation program.

ORGANIZATION

Grambling State University is organized into five major divisions: the Office of the President, Academic Affairs, and Enrollment Management, Finance and Administration, and Student Affairs and Institutional Advancement. The academic programs of the university are offered through four colleges and three schools in the Division of Academic Affairs. Excluding the Office of the President, each division is administered by a vice president who also serves as a member of the President's Executive Council.

BUILDINGS AND GROUNDS

The physical plant of Grambling State University occupies approximately 375 acres. A continuous program of expansion of academic and residence halls has produced over 75 permanent buildings, a five-mile nature trail, an outdoor study pavilion, and an all-purpose assembly building featuring a state of the art basketball arena. The structural motif of many buildings is colonial, with red brick, stone, and glass construction. Shrubbery-bordered walks, convenient drives, and beautiful lawns provide a tranquil atmosphere.

The major university facilities and residence halls are listed below.

FACILITIES

Administrative
Lee Hall
Long-Jones Hall
University Police Station
Campus Purchasing Building

Academic
Charles P. Adams Hall
Army ROTC Building
Brown Hall
Carver Hall
Carver Hall Annex
Dept. of Criminal Justice Building
Dunbar Hall
T. L. James Hall
Nursing Building
Conrad Hutchinson Performing Arts Center
Jacob T. Stewart Hall
A. C. Lewis Memorial Library
Washington-Johnson Complex
Woodson Hall

Academic Support
Facilities Annex
Grambling Hall
Judicial Affairs Building
T.H. Harris Auditorium

Athletic
Fred C. Hobdy Assembly Center
Men's Gymnasium
Robinson Stadium
Stadium Support Building

Student Life
Dining Hall
Favrot Student Union
Food Court
Foster-Johnson Health Center
Intramural Center

Residential Student Housing
Martha Adams Hall -300
Crispus Attucks Hall
Mary McLeod Bethune Hall - 600
J.D. E. Bowen Hall - 900
Frederick Douglass Hall – 800A
William Garner Hall
Simmie Holland Hall - 400
Virginia Hunter Hall
AnnieJeanes Hall
Fidelia Jewett Hall
Mildred Jones Hall – 100A
Robert Knott Hall - 500
Pinkney Pinchback Hall -700
LaFayette Richmond Hall
Elizabeth Robinson Hall
Sojourner Truth Hall – 100B
Harriet Tubman Hall -200
Phyllis Wheatley Hall -800B
Tiger Village Clubhouse

Other
Alma J. Brown Elementary School
Grambling Middle Magnet School
Grambling High School
Eddie G. Robinson Museum
West Campus

UNIVERSITY POLICE

Grambling State University's Police Department provides police and security services twenty-four hours a day, seven days a week for the entire university community. The university's rules and regulations, as well as state and federal statutes and all local laws, are enforced by the University Police Department. All Grambling State University Officers are commissioned Louisiana Police Officers with all the authority and responsibility of any police officer in the state of Louisiana. They are empowered to make arrests in the matters concerning felonies and misdemeanors. The enforcement authority is ACT 269 of the 1974 Legislature, Section 1805 of Title 17 of the Louisiana Revised Statutes of 1950.

University Police Officers are responsible for a full-range of public safety services including crime reports, investigations, medical emergencies, traffic accidents, parking violations, enforcement of laws regulating consumption of alcoholic beverages, the use of controlled dangerous substances, weapons, and all other incidents requiring police assistance.

University Police compile information, prepare reports, and submit data to state reporting agencies. The department shares information regarding arrests and serious crimes with the Sheriff's Department. Computer checks of warrants for wanted persons can be conducted through computer link up with the Louisiana Department of Public Safety. The terminal provides access to the National Crime Information Center (NCIC), which accesses the computer files of all criminal justice systems within the 50 states, the District of Columbia, the Commonwealth of Puerto Rico, the Virgin Islands, and Canada.

Potential criminal activity and emergencies on University property can be reported directly by any student, faculty, staff, and/or visitor. University Police can be reached at (318) 274-2222 or (318) 274-2219.

LIBRARY AND LEARNING RESOURCES CENTER

The primary purpose of the library is to promote and support undergraduate and graduate education of the university. Historically known as the A.C. Lewis Memorial Library, this facility is an air conditioned two story, 86,720 square-feet, open-stack, modular brick building. It is the heart of learning resources on the Grambling State University campus. It provides shelving for books, magazines, journals and newspapers. Study seating is available for approximately 700 patrons. Each floor offers varied study areas that include individual carrels, small tables, conference rooms and study/lounge chairs located adjacent to the books, periodicals and other resources.

Library operations are automated on the SirsiDynix System. The Grambling State University Library Online Public Access Catalog (eLibrary) and the BSCOhost Discovery Service that provides bibliographic access to all GSU Library e-resources and all databases using a single Power Search system and across academic library resources statewide. The GSU Library has approximately 77 public computers connected to databases through the internet network connection and about 32 computers for library staff and student workers. Through Louisiana Library Connection, the GSU Library has equitable access to the Library of Louisiana Catalog (LOUISiana Union Catalog) as a portal system powered by SirisDynix.

The Library has an Information Commons equipped with 16 computers where students can do their research and other class or personal assignments. The library electronic resources are accessible to patrons from any Internet computer, iPhones, or related devices on or off campus 24/7 regardless of time, day, or location. Electronic resources include full-text journals, electronic books (e-books), and newspapers as well as bibliographic citations, indexes and abstracts, and numeric data. eLibrary and EBSCOhost Discovery Service (EDS) provide thousands of direct links to full-text electronic books and journals. A student-operated computer lab with approximately 27 computers and free printing is also available to GSU students. This lab provides open access to the Internet and to software that students can use to prepare and print their work. Students have access to photocopy and ability to email articles electronically from electronic databases to themselves as desired regardless of time or location.

The Mary Watson Hymon Afro-American Center houses the Afro-American special collection. It contains a multidisciplinary collection of resources by and about African Americans and people of African/Caribbean descent.

Rare editions are housed in the restricted collection. The Microtext/ Media area contains both modern and archival media resources such as DVDs; CD-ROMs; video and audio cassettes; microfiche and microfilm for academic inquiry. Facilities and equipment for onsite use of these resources are available.

Services include Interlibrary Loan (via eLibrary or in-person), document delivery, in-person reserves, and on-line library tutorials. Library instruction, offered in a state-of-the-art classroom facility through 42 networked computers that incorporates "hands-on" orientation to electronic resources, is also available.

The library strives to follow the standards recommended by the Association of College & Research Libraries, a division of the American Library Association. The library is a member of the Louisiana Library Association and an active participant in the Louisiana Libraries Information Network Consortium (LALINC), the online Computer Library Center (OCLC), Lyrasis and the statewide library consortium, (LOUIS: the Louisiana Library Network). Additional information can be found on the university web page at www.gram.edu.

CAMPUS MEDIA

The Department of Mass Communication at Grambling State University operates the following three media units to serve the news, information and entertainment needs of the University community.

The Gramblinite
The Gramblinite is an award-winning weekly newspaper published during the academic year by the students of Grambling State University as a laboratory function of the Department of Mass Communication. As a student-operated publication, The Gramblinite is written, edited, and designed by students under the guidance of faculty and staff. It is published every Thursday during the academic year.

KGRM-FM Radio Station
KGRM is a 50,000-watt non-commercial, educational FM radio station licensed to Grambling State University. It provides the community with news, informational programming, sports and music. KGRM also serves as a training facility for Mass Communication majors. It provides the student with an opportunity to experience the responsibilities and operational requirements of radio broadcasting.

Television Center
The Television Center serves as a laboratory function in the Department of Mass Communication. Operated by students under the guidance of faculty and staff the Television Center broadcasts public service programming during the academic year. The Center's broadcasting covers educational, cultural, entertainment, news and information needs of the University and the larger community.

PUBLIC RELATIONS AND MEDIA COMMUNICATIONS

The Office of Public Relations and Media Communications is primarily responsible for maintaining a continuous flow of communications among the university's various internal and external publics and broadening and strengthening the university's ties to them. Towards this end, the Office of Public Relations and Media Communications works closely with news organizations throughout the state to insure that newsworthy campus events are properly reported.

ALUMNI RELATIONS

The Office of Alumni Affairs (1) maintains files on all graduates or students who spent at least one academic year at the university, (2) fosters cooperation among alumni; and (3) communicates with the branch chapters throughout the United States. In addition, the Office is affiliated with the Louisiana Alumni Council and the American Alumni Council.

ATHLETICS DEPARTMENT

Grambling State University has a storied history in intercollegiate athletics for men and women. The University athletics program is certified by the National Collegiate Athletic Association (NCAA). The University competes in fifteen sports, six for men and nine for women, in Division I of the NCAA. Grambling State University is a member of the Southwestern Athletic Conference (SWAC).

The intercollegiate sports for men in which the University competes are baseball, basketball, cross country, football, and indoor and outdoor track and field. The intercollegiate sports for women in which the University competes are basketball, bowling, cross country, soccer, softball, tennis, indoor and outdoor track and field, and volleyball.

Although the University recruits students with interest and talent in sports, opportunities are made available to all interested students to try-out for a given sport. Athletic scholarships are made available to a select number of student-athletes in each sport based on ability.

GENERAL PRINCIPLES

Grambling State University seeks to enroll persons with excellent academic preparation, high ethical and moral standards, who aim to become contributors to the advancement of society. The University uses criteria for admissions; however, its historic commitment to educational opportunity remains central to all of its programs. Any person who desires to attend the university, but does not meet the criteria for admission is encouraged to contact the Office of Admissions to inquire about using summer and/or community college referral programs to gain admission. Grambling State University is committed to assisting those who matriculate with the achievement of educational goals.

ADMISSION - FIRST-TIME FRESHMAN

Admission to the University will be granted to students who meet the criteria for admission and who submit all application materials prior to the published admission deadline date, found on the website at www.gram.edu/admissions/apply/ . The tables shown outline the specific criteria for Louisiana residents for fall 2012. The criteria for fall 2014 will change. Consult the website for new criteria. Table I shows the criteria and Table II makes explicit the courses that must be taken in high school.

Table I. Admission Criteria - Fall 2014

Required Standards – Louisiana Residents	
High School Curriculum	19 units from **Required Core 4 Curriculum** (see below)
Minimum HS GPA	Overall 2.0 GPA (on 4.0 scale)
Require no remedial course.	
AND **ONE** OF THE FOLLOWING	
HS GPA	2.35 GPA
OR	
Test Score	ACT Composite: 21 **or** SAT (Verbal and Math combined): 980
HS Graduation Rank	Top 50%

Table II. Required High School Courses

Required Core 4 Curriculum	Units
English I, English II, English III, English IV	4
-Algebra I or Applied Algebra 1A/1B (count as 1 unit); **-Algebra II** (1 unit); **-Geometry** (1 unit)**;**	4

-**<u>One unit from</u>:** Financial Math/Math Essentials, Pre-Calculus, Functions/Statistics, Calculus, Probability and Statistics, Discrete Math, or an approved Advanced Math Substitute	
-Biology (1 unit); **-Chemistry** (1 unit); -**<u>Two units from</u>**: Physical Science, Integrated Science, Physics I or II, Physics of Technology I or II, Aerospace Science, Biology II, Chemistry II, Earth Science, Environmental Science, Agriscience II, Anatomy & Physiology, or approved Advanced Science substitute	4
-Civics or AP American Government (1/2 unit); **- Free Enterprise** or Economics (1/2 unit); -**American History** (1 unit); -**<u>Two units from</u>**: World History, World Geography, Western Civilization, AP European History, Law Studies, Psychology, Sociology, African American Studies, or approved Social Studies substitute. (Note: Religion I, II, III, IV are approved substitutes for optional course(s)).	4
-Fine Arts Survey or one unit from the following: -Art, Dance, Music, Theatre Arts, Applied Arts; or an approved Arts substitute.	1
-Foreign Language (two units from same language) or 2 Speech courses	2
<u>Note(s):</u> Those courses in **bold** print must be taken and those separated by commas provide the students with choices. Universities may admit 2012 high school graduates who have not met the Arts Category of the Core 4, but otherwise meet the minimum admission standards.	

ADDITIONAL OPTIONS FOR OUT-OF-STATE NEW FRESHMEN	
Options	**Conditions**
Option 1: (must meet all conditions)	Required Core 4 Curriculum
	ACT Composite: 21 **or** SAT (Verbal and math combined): 980
	Require only one developmental course (See *Developmental Course Minimum*)
Option 2: (must meet all conditions)	Required Core 4 Curriculum
	Overall GPA: 2.0 (on 4.0 scale)
	Require only one developmental course (See *Developmental Course Minimum*)
Option 3: (must meet all conditions)	ACT Composite: 21 **or** SAT (Verbal and math combined): 980
	Overall GPA: 2.0 (on 4.0 scale)
	Require only one developmental course (See *Developmental Course Minimum*)
Option 4: (must meet all conditions)	ACT Composite: 23
	Require only one developmental course (See *Developmental Course Minimum*)

NOTE: Applicants holding the Certificate of Achievement diploma or a General Equivalency Diploma (GED) are not eligible for admission; however, referral to the BPCC @ GSU Program allows students to complete the requirements to be admitted to the University. In order to have their applications processed all students must submit the following items to the Office of Admissions. An admission to the university is conditional until the evidence of graduation from high school is received.

Application for Admission

Apply online at the University website: <u>http://www.gram.edu/admissions/apply/</u>

Non-refundable $20 application fee. *Application fee waivers are not allowed.* Application fees can be paid:

- Online with the web application.
- Money order or check by mail.
- Credit card - call (318) 274-6253.

ACT or SAT scores. Test scores are required of all freshman students. Scores must be sent from the testing agency.

GSU Test Codes:
ACT: 1582
SAT: 6250

Official High School Transcript (New Freshman Applicants)

Louisiana Applicants*:** We will request your high school transcript from the Board of Regents and the Louisiana Department of Education's Student Transcript System (STS). It will not be necessary to have transcripts sent unless you graduated before 2004. Note:*** *If a Louisiana student applies close to the application deadline, we may ask the student to request a transcript from the school to expedite the application process.*

Out-of-State Applicants must submit an official, sixth or seventh semester transcript. The final transcript must be mailed to us immediately after graduation.

Official College Transcript (Transfers) - *Note: Transcripts cannot be faxed.*

Submit official transcript(s) from all regionally accredited institutions attended.

Proof of Immunization/TB Questionnaire

Louisiana Law (R.S. 17:170/R.S.17:170.1/ Schools of Higher Learning) requires that all students entering Grambling State University are to be immunized for the following: Measles (2 doses), Mumps, Rubella-required for those born on or after January 1, 1957; Tetanus-Diphtheria (within the past ten years); and against Meningococcal disease (Meningitis).

All students are required to submit a Medical History/Proof of Immunization form and TB Questionnaire to our Health Center before they can begin the registration process. Proof of immunization and forms may be mailed to 403 Main Street; P.O. Box 4251, Grambling, LA 71245, or faxed to (318) 274-2481.

All other admission documents should be sent to the Office of Admissions, 403 Main Street, P.O. Box 4200, Grambling, LA 71245. After an evaluation of the application, the Director of Admissions will notify the applicant with the status of the application.

ADMISSION OF TRANSFER STUDENTS

Students who have attended a regionally, accredited college and earned at least 18 college-level credits and who seek admission to Grambling State University are transfer applicants. In order to be admitted, transfer applicants must:

- have completed a college-level English **and** Math, and
- have earned a cumulative GPA of at least 2.00, and
- be in good standing, & eligible to return to the last institution attended, and
- have at least 18 college-level credits

If a transfer applicant has a 2.0 or higher cumulative GPA, but has earned less than 18 college-level credits, then the admission criteria of a new freshman must be met.

ACCEPTANCE OF TRANSFER CREDITS

Transfer credits will be evaluated by the Admissions Office and added to the permanent record only for persons who are enrolled as degree seeking students. All students who transfer from a regionally, accredited institution will be

given credit for courses in which a grade of D or higher was earned, and that correspond to courses in the University's curriculum. All courses will be used to calculate the cumulative grade point average.

The equivalence of a course taken at a state institution to a University course is determined by use of the Board of Regents transfer equivalency matrix. The equivalence of all other courses is determined by the appropriate department head. Credit is not given for course work taken at a college or university that is not regionally accredited. Courses accepted for credit are not necessarily used toward a degree.

Students can access the transfer articulation matrices that indicate the correlation of courses among Louisiana's public colleges and universities by going to the Board of Regents website and viewing the *Master Course Articulation Matrix.*

ADMISSION OF FORMER STUDENTS

Once enrolled, any student who has not attended the university for one regular semester, excluding summer sessions, must apply for readmission. The admission application and other required items must be submitted to the Office of Admissions. The following should be submitted for readmission:

- Application for admission,
- $20 application fee,
- Official transcript from institution(s) attended while absent from Grambling State University.

ADMISSION OF NON-TRADITIONAL STUDENTS

Degree-seeking applicants age 21-24 must meet the minimum freshman admission standards in place at the time of graduation from high school.

Degree-seeking applicants who are 25 years of age or older may be admitted without meeting the core requirements of a traditional new freshman, and without submitting ACT scores. However, for placement in appropriate English and math courses, placement examinations will be administered and the results will be used to determine course entry level.

BOSSIER PARISH COMMUNITY COLLEGE AT GRAMBLING STATE UNIVERSITY

Bossier Parish Community College (BPCC) offers freshman level courses on the campus of Grambling State University. First-time freshmen (in-state and out-of-state) who do not meet GSU admissions criteria are encouraged to take classes through BPCC at GSU. After completion of developmental classes and the completion of 12 college credit hours with a 2.000 grade point average (excluding developmental grades), BPCC at GSU students will be able to continue their education at GSU as transfer students.

Students at BPCC at GSU will have the opportunity to engage in a multitude of college activities. They will be eligible for financial aid, counseling, and health services. All BPCC at GSU students will pay Grambling fees which will enable them to utilize GSU facilities, park on campus, and enjoy athletic and cultural events.

BPCC at GSU courses are taught on the campus of Grambling State University. Prospective GSU students who do not meet GSU admissions requirements will be referred to BPCC at GSU.

For more information, contact the GSU Office of Admissions at (318) 274-6183.

ADMISSION OF INTERNATIONAL STUDENTS

International applicants are students who are not United States citizens. An international student applying for admission to Grambling State University must complete secondary school with appropriate certificate or diploma.

The applicant must have a high degree of competence in the English language. In order to be admitted, the following requirements must be met:

- The same core requirements in math and science as domestic applicants,
- GPA of 3.00 on a 4.00 scale,
- A minimum composite score of 22 on the ACT or 1020 on the SAT,
- Application for admission
- $30 application fee (cashier's check or money order),
- Affidavit of Sponsorship,
- TOEFL Score (minimum score of 500 paper-based, 173 computer-based, 61 internet-based),
- Official high school transcript certifying completion of secondary school, and
- Medical history form-immunization record and TB Questionnaire.

Applicants seeking to transfer to the University from an institution outside the United States must:

- Request a *Comprehensive Course by Course Report* from an approved foreign credentials evaluator.
- Have a cumulative grade point average 2.50 on a 4.00 scale,
- Be in good standing and eligible to return to the last institution attended, and
- Have earned at least 18 college-level credits (must have taken a college-level math and English).

If a transfer applicant has a 2.0 or higher cumulative GPA, but has earned less than 18 college-level credits, then the admission criteria of a new freshman must be met.

International transfer applicants must follow the same application procedures described for new international students.

The Educational Testing Service located in Princeton, New Jersey administers the Test of English as a Foreign Language (TOEFL) abroad several times per year at established and supplementary testing centers. Official TOEFL scores must be sent directly to the Office of Admissions. TOEFL IS WAIVED IN ENGLISH SPEAKING COUNTRIES AND WHERE THE APPLICANT SHOWS PROOF OF ENGLISH PROFICIENICY. In addition, the applicant must be in good physical condition.

EARLY ADMISSIONS PROGRAM

Students may enter Grambling State University prior to graduation from high school provided they meet the following qualifications:

- Obtain at least a "B" average during six semesters of high school.
- Obtain an ACT composite test score of 27 or above.
- Obtain a recommendation for admission by high school principal or counselor.

Students interested in this program should contact the Office of Admissions for details.

DUAL ENROLLMENT

I. General criteria

- Student must be at least a high school sophomore, junior or senior who is on track to completing Regents/TOPS curriculum at a public Louisiana high school.
- Student must have either PLAN or ACT (or SAT) scores on file at the high school.
- Student must be in good standing at the high school and meet the university's enrollment criteria.
- Student must have permission from the high school principal and his/her parent/guardian to participate.

- Student must be enrolled in a college course for which dual credit (both college and high school credit) is attempted and recorded on the student's secondary and postsecondary academic record.

RIGHT TO APPEAL

Any prospective new student who is denied admission to Grambling State University has the right to appeal the decision by writing to the Admissions Committee, 403 Main Street - P.O. Box 4200, Grambling, LA 71245. A letter of appeal from the applicant and two (2) letters of recommendation from the principal, teacher or counselor must be submitted to the Admissions Committee. The prospective student will be notified of the decision by mail. Decisions of the Admissions Appeal Committee are final.

OUT-OF-STATE FEE EXEMPTION REQUIREMENTS

For tuition purposes, new students from other states (U.S. citizens) may be treated as residents of Louisiana when applying for admission to Grambling State University dependent upon fund availability and satisfying the following minimum requirements:

- Students must first satisfy the admission requirements of the institution.
- Students must apply for the out-of-state fee exemption.

Additional minimum admission criteria include:

First-time New Freshmen (with less than 12 college-level credits)

- Composite ACT of 22 (SAT of 1020) **and** GPA of 2.5 (4.0 scale), or
- Composite ACT of 23 (SAT of 1050) **and** GPA of 2.3 (4.0 scale), or
- Composite ACT of 24 (SAT of 1090) **and** GPA of 2.0 (4.0 scale), and
- Require no developmental course.

(Note: SAT equivalent is the combined Verbal and math scores.)

Transfer students (who have completed at least 12 credits of college-level work)

- Cumulative GPA of 2.5 on college level-work,
- Have no need for developmental course work, and
- Be eligible to return to previous institution.

Spirit Group

A non-resident, undergraduate student with high achievement in dance, debate, visual arts, music, or theater performance may be considered a resident of Louisiana for tuition/fee purposes. Cheerleaders, flag corps, university-recognized or sponsored spirit groups that perform at athletic game activities, and the SGA president, may also be considered in this group. The applying student must meet each of the following criteria:

- Demonstrate high achievement in the appropriate performance area.
- Have a preceding semester and minimum cumulative GPA of 2.5 (4.0 scale), and at least 24 semester hours of college-level work. If applying prior to entering college, must have a minimum cumulative GPA of 2.5 (4.0 scale).
- Demonstrate leadership.
- Receive a satisfactory rating in an interview. Interview must be documented.
- Commit to participate in the appropriate performance area.

Ambassadors

The Ambassadors is an organization open to non-resident and resident students who are interested in serving as student recruiters for the university. The Office of Admissions and Recruitment is responsible for the oversight of the Ambassadors program. Ambassadors assist with campus tours and serve as hosts at selected recruitment, university, and alumni events. Additionally, Ambassadors are required to work assigned office hours in the Office of Admissions and Recruitment or other university offices as assigned. Non-resident students who participate in the Ambassadors program may be treated as residents of Louisiana if they meet the following minimum criteria:

- Have a preceding semester and cumulative GPA of 2.5
- Demonstrate leadership ability
- Must apply and gain a favorable rating during the interview process

All students receiving the out-of-state fee exemption must sign a statement of understanding which outlines the conditions for retaining the exemption. There will be an evaluation of the student's academic standing at the end of the academic year to determine if the conditions of the exemption have been met. Any student who fails to retain the exemption will be notified, and any future registrations adjusted accordingly. Details about out-of-state fee exemptions can be obtained from the Office of Admissions, 403 Main Street - P.O. Box 4200, Grambling, LA 71245.

Non-academically, a student will qualify regardless of high school/college GPA (transfer student) if:

- One of the **biological** parents graduated from GSU,
- Living with a **biological** parent who is an established resident of Louisiana,
- Parent is a current member of the armed forces (not Reserve or Guard) and the home of record is Louisiana,
- Student receives an associate or higher degree from GSU.

ADVANCED STANDING AND CREDIT BY EXAMINATION

The University awards course credit for selected introductory courses to a student who makes an acceptable score on an examination. These examinations include (1) Advanced Placement (AP) Examinations, which are a part of the Advanced Placement Program available in some secondary schools, (2) the College-Level Examination Program (CLEP), and (3) credit by departmental examination.

Advanced Placement Program
By means of the Advanced Placement Program, beginning students may be awarded college credit in some subjects. These are highly qualified students who have taken college level courses in conjunction with their high school programs. Annually, during the month of May, advanced placement examinations are provided to students who are involved in advanced placement courses. The following is a summary of courses for which credit is awarded by GSU along with the minimum examination scores.

AP Exam	Minimum Score	GSU Course(s)	Credit Hours
Art History	3	Art 215	3
Biology	3	Biology 113, 115	4
Calculus AB	3	Mathematics 153	3
Calculus BC	3	Mathematics 153	3
Chemistry	3	Chemistry 105,107 or 111, 113	4
Computer Science A	3	Computer Science 107	3
Computer Science AB	3	Computer Science 110	3
Economics Macro	3	Economics 201	3
Economics Micro	3	Economics 202	3
English Language and Composition	3	English 101	3
English Literature and Composition	3	English 200	3
Environmental Science	3	Chemistry 101	3
French Language	3	French 101	3
Physics B	3	Physics 109, 111	4
Physics C: Mechanics	3	Physics 153, 153L	4
Physics C: Electricity & Magnetism	3	Physics 154, 153L	4
Psychology	3	Psychology 200	3
Spanish Language	3	Spanish 101	3
Statistics	3	Mathematics 273	3
Studio Art Drawing	3	Art 101	3
U.S. History	3	History 201	3

College Level Examination Program (CLEP)

A student at Grambling State University may gain credit in a number of subjects by scoring on a Subject Examination at or above the level recommended by the CLEP. The examinations are available on campus at the Center for Academic Assessment. Registration must be completed three weeks prior to a test date. Applications are available in the Center for Academic Assessment.

Scores are provided by the Educational Testing Service with the exception of the essay for English composition which is scored by Grambling State University's English Department. Students are graded on a pass/fail basis and must earn the minimum scores indicated for a passing grade. The grade is not computed in the student's cumulative grade point average nor does it replace an earned letter grade. Students may not attempt credit by examination more than once for a given course. Credit by means of Subject CLEP Examinations is limited to 30 semester hours. Whether or not this credit is applicable to a student's program will be determined by the department responsible for the academic program. Information on the subject examinations currently available and approved by GSU can be obtained in the Office of the Registrar, the Center for Academic Assessment, and on the University website.

COLLEGE-LEVEL EXAMINATION PROGRAM CREDIT			
CLEP Exams	**GSU'S Equivalent Course**	**Passing Score**	**Sem. Hrs.**
Business			
Introductory Business Law	General Business 301	50	3
Financial Accounting	Accounting 201/202	50	3
Information Systems and Computer	Computer Information Systems	50	3
Principles of Management	Management 301	50	3
Principles of Marketing	Marketing 301	50	3
Composition and Literature			
American Literature	English 203/204	50	6
College Composition Without Essay	English 213	50	3
College Composition With Essay	English 213	50	6
English Literature	English 205/206	50	6
College Composition	English 101/102	50	6
Humanities	HUM 200, 201, 202, 301, or HIST	50	6
World Languages			
French Language, L1	French 101/102	50	6
French Language, L2	French 101/102/201/ 202	59	12
German Language, L1	German 101/201	50	6
German Language, L2	German 102/202	50	12
Spanish Language, L1	Spanish 101/102	50	6
Spanish Language, L2	Spanish 101/102/201/ 202	63	12
History and Social Sciences			
American Government	Political Science 201	50	3
History of the U.S.I	History 201	50	3
History of the U.S. II	History 202	50	3
Human Growth and Development	Education 200	50	3
Introduction to Educational Psychology	Education 300	50	3
Introduction Psychology	Psychology 200	50	3
Social Sciences and History	Social Science Electives	50	6
Western Civilization I	History 101	50	3
Western Civilization II	History 102	50	3
Science and Mathematics			
Biology	Biology 103/104	50	6
Calculus	Mathematics 153	50	3
Chemistry	Chemistry 111/112	50	6
College Algebra	Mathematics 131	50	3
Natural Sciences	Physical Science 105 and Biology	50	6
Precalculus	Mathematics 148	50	3

Credit by Departmental Examination

Several departments within the University prepare, administer, score, and award credit for their own examinations. These examinations are administered for the benefit of the students who believe they have already attained the level of knowledge required in the course(s).

The procedure for registering for credit by examination is listed below.

- Students may register for credit by examination in any approved course, but only during regular registration periods. No examination can be given to a student who has not properly registered for the examination. Permission to take a credit examination in a given course will be denied to students who have previously attempted the course for credit, who have earned credit in a higher sequence course, or who have audited the course.
- Each credit examination must be approved in advance by the student's advisor, the head of the department in which course is offered, and the dean of the college in which the department is located. Credit by examination should be approved only if a student has already gained a fundamental knowledge of the course.

- Permission to take a credit examination is granted only to students currently enrolled at Grambling State University.
- Credit for a course taken by examination can be awarded only if the student is officially registered for the course.
- If a student has registered in a course or failed a prior credit examination in the course, the student will not be permitted to take a credit by examination in the course. A credit examination, once failed, may not be repeated.
- No instructor should give a credit examination until the official application is completed by the student and approved by the proper officials.
- The maximum number of credits which can be awarded through credit by examination is 24 semester hours, with not more than six semester hours in any semester. This includes credit by examination earned by transfer students prior to being admitted to Grambling State University.

CREDIT FOR MILITARY SERVICE

Veterans with at least one year military service may be allowed a maximum of six semester hours credit in activity courses in the Department of Kinesiology, in accordance with the recommendations of the Commission on Accreditation of Service Experiences. Veterans should submit official copies of service records to the Registrar's Office during the first semester of attendance.

Credit will be allowed for college-level courses completed by correspondence and/or group study through the United States Armed Forces Institute. Along with the application for admissions, official copies of these credits should be submitted to the Office of Admissions and Recruitment.

FINANCIAL AID AND SCHOLARSHIPS

The mission of the Office of Student Financial Aid & Scholarships is to assist students in achieving educational goals by providing appropriate financial resources. Students are offered the best possible financial aid package based on eligibility for federal, state, institutional, and outside financial aid programs.

The University offers three types of financial aid: gifts, loans, and student employment.

Gifts: Scholarships, grants, and tuition fee waivers

Loans: Direct Subsidized and Direct Unsubsidized Loans, Direct Parent PLUS Loans and Non-Federal Alternative Loans

Student Employment: Federal Work-Study and Institutional Wages

Applying for Federal Financial Aid

Students who are interested in applying for federal aid must follow these steps:

- Complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov by April 1 of each year.
- Receive the Student Aid Report (SAR) within two to four weeks. The Student Aid Report will list the Expected Family Contribution (EFC) calculated by the federal processor. The EFC is used to determine eligibility for federal aid programs. The Office of Financial Aid will receive the FAFSA results electronically if GSU's federal code (002006) is listed on the student's FAFSA.
- Return all documents requested by the university by the end of the spring semester or before June 1 of each year. Most of the requested documents are available online at the university website: www.gram.edu.
- Accept federal aid awards online.

University Policy
All students must be accepted for admission to the university before federal aid is awarded. To receive federal aid, students must meet the minimum academic progress standards which are sometimes referred to as the Satisfactory Academic Progress (SAP) Policy. Students are expected to review the academic progress policy available on the university website or pick up a copy of the policy from the Financial Aid Office.

The university reserves the right to review, adjust, or cancel financial aid awards due to one or more of the following changes: enrollment hours, housing status, residential status, and dependency status. Other reasons for aid cancellation or adjustment include: default on federal loans, conflicting information received, and failure to comply with university regulations. A student who withdraws from school or receives all "F" grades may owe the university due to the required federal Return of Title IV calculations. Awards are made on the assumption that a student will complete the semester and earn grades for the courses attempted. Awards in excess of a student's financial aid need or budget will be reduced; otherwise, the student must repay the amount over-awarded.

Grants
Pell Grants: Available to undergraduate students based on eligibility determined by the federal processor. The maximum grant award for 2011-2012 year is $5,550.00.

Supplemental Education Opportunity Grants (SEOG): Available to undergraduate students with exceptional financial need. The maximum grant amount for the year at GSU is $1500.00. Awards are based on availability of funds.

Louisiana Go Grant: Available to students who are Pell Grant eligible and are from moderate and low income Louisiana families. The award amount per academic year is $900 for full-time students and $450 for part-time students.

TEACH Grant: Available to students who intend to teach in a public or private elementary, middle, or secondary school that serves students from low-income families. The TEACH grant is available to students that have declared education as their intended major. The award amount per academic year is up to $4000.

Student Employment
Federal Work-Study: This program gives undergraduate and graduate students the opportunity to work part-time while attending school. Students are paid once a month at the minimum wage rate. Students are eligible to work up to the amount of their financial aid need. The Office of Financial Aid must have the student's electronic Student Aid Report (SAR) on file and the student must be making acceptable academic progress before awards are made. Students must apply early because of limited funding. Students must be authorized to work by the Office of Financial Aid and complete the required W-4, I-9, and L-4 forms. All forms can be printed from the financial aid website at www.gram.edu.

University Wage Program: A state-funded program that does not require financial need. Wage recipients are paid once a month at a minimum wage rate. Students must have at least a cumulative 2.0 GPA and meet the academic progress standards.

Direct Loan Programs
Direct Loans: Direct Stafford loans are available for undergraduate and graduate students. Direct loans can be subsidized and unsubsidized. A subsidized loan is awarded to students who have financial aid need. The student is not charged interest while enrolled at least half time. An unsubsidized loan is not awarded on the basis of financial aid need. Recipients are charged interest from the time the loan is disbursed until the loan is paid in full.

Parent Loans for Undergraduate Students (PLUS): Parents of dependent students may apply for credit-based Direct Parent PLUS loans to pay the students' educational expenses. The yearly limit on a PLUS loan is equal to the cost of attendance minus any aid received. Students must complete the Free Application for Federal Student Aid (FAFSA) and must meet the minimum standards for satisfactory academic progress specified in the federal SAP policy.

Withdrawals and No-Shows
A students who accepts financial aid awards but fails to either withdraw or complete registration by the census day (14^{th} class day for Fall & Spring and 7^{th} class day for the Summer sessions) will have all awarded financial aid canceled. A student who receives federal financial aid, begin classes and then withdraws from all classes before completing 60% of the semester or earn all "Fs" will not be eligible to keep all the federal funds awarded. The university will calculate amounts to be returned to the Department of Education and the student loan agencies. Amounts returned will be billed to the student's account.

General Refund Policy
If the total of a student's scholarships, grants and loans exceed the amount of his/her fees, tuition, and/or university housing, the remaining funds are disbursed to the student's bank account in accordance with the university's refund policy.

SCHOLARSHIPS

***Academic Achievement Award*:** The following minimum criteria will be used in the selection process of the Academic Achievement Award: CGPA of 3.0 or above (4.0 scale); ACT 22 or higher (SAT 1020 or higher). Academic Achievement scholarships are offered to new freshmen through the Office of Admissions and Recruitment.

***Academic Enhancement Scholarship*:** The Academic Enhancement award is open to all undergraduate and graduates students who are in good academic standing with the university.

***Alumni Scholarships*:** Various alumni chapters provide restricted scholarships. Inquiries about these awards should be directed to the prospective alumni chapter.

***Army Graduate School Scholarship*:** Prospective graduate students may attend the Leadership Training Course during the summer prior to starting graduate studies and qualify for admittance into the Advance course. Upon completion of the Leaders Training Course students will receive 6 credit hours, this is non-obligatory. Students who commit to a contract are eligible to receive a $5,000 incentive bonus and a Graduate School 2 year scholarship upon acceptance into the Advance Course. Upon earning the graduate degree, the student is commissioned as a Second Lieutenant in the U.S. Army (Active Duty, Army Reserves, or Army National Guard). To qualify, students must be a U.S. citizen, full time student, enrolled in Army ROTC, and have a 2.5 or higher cumulative grade point average. Contact the Professor of Military Science at armyrotc@gram.edu or Army ROTC, Grambling State University, P.O. Box 4205, Grambling, LA 71245; (318) 274-2490/2646/ 6900/6245.

***Army Nurse Scholarship Program*:** This scholarship provides the same entitlements as the above General Scholarships for a 2 year, 3 year, and 4 year scholarship and pays NCLEX fees. In addition, the recipient will receive a stethoscope, and a hand held PDA at no cost. Upon earning a Nursing degree, the nurse is commissioned as a Second Lieutenant in the U.S. Army Nursing Corps. To qualify, students must be a U.S. citizen, full time student, enrolled in Army ROTC, and have a 2.5 or higher cumulative grade point average. Contact the Professor of Military Science at armyrotc@gram.edu or Army ROTC, Grambling State University, P.O. Box 4205, Grambling, LA 71245; (318) 274-2490/2646/ 6900/6245.

***Army ROTC Department Scholarship*:** The Army ROTC Scholarship Program provides a variety of scholarships that pays full tuition plus all laboratory and incidental fees and a text book allowance for up to 4yrs. The scholarship recipients will possess the highest levels of dedication and commitment in pursuit of academic excellence, as they attain an undergraduate or graduate degree and commission as a Second Lieutenant in the U.S. Army. To qualify, students must be a U.S. citizen, full time student, enrolled in Army ROTC, and have a 2.5 or higher cumulative grade point average. The Army ROTC Scholarship Program is designed to provide financial assistance for the education and training of highly qualified, highly motivated young men and women who have a strong commitment to military service. The student must be a citizen of the United States prior to enrollment as a scholarship cadet; be at least 17 years of age by October 1 of the year of the award; be able to complete all requirements for a commission and a bachelor's degree; and be under 27 years of age by June 30. Applicants must agree to enroll in one of the approved baccalaureate degree programs. Emphasis within the scholarship process will be placed on technical disciplines, engineering, and the physical sciences. Authorized tuition and educational fees up to an annual amount

established by the Army will be paid for the number of academic years prescribed by the scholarship award. Summer sessions normally are not considered a part of the academic year. Contact the Professor of Military Science at armyrotc@gram.edu or Army ROTC, Grambling State University, P.O. Box 4205, Grambling, LA 71245; (318) 274-2490/2646/ 6900/6245.

***Army ROTC Scholarship Benefits*:** College students can earn the following levels of scholarships: 2 years, 3 years, or 4 years scholarships. The scholarships are awarded to outstanding students, who apply each semester. The scholarship pays for: full tuition and a $600 book allowance per semester. Freshmen in the four (4) year program also receive a $300 tax-free subsistence allowance per month for ten (10) months. Sophomores receive $350 per month for ten (10) months. Cadets in the Advanced Course (juniors and seniors) also receive $450 (juniors) per month tax-free subsistence allowance for twelve (12) months and $500 (seniors) per month tax-free subsistence allowance for ten (10) months each school year. Upon earning the baccalaureate degree, the student is commissioned as a Second Lieutenant in the U.S. Army (Active Duty, Army Reserves, or Army National Guard). To qualify, students must be a U.S. citizen, full time student, enrolled in Army ROTC, and have a 2.5 or higher cumulative grade point average. Contact the Professor of Military Science at armyrotc@gram.edu or Army ROTC, Grambling State University, P.O. Box 4205, Grambling, LA 71245; (318) 274-2490/2646/ 6900/6245.

***Athletic Scholarships*:** Students who exhibit outstanding athletic abilities in football, basketball, track, baseball, golf, bowling, tennis, softball, volleyball, or soccer can receive awards based on their abilities and a 2.0 GPA. Contact the Athletic Director, P. O. Box 868, Grambling, LA 71245.

***Board of Supervisors Academic Scholarships*:** These scholarships in the amount of $2,000 per year are granted to Louisiana residents who have a minimum 3.0 GPA and ACT score of at least 20.

***Robert C. Byrd Scholarship Program*:** This state administered scholarship program supports promising students who demonstrate excellence and achievement. Ten (10) students from each congressional district receive a $1,500 scholarship for the four years of study. Interested Louisiana residents only contact the State of Louisiana, Department of Education, Attention: Coordinator, P. O. Box 94064, Baton Rouge, LA 70804-9064 or call (504) 342-2098.

Endowed and Non-Endowed Scholarships with special standards are available on a competitive basis to students who meet the given criteria. These scholarships are only offered when funds are available. Information on these scholarships may be obtained through the website or by contacting the Assistant Director for Scholarships, Office of Student Financial Aid and Scholarships, P.O. Box 629, Grambling, LA 71245; (318) 274-6152.

- ***Dr. Charles L. Brooks Endowed Student Scholarship in the College of Arts and Sciences*:** Candidates must major in History, Psychology, Sociology, English, Political Science, Music, or Visual and Performing Arts. Candidates must have at least a 2.75 cumulative grade point average and earned at least 30 hours at the undergraduate level.

- ***Annie McConnell Brown Endowed Scholarship*:** This award is open only to students enrolled full-time at Grambling State University. Special consideration will be given to academic performance. Recipients must be in academic pursuit of a major and have an earnest financial need. Students with extenuating circumstances will be considered. This will be a one-time award. All awards will be subject to the recommendation and approval of the Provost.

- ***Corrine T. Carpenter Endowed Memorial Scholarship*:** This award is open only to students enrolled full-time at Grambling State University. Special consideration will be given to academic performance. Recipients must be in academic pursuit of a major and have an earnest financial need. Students with extenuating circumstances will be considered. This will be a one-time award. All awards will be subject to the recommendation and approval of the Provost.

- ***John & Evelyn Ford Crayton Endowed Student Scholarship*:** Candidates must have earned at least a 2.3 high school grade point average on a 4.00 grading scale. Candidates must be enrolled as a full-time first semester freshman in good standing at Grambling State University. Student must be a resident of Morehouse or Natchitoches Parish; from Houston, Dallas, San Antonio, or Gatesville, TX or Pomona, CA

or surrounding areas. Students must have resided in a single parent household and may be an ex-offender/drug addict. Candidates must have a desire to have a better quality of life as demonstrated through an essay.

- ***Teriece Ivey Dyer Cyrus Endowed Student Scholarship:*** The recipient of this award must be a Teacher Education major on any level and have at least a 2.5 GPA or higher on a 4.0 scale. Applicant must submit two letters of recommendation by a teacher, principal or counselor for a high school student or a college professor for a college student.

- ***Dr. Willie F. Daniel Endowed Scholarship in Kinesiology, Sport and Leisure Studies*:** This award is open only to undergraduate students with a major in the Department of Kinesiology, Sport and Leisure Studies. Candidates must have at least at 2.75 high school grade point average on a 4.00 grading scale. Candidates must be enrolled at GSU and in good standing. Candidates should have been involved in high school extra-curricular activities and/or performed community service. Candidate's socio-economic status must be evidenced, with a low to middle income status receiving priority. Candidates preferably should be a resident of the state of Louisiana. Candidates should provide evidence of other activities in which leadership skills were used and/or voluntary services were performed.

- ***Lucille M. Dillard Dean Endowed Scholarship*:** This award is open only to students enrolled full-time at Grambling State University. *S*pecial consideration will be given to academic performance. Recipients must be in academic pursuit of a major and have an earnest financial need. Students with extenuating circumstances will be considered. This will be a one-time award. All awards will be subject to the recommendation and approval of the Provost.

- ***Clarence and Earnestine Haskin Douglas Endowed Memorial Scholarship*:** Priority will be given to candidates who are first generation college students and resident of Lincoln or Bienville Parish. Candidates must have at least a 3.0 high school grade point average on a 4.0 grading scale. Candidates must be enrolled at Grambling State University and in good standing. Candidate's socio-economic status must be evidenced, with a low to middle income status receiving priority. Candidates should have been involved in high school extra-curricular activities and/or performed community services. Candidates should provide evidence of other activities in which leadership skills were used and/or voluntary services were performed.

- ***Mary Helen Rice Duncan Endowed Scholarship*:** This award is open only to students enrolled full-time at Grambling State University. Special consideration will be given to academic pursuit of a major. Recipients must have an earnest financial need. Students with extenuating circumstances will be considered. This will be a one-time award. All awards will be subject to the recommendation and approval of the Provost.

- ***Mr. Louis Flournoy and Mrs. Mary Osborne Flournoy Endowed Student Scholarship in the Department of Family and Consumer Sciences*:** This award is open only to students matriculating in the Consumer Sciences or majoring in Nursing. Recipients must have at least a 2.5 grade point average. Candidate must be enrolled at Grambling State University and having successfully completed at least one semester, therefore this student is at the undergraduate level. Student may come from single parent or low income family due to hardship, who demonstrate drive, leadership, and a willingness to work especially for others**.** Student should preferably reside in Louisiana.

- ***Leon and Mattie Garr Endowed Scholarship*:** This one-time award is open only to full-time GSU students. Special consideration will be given to academic performance. Recipients must be in academic pursuit of a major and have an earnest financial need. Students with extenuating circumstances will be considered. All awards will be subject to the recommendation and approval of the Provost.

- ***Grambling State University United Federation of College Teachers Endowed Scholarship*:** This award is open only to students enrolled full-time at Grambling State University. *S*pecial consideration will be given to academic performance. Recipients must be in academic pursuit of a major and have an earnest financial need. Students with extenuating circumstances will be considered. This will be a one-time award. All awards will be subject to the recommendation and approval of the Provost.

- ***Harper Family Endowed Memorial Scholarship*:** This award is open only to students enrolled full-time at Grambling State University. Special consideration will be given to academic performance. Recipients must be in academic pursuit of a major and have an earnest financial need. Students with extenuating circumstances will be considered. This one-time award will be awarded annually to a student from Franklin Parish. All awards will be subject to the recommendation and approval of the Provost.

- ***Ben D. Johnson Sr. Endowed Scholarship Fund*:** Scholarships shall be awarded in such amounts and proportions as are determined by Grambling State University, in its sole discretion, and as deemed appropriate to assist deserving students unless otherwise stipulated by the Donor. Recipients shall be prohibited from exceeding the cost of educations. Awards may be reduced or canceled to avoid over-awards.

- ***Reverend E. Edward Jones, Sr. and Mrs. Leslie A. Jones Endowed Student Scholarship Established by the Shreveport Alumni Chapter, Grambling University National Alumni Association, Inc.:*** This scholarship shall be awarded by the Grambling State University Scholarship Committee in accordance with the criteria set by the donor and mutually acceptable to both the donor and the University. A member of the Shreveport Alumni chapter and the Jones family shall sit on the committee to give their opinion on matters under discussion or to ask questions in reference to the students being selected. The voting rights and the final decision on the selection of scholarship and award recipients are the sole right of the University's Scholarship Committee. The award is open only to students graduating from high schools in Caddo Parish, Louisiana, and enrolling at Grambling State University during their freshman year. Recipients will receive the scholarship for one year only.

- ***Perry D. & Monica Kennedy Jones Endowed Student Scholarship*:** This award is open only to undergraduate students. Candidates must have at least a 2.5 high school grade point average on a 4.00 grading scale and must be enrolled at GSU and in good standing. Candidates should have been involved in high school extra-curricular activities and/or performed community service. Socio-economic status must be evidenced. Priority will be given to candidates with a low to middle income status. Student should be a resident of the Chicago, Illinois or Mobile, Alabama. Candidates should demonstrate participation in activities wherein leadership skills were used and/or voluntary services were performed. Student must be matriculating in Engineering, Marketing, or Information Systems.

- ***Kappa Alpha Psi Fraternity, Inc. Endowed Scholarship*:** Recipients must be an Education major, preferably a male student, have an accumulative academic record of 3.0, and have an earnest financial need.

- ***Dr. P. Ray & Mrs. Sushila Kedia Endowed Student Scholarship*:** The award is open only to students majoring in Criminal Justice and Accounting who have at least a 3.2 GPA. Recipients will receive the scholarship for one year only.

- ***Liberty Mutual Endowed Scholarship*:** This award is open only to students enrolled full-time at Grambling State University. Special consideration will be given to academic performance. Recipients must be in academic pursuit of a major and have an earnest financial need. Students with extenuating circumstances will be considered. This will be a one-time award. All awards will be subject to the recommendation and approval of the Provost.

- ***Mr. Truitt Lowery and Mrs. Eleanor Wayne Lowery Endowed Student Scholarship*:** This award is open only to students to enroll at Grambling State University during their freshman year. Recipients will receive the scholarship for one year only. Recipients must have graduated from high school with at least a 3.0 GPA.

- ***Mitchiner-Gittinger Family Endowed Memorial Scholarship*:** This award is open only to students enrolled full-time at Grambling State University. Special consideration will be given to academic performance. Recipients must be in academic pursuit of a major and have an earnest financial need.

Students with extenuating circumstances will be considered. This one-time award will be awarded annually to a student from East Carroll Parish. All awards will be subject to the recommendation and approval of the Provost.

- ***Matthew Guidry Endowed Student Scholarship*:** Student must have completed the first semester at Grambling State University. Candidates must have attained at least a 2.5 grade point average on a 4.0 grading scale. Candidates must be enrolled at Grambling State University and in good standing. Candidate's socio-economic status must be evidenced, with a low to middle income status receiving priority. Candidates should have been involved in high school extra-curricular activities and/or performed community services. Candidates should provide evidence of other activities in which leadership skills were used and/or voluntary services were performed. Candidates must be a full-time undergraduate student and have declared a major in either Business Administration or Kinesiology and Leisure Studies and show commitment to complete their undergraduate study. Successful applicants are not eligible to receive a subsequent scholarship under the terms of this agreement.

- ***Jan Mayberry Hamlin Endowed Student Scholarship*:** Priority will be given to candidates who are residents of the State of Texas. Candidates must have at least a 3.0 high school grade point average on a 4.0 grading scale. Candidates must be enrolled at Grambling State University and in good standing Candidates' socio-economic status must be evidenced, with a low to middle income status receiving priority. Candidates should have been involved in high school extra-curricular activities and/or performed community services. Candidates should provide evidence of other activities in which leadership skills were used and/or voluntary services were performed.

- ***Georgia Harris Endowed Memorial Student Scholarship*:** Award is open only to undergraduate students. Candidates must have at least a 2.5 high school grade point average on a 4.0 grading scale. Candidates must be enrolled at Grambling State University and in good standing. Candidates should have been involved in high school extra-curricular activities and/or performed community service. Candidates' socio-economic status must be evidenced, with a low to middle income statue having priority. Candidates preferable should be a resident of the State of Louisiana. Candidates should evidence other activities wherein leadership skills were used and/or voluntary services were performed.

- ***Mr. Thomas A. & Joyce A. Moorehead Endowed Student Scholarship in the College of Business*:** This award is open only to undergraduate students with a major in the College of Business. Candidates must have at least a 2.75 high school grade point average on a 4.0 grading scale. Candidates must be enrolled at Grambling State University and in good standing. Candidates should have been involved in high school extra-curricular activities and/or performed community service. Candidate's socio-economic status must be evidenced, with a low to middle income statue have priority. Candidates preferably should be a resident of the State of Louisiana. Candidates should evidence other activities wherein leadership skills were used and/or voluntary services were performed.

- ***Julia W. Newman Endowed Scholarship*:** The recipients must have been officially admitted to the Department of Teacher Education at the time of application. Priority consideration shall be given to first-generation, African-American college students. The recipients cannot have any member of his/her immediate family employed at Grambling State University at the time of the scholarship application. Student must certify or major in Special Education or Regular Education and Special Education together. Applicant's curriculum must include a minimum of four (4) Special Education classes.

- ***Collie J. Nicholson Endowed Scholarship*:** This award is open to sophomores, juniors and seniors who have earned a cumulative 3.0 GPA on a 4.0 scale. Candidates must be enrolled full-time at GSU and in good standing. Candidates must be matriculating in Mass Communication with an emphasis in Journalism.

- ***Soledad O'Brien Endowed Scholarship*:** This award is open only to students matriculating at GSU with a major in Mass Communication. Candidates must be enrolled as a full-time undergraduate student at GSU.

- ***Wilbur T. Purvis III Endowed Scholarship*:** The award is open only to students enrolled at Grambling State University. Special consideration will be given to academic performance. Recipients must be in academic pursuit of a major and have an earnest financial need. Students with extenuating circumstances will be considered. This will be a one-time award. All awards will be subject to the recommendation and approval of the Provost.

- ***Helen Richards-Smith Endowed Scholarship*:** the award is open only to students enrolled full-time at Grambling State University. Special consideration will be given to academic performance. Recipients must have an academic major and a documented financial need. This is a one-time award. All awards will be subject to the recommendation and approval of the Provost.

- ***Debbie N. Robinson Endowed Scholarship in the College of Business*:** The recipients must be an Accounting major and have at least a 3.0 GPA or higher.

- ***Lonnie B. Smith Endowed Scholarship*:** Recipients must have at least a 2.3 GPA and not higher than a 3.5 GPA based on a 4.0 scale. Recipients must submit an essay, with a minimum of 1,000words describing the candidate's community involvement, their future goals and how they plan to positively impact their communities. Recipients will be required to submit a minimum of two community references such as a no-profit organization or clergyman using appropriate organization letterhead. These criteria place emphasis on the candidate being well rounded and their willingness to help others as exemplifying attributes of our father. Grambling State University will disburse the Funds for Spring Semester financial needs.

- ***Southeast Region of Grambling University National Alumni Association, Inc. Endowed Scholarship*:** The award is open only to students enrolled full-time at Grambling State University. Special consideration will be given to academic performance. Recipients must be in academic pursuit of a major and have an earnest financial need. Students with extenuating circumstances will be considered. This is a one-time award. All awards will be subject to the recommendation and approval of the Provost.

- ***Lessie Wilson Taylor Endowed Memorial Scholarship*:** This award is open only to students enrolled full-time at Grambling State University. Special consideration will be given to academic performance. Recipients must be in academic pursuit of a major and have an earnest financial need. Students with extenuating circumstances will be considered. This will be a one-time award. All awards will be subject to the recommendation and approval of the Provost.

- ***Dr. John E. Thomas Endowed Student Scholarship in the College of Education*:** Unconditional admission to a teaching program verified by the Dean of the College of Education and satisfactory progress in developing the knowledge, disposition, and skills needed to enter the teaching profession verified by an Education faculty member are required. Candidates must be a United States citizen enrolled full-time at GSU and in good standing. This award is open only to students matriculating at GSU with a major in a teaching program in the College of Education. Membership in at least one campus organization in which leadership skills were used and/or volunteer services were provided is required. Priority will be given to candidates with a low to middle income status.

- ***Dr. Neari F. Warner Endowed Student Scholarship*:** This award is open only to students matriculating at GSU. Recipients must have a demonstrated financial need. Recipients must be enrolled at the undergraduate level at GSU and have successfully completed at least one semester. Preference will be given to students from low income families who demonstrate leadership and a willingness to work, especially for others. Preference may also be given to students who reside in Louisiana, but all students who qualify will be considered.

- ***Malissa Y. White-Higgins Endowed Memorial Scholarship in the Department of Mass Communication*:** This award is open only to students enrolled full-time at Grambling State University. Special consideration will be given to academic performance. Recipients must be a Mass Communication major and have an earnest financial need. Students with extenuating circumstances will be considered. This will be a one-time award. All awards will be subject to the recommendation and approval of the Provost.

- ***Pinkie C. Wilkerson Endowed Memorial Scholarship*:** The award is open only to students enrolled full-time at Grambling State University. Special consideration will be given to academic performance. Recipients must be in academic pursuit of a major and have an earnest financial need. Students with extenuating circumstances will be considered. This is a one-time award. All awards will be subject to the recommendation and approval of the Provost.

- ***Douglas L. Williams Alumni Chapter & DLW Foundation Endowed Student Scholarship*:** Candidates must have at least a 2.5 high school grade point average on a 4.00 scale and be enrolled full-time at Grambling State University and in good standing. Candidates must have been formerly involved in high school extra-curricular activities and/or performed community service. Candidate must be a resident of Houston, TX and the surrounding area; and performed other activities in which leadership skills were used and/or voluntary services were provided. Priority will be given to candidates with a low to middle income status.

- ***Miechelle O. Willis Endowed Student Athletic Scholarship*:** This award is open only to undergraduate athletic students participating on the women's track and field team. Candidates must have at least a 3.2 high school grade point average on a 4.0 grading scale. Candidates must be enrolled at Grambling State University and in good standing. Candidates should have been involved in high school extra-curricular activities and/or performed community service. Candidates will receive the scholarship for one year only.

- ***Clyde O'Neal Wilson, Sr. Endowed Memorial Scholarship*:** This scholarship shall be awarded in the amount of $500 annually on the interest earned (provided said interest accrues this amount) to a male student during the Honors Day Program. The scholarship recipient shall be prohibited from exceeding the cost of education. An award may be reduced or canceled to avoid over-awarding.

- ***John and Evelyn Ford Crayton: Mildred Haynes Ford and Thessalonia Ford Non-Endowed Scholarship ($2500 Annually)*:** Achievement of at least a 2.3 high school grade point average on a 4.0 scale. Candidate must be a first semester freshmen enrolled full-time at Grambling State University and in good standing. Candidate must be a resident of Morehouse or Natchitoches Parish; from Houston, Dallas, San Antonio or Gatesville, TX or Pomona, CA or surrounding areas. Candidate must be resided in single parent household and maybe an ex-offender/drug addict. Person must have a desire to have a better quality of life as demonstrated through an essay.

- ***Georgia Ashley Hicks Scholarship ($2500 Spring) and ($2500 Fall):*** Priority will be given to candidates who are first generation college students. Candidates must be residents of Bienville or Caddo Parish in the State of Louisiana. Candidates must be enrolled as a first semester freshman in good standing at Grambling State University and have at least a high school GPA of 3.0 grade point average on a 4.0 grading scale. Award recipient must maintain a cumulative 3.0 during the semester. The award is open only to Education majors matriculating at GSU. The award recipient must be a member of at least one organization in which leadership skills were used and/or voluntary services were provided in high school or college.

- ***Jesse Lee Massey Memorial Scholarship ($1000 Annually)*:** Award is open only to undergraduate students from either the state of Arkansas or the state of Texas. Candidates must have at least a 3.0 high school grade point average on a 4.0 grading scale. Candidates must be enrolled at Grambling State University and in good standing. Candidates should have been involved in high school extra-curricular activities and/or performed community service. Candidates' socio-economic status must be evidenced, with a low to middle income statue having priority. Candidates should evidence other activities wherein leadership skills were used and/or voluntary services were performed.

- ***Dr. Lucy McIntosh Scholarship ($500 Annually)*:** Candidates must be enrolled full-time at Grambling State University and in good standing. Candidates must have earned a cumulative 2.5 grade point average during their first semester sophomore year on a 4.0 scale. Scholarship is to be awarded in Spring Semester. Student can re-apply, if they qualify (must maintain a 2.5 grade point average). The scholarship is open to students from any state. Priority will be given to candidates with a low to middle income status.

- ***Dr. Connell Osborne Memorial Scholarship ($500 Annually)*:** This award is open only to upperclassman (Junior or Senior) with a double major in Sociology and Political Science (Pre-Law). **C**andidates must have at least a 3.0 grade point average on a 4.0 grading scale. **C**andidates must be enrolled at Grambling State University and in good standing**.** This award is open to students with Louisiana resident tuition status**.**

- ***Mrs. Pinkie Robertson Scholarship ($500 Annually)*:** Student must be enrolled full-time at Grambling State University and in good standing. Student must have earned a cumulative 2.5 grade point average during their first semester sophomore year on a 4.0 scale. Scholarship is to be awarded in Spring Semester. Student can re-apply, if they qualify (must maintain a 2.5 grade point average). The scholarship is open to students from any state. Priority will be given to candidates with a low to middle income status.

- ***Dr. Abdulalim A. Shabazz Scholarship ($500 Annually):*** Candidates must be a first semester freshmen and have at least a cumulative GPA of 3.0 on a 4.0 grading scale. Candidates must be enrolled at GSU and in good standing. Candidates must maintain a cumulative 3.0 during the semester. This award is open only to students matriculating in Mathematical Sciences. Membership in at least one organization in which leadership skills were used and/or voluntary services were provided in college is required. Upperclassmen will be considered for the award, only if for some reason there are no first semester freshmen candidates.

- ***Jennie V. Wilson Scholarship ($500 Annually)*:** Students must be enrolled full-time at Grambling State University and in good standing. Student must have earned a cumulative 2.5 grade point average during their first semester sophomore year on a 4.0 scale. Scholarship is to be awarded in Spring Semester. Student can re-apply, if they qualify (must maintain a 2.5 grade point average). The award is open to students from any state. Priority will be given to candidates with a low to middle income status.

- ***Lulla Emmanuel Wiltz Memorial Scholarship ($1000 Annually):*** This award is open only to undergraduate students. Candidates must have at least a 2.5 high school grade point average on a 4.0 grading scale. Candidates must be enrolled at Grambling State University and in good standing. Candidate's socio-economic status must be evidenced, with a low to middle income status having priority. Candidates preferably should be a resident of the state of Louisiana. Candidates should demonstrate participation in activities wherein leadership skills were used and/or voluntary services were performed.

***Faculty, Dependent, Staff, and Spouse Exemptions*:** These fee reduction exemptions are granted to qualified faculty & staff members who have been employed full-time at a UL System institution. The dependents and/or spouse of employees may also receive the fee reduction exemption for undergraduate instruction only. For more information contact the Office of Student Financial Aid, P. O. Box 629, Grambling, LA 71245.

***Louisiana Alliance for Minority Participation (LAMP) Book Award*:** The LAMP program provides free textbooks for full-time students majoring in one of the following programs: chemistry, biology, mathematics and physics, computer science, and engineering technology. Entering freshmen with a minimum high school GPA of 2.75 on a 4.0 scale are eligible for this program. Students must maintain a GPA of 2.50 or better in order to receive LS-LAMP textbook awards each semester.

***Louisiana Army and Air National Guard (LAANG) Tuition Exemptions*:** This is restricted to members of the LAANG, 17-30 years of age, who are enrolled in public institutions. Members can claim tuition exemption for 5 separate academic years or a bachelor's degree (whichever occurs first). Exemptions are disallowed for professional schooling, i.e. medicine or law. Applicants must be legal residents of Louisiana, registered voters, and in good standing with a Louisiana National Guard unit and must have a minimum cumulative GPA of 2.0. Tuition exemption is contingent upon satisfactory participation in the Louisiana National Guard. Contact the Headquarters Army and Air National Guard, Office of the Adjutant General, Jackson Barracks, New Orleans, LA 70146.

***Louisiana's Tuition Opportunity Program for Students (TOPS)*:** TOPS is a state funded scholarship program that offers scholarships to high school graduates throughout Louisiana. For additional qualifications students should contact their high school guidance counselor or the Assistant Director for Scholarships, Office of Student Financial Aid, P. O. Box 629, Grambling, LA 71245.

***Minority Access to Research Careers (MARC) Program*:** The MARC program is available to students majoring in biology, chemistry, physics, mathematics, computer science or double major in Engineering Technology (Electronic or Construction) and one of the above listed areas. Criteria include U. S. citizenship or permanent residence, and a GPA of 3.0 or higher, both cumulative and in mathematics and science courses and an interview. Eligible junior participants may receive an award up to $22,800 in stipends over a 24-month period, a required summer research internship (SRI), up to $3,000 for housing and meals during SRI, and 60% of tuition, and travel cost to national research conferences. The purpose of the MARC program is to train STEM students to become competitive for admission to and the completion of Ph.D. or M.D./Ph.D. programs in biomedical sciences. Contact the MARC Office for further details at (318) 274-4464.

***Miss Calendar Girl and Miss Cover Girl*:** This award is presented to the winners of the Cover Girl and Calendar Girl competitions. These awards are granted during the fall semester following the pageant. For additional information contact the Director, Favrot Student Union, Grambling State University, Grambling, LA 71245.

***Miss Grambling Scholarship*:** This annual award is presented to the winner of the Miss Grambling competition. For additional information, contact the Director of the Student Union, Favrot Student Union Building, Grambling, LA 71245 or call (318) 274-6115.

***Music Service Awards*:** Students interested in receiving service awards for the choir, marching band, symphonic band, jazz band, or orchestra should contact the head of the Music Department, Dunbar Hall, Room 142, Grambling, LA 71245.

***Research Initiative for Scientific Enhancement (RISE) Program*:** Funded by the National Institute of Health, this program is designed to assist students preparing for graduate studies in biomedical sciences and who plan, subsequently, to seek careers in biomedical research. RISE scholars work with project faculty as research assistants and earn wages at the rate of $10.00/hr, 10 hrs. per week, participate in extra-mural Summer Research Internships and receive travel awards to attend national research conferences. Biology, chemistry, mathematics or computer science majors with a 3.0 cumulative GPA are eligible to apply provided they are U.S. citizens or permanent residents. The program accepts sophomores, juniors, and seniors. Contact the Biology Department Head for more details at (318) 274-2348.

***Residential Assistants Program*:** The Department of Residential Life awards wages to sophomores, juniors, or seniors who serve as resident assistants. Criteria for selection of these awards are as follows: 2.5 minimum cumulative GPA; 30 semester hours completed; two semesters residence hall living experience preferred; enrollment in or successful completion of Education 222 (ED 222).

***Senior Citizens*:** Any person 60 years of age or older who registers for three credit hours or less per semester may do so at no charge except for the application fees and any other course-specified fees such as laboratory fees. For additional information, contact the Office of Admissions.

***Student Government Association Scholarships*:** Eligible recipients are Grambling State University students who hold the following offices in the Student Government Association: president, vice-president, secretary, and treasurer.

***Thurgood Marshall Scholarship Fund*:** The Thurgood Marshall Scholarship Fund awards four-year merit scholarships to students attending Historically Black Colleges and Universities. Scholarships total up to $4,400 per year. To apply, go to: www.thurgood marshallfund.net/student.asp.

***Vocational Rehabilitation Program*:** The program is restricted to individuals who have physical or mental disabilities that affect employment. The award provides vocational counseling and guidance, medical restorative services and appliances, job placement and follow-up, and skill training services for employment. Physically or mentally challenged individuals who are eligible for vocational rehabilitation may receive funds for tuition, books and supplies, as well as maintenance and transportation allowances. Students should contact their State Department of Vocational Rehabilitation for further information.

OFFICIAL ENROLLMENT

To retain classes and be considered officially enrolled, prior balances must be paid in full and current charges must also be paid in full. Failure to satisfy fully prior balances and current charges shall result in the cancellation of classes/registration. All students must obtain a REGISTERED FEE SHEET each semester to ensure official enrollment. Students not enrolled during the normal registration period will be assessed a late fee of $100.

Methods of Payment

Cash, check, credit/debit cards, money order, and bank wire are acceptable methods of payment. Payments may be made via several venues. The following outlines the methods acceptable for each venue.

Cashier's Window: Payments may be made in the form of cash, credit/debit cards, check, or money order. Checks will be cleared through Tele-Check; returned checks will incur a $25 fee plus any charges assessed by the remitter's bank.

Web Payments via the Internet: Payments may be made via credit cards (Visa, MasterCard, Discover, or American Express). There is a 2% - 3% credit card processing fee.

Postal Mail: Payments may be made by money order or check. Checks will be cleared through Tele-Check; returned checks will incur a $25 fee. Mail Payments to: Grambling State University, Controller's Office, P. O. Box 25, Grambling, LA 71245.

Bank Wire: Payments made through bank wire must be done through the Controller's Office. For wiring instructions, please call (318) 274-6170.

Payments made by physical check must include the student's name and last four digits of the ID number in the memo section of the check. Other pertinent information to enclose is the term in which the payment is applicable (ex. fall 2011; spring 2012, summer 2012), telephone contact, and if applicable, the specific purpose of the payment.

Deferred Payments

The university offers two deferment options:

Option 1: University Promissory Note – 25% of a student's current semester's charges may be deferred through the execution of a promissory note. The cost to execute the agreement is $50 plus a 6% interest charge. The student must see a cashier or a student accounts representative to apply. The University Promissory Note may also be executed via GSU's web site. Information regarding this plan is available on GSU's web site.

Option 2: FACTS – Nelnet Tuition Payment Plan – Up to100% may be deferred depending on the time of enrollment in the plan. This plan requires a direct draft against a checking, savings, or credit card account. The cost of this program is $25 and may be executed via GSU's web site. Information regarding this plan is available on GSU's web site.

REFUNDS AND CREDIT BALANCES

Students who officially withdraw from the university on or before the 14th class day for fall/spring terms and 7th class day for summer terms may receive credit subject to regulations governing the federal aid refund policy. A partial refund may be obtained if all of the following requirements are met.

- The withdrawal is tendered via the Official University Withdrawal Form.
- The Withdrawal Form is received prior to the 14th and 7th class days as indicated above.

Students who withdraw from the university after the 14th class day for regular academic terms and 7th class day for summer terms will not receive a refund.

FINANCIAL RESPONSIBILITY POLICY

BY CLICKING ON THE "ACCEPT" BUTTON YOU ARE ACKNOWLEDGING THAT BY REGISTERING FOR COURSES AT GRAMBLING STATE UNIVERSITY YOU BECOME A PARTY TO A CONTRACT WITH GRAMBLING STATE UNIVERSTIY AND TO THE TERMS AND CONDITIONS DESCRIBED HEREIN. YOU ACKNOWLEDGE THAT YOU HAVE READ, UNDERSTAND AND AGREE TO BE BOUND BY SUCH TERMS AND CONDITIONS.

By registering for courses at Grambling State University ("GSU"), you hereby acknowledge that you are entering into a contractual arrangement with GSU, whereby you agree to comply with all laws, rules and regulations applicable to your registration, payment of fees, enrollment and attendance. Included in the rules and regulations that comprise the terms and conditions of this contract are those contained in any Grambling State University General Catalogue in effect during the years of your enrollment.

In addition to reading, agreeing with and accepting all of the terms and conditions set forth in the Grambling State University General Catalogue, you must specifically acknowledge the following:

- All fees and other University expenses are due at the beginning of the semester.

- I understand that I am fully responsible for any tuition and fees, room and board, miscellaneous charges and/or fines that I or the university add to my student account **AFTER** I complete registration and/or sign a promissory note.

- It is the student's responsibility to cancel their registration by dropping all courses before classes begin if proper financial arrangements have not been made.

- The University reserves the right to withhold future services (registration, transcript request, diploma, etc.) to persons who have any outstanding obligations with the University.

- In the event that financial aid is reduced or cancelled, or in the event the student has not met the specified requirements for receiving such aid, the student will become responsible for the full balance of outstanding charges.

- **Failure to respond to demands for payment made by Grambling State University for laboratory school charges, dormitory fines, disciplinary fines, traffic fines, travel charges, and/or any Grambling State University related fines/charges may result in such debts being transferred to the State of Louisiana Attorney General's Office, or other outside collection agency, for collection. Upon transmittal for collection, the student is responsible for collection/attorney's fees in the amount of thirty-three and one-third per cent (33 1/3%) of the unpaid debt, and all court costs.**

- If payment is in the form of a check and the check is returned by the bank for any reason, a $25.00 service charge will be charged to the account. If the check is not redeemed promptly, the returned check may be submitted to the District Attorney's office for collection. Upon transmittal for collection, the student will be responsible for any other collection costs imposed by the District Attorney's office based on a percentage of the amount of the check.

- Students leaving and/or withdrawing from Grambling State University prior to the 60% point in the semester, officially or unofficially, are obligated to return the federal aid received for that semester proportionate to the student's attendance. **Failure to return that portion of federal aid received upon demand may result in the amount owed being transferred to the State of Louisiana Attorney General's Office or other outside collection agency, for collection. Upon transmittal for collection, the student is responsible for**

collection/attorney's fees in the amount of thirty-three and one-third per cent (33 1/3%) of the unpaid debt, and all court costs.

- **Any debt owed to the university as a result of the student's failure to make required payments or failure to comply with the terms of the applicable program as governed by the Grambling State University General Catalogue will result in a violation of the terms and conditions of this contract. Failure to respond to demands for payment made by Grambling State University may result in such debts being transferred to the State of Louisiana Attorney General's Office or other outside collection agency, for collection. Upon transmittal for collection, the student is responsible for collection/attorney's fees in the amount of thirty-three and one-third per cent (33 1/3%) of the unpaid debt, and all court costs.**

COLLECTION POLICY

At the end of each semester, (spring, fall, summer sessions I and II), a student whose account has been inactive through the 14th class day, or the last day of registration, will be assigned to a collection agency for payment without further notification. The student is responsible for attorney fees and any additional collection fees and/ or costs.

I do fully understand that if my account balance at Grambling State University is not paid in full by the end of the semester, the balance will be forwarded to a collection agency for payment. Any additional costs associated with my account will be paid by me.

I am also aware that I will not receive any other form of communication from the University informing me that my account will be placed with a collection agency if it is not paid in full at the end semester.

If you should have any question regarding this Financial Responsibility Policy, please e-mail studentaccounts@gram.edu or call them at 318-274-2206.

Room Deposits

Upon graduating or leaving university housing, the room reservation fee may be refunded for students who paid fees prior to the priority deadline and provided proper notice of leaving university housing. Any outstanding account balance, charge for losses, damage to university property, or other charges due the university will reduce the amount of the refund.

Residential Hall Charges

Students who withdraw from the university on or before the 14th class day for regular academic terms and 7th class day for summer terms may receive a charge calculated on a daily rate for the term assessed and pending the following:

- Regulations governing the federal aid refund policy.
- The withdrawal is tendered via the Official University Withdrawal Form.
- The withdrawal form is received prior to the 14th and 7th class days as indicated above.

Students who withdraw from the university after the 14th class day for regular academic terms and 7th class day for summer terms will be responsible for the full term charges.

Board

Students who withdraw from the university on or before the 14th class day for regular academic terms and 7th class day for summer terms may receive a pro-rated credit for Board charges. The food service provider calculates the amount of credit pending the following:

- Regulations governing the federal aid refund policy.
- The withdrawal is tendered via the Official University Withdrawal Form.

- The withdrawal form is received prior to the 14th and 7th class days as indicated above.

FEES AND EXPENSES

The charges shown in the tables below are for tuition, mailbox, meals, and room in traditional campus residence halls. The charges for housing in campus apartments and Tiger Village are higher. These charges can be viewed by visiting the university website.

Undergraduate Fees
Fall 2013/Spring 2014 Semester

Hours	Resident		Non-Resident	
	Commuting (Off Campus)	Boarding (On Campus)	Commuting (Off Campus)	Boarding (On Campus)
12 and above	2,975.00	6,058.00	7,559.00	10,642.00
11	2,766.00	5,849.00	6,968.00	10,051.00
10	2,556.00	5,639.00	6,376.00	9,459.00
9	2,346.00	5,429.00	5,784.00	8,867.00
8	2,136.00	5,219.00	5,192.00	8,275.00
7	1,926.00	5,009.00	4,600.00	7,683.00
6	1,616.00	4,699.00	1,616.00	4,699.00
5	1,374.00	4,457.00	1,374.00	4,457.00
4	1,164.00	4,247.00	1,164.00	4,247.00
1-3	954.00	4,037.00	954.00	4,037.00

Graduate Fees
Fall 2013/Spring 2014 Semester

Hours	Resident		Non-Resident	
	Commuting (Off Campus)	Boarding (On Campus)	Commuting (Off Campus)	Boarding (On Campus)
12	2,962.00	6,045.00	7,546.00	10,629.00
11	2,937.50	6,020.50	7,521.50	10,604.50
10	2,913.00	5,996.00	7,497.00	10,580.00
9	2,888.50	5,971.50	7,472.50	10,555.50
8	2,620.00	5,703.00	6,696.00	9,779.00
7	2,349.50	5,432.50	5,916.00	8,999.00
6	1,979.00	5,062.00	5,036.00	8,119.00
5	1,676.50	4,759.50	4,224.00	7,307.00
4	1,406.00	4,489.00	3,444.00	6,527.00
1-3	1,135.50	4,218.50	1,135.50	4,218.50

Note: Fees are subject to change without notification.

Laboratory, Nursing, and Distance Learning Internet course fees are assessed on specific courses and programs, per course.

International Students are assessed a $60 International Student Service Fee.

RESIDENCE HALL AND RELATED FEES

Application Fee: A $50 application fee is non-refundable. First-time students, students who re-apply after a break in attendance and continuing students who fail to pre-house during the Pre-Housing Period are required to pay this fee. Applications without this fee are considered incomplete and cannot be processed.

Room Reservation Fee: All students are required to pay a $150 Room Reservation Fee, which is refundable if paid by the priority deadline and all other guidelines are met. This refund can be requested at the end of their stay in university housing. This deposit is in addition to the $50 application fee and must accompany the application to ensure room assignment.

Room Fee: Students who do not complete the registration process will be charged a prorated room fee if they check-out before the 14th class day (Fall/Spring) and 7th class day (Summer).

Other: Please reference the residential life section of the catalog or contact the Student Account's Office for other fees and fee related information.

CREDIT BALANCE REFUNDS AND OTHER STUDENT PAYMENTS

Payments to students resulting from credit balances, work-study, wage and other payments are processed via or direct deposit or a mailed check. This is the university's official method of student payment and each new student must complete a Direct Deposit Authorization form. For students who do not complete the Direct Deposit Authorization form, the payments will be processed via check and mailed to the last known address on file with the university. If the check is returned in the mail, the funds will be turned over to the State of Louisiana-Unclaimed Property Department.

REFUND OF RESIDENCE HALL FEES

Students withdrawing from the university under special circumstances must submit a written refund request within 30 days of withdrawing. The refund is subject to reduction/forfeiture for loss of and/or damage to university property.

Students who do not complete the registration process, or who officially withdraw may receive a pro-rata refund of the room fee based on the number of unoccupied room days remaining in the term. Room Reservation Fees are not refundable when students withdraw from the university.

Student Life at the University falls primarily under the auspices of the Division of Student Affairs. Through activities and programs, the Division of Student Affairs fosters an environment that supports learning, healthy lifestyles, leadership, career development, personal growth, and inclusiveness. In keeping with the University's mission and heritage, the division works to provide students with the experiences and skills that lead to productive, meaningful and fulfilled lives. To this end, the Division of Student Affairs complements and supplements the academic enterprise by broadening the opportunities for personal, social, cultural and intellectual development for students within the campus environment.

STUDENT CONDUCT

It is each student's responsibility to adhere to the policies and standards of conduct prescribed by the University and the Board of Supervisors for the University of Louisiana System. Each student must comply with and obey local, state, and federal laws. The University publishes the rules, regulations and policies concerning acceptable student behavior in the Code of Student Conduct. The Code seeks to promote a safe environment in which all persons are treated with respect. The Code also describes the process followed when students are alleged to have broken a rule or violated a policy.

The Office of Student Judicial Affairs is responsible for the administration of the student disciplinary system by providing a systematic process to maintain student behavior that adheres to prescribed standards. Additionally, the area exists to provide corrective action which is both educational and developmental. The primary mission of the Office of Student Judicial Affairs is to support the larger mission of both the University and the Division of Student Affairs. Student Judicial Affairs seeks to promote student learning, growth and development by increasing student awareness of the University's expectation(s) of behavior, both inside and outside the classroom, by collaboratively working with other departments in an effort to create a safe, secure, and civil environment conducive to learning.

Each student has rights guaranteed by the U.S. Constitution, these freedoms cannot be enjoyed exercised, or protected in a community which lacks order and stability. Additionally, it is each student's obligation to presume responsibility as a mature, civil and intellectual citizen while matriculating at the University. These student rights and responsibilities include, but are not limited to:

Students' Rights

- **Speech and Expression.** Students shall be free to discuss questions of interest and to express opinions. Public expression of students reflects the views of those making the statement and not necessarily the University community. The University retains the right to provide for the safety of students, faculty, and staff, to protect property, and to ensure the continuity of the educational process in maintaining order. Authorization for any speech or demonstration will require identification of the individual and agreement to abide by University regulations.

- **Assembly and Demonstration.** Students shall be free to organize and associate to promote their common interests. Assembly and demonstration, just as speech and expression within the institution in public places, are permitted subject to reasonable time, place, and manner restrictions for the maintenance of order, safety and security and is applicable to local, state and federal laws. Approval from the President or Vice President for Student Affairs is required for a designated area for demonstrations.

- **Publication and Distribution.** Students shall be free to publish and to distribute their ideas in the form of newspapers, newsletters, leaflets, and the like, subject to time, place, and manner restrictions identified by the President or Vice President for Student Affairs.

- **Expression through Media.** Students shall be free to express opinions through student media as long as they are governed by and adhere to the canons of professional journalism and applicable regulations of the U. S. Constitution and the Federal Communication Commission. Similar rights are afforded oral statements of views on student-run radio and television stations.

(See http://ethics.iit.edu/codes/coe/sigma.delta.chi.new.html.) Media contact for the University is the Director of Media and Public Relations. Students are prohibited from speaking on behalf of or for Grambling State University with any media organization or publication, or from inviting the media to any University-owned or operated property, facility, or event without the expressed permission of the University Office of Media Relations.

- **Discrimination.** Students have the right to be free from all forms of discrimination on the basis of race, religion, sexual preference, political affiliation, national origin, physical or mental disability, age, or veteran status. The University will not condone any practices or policies that discriminate against anyone.

- **Privacy.** Students have the right to be secure in their possessions against invasions of privacy and unreasonable search and seizure. However, the University reserves the right to enter occupied residence halls with a warrant or under other special circumstances. Conditions for entry by University authorities/officials into occupied rooms in residence halls are divided into three categories: maintenance, emergency, and health and safety standards. (See "GSU-Residential Life Bulletin".)

- **Confidentiality.** Students have the right to confidentiality of official records, transcripts, personnel records, and disciplinary records. Students also have the right to confidentiality of information relating to personal views, beliefs, and political associations acquired by administrators, instructors, counselors, advisors, and officials of the University in the course of their work. (See Family Educational Rights and Privacy Act -- www. FERPA.com)

- **Redress of Grievances.** Any time a student's rights as outlined herein are contravened, the student shall have the right to petition for redress of such a grievance through procedures as promulgated within this cover.

Students' Responsibilities

- To obtain, read, and adhere to the conduct and standards published by the University, Board of Trustees for the University of Louisiana System, as well as those established by local, state and federal laws. **Failure to read this document will not excuse any student from responsibility for abiding by policies and procedures described herein**.

- To respect the rights of others regardless of ethnicity, gender, sexual orientation, religious or public beliefs.

- To respect all property owned, operated, housed and/or leased by the University.

- To maintain the highest ethical standards in preparing and submitting course work.

- To comply with all financial obligations as published in University documents and websites.

- To seek the help of faculty, other professionals and resources provided as you complete your degree requirements.

- To report in good faith, and without fear of retaliation, violation(s) of the Code of Student Conduct and other policies of the University to appropriate academic and/or administrative personnel.

For more detailed information concerning the Code of Student Conduct and the disciplinary process, please contact the Office of Student Judicial Affairs at (318) 274-6149 or visit the website at www.gram.edu.

FOSTER-JOHNSON HEALTH CENTER

Facility and Staff

Foster-Johnson Health Center is an ambulatory medical facility. It is the student's advocate for health promotion, disease prevention and early intervention of illness. The Center's mission is to provide compassionate, accessible and quality health care services to the Grambling State University student body with a respect for confidentiality.

Students are afforded health care by nurse practitioners (with a collaborating physician), a registered nurse and a licensed practical nurse.

Location
Foster-Johnson Health Center is conveniently located on Central Avenue between the University Police Department and the Intramural Center.

Hours of Operation
Monday-Friday
8:00 a.m. - 12:00 p.m. and 1:00 p.m. - 5:00 p.m.
(walk-ins with validated GSU ID card)

In Case of Emergency
Emergencies and ambulance services are handled by University Police Department, (318) 274-2219 or 2222.

Immunization/TB Questionnaire (Mandatory)
Proof of Immunization is mandated. Louisiana law (RS 17:170/RS 17:170.1) requires all students entering Grambling State University to be immunized for the following: Measles (2 doses), Mumps, Rubella (required for those born on or after January 1, 1957; Tetanus-Diphtheria (within the past 10 years); and against Meningococcal disease (Meningitis). Students that do not meet this requirement are placed on immunization hold, and will not be allowed to select classes until documentation of immunization or a physician documented proof of immunity has been submitted.
The student health center is evaluating all entering students for exposure to tuberculosis (TB). Failure to return this questionnaire will result in you being placed on hold.

Medical History/Medical Consent
Students are encouraged to submit a Medical History to the health center. In the event of a medical emergency or life-threatening situation and in consultation with a physician, a Medical Consent form granting permission, from you or parent/legal guardian (if you are a minor), to authorize medical treatment is needed.

Medication
Non-prescription medications are kept in stock at the health center and are available to the students. However, if the nurse practitioner writes a prescription, the student is responsible for securing the purchase.

Medical Insurance
All students enrolled at Grambling State University, who paid health insurance fees at the time of registration, are covered by a limited student insurance plan. If the student's health insurance denies the claim, all payments are the responsibility of the student. Insurance brochures are available at the health center.

STUDENT COUNSELING AND DISABILITY SERVICES (SCDS)

Mission: Student Counseling and Disability Services mission is to be broadly involved throughout the university in creating a nurturing ambiance that offers professional mental health assistance, consultation, education, and training to members of the campus community.

Confidentiality: All services are free of charge to GSU students. The staff adheres to professional standards with regard to confidentiality. That means that all information acquired during the counseling process is not shared without the client's permission, unless the client poses a clear danger to self or others, or is reporting child or elder abuse or by court order.

Disability Services: SCDS provides services to students with temporary health issues or a permanent disability. You can learn about eligibility requirements and how to apply for accommodations through our office. We're here to assist you in a timely manner, regardless of location or modality of your course of study.

After completing your application process, the Disability Advisor will assist you to determine eligibility and identify what types of accommodations are available. We will not disclose health issues or specific diagnoses. It's your choice whether to disclose your health information to faculty or classmates.

***Contact Information*:**

Appointments can be made in person or by calling (318) 274-3277.
In **emergency** situations or after 5:00 pm, contact the **Campus Police** from an on-campus phone at extension **2222** or call **911**.

Physical Location: Foster-Johnson Health Center West Wing, Central Street

Address: GSU Box 4306 Foster-Johnson, Grambling, LA 71245
Phone: (318) 274-3277
Fax: (318) 274-3114

Office Hours: 8:00 am to 5:00 pm Monday through Friday
SCDS coordinates accommodations for students with medical/psychological disabilities. Students who are currently enrolled, or planning to enroll at the university, should obtain current documentation of their disabilities if they wish to seek accommodations. The documentation should be made available to Student Counseling Services prior to the first day of classes.

RESIDENTIAL LIFE

Residential Life strives to promote academic success by creating positive living and learning environments for students. Residential Life is committed to creating a community where student participation and good citizenship are encouraged. The Resident Assistant (RA) program, administered by Residential Life, enables students living in residence halls to develop leadership skills.
A part of the residential hall experience is learning to live and interact with other people from different racial, ethnic, and economic backgrounds. To this end, students are guided to develop a growing sense of maturity and responsibility by participating in residential life activities.

Living and Learning Communities Program
The University offers to freshman students the opportunity to participate in the Living and Learning Communities Program. This program allows students to live within a community of students with similar educational goals and with academic majors in the same department. By offering tutorials, special lectures, professor-led discussions and study sessions in residence halls, the program extends the formal classroom. Students with common intellectual interests share an environment which is designed to encourage academic achievement. It is an environment enriched by the work and cooperation of the students.

The Living and Learning Communities Program is open to all students with designated majors and who have a high school grade point average above 3.29 on a 4.00 scale.
Students interested in this program should request the living and learning communities option on the application for campus housing.

Application Procedures
Students planning to live on campus must complete this application for on-campus residency and return it with a **NON REFUNDABLE $50.00 APPLICATION FEE** and a **$150 RESERVATION FEE**, which is credited to your room rent (reservation fee is non-refundable after the priority application deadline for that semester), to the Department of Residential Life, 403 Main St., P.O. Box 540 Grambling, LA 71245. For payment by credit card, please call the Cashier's Office at 318-274-6253. All students must pay the total $200.00 fee regardless of financial aid award (loans, scholarships, rehabilitation aid, etc.). Students who are applying for Summer only will need to pay the $50 Application Fee.

Residence Requirement
The University of Louisiana Systems adopted a resolution on November 14, 1969, affecting the housing policy at Grambling State University and all of the colleges and universities under its jurisdiction. In compliance with the State Board Resolution, Grambling State University adopted an on-campus residence requirement. The resolution further defined the on-campus residence requirements to include a framework within which the colleges and universities may grant exemptions to the general regulation according to the respective university's unique academic qualities.

On-Campus Housing Rules
ALL unmarried, full or part-time undergraduate students, whether emancipated or not, with less than 60 earned credit hours are required to live in on-campus residence halls unless an exemption request is filed with and approved by the Department of Residential Life:

1. In any case where it appears that a full-time undergraduate student will otherwise suffer significant hardship or because of sufficient financial, medical, or other good and sound reasons shown;
2. In the case of older students as, for example, (a) returning military veteran; (b) previously married person where proper officials make a finding of fact that such individual is by virtue of age and experience incompatible with the educational objectives and values sought to be provided by on-campus residence herein outlined; or

Undergraduate students living with parents, grandparents, siblings, legal guardians, or in institutionally-recognized sorority or fraternity housing.

Order of Exemptions When Space Is Not Available
The order of priority in the granting of permission to live off campus shall be as follows: seniors, juniors, sophomores, and freshmen, respectively. In addition, the following rules of priority shall be applied:

1. Students with 60 credit hours or more.
2. Students who resided in off-campus housing for the longest period of time since attending the institution; and
3. The order of date of the application filed.

Exemptions to the requirement for on-campus residence hall living, when the residence halls are filled, will be made according to the following priority:

1. Undergraduate students who wish to live with a close relative, defined as grandparent or sibling.
2. Students with 60 credit hours or more.

The following additional rules of priority shall be applied:

1. Students who have resided in off-campus housing the longest period of time, and
2. Date application was received.

In addition, an exemption may be applied for in a hardship case or by an older student.

Right to Appeal
Any student who has applied for and has been denied an exemption to the on-campus residence requirements shall have the right to appeal such decision to the proper officials in accordance with the provisions and administrative procedures for appeals authorized and established pursuant to the authority of ACT 59 of 1969 (L.R.S. 17:3101).

Terms Under Which Rooms Are Assigned
The following are terms under which rooms in residence halls are assigned.

1) A student's contract for room assignment is on an academic year basis (Fall to Spring semester). Any student not withdrawing from school, but moving off campus by choice and without official university approval, will pay residence hall costs for the remainder of the semester after the fourteenth (14th) class day for Fall and

Spring Semesters and seventh (7th) class day for the Summer Session.

2) Students living in residence halls are required to purchase appropriate meal plans for eating in the University Dining facility.
3) Students who specify mutual roommate and residence hall preferences are placed as requested if possible. All assignments are made based on available space and submitted documentation.
4) Certain regulations have been established for the maintenance of good living condition in the residence halls. Students agree to follow public regulations in accepting their room assignments. (University Handbook, Code of Student Conduct and Residential Life Publications)
5) Permission to exchange, transfer, or vacate rooms must have prior approval of the Department of Residential Life.
6) Upon accepting an assignment, a student understands that authorized University representatives will have access to the room when in conjunction with official university business.
7) Room assignments and/or keys non- transferable.
8) The student assignment contract stipulates on-campus occupancy, only, during the time the academic program is operative as stated in the catalog.
9) Students wishing to cancel their room assignment must do so in writing thirty (30) days before the beginning of the semester for which housing is required. Unless such cancellation is made, pro-rated room rent charges shall be applied and room reservation fee is forfeited.
10) Upon check-out from a residential facility, a student is responsible for removal of all personal belongings. The university assumes no liability for abandoned items. Purchase of property insurance is recommended.
11) Students, who have not completed registration by the opening of the residence halls, may be required to pay all or a portion of room and board costs.
12) Assignment requests are honored based on available space and are not guaranteed.

The cancellation notice must be in writing to the Department of Residential Life.

STUDENT ACTIVITIES & ORGANIZATIONS

Favrot Student Union

The Favrot Student Union strives to enhance the quality of student life by providing students with opportunities to participate fully in extracurricular activities and programs. The Favrot Student Union serves as the "community" center for Grambling State University and seeks to provide quality and beneficial services to the student population. Activities sponsored and supported by the Favrot Student Union are an integral part of the educational program at GSU. These activities afford students the opportunity for social interaction, recreation, relaxation, and leadership.
The student union is involved with a wide range of student development endeavors such as Miss Grambling State University and the Royal Court, leadership development programs, and the lyceum and concert series. The student union through its work with students fosters their growth and development and seeks to enrich their collegiate/university experience.

Office of Student Clubs and Organizations (OSCO)

The Office of Student Clubs and Organizations (OSCO) is the coordinating unit for all organizations at GSU. There are a variety of organizations from which to choose that will suit the needs of most students. Through the years, students have learned about civic responsibility and activism through their involvement in student organizations. Therefore, students are strongly encouraged to use this resource to get involved and make a difference in the lives of others whether at the University, the local community or beyond.

Additional information regarding student organizations may be obtained from the OSCO office or by reading the Student Handbook. The student organization office is located in the Favrot Student Union, Office # 218. The office telephone number is (318) 274-3334.

Organizations eligible to register at GSU include departmental, professional, honors, leadership organizations, special interest groups (political, religious, athletic, etc.) and social fraternities and sororities.

The following are but a few examples of the organizations currently authorized on campus.

Student Government Association (SGA)
The Student Government Association at Grambling State University is the representative and governing body of the students. The Student Government Association is divided into three branches: Executive, Legislative; and Judicial, which work together to promote activities and improve campus life at Grambling State University. This organization is directly responsible for bringing the interests and concerns of the students to the attention of the administration. The SGA represents the GSU student body at State Board meetings, state and national meetings of SGA representatives, and at public functions on and off the campus. Additional SGA involvement includes: serving as student representatives on university committees; sponsoring campus-wide projects and activities for GSU students; providing hospitality and special services for visitors such as SGA officers from other universities, guest speakers, and state officials; spearheading community service projects; supporting campus organizations; and working with the university community in an effort to promote, strengthen, and move Grambling State University forward.

While all undergraduate students enrolled at the university are actually "members" of the Student Government Association, there are specific positions that students can hold: Volunteers, Elected Officers/Queens, and Appointed Officials.

Class Organizations:
Senior Class Organization
Junior Class Organization
Sophomore Class Organization
Freshman Class Organization
Graduate Student Organization (GSA)

Favrot Student Union Board

National Pan Hellenic Organizations (NPHC):

Fraternities
Alpha Phi Alpha Fraternity
Iota Phi Theta Fraternity
Kappa Alpha Psi Fraternity
Omega Psi Phi
Phi Beta Sigma

Sororities
Alpha Kappa Alpha
Delta Sigma Theta
Sigma Gamma Rho
Zeta Phi Beta

Academic Organizations:
American Marketing Association
Bachelors Association of Social Work (BASW)
Biology Club
Cross Cultural Club
Council of Black Engineers and Scientist
Hospitality Club

Honor Societies:
Alpha Lambda Delta
Beta Kappa Chi
FCS Honor Society
Golden Key National Honor Society
Kappa Delta Pi
Phi Alpha
Phi Epsilon Kappa
Sigma Alpha Pi

Professional Organizations:
Association of Computing Machinery
Grambling Council of Black Engineers and Scientists
Health Professions Club
Health Services Administration
Hotel/Restaurant Management Club
American Marketing Association
Kinesiology/Sports Leaders Association
Minority Association of Pre-Medical Students
National Association of Black Accountants
National Association for the Professional Advancement of Black Chemists and Chemical Engineers
Phi Beta Lambda
Researching Teachers in Residence
Student Nurses Association

Social Service Organizations:
Groove Phi Groove
Omega Tau Pi
United African American Men (UAAM)
The Society of Distinguished Black Women (DBW)
Swing Phi Swing
California Club
Chicago Club
Caribbean Student Organization (CALYPSO)
Cameroon Student Organization (CAMLEAD)
International Student Organization

Special Interest Groups:

Modeling Troupes
Black Dynasty
Prestige Modeling Troupe
Campus AIDS Prevention (CAP)
National Association for the Advancement of Colored People (NAACP)

Music Groups
Kappa Kappa Psi
Tau Beta Sigma
Sigma Alpha Iota
Phi Mu Alpha

Religious Organizations
Chi Alpha
Students with a Testimony (SWAT)
United Campus Ministry
Advent Youth Fellowship

Tiger Marching Band
The Grambling State University Tiger Marching Band, world renowned for its fast and intricate dance steps, has traveled throughout the United States and to other countries. Prospective students who are interested in a try-out to join the Tiger Marching Band should send an email to pannell@gram.edu.

The Orchesis
The Orchesis was founded to accomplish four major purposes: (1) to train dancers aesthetically; (2) to develop high artistic standards and to foster appreciation of dance as an art form; (3) to create a community awareness of modern dance and make it an accessible experience; and (4) to develop an on-going repertoire that educates as it entertains. The Orchesis performs with the Grambling State University Tiger Marching Band. The Orchesis dancers have appeared at the Bayou Classic in the New Orleans Superdome and were invited to appear with the Tiger Marching Band in Tokyo, Japan. Additionally, the Orchesis appears annually as a featured attraction at GSU football games. During the spring, applications are taken to join the band camp which is a practice session for veterans and a training session for prospective Orchesis dancers. Walk-ons are allowed, and if the student's performance meets specific standards, the student will be offered the opportunity to become a part of the Orchesis.

GSU Tiger Cheerleaders
The GSU Tiger Cheerleaders enhance spirit at GSU; improve student moral; and promote the importance of physical fitness. Tryouts are evaluated by a panel of qualified judges on fundamental cheerleading skills, motion, tumbling, partner stunts, showmanship, etc. Tryouts are usually held during the end of the spring semester.

GSU Cheerleaders are expected to maintain at least 2.0 Grade Point Average (GPA) and participate in all home games (basketball and football).

RECREATION/INTRAMURAL SPORTS

The mission of the Department of Recreation/Intramural Sports is to organize, administer, and promote a broad and diversified program of activities and services for students, faculty and staff of Grambling State University.

The Grambling State University, Recreation/Intramural Sports program is designed for the purpose of providing the entire university community with opportunities to participate in a variety of formal and informal activities. These activities encompass competitive and noncompetitive team sports, individual, and dual sports. In addition to the obvious benefit of learning, and physical fitness, it is hoped that participants will also obtain from this program improved skills, new friends, self-satisfaction and enjoyment, lifelong leisure time skills, and ethical values.

It is expected that every student who participates in intramural activities will benefit by learning the skills and establishing life-long patterns of the participation in a variety of sports.

The overall program includes the following areas:

Informal Recreation: A variety of recreational activities are available for participants through self-directed involvement and utilization of campus recreational facilities. Activities include weightlifting, racquetball/ handball, basketball, volleyball, table tennis, tennis, jogging/walking, volleyball and badminton.

Intramural Sports: These programs provide various structured sports opportunities to satisfy as many skill levels as possible. Schedules and controlled tournaments that include elimination, league, challenge, and meet type experiences are provided. Opportunities are included for men, women, and coed play with appropriate rules. Activities include flag football, racquetball, volleyball, basketball, softball, tennis, table tennis, badminton, and soccer.

Club Sports: This program area permits and encourages interest groups to organize themselves around a particular sport. These groups involve exceptionally skilled participants who generally initiate the organization, and then provide the leadership necessary to insure growth and success. Activities include powerlifting, karate, bowling, racquetball, volleyball, tennis, soccer, wrestling, softball and basketball.

Special Events: This program area introduces new programs and expands existing ones within and beyond sports. These may represent the unusual and diverse needs of the campus community. This area allows creative programming to include all areas of sport and quasi-sport involvement. Activities include Schick 3-on-3 Basketball Tournament, Reebok Spot-Shot Contest, Hot Shot Contest, Slam Dunk, 3-Point Shoot-Out, Table Top Football, Track Meets, Fitness Week and Cycling Relay.

Instructional Classes: These programs provide learning opportunities for participants in such a way as to improve their skills and knowledge in order to enhance enjoyment relevant to sports participation. Clinics, workshops, and skill sessions are used towards achieving this end. Activities include aerobics, tennis, karate, physical fitness/wellness, weight training/body mechanics and soccer.

Extramural: Extramural participation is a new and growing component of intramural sports. Extramural, defined as "outside the walls," provides additional sport opportunities to compete against other colleges and universities. This may be through local, state, regional and national competition. Special sport contests and qualifying information is available for the intramural sport office.

Entry Procedures: Entry forms and activity schedules may be picked up in the Intramural Complex. Rosters must be completed and returned to the Intramural Office before the entry deadline. Late entries will be placed on a waiting list and included if possible.

1. Team rosters must include first and last names, student identification numbers, addresses, and telephone numbers of team managers.
2. Schedules will be made available to all team managers approximately two days after an activity deadline. Schedules may be picked up during regular working hours at the Intramural Office. The Intramural Department WILL NOT be responsible for sending out schedules or notifying captains of schedule changes unless changes come into effect within twenty-four hours of the particular contest.
3. A team member's name must be on the team roster in the Intramural Office twenty-four hours before he or she competes.

Eligibility: All students, graduate and undergraduate, who are currently enrolled in the University shall automatically become eligible to participate in all intramural activities and shall retain that status until they withdraw from the University or fail to comply with the intramural rules and regulations.

Athletic Eligibility: A squad member of any current varsity sport is ineligible for intramural competition in that sport. Any man or woman who has played at the professional level in any sport shall be ineligible to participate in the intramural program in that particular sport.

Medical Eligibility: All students taking part in the intramural program must have a health form on file with the health center stipulating proper health. The Intramural Office reserves the right to require proof of a health examination prior to specific activities. Any student injured in intramural competition to the extent that he/she must be treated by a doctor is considered ineligible until he/she submits a written authorization from the doctor to the Intramural Office giving him/her authorization to participate.

Recreation/Intramural Student Advisory Council
The GSU Recreation/Intramural Student Advisory Council serves in an advisory capacity to the director and staff of the Department of Recreation/Intramural Sports. It provides communication between departmental staff and program participants, and gives Grambling State University students, faculty and staff the opportunity for input. The Advisory Council's composition includes a chairperson, secretary, eight (8) representatives, two (2) faculty/staff persons, the director and a designee of the Department of Recreation/Intramural Sports.

Insurance and Liability
ALL INTRAMURAL PARTICIPANTS ARE URGED TO PURCHASE STUDENT INSURANCE FOR THEIR OWN PROTECTION. Since participation in the recreation/ intramural sports program is on a voluntary basis, neither the University nor the Department of Recreation/Intramural Sports will accept responsibility for injuries sustained during, before or after scheduled intramural contests or the general recreation program.

NOTE: Other policies and procedures can be found in the Recreation/Intramural Sports Handbook located in the Recreational/ Intramural Sports Center.

OFFICE OF CAREER DEVELOPMENT AND PLACEMENT

The Office of Career Development supports the mission, academic programs, and advancement of Grambling State University. Within this context, the primary purpose of the Office of Development and Placement is to assist students, alumni and other designated clients in developing, evaluating, implementing career and education decisions and plans. To this end, the Office of Career Development and Placement is committed to provide services which will assist businesses and organizations to recruit and hire Grambling State University students and graduates.

The Office of Career Development and Placement at Grambling State University exists:

- To deliver services to students, graduates, and employers in an effective and efficient manner
- To provide for students on campus opportunities to interview for permanent career orientated positions as well as internships, summer jobs, research assignments, cooperative education positions, and part-time employment.
- To provide employers a conduit to access students of all disciplines through campus web job postings, on campus information sessions and interviews, and career/job fairs.
- To prepare the students through for the job marketplace using training in job skill presentation, etiquette, mock interviews, and career develop techniques.
- To expose the students to off-campus corporate recruiting opportunities at professional organization's national job fairs.
- To assist all students interested in graduate school by maximizing their exposure to Colleges and Universities offering their program of interest.

The Office of Career Development and Placement assists students and alumni in developing job search skills, and achieving employment, or gaining acceptance into graduate or professional school. Assistance is provided to the students and alumni who are seeking employment or information regarding graduate study.

Career Development and Placement also sponsors a series of employee expectation seminars and workshops in addition to hosting up to six (6) career fairs annually. The Office invites all students to take advantage of the services offered. The Office of Development and Placement is located in the Jacob T. Stewart Building, Room 130.

VEHICLE REGISTRATION, PARKING AND TRAFFIC

Students must register their automobiles with the University Police at the beginning of the academic year.
Freshman students who reside on campus are not allowed to drive their automobiles on campus unless an exception has been granted by the Director of Admissions. The exception is documented and maintained in the University Police Department.

A given registration expires the day before the beginning of a new academic year. Registration requires proof of insurance, proof that the vehicle is properly registered in a state, and a valid driver license. Automobiles that are not registered with the University Police Department and are parked on campus will be impounded at the expense of the owner.

Students must park in designated parking areas. Violators will receive parking tickets that must be paid prior to the end of the semester in which they are received.

Students must obey the laws governing the operation of automobiles in the state of Louisiana.

Students who violate registration, parking, and/or traffic laws will lose the privilege of driving and automobile on campus.

CAMPUS MINISTRY

A campus ministry operates through the sponsorship of BCM. The ministry functions ecumenically in advising students on the availability of religious services to meet their needs and preferences. The ministry provides spiritual counseling and guidance on ethical issues to students who request such a service. The ministry makes available to students information about lectures, and programs of a religious nature. The ministry is concerned about the moral and spiritual development of students, faculty, and staff who seek assistance with morality and spirituality.

CENTER FOR INTERNATIONAL AFFAIRS AND PROGRAMS

The Center for International Affairs and Programs (CIAP) was established in 2005. The purpose of the CIAP is to lead the campus' internationalization effort and to facilitate international exchange through a range of access points. The International Center advocates and creates opportunities for a university community with a diverse global perspective and culture. The Center implements best professional practices for the vision of campus internationalization, leading the effort in international student recruitment, admission, and retention & services.

Persons interested in obtaining information about programs conducted by the Center, please contact:

The International Programs Admissions Counselor, 100 Founder Street, Grambling Hall, Suite 222, Grambling, LA 71245; Tel: (318) 274-7790; Fax: (318) 274-6000; www.gram.edu/international.

STUDENT RESPONSIBILITY

All colleges and universities establish certain requirements that must be met before a degree is granted. These requirements concern courses, majors, grade point average, residence requirements and other requirements with which the student must comply. Advisors, department heads and academic deans will advise a student on how to meet these requirements, but the student is responsible for fulfilling them. Upon completion of the required course work, authorized personnel of the University will determine if the student is eligible to receive a degree. If the requirements have not been met, the degree will be withheld until obligations have been fulfilled. It is important for each student to become acquainted with the degree requirements and to remain informed.

The University Catalog is presented not only to enable prospective students and others to learn about Grambling State University, but to state policies, requirements, regulations and procedures in such form as will help the student progress through school.

CLASSIFICATION OF STUDENTS

Classification of students is based upon the number of credits earned. Classification is updated by the University computer system at the end of each semester.

Freshman	Less than 30 semester hours
Sophomore	30-59 semester hours
Junior	60-89 semester hours
Senior	90 or more semester hours

STUDENT LOAD

Undergraduate students are classified full-time if they schedule twelve (12) or more semester hours for credit. However, a normal load is sixteen (16) hours per semester. A student may take in excess of sixteen (16) hours but not more than twenty-one (21) hours provided that the student has a cumulative grade point average of at least 3.00 and the written approval of the appropriate college dean.

Six (6) semester hours constitute full-time status for a summer session. A student may take in excess of six (6) hours per summer session, but not more than nine (9) hours provided that the student has the written approval of the appropriate college dean.

Students enrolled concurrently at Grambling State University and another college or University may receive credit for no more than the maximum allowable Grambling State University load for any given semester or summer term.

ATTENDANCE

It is always the student's responsibility to be aware of class attendance. At Grambling State University class attendance is regarded as an obligation as well as a privilege. Students should attend all classes regularly and punctually. Failure to do so may jeopardize a student's scholastic standing and lead to immediate suspension from the University.

EXCUSED ABSENCE(S)

Within three (3) days of the student's return to the University from an absence, the student who desires an excused absence must submit verification or documentation supporting the reason for the absence to the Counseling Center. The Director of the Counseling Center will give the student an approved excused absence form to be shared with the student's instructors provided the documentation presented can be verified. Acceptable documentation includes

those affidavits provided by doctors, lawyers, and other officials when appropriate. At the discretion of the respective instructors, documents may be reviewed for a decision.

Note: Official documents must be submitted to substantiate any request for an excused absence lasting longer than one week.

UNEXCUSED ABSENCE(S)

Freshmen and Sophomores: After four (4) unexcused absences and with agreement of the instructor, department head, and academic dean, the student may be assigned a grade of "F."

Juniors and Seniors: Students are expected to attend all classes. Failure to do so may jeopardize the student's academic standing. Students are not exempted from covered work, tests, or assignments, and an absence that occurs on the day of a quiz, examination, or an assignment may result in failure.

Tardiness: Tardiness is equivalent to an absence unless the instructor excuses it at the end of the class period. The student must take the initiative to seek an excused late entrance.

GRADING SYSTEM

The grades used in the assessment of the academic performance of students enrolled in courses offered by the University are listed.

Letter Grade	Description	Quality Points Per Credit Hour
A	Excellent	4
B	Above Average	3
C	Average	2
D	Below Average	1
F	Fail	0
IP	Approved Course/In Progress	Not Computed
FN	Fail-Never Attended	0
W	Withdrawn	Not Computed
I	Incomplete	0
IX	Incomplete Extended	0
P	Pass	Not Computed
NC	No Credit	Not Computed
AU	Audit	Not Computed
Z	Approved Course/ Work Pending	Not Computed

Quality points earned for each course are determined by multiplying the number of quality points for each grade by the number of hours the course carries. A student's grade point average is computed by adding the total quality points for all courses for which quality point values may be computed, then dividing by the number of GPA hours (divisor). The grade of "P" will be awarded for nontraditional credit and non-credit courses only. Courses so credited will not be used in computing the grade point average.

The grade of "I" (incomplete) means that some relatively small part of the session's work remains undone because of illness or other unavoidable reason. This mark is given in exceptional cases where the student has been passing a course and gives evidence of ability to pass the course if granted an opportunity to complete an assignment which was not completed by the termination of the course. Prior to awarding a grade of "I," the instructor must submit an Incomplete Assignment Form to the department head. Incomplete grades for graduate students must be changed

within one academic year. The department head, academic dean, and the vice president for academic affairs must approve the Grade Change Form. The grade of "I" becomes "F" on the academic transcript if it is not changed by the deadline.

The grade of "W" indicates withdrawal of the student from the University up to a specified date following mid-term. This date will be published in the university calendar. After this date, a student may not withdraw or drop classes. In extraordinary cases, the registrar may authorize resignation from the institution or the dropping of a course with the grade of "W" after the deadline. The instructor cannot change a "W" grade.

The grade of "AU" indicates that the course has been audited; however, no credit is allowed.

When applicable, an "IP" (In Progress) is awarded to students enrolled in approved courses such as practica, internships, and others in which course requirements are normally not completed within one term. A request to Assign IN Progress (IP) Grade Change Form must be submitted by the instructor of record to the department head, academic dean and the Academic Vice President/Provost for approval prior to submission to the Registrar's Office. The "IP" will remain until course requirements have been completed by the entire class unless there are students who have been recommended for graduation. All IP Grades should be changed 60 days after the end of the semester in which the IP was awarded. At that time a regular grade will be awarded. No credit will be given until the "IP" is converted to a regular grade.
The grade "Z" is for certain approved courses. When all work is completed, a Grade Change Form must be processed.

COURSE NUMBERING SYSTEM

Courses are numbered according to the following system: 000-098, developmental courses; 100-199, freshman; 200-299, sophomore; 300-399, junior; 400-499, senior; 500-599, first-year graduate; 600-699, second-year graduate, 700 and above, courses beyond the master's level.

COURSE WITHDRAWAL AND DROP POLICY

Students may drop courses or may withdraw with grades of "W" up to a specified date following mid-term. The last day to drop courses or withdraw from the university is published in the University academic calendar.

After the published date, students may not drop courses or withdraw from the University. Students with extraordinary circumstances that require them to leave the University should seek an administrative withdrawal by submitting a request in writing with documentation to the University Registrar. Dissatisfaction with an anticipated grade or a decision to change a major is not cause for an administrative withdrawal. The student must show direct cause for his/her hardship, and must appeal immediately after the hardship. The instructor cannot change a grade to "W."

If a student receives approval for an administrative withdrawal after the published date, the grade of "W" shall be assigned in all courses. If a student does not drop courses or withdraw officially from the University, the grade of "F" shall be assigned to all courses and he/she forfeits the right to a statement of honorable dismissal.

The statute of limitations for an appeal of a change in official academic records is 120 days after the end of the semester/session in which the grade is in question.

CLASS SCHEDULE ADJUSTMENTS (DROPS AND ADDS)

Students should consult with the assigned academic advisors before initiating any change in registration.

Adding Courses for Credit
Courses may be added for credit by the advisor/student up to the end of registration. Students will be held responsible for all courses appearing on schedules unless changes were made in accordance with the regulations

stated above. Students are strongly advised to check mid-term grades carefully and to drop or request the registrar to clear from the record courses or grades that appear in error. A student may change the section of a course offered in a semester or summer session in the same manner and time frame as that provided for adding courses.

Dropping Courses
For courses dropped within the time limit specified in the University calendar, the student receives the grade of "W." It is the responsibility of the student to complete a Drop/Add Form and submit it to the Office of the Registrar after receiving approval from the appropriate academic advisor. A student who drops all courses must also withdraw from the University.

REGISTRATION

Students are held individually responsible for information contained in this catalog. Failure to read and comply with policies, regulations and procedures will not exempt students from whatever penalties they may incur.

1. All students at Grambling State University must be properly admitted to the University by the Office of Admissions before they register.
2. Registration is complete only when registration requests have been properly recorded and all fees, deposits and charges are paid. Students are expected to pay all fees at the time of registration.
3. Students are given credit only for those courses in which they are officially registered at the conclusion of the add/ drop period.
4. Students will be held responsible for completing all courses for which they initially register, except for changes in registration which are officially filed in the Registrar's Office.
5. Students enrolled in courses who do not attend initial class meetings may be dropped from the class if demand for the course exceeds capacity. Departments following this practice will make reasonable efforts to inform students of this action.
6. The University does not guarantee the availability of particular courses or sections thereof since admission to classes will be authorized only until the maximum number of students allowed in any section has been reached.
7. Should a student or former student fail to pay a debt owed to the University, the University may withhold permission to register, use of facilities for which a fee is authorized to be charged, to receive services, materials, food or merchandise, or any combination of these.
8. All first-time students born after 1956 will be required to present proof of measles, mumps, rubella, and tetanus-diphtheria immunizations.

VETERANS' LEGISLATION AND MILITARY STATUS

Grambling State University has been approved by the State Approving Agency for the enrollment of veterans who are eligible for educational benefits under the GI Bill. The Office of Veterans Affairs provides information on educational benefits for veterans attending Grambling State University.

Veterans and eligible dependents should obtain an application for educational benefits from the Registrar's Office located in Grambling Hall, Suite 18 or submit an application at www.gibill.va.gov. Once the application has been submitted to the regional office for approval, the student will be contacted on their eligibility status. If eligibility is declared, the student should obtain a Semester Benefits From our office. This form must be completed every semester that benefits are to be used.

A veteran, dependent of a disabled or deceased veteran, or eligible persons who are in the National Guard or Reserves, must carry at least twelve (12) hours during the Spring and Fall semesters and at least six (6) during the summer sessions to be considered a full-time student. Any change in full-time status must be reported and benefits may be reduced to reflect that change.

Veterans with at least one-year military service may be allowed a maximum of six semester credit hours in health and physical education, in accordance with the recommendation of the Commission on Accreditation of Service

Experience. Veterans should submit official copies of service records to the Registrar's Office during the first semester of attendance.

Other services to veterans include work-study, tutorial assistance and vocational rehabilitation. These services are available to Grambling State University students who are veterans and dependents of service-connected disabled and deceased veterans and eligible persons who are in the National Guard or Reserves.

CURRICULUM CHANGE/CATALOG

Students who desire to change their academic programs should seek the advice and consent of the department head and academic dean of both college/schools concerned. A Curriculum Change Form must be obtained from and filed in the Registrar's Office to document the change within 48 hours with the required approvals. If a new catalog is in effect when the changes become official, the student will be subject to the regulations of the new catalog.

Except where the State of Louisiana, the University of Louisiana System has set new requirements, a normally progressing student is expected to complete degree requirements as specified in the Grambling State University catalog for the year when the student is admitted to a program in one of the degree granting colleges/schools of the University. In the case of transfer students who are progressing normally at the sophomore or higher classification, the students must meet requirements specified in the catalog current when he/she enters and is admitted to a program at Grambling State University.

Students who discontinue study at Grambling State University for one or more semesters (including those on disciplinary or academic suspension) are not normally progressing students; therefore, they must meet requirements current with the semester in which they return.

ACCEPTANCE OF TRANSFER CREDITS

Transfer credits will be evaluated by the Admissions Office and added to the permanent record only for persons who are enrolled as degree seeking students. Credits earned at another college/university will be transferred to Grambling State University if the institution is regionally accredited. The grade point average(s) earned at the other accredited post-secondary institutions will be recorded on the transcript with all courses taken and the grades that were earned. However, the grade point average(s) earned at other accredited post -secondary institutions will not be used in determining the institutional grade point average at Grambling State University. All courses will be used to calculate the cumulative grade point average. Courses accepted for credit are not necessarily used toward a degree. An undergraduate international applicant to the university must have his/her credentials evaluated through World Education Services (WES). The international transfer student will be responsible for all required fees associated with the WES evaluation.

STUDENT TRANSFER GUIDE ARTICULATION SYSTEM MATRICES

To obtain the articulation matrices that indicate the correlation of courses among Louisiana's public colleges and universities, students may either check with the Admissions Office or access it through the Board of Regents web page at www.regents.state.la.us.

AUDITING COURSES

A student who wants to enroll in a college credit course for personal enrichment and who does not want to earn college credit may select to audit the course. The decision should be made at the time of registration.

To audit a course the student must receive the approval of the department in which the course is offered (bring approval to the Registrar's Office), pay the audit fee (same as fee charged for credit) and complete the registration procedure. However, a student may not take more than the maximum allowable hours during any semester; this includes hours audited. Students who audit will not receive credit. Anyone who wishes to change registration from

audit to credit or from credit to audit must make the change before or on the last day of registration. A student may audit no more than one course in any semester. A course audited cannot be used to fulfill graduation requirements. A course previously audited may be taken for credit by enrolling in the course.

GRAMBLING STATE UNIVERSITY–LOUISIANA TECH UNIVERSITY INTER-INSTITUTIONAL COOPERATIVE PROGRAM (ICP)

Grambling State University and Louisiana Tech University operate an Inter-Institutional Cooperative Program (ICP). This program makes it possible for students to enroll for courses at both schools. Faculty exchange between the two institutions is also a part of the program.

Application for courses to be taken on the cooperating campuses must be made at the institution where admission requirements have been met and degree programs are being pursued. Credits earned may apply toward a degree at the home institution. The student's dean or authorized representative must approve the course(s) selected and the course load. A copy of the student's transcript bearing the official seal will be furnished to his/her home institution.

An ICP student will be charged "full fees" at the home institution, regardless of course load. This will not require additional fees from the visiting institution.

Grambling State University students who are planning to graduate in the spring semester should NOT enroll in ICP courses; the grades will not be available by the graduation date.

Grambling students wishing to take a Louisiana Tech course should pick up and return the form to the Registrar's Office.

POLICY ON REPEATING COURSES

When a student repeats a course, it is recorded on the transcript each time. All grades are used in calculating the cumulative grade point average (GPA). An adjusted GPA, which uses only the last grade earned if a class has been repeated, will be used where necessary for graduation. However, the adjusted GPA will not be printed on the transcript. The cumulative GPA is used to determine academic status (probation/suspension) and for the purpose of awarding honors and campus awards (effective the 2000 fall semester). Students should be aware that other four-year colleges and universities may not honor Grambling State University's repeat policy.

PROCEDURE FOR APPEALING A GRADE

It is an important part of the teaching responsibility of the faculty to provide careful evaluation and timely assignment of an appropriate grade to each enrolled student. There is a presumption that grades assigned are correct. It is the responsibility of the student appealing an assigned grade to demonstrate otherwise. In the absence of compelling reasons, such as instructor's error or clerical error, etc., the grade determined by the instructor of record is to be considered final.

A student who believes based on evidence that is reviewable that an incorrect grade has been assigned may appeal by using the following procedure.

1. The student should attempt to resolve the problem with the instructor who assigned the grade within thirty (30) calendar days after the end of the term in which the course was offered. If the instructor determines that an error was made in submitting the grade, a Grade Change Form, available in the office of the department head, must be initiated by the instructor immediately. Documentation to justify the change must be submitted with the form to the department head. The form must be approved by the department head and the dean of the college in which the course was offered. The form may be rejected with explanation at any stage in the approval process. If the grade change is approved by the college dean, the form and supporting documentation will be submitted by the dean to the Vice President for Academic Affairs for final approval.

Once the Vice President for Academic Affairs approves the grade change the instructor will be notified by the Office of the Vice President. The instructor will pick up an approved request and submit it to the Registrar to complete the grade change process. The Vice President will return all rejected grade changes to the appropriate dean with written explanations. Explanations for rejection at any stage of the process will be shared by the party making the rejection with all persons involved in the process.

2. If the student is not satisfied with the instructor's decision, and has reviewable evidence to warrant a grade change, the student should submit a written appeal within 120 calendar days after the end of the term to the head of the department in which the course was offered.
3. If the problem is not resolved at this level, the student should submit a written appeal to the college dean within ten (10) working days following receipt of the denial by the department head.
4. If the problem is not resolved at the dean's level, the student should submit a written appeal to the Vice President for Academic Affairs within ten (10) working days of receiving the denial from the dean. The Vice President for Academic Affairs will review all evidence and findings and inform the student, instructor, department head, college dean, registrar, and other appropriate University personnel of the decision. This decision is final and ends the appeal process.
5. Candidates for degrees should immediately notify their academic advisors of decisions made in response to their respective appeals.

ACADEMIC STATUS POLICY

There are three categories of academic status for undergraduate students: academic good standing (eligible to be enrolled); academic probation (eligible to be enrolled) and academic suspension (not eligible to be enrolled) A student's academic status is determined at the end of each semester and summer session. Although students will usually receive an official notification of academic status with their grades, such notice is not a prerequisite to students being placed on academic probation or suspension. The students have the responsibility to know their academic status prior to the beginning of each enrollment period.

Good Standing: A full-time student who maintains a cumulative grade point average of at least 2.0 is in good standing. The University uses the cumulative GPA, rather than the adjusted GPA, to determine academic status (probation/suspension).

Academic Probation: An undergraduate student will be placed on academic probation whenever his/her cumulative average is below a 2.0 average. Once on academic probation, a student will remain on probation (as long as each semester or summer session's average is at least 2.0) until the cumulative GPA of 2.0 or higher is achieved. Once a cumulative GPA of 2.0 or higher is achieved, a student will be placed in academic good standing.

Academic Suspension: A student on academic probation will be suspended from Grambling State University at the conclusion of any semester or summer session in which a grade point average of at least 2.0 is not obtained. A first-time freshman, admitted in good standing, will not be suspended prior to the completion of two semesters of enrollment. Registration will be canceled for a student who registers and is then suspended.

First Suspension: The first period of suspension is normally for one regular semester. A student who has been suspended for academic reasons must submit a written appeal in order to be readmitted. Readmission is not automatic and the student must provide evidence that his/her academic performance will be better if readmission is granted.

A student suspended from the University for the first time at the end of the spring semester may attend the summer session without appeal. If the cumulative GPA is raised to 2.0 or higher, the student is placed in academic good standing and the suspension period is lifted. The student may then attend the fall semester without appeal. If the cumulative GPA is not raised to a 2.0 or higher in the summer session, the suspension for the fall semester will remain in effect. In this case, only one suspension is counted against the student.

Second or Subsequent Suspension: A student suspended from the University for a second or subsequent time at the end of the spring semester may also attend summer school. To be readmitted to any semester other than the summer session, he/she must appeal.

Second or subsequent suspensions shall be for one calendar year. The student may then apply for readmission, which may be granted, delayed, or denied. Readmission is dependent on the evidence that the student is able to provide that his/her academic performance will meet the minimum criterion of a 2.00 grade point average.

An undergraduate student suspended from a System university may not enroll in another university within the System for at least one calendar year, but may enroll in a community college. To ensure minimal or no loss of credits upon return to the university, it is recommended that the student consult with his/her university advisor regarding the choice of courses to be taken at the community college. Credits earned under these conditions may be accepted for a degree at the suspending institution provided grades of "C" or higher are earned in each of the courses to be transferred.

While on suspension, only credits earned during the summer sessions will be considered by Grambling State University for credit. Students who plan to take courses during the summer at a community college must consult their academic advisors about the courses that they intend to take.

Transfer students who have been suspended from other systems may appeal to enroll at a University of Louisiana institution during the academic suspension period only if they have a 2.0 cumulative average. Appeals may be granted or denied.

Appeals: If a student is on academic suspension due to extenuating circumstances, he/she may send a written appeal for immediate reinstatement to his/her academic dean. If the dean accepts the appeal, the academic dean recommends reinstatement to the Vice President for Academic Affairs, who renders a final decision. If reinstatement is approved or denied, the Vice President for Academic Affairs instructs the Office of Admissions to inform the student.

Supporting documents for the extenuating circumstances must be sent along with the letter of appeal. Gaining readmission by appeal does not remove the suspension from the academic records.

ACADEMIC RENEWAL (AMNESTY, BANKRUPTCY)

Undergraduate students may, at the time of application for admission or readmission to the University, file for academic renewal in the Registrar's Office if they have not been enrolled in any college or university for a period of three calendar years immediately preceding their enrollment at Grambling. No courses that have previously been taken, whether passed or failed, will be counted in the student's grade point average or toward graduation. However, the courses and grades will remain on the student's scholastic records and transcripts. The grade point average for determining graduation honors will include all grades on the undergraduate record. Students are cautioned that many undergraduate professional curricula and most graduate and professional schools compute the undergraduate grade point average on all hours attempted when considering applications for admission. Grambling State University may choose to accept or not accept, in transfer, academic renewal granted at another institution. Academic renewal can be granted only once, regardless of the institutions attended.

CHANGE OF GRADE

After a grade is submitted to the Registrar's Office, the instructor of record may change the grade with verification to his department head that an error was made in reporting the grade. If the instructor determines that an error was made in submitting the grade, a Grade Change Form, available in the office of the department head, must be initiated by the instructor immediately. Documentation to justify the change must be submitted with the form to the department head. The form must be approved by the department head and the dean of the college in which the course was offered. The form may be rejected with explanation at any stage in the approval process. If the grade change is approved by the college dean, the form and supporting documentation will be submitted by the dean to the

Vice President for Academic Affairs. Once the Vice President for Academic Affairs approves the grade change the instructor will be notified by the Office of the Vice President. The instructor will pick up an approved request and submit it to the Registrar to complete the grade change process. The Vice President will return all rejected grade changes to the appropriate college dean with written explanations. Explanations for rejection at any stage of the process will be shared by the party making the rejection with all persons involved in the process.

Materials submitted after the official completion of a course may not be used as a means of continuing the course and thus changing a previously submitted grade. Only the grade of "I" established at the end of the course may be changed into a regular grade by the submission of additional material agreed upon previously. Any change of "I" to a grade for undergraduate students must be received in the Registrar's Office by a designated date after midterm of the following semester that the student is enrolled or within one calendar year if the student does not enroll. Incompletes must be removed within one year for graduate students. "I" grades for undergraduate students are calculated as "F." The instructor cannot change a grade to "W."

When applicable, an "IP" (In Progress) is awarded to students enrolled in special identified courses such as practicums, internships, and others in which course requirements are normally not completed within one term. The "IP" will remain until course requirements have been completed. At that time a regular grade will be awarded. No credit will be given until the "IP" is converted to a regular grade for the entire class. The deadline for grade changes is 60 days after the end of the semester, unless the student has submitted a written appeal (see Procedure for Appealing a Grade).

FINAL GRADE REPORTS

Students must check Banner web for their mid-term/final grades. Final grades will be available within three working days after grades are due from faculty.

CHANGE OF ADDRESS/NAME/STUDENT I.D. NUMBER

A student must give a home and a local address at the time of admission. If either addresses changes while the student is enrolled, the new address must immediately be filed in the Office of the Registrar. A student is responsible for the accuracy of the address currently on file in the offices of the University.

A student wishing to change the name on University records must complete the change of name form in the Office of the Registrar. The student must present official supporting documents for the name change. Other name changes are made upon presentation of a court order. To have a student identification number changed, the student must present official supporting documents for the change.

TRANSCRIPT OF ACADEMIC RECORD

Transcripts of student records will be issued only at the written request of the student. No transcript requests will be processed unless the student's admissions file is complete and/or until all financial obligations to the University have been met. All transfer work will be recorded on the Grambling State University transcript. The University will not copy and release transcripts and/or test scores from other colleges/institutions. Students should request this information directly from the appropriate college/ university, high school, or testing service. Academic advisors may have access to students' records for advising purposes only.

Transcripts are usually prepared within three working days after the request is received except during school holidays and the end of the semester. At the end of each semester, approximately ten working days are required to process a transcript request. Students may print an unofficial transcript on Banner Web.

FIRST YEAR EXPERIENCE FOR TRANSFER STUDENTS

A student who transfers to Grambling State University with 30 or more semester hours accepted by the University goes directly to the college or school of his/her major interest and will not be required to take FYE 101 and FYE 102.

GRADUATE COURSES OPEN TO UNDERGRADUATE SENIORS

Students classified as seniors who have outstanding records of academic achievement may be allowed to register for graduate courses if they meet the following criteria:

1. A grade point average of 3.20 or higher
2. Need thirty or less credit hours to complete baccalaureate degree requirements.

A student who meets the criteria and desires to take graduate courses must also obtain the following approvals:

1. Dean of the College for the student's major
3. Dean of the School of Graduate Studies and Research
4. Department Head for the student's major
5. The student's academic advisor.

Students may earn no more than 12 graduate credit hours while completing baccalaureate degree requirements. While taking graduate courses the student's semester GPA must be above 3.00. If the student's semester GPA falls below 3.00, the student will not be allowed to enroll in additional graduate courses.

GENERAL ASSOCIATE DEGREE REQUIREMENTS

The associate degree requirements are listed.

1. Completion of all course requirements in an academic major with no grades lower than C
2. Completion of eighteen hours of general education as specified
3. Completion of at least 61 credit hours of course work
4. Achievement of passing scores on examinations required for the chosen major
5. A minimum grade point average of 2.00
6. Earn at least 25 percent of the required credit hours for graduation in residence

GENERAL BACCALAUREATE DEGREE REQUIREMENTS

The baccalaureate degree requirements are listed.

1. Completion of all course requirements in an academic major with no grades lower than C
2. Completion of all academic requirements in the General Education Program
3. Completion of at least 120 credit hours of course work
4. Achievement of passing scores on examinations required for the chosen major
5. Completion of the Rising Junior Examination (GET 300)
6. A minimum grade point average of 2.00
7. Earn at least 25 percent of the required credit hours for graduation in residence

To meet the grade point average requirement an adjusted grade point average may be used. The adjusted GPA uses the last grades earned in courses that have been repeated. The residence requirement may be waived by the college dean for a given student's major field.

To receive the baccalaureate degree at one of the University's commencement exercises a student must take the following steps:

1. Clear all financial obligations to the University prior to taking final examinations in the final term of enrollment
2. File an application for graduation in the office of the dean. This should be done at the time of registration in the last semester or summer session in which the candidate completes degree requirements. Each candidate must be recommended for graduation by the academic dean.
3. Be present for the commencement exercise unless written approval to be absent is given by the candidate's academic dean.

CORRESPONDENCE AND EXTENSION COURSES

Grambling State University does not offer correspondence work, but will accept a maximum of 30 semester hours of correspondence or extension credit from accredited institutions that offer such work. Any student who plans to take any work elsewhere must obtain written approval from his/her academic dean, a copy of which should be filed in the Registrar's Office.

TIME LIMITATION

Any student whose study plan does not result in completion of the baccalaureate degree requirements in seven (7) years is in jeopardy of losing financial aid eligibility prior to obtaining the degree. Moreover, programs of study are likely to change in a period as long as seven years. Therefore, all students would be well served to complete baccalaureate degree requirements in less than seven years.

REQUIREMENTS FOR SECOND UNDERGRADUATE DEGREES

To receive a second bachelor's degree, a student must earn a minimum of an additional thirty (30) semester hours and meet all requirements for the second degree.

MINORS AND DOUBLE MAJORS

The department head and the dean of the appropriate academic curriculum must approve requirements for minors and double majors. Students pursuing associate degrees cannot earn a minor.

The department head and the dean of the college of the appropriate academic curriculum must approve any substitutions for courses in a minor or a double major degree plan in advance. If a student is working toward degrees in different colleges, he/she must be enrolled in one of the colleges involved and develop degree plans with both deans.

AWARDING AN ASSOCIATE DEGREE

An associate degree is not awarded with or after an upper-level degree has been earned in the same major.

RISING JUNIOR EXAMINATION

The Rising Junior Examination is a required test in the University's General Education Program. It is generally administered to sophomores who have earned between forty-five (45) and sixty (60) semester hours credit.

To take the Rising Junior Examination a student should enroll in GET 300, a non-credit course, at the beginning of the second semester of the sophomore year. Students enrolling in GET 300 should have earned at least 45 credit hours. Developmental courses cannot be counted in the 45 credit hours.

ACADEMIC HONORS

The standard grade point averages for honors are outlined:

- **Honor Roll:** A full-time student who makes a minimum 3.0 GPA will be placed on the honor roll for that semester.
- **Dean's List:** A full-time student who makes a minimum 3.20 cumulative GPA will be placed on the Dean's List.
- **President's List:** A full-time student who makes a minimum 3.50 cumulative GPA will be placed on the President's List.

Graduation Honors

Honor Status Cumulative GPA's

Cum laude	3.50 – 3.69
Magna cum laude	3.70 – 3.89
Summa cum laude	3.90 – 4.00

The GPA for all of the honor recognitions shall be the true cumulative GPA computed by utilizing all course grades earned. Please note the true cumulative GPA should be used for rankings, transcripts, and other purposes; the adjusted GPA may be used only for graduation purposes.

Students receiving their first associate degree may also receive special recognition for outstanding academic performance. The following conditions govern such recognition.

1. Students must earn an average of 3.30 to 3.69 on all hours pursued for "Honors."
2. Students must earn an average of 3.70 or above for "Distinction."
3. Students must earn a total of 15 semester hours at Grambling State University.

UNDERGRADUATE CORE REQUIREMENTS FOR GRADUATION

Associate Degrees

Board of Regents General Education Course Requirements:

English		6
Mathematics		6
	Total:	**12**

Grambling State University General Education Course Requirements:

The Board of Regents Requirements		12
First Year Experience (FYE 101 & 102)		2
Health or Physical Education (activity)		1
Computer Literacy (CS 107)		3
	Total:	**18**

Associate Degree Course Requirements:

Range:	43 – 48
Total Range for Associate Degrees:	61 – 66

Bachelor Degrees

The Board of Regents has designated both REQUIRED and SUGGESTED coursework in general education for baccalaureate degrees, and has urged all public colleges and universities to prominently display them in their respective catalogs, brochures, and other publications.

Students who complete the Regent's SUGGESTED coursework with a cumulative grade point average of 3.0 or better (on a 4.0 scale) shall be awarded the Certificate of Excellence.

Board of Regents General Education Course Requirements:

English	6
Mathematics	6
Natural Sciences	9
Humanities	9
Fine Arts	3
Social Sciences	6
Total:	**39**

GENERAL EDUCATION PROGRAM

Through the General Education Program the University strives to achieve goals that complement and support its mission. Broadly, the program seeks to prepare graduates for lives of learning. On a more focused level the program seeks to prepare students for the study of a major academic discipline. The faculty believes that it is the responsibility of the University to produce graduates who will contribute to the advancement of civilization. Therefore, the faculty seeks in the General Education Program to provide students with a foundation of intellectual skills and knowledge to enable them to lead productive and ethical lives. The program aims to enable students to think critically, to analyze information, and use it to make logical decisions.

The General Education Program seeks to have students understand and appreciate the best of what humanity has created and produced the aesthetic and intellectual accomplishments.

The General Education Program is buttressed by four goals which the University aims to achieve for all students who matriculate as undergraduates. The General Education Program strives to:

1. Provide students with a foundation for learning and for intellectual growth in an academic discipline;
2. Prepare students for successful lives in an increasingly technical, dynamic, and complex society;
3. Raise the intellectual aims and aspirations of students; and
4. Develop in student's high ethical standards, and a responsibility for the quality of life on earth.

These goals are pursued through a set of learning outcomes or objectives. The level of mastery of a given learning outcome is determined by the evaluation metrics. The learning outcomes and evaluation metrics provide a rationale for the courses and experiences that constitute the curriculum of the General Education Program.

General Education Curriculum

English, ENG 101 & 102	6
Mathematics, MATH 147 & 148	6
Physical Science, SCI 105, 106*	3
Biology, BIOL 103, 104	3
Chemistry, CHEM 101	3
History, HIST 101 & 104	6
Foreign Language 6 hours in one language	6
Social Science, SOC 101	3
Economics, ECON 201	3
Fine and Performing Arts, ART 210	3
Literature, ENG 200	3
First Year Experience, FYE 101 & 102	2
Total:	**47**

*3 hours of a Biological Science and 6 hours of a Physical Science or 6 hours of a Biological Science and 3 hours of a Physical Science

Another major element of the General Education Program is a service learning requirement. All students must complete 160 hours of service learning that have been approved by the Director of Service Learning.

Some courses in the General Education Program have been designated as service learning courses. These are English 101 & 102, First Year Experience 101 & 102, History 101 & 104, Mathematics 147 & 148, and Social Science 101. A student in one of these courses can earn 20 service learning hours. The maximum number of service learning hours that can be earned this way is 80. The other 80 hours are earned by engaging in projects approved by the Director of Service Learning. Students are encouraged to consult with their advisors and the Director of Service Learning early in their matriculation about opportunities for service.

The undergraduate curriculum consists of the following elements:

General Education Program	47 hours
Major and Cognate Requirements	60 hours
Free Electives	18 hours

The free electives are limited only by the level of the courses taken:

100 level courses	3 hours
200 level courses	6 hours
300 and 400 level courses	9 hours

ACADEMIC DISHONESTY

The University functions best when its members treat one another with honesty, fairness, respect, and trust. Students should realize that deception for individual gain is an offense against the members of the entire community. Faculty

members have a responsibility to take measures to preserve and transmit the values of the academic community. To this end, they are expected to instill in their students a respect for integrity and a desire to behave honestly. They are also expected to take measures to discourage student academic dishonesty.

Examples of Academic Dishonesty

1. Cheating: possessing unauthorized sources of information during an examination; copying the work of another student or permitting copying by another student during an exam; completing an assignment, such as an exam, paper, lab report, or computer program for another student; submitting material produced by someone else; submitting out-of-class work for an in-class assignment; altering graded work and resubmitting it for regarding; retaining exams or other materials after they were supposed to be returned to an instructor, inventing data or falsifying data.
2. Plagiarism: taking the words or ideas of another person and either copying or paraphrasing the work without giving credit to the source (e.g., through footnotes, quotation marks, reference citations).
3. Other forms: providing material to another person with knowledge it will be improperly used, possessing another student's work without permission, selling or purchasing materials for class assignments, altering another student's assignment, knowingly furnishing false or incomplete academic information, altering documents affecting student records, forging a signature or falsifying information on any official academic document.

Dealing with Instances of Academic Dishonesty

Any act of cheating or plagiarism in a course by a student will be reported to the college/school dean and the student will receive an "F" for the course.

If a student has been reported to the dean for two instances of cheating and/or plagiarism, the student will be charged with persistent academic dishonesty. The student will be given the opportunity to respond to the charge at a hearing. If the student is found guilty, the student will be suspended for one academic year. If a student is charged twice with persistent academic dishonesty and is found guilty on both occasions of academic dishonesty, the student will be indefinitely suspended from the University.

ACCEPTABLE USE POLICY FOR COMPUTER TECHNOLOGY

The computing facilities at Grambling State University are provided for the use of Grambling State University students, faculty and staff in support of the programs of the University. All students, faculty and staff are responsible for seeing that these computing facilities are used in an effective, efficient, ethical and lawful manner.

The following policies relate to their use.

1. Computer facilities and accounts are owned by the University and are to be used for university-related activities only. All access to central computer systems, including the issuing of passwords, must be approved through the Information Technology Center.
2. Computer equipment and accounts are to be used only for the purpose for which they are assigned and are not to be used for commercial purposes or non-university related business.
3. Others must not use an account assigned to an individual, by the Information Technology Center without explicit permission from the account holder and the Information Technology Center. The individual is responsible for the proper use of the account, including proper password protection.
4. Programs and files are confidential. They may be made available to other authorized individuals with permission from appropriate authority. When performing maintenance every effort is made to insure the privacy of a user's files. However, if violations are discovered, they will be reported immediately to the appropriate vice president.
5. Electronic communications facilities (such as EMAIL) are for university-related activities only. Fraudulent, harassing or obscene messages, pictures and or other materials are not to be sent, retrieved, or stored.
6. No one may deliberately attempt to degrade the performance of a computer system or to deprive authorized personnel of resources or access to any University computer system.

7. Loopholes in computer security systems or knowledge of a special password must not be used to damage computer systems, obtain extra resources, take resources from another user, gain access to systems; or use systems for which proper authorization has not been given.
8. Computer software protected by copyright is not to be copied from, or into, by using campus computing facilities, except as permitted by law or by the contract with the owner of the copyright. This means that such software may only be copied in order to make back-up copies, if permitted by the copyright owner. The number of copies and distribution of the copies may not be done in such a way that the number of simultaneous users in a department exceeds the number of original copies purchased by that department.

An individual's computer use privileges may be suspended immediately upon the discovery of a possible violation of these policies. Such suspected violations will be confidentially reported to the appropriate faculty, supervisors, department heads, Information Technology staff, and vice presidents.

The appropriate administrative staff or supervising department head will judge an offense as either major or minor. The Information Technology Center Security Administrator and the supervising department head will investigate the first offense. Additional offenses will be regarded as major offenses. Appeals relating to minor offenses may be made to the supervising vice presidents. The supervising vice presidents will address all major offenses once reported.

Violations of the policies will be dealt with in the same manner as violations of other University policies and may result in disciplinary review. In such a review, the full range of disciplinary sanctions is available, including the loss of computer use privileges, dismissal from the University, and legal action.

Violation of some of the above policies may constitute a criminal offense. Individuals using campus computer facilities should be familiar with the Louisiana Revised Statutes 14:73, Computer Related Crimes.

OFFICE OF RETENTION

The Office of Retention aims, through academic and social programs and strategies, to retain all students who enter the University until degree completion. This office coordinates all formal retention activities and reports to the Associate Vice President for Enrollment Management. The office is responsible for the operation of the basic skills development laboratories located in Brown Hall. The primary focus is the retention of first-time students. Using strategies that are evaluated annually, the Office of Retention employs faculty mentors, peer mentors, peer tutors, and supplemental instructors in pursuit of its objectives. The Office of Retention brings together a large cross section of the faculty in addressing a subject of importance to the entire university community. Information on the retention program can be found on the University website, or it may be obtained by writing to the Office of Retention, GSU Box 4308, Grambling State University, Grambling LA 71245.

NATIONAL STUDENT EXCHANGE PROGRAM

Grambling State University offers its students the opportunity to participate in the National Student Exchange Program (NSE). Through the NSE program undergraduate students may study, for up to one year, at one of 140 colleges and universities throughout the United States and the territories of Guam, Puerto Rico, and the Virgin Islands. There are advantages for participation in the NSE Program:

- Opportunity to take courses not available at GSU.
- Opportunity to study at a host college or university, and pay instate tuition, fees and housing or pay tuition and fees at GSU and housing at the host institution.
- Opportunity to grow educationally, culturally, socially, and make new friends.
- Opportunity to explore graduate or professional programs at the host institution.
- Opportunity to travel.

The National Student Exchange Program is open to full-time sophomores and juniors with a cumulative GPA of 3.0 or better and who are United States citizens. Second semester freshmen who will be sophomores at the end of the spring semester may apply. Applications are made in the fall and early spring and must be completed by February 15. They are available in the Office of the NSE Coordinator, Adams Hall, Room 116. A completed application with three letters of recommendation, a fee of $150.00 and a one page typed essay, "Why I Would Like to participate in the NSE Program" are required. You may use financial aid as support for participation in the NSE.

Placements are made by the GSU Coordinator at the National Student Exchange Conference in mid-March each year. Participants begin their semester or full year at host institutions in the fall of the respective year. Students accepted to participate will be notified of their placements at host institutions by the Coordinator by the last day of March of the application year. For additional information, please contact the Coordinator of the National Student Exchange Program, Adams Hall, Room 116.

EARL LESTER COLE HONORS COLLEGE

Faculty

Dean: Dr. Ellen Smiley
Professor: Dr. Steve Favors
Associate Professor: Dr. Ellen Smiley

The Earl Lester Cole Honors College was established in the fall of 1990 for the purpose of developing scholars for service at GSU. The Honors College, a unit within the College of Arts and Sciences is designed to provide enhanced academic experiences for academically talented students; those who wish to focus and broaden their horizons while earning a degree.

Interested beginning freshman students with an ACT score of 25 or its equivalent on the SAT are eligible for participation in the Honors College. As participants in the Honors College, students are guided in the selection of

General Education courses, required courses in their majors, and in their choices of Interdisciplinary Seminars. A variety of unique and challenging experiences contribute to the preparation of participants for leadership roles.

The Honors College offers an enriched curriculum, which consists of honors courses in General Education, select courses in a chosen major and interdisciplinary seminars, research, lecture series, and theses on topics in the majors of participants.
The objectives of the Earl Lester Cole Honors College are to:

- enhance social and leadership skills
- encourage the pursuit of academic excellence
- provide opportunities for intellectual achievement
- foster in students an appreciation for a career as a university faculty member

First Semester

HONS 110 Freshman Seminar	2

Additional honors courses offered in General Education are taken as required by the respective programs or majors.

Interdisciplinary Seminars

HONS 112 Career Awareness	2
HONS 220 Man and Culture	3
HONS 240 Science and Society	3
HONS 295 Empowering Leaders	3
HONS 300 Honors Writing Lab	3
HONS 310 Cultural Diversity	3
HONS 320 Current Problems in Humanities/Science	3
HONS 410 Books: Ideas Past, Present, Emerging	3
HONS 415 Scholars and Service	3
HONS 440 Honors Thesis	3
HONS 450 Independent Study	3
HONS 460 Honors Lecture Series	2

Note: Students are presented medallions at the Medallion Luncheon prior to graduation. The type of recognition (Bronze, Silver, or Gold Medallion) is dependent on the student's academic record, and participation in other activities sponsored by the Honors College.

The Dean of the Honors College can waive the minimum seminar requirement if deemed appropriate.

STUDENT SUCCESS PROGRAM (FIRST YEAR EXPERIENCE)

The Student Success Program is designed to assist students with their transition from high school to Grambling State University. It includes New Student Orientation, the First Year Experience courses, and University Convocations.

The student is assisted with adjustment to the demands of the academic program and a more independence. Students are made aware of academic resources and how to take advantage of them.

The aim of the program is to maximize the opportunity that each student has for academic success. Students are exposed to the history of the University and are required to participate in workshops/seminars that are designed to promote personal growth.

SUMMER SCHOOL

The University operates two six-week sessions of Summer School. The first session usually begins a week after the Spring Commencement. The normal course load is six credit hours per session; however, students who take science courses are allowed to take eight hours (two courses). Students who desire to take more than two courses per session must have a cumulative grade point average of 3.00 and obtain the approvals of their respective major department head and the corresponding dean.

The courses available in Summer School are primarily at the introductory, undergraduate level. Students should consult their program advisors about taking courses in their respective majors prior to making plans for Summer School. A limited number of graduate courses are generally offered based on the recommendations of department

The University offers a wide variety of focused programs during the summer. These programs address the educational, and research goals of students, faculty, and visitors to the University. Among these programs, the Adams Bridge to College and the High Ability programs are noteworthy.

High Ability Program
The High Ability Program is a summer enrichment program for high school students who have completed the junior year and who have exemplified outstanding academic achievement throughout their high school years. Students can earn up to six college credit hours and experience college life prior to their senior year in high school.

To be eligible to participate in the program, rising seniors must have at least a 3.0 grade point average on a 4.0 scale. High Ability students are provided on-campus, housing and dining services. Textbooks must be purchased by the students. A participation fee is charged.

SCHOOL OF GRADUATE STUDIES

The School of Graduate Studies is the administrative unit for all graduate degree programs and coordinates the application and graduation processes for persons seeking to enter and complete graduate degree programs.

The welfare of graduate students is of specific concern to the School of Graduate Studies. Therefore, upon admission, graduate students should visit the School of Graduate Studies Office at Charles P. Adams, Room 206. In order to ensure a successful graduate experience, new graduate students should also make arrangements to visit their major programs to meet the faculty and staff and obtain information.

MISSION

The mission of the School of Graduate Studies is to provide the infrastructure for graduate programs by:

- Communicating the Grambling State University expectation for high quality graduate education to both internal and external stakeholders.
- Overseeing the administrative processes across all graduate programs.
- Supporting program review and assessment to ensure that graduate programs meet professional standards.

VISION

The Grambling State University School of Graduate Studies will be known for its effective graduate programs and its well-prepared graduates.

HISTORICAL BACKGROUND

Grambling State University has offered master's degree programs since 1973. The institution received Board of Regents' approval to grant doctoral degrees in 1986. At the present time, the School of Graduate Studies offers twelve master's degree programs, three post-master's certificate programs, and the doctorate of education degree.

ADMINISTRATIVE ORGANIZATION

The School of Graduate Studies is a component of the College of Professional and Graduate Studies. As such, it functions under the jurisdiction of the Provost/Vice-President for Academic Affairs. The unit operates under the direction of the Dean for Professional and Graduate Studies who coordinates the University's graduate programs. Graduate instruction and specific programs are supervised and administered by appropriate college deans and faculties. The policy-making and regulatory body for graduate programs is the Graduate Council. The membership of the Graduate Council consists of university graduate faculty, administrators and graduate student representatives, with the dean serving as chairperson. The principal functions of the Council are as follows:

- Formulating all policies and regulations affecting graduate curricula and requirements leading to graduate credit, certification, and degrees;
- Approving graduate curricula and courses;
- Ruling on exceptions to regulations in the School of Graduate Studies; and
- Providing for periodic and systematic evaluation of graduate programs by knowledgeable intra- and extra-divisional personnel and by knowledgeable consultants from outside the institution.

GRADUATE PROGRAMS AND DEGREES

Grambling State University offers graduate study leading degrees in the following areas:

MASTERS PROGRAMS	DEGREES
Alternative Teacher Certification Project (ATCP) **Certification Areas:** Elementary Education Secondary Education	M.A.T.
Criminal Justice	M.S.
Curriculum & Instruction **With options in:** Early Childhood Education Reading Education Technology Leader Education Technology Facilitator	M.Ed.
Developmental Education **With options in:** English Guidance & Counseling Mathematics Reading Science	M.S.
Educational Leadership	M.Ed.
Mass Communication	M.A.
Nursing	M.S.N.
Public Administration **With options in:** Public Management State & Local Government Human Resource Management Health Services Administration	M.P.A.
Social Sciences	M.A.
Social Work	M.S.W.
Special Education	M.Ed.
Sport Administration	M.S.
POST-MASTERS PROGRAMS	**CERTIFICATES**
Family Nurse Practitioner	PMC
Family Nurse	PMC
Developmental Education	PMC
DOCTORAL PROGRAMS	**DEGREES**
Developmental Education **With Options in:** Instructional Systems & Technology Higher Education Administration & Management Student Development & Personnel Services	Ed.D.

APPLICATION PROCEDURE

An applicant for admission to a graduate program should understand that graduate study is not an extension of undergraduate work. It demands a high level of scholarship and places greater emphasis on research and creativity.

Additionally, graduate study requires more student initiative and responsibility. Admission to graduate study may be granted to degree-seeking students or to special graduate students who do not wish to study for a degree.

Admission to the School of Graduate Studies is awarded on the basis of academic achievement and promise. However, this does not ensure admission to a specific program. Because of the nature of certain programs, admission standards in some departments may be higher than those of the School of Graduate Studies. Applications of individuals who meet the School of Graduate Studies requirements are forwarded to the appropriate academic unit for review. The applicant is advised to consult the department in which she or he wishes to pursue a degree for information regarding additional admission requirements.

Individuals seeking admission to the School of Graduate Studies must submit a graduate admission application, a non-refundable application fee of $20; a completed immunization form, three letters of recommendation, two official transcripts of all undergraduate and graduate coursework (electronic transcript submission is acceptable), and an official report of GRE scores (applicants for the MPA program may submit either the GRE or GMAT) prior to the institution's established deadline.

The application for the School of Graduate Studies is web-based and can be accessed at http://www.gram.edu/admissions/graduate/ . *The signature page and supporting documentation must be sent to:*

School of Graduate & Research
Grambling State University
GSU Box 4239
Grambling, LA 71245

ADMISSION CRITERIA

Regular Admission
For regular admission to the School of Graduate Studies, an applicant must:

- Have a bachelor's or master's degree from an institution which is accredited by an appropriate regional or national accrediting agency;
- Have a cumulative grade point average of 2.5(4.0 scale) or better on all undergraduate work;
- Have a 3.0 overall grade point average on graduate hours pursued at another university;
- Submit official scores for Graduate Record Examination. Candidates for the MPA Program may submit scores on the GRE or GMAT. Scores must have an administration date no more than five years prior to the date of admission; and
- Have three recommendation forms or letters of recommendation on official letterhead sent directly to the School of Graduate Studies from individuals who can attest to the applicant's academic ability, written and oral communication skills, personal and professional ethics, and interpersonal skills.

Conditional Admission
Conditional admission may be granted to applicants who fail to meet criteria for regular admission. Conditional admission may be granted to applicants who meet one of the following criteria:

- a minimum of 2.30 GPA (4.0 scale) on all undergraduate work; or
- a minimum 2.65 GPA on the last 60 hours of undergraduate work.

Applicants who have completed graduate hours at another university with an overall graduate point average below 3.0 and are eligible to return to that university may be granted conditional admission.

Conditional status may be changed to regular status when the applicant has:

- Earned a "B" average (3.0) in twelve (12) semester hours graduate study with not more than one grade of "C" in any course, and
- The major program has completed the "admission to department" form and returned it to the School of Graduate Studies.

An applicant not meeting these criteria may apply to the undergraduate Admissions Office for Other Undergraduate Status.

Provisional Admission
A graduate student may be admitted to the School of Graduate Studies on a provisional basis pending the receipt of some admission documents. A student who is admitted provisionally and does not complete all requirements for full admission within one semester or summer session will have his/her registration for future semesters canceled until all required documents for full admission are submitted.

Ten Percent Exception
The School of Graduate Studies has a "ten percent exception" policy. The number of available "exceptions" each semester is calculated by multiplying the number of "new graduate student" admissions from the previous semester by 10%.

The total number of available "exceptions" for Summer I and Summer II sessions is calculated by totaling the available exceptions from the preceding fall and spring semesters AND dividing that total by two.

When a graduate student is admitted under the "Ten Percent Exception" policy, the exception will be noted in the Banner System. His/her progress will be monitored by the School of Graduate Studies in terms of the number of credit hours completed and grade point average.

Graduate programs will maintain the appropriate advisement process for all graduate students, with special attention to any student who may need additional support.

Non-Degree Students
An applicant who meets all requirements for regular or conditional admission as a graduate student, but does not wish to earn a degree at Grambling State University, may be admitted as a non-degree student. Only twelve (12) semester hours of non-degree graduate credit can be later applied to a master's or doctoral degree. Application of such credit toward a degree must be approved by the program, department, the degree granting college, and the School of Graduate Studies. Only credits earned with a grade of "B" or higher will be applied toward a graduate degree.

A graduate student who does not plan to earn a degree should submit a transcript of the highest degree held. Test scores and letters of recommendation are not required.

Transfer Admission
To be admitted to the graduate program at Grambling State University, a student who has attended another School of Graduate Studies must be eligible for re-admission to that School of Graduate Studies. In addition, the student must meet all requirements for graduate admission at Grambling State University.

Transfer Credits
A graduate student may transfer up to one-third of the hours needed to complete the graduate program from another institution under the following conditions:

- The institution must be regionally accredited.
- A grade of "B" or better must be earned on all credits.
- The credits must be acceptable to the program as determined by the major advisor, department head and college dean.
- The six-year time limitation must be observed on all credits.

Credits earned on a non-graduate or post-baccalaureate basis at another institution will not be accepted toward graduate degree requirements.

International Admission
An international applicant must submit all college and university records 60 days prior to the semester of planned enrollment. The international applicant to the School of Graduate Studies must have his/her credentials evaluated through World Education Services (WES). All international applicants are advised of the following information:

- Applicants are responsible for paying the fee directly to WES.
- Applicants should select the "Comprehensive Course by Course Report" on the WES application.

- Applicants must identify the Grambling State University School of Graduate Studies as the recipient of the completed WES report.

Grambling State University
School of Graduate Studies & Research
GSU Box 4239
Grambling, LA 71245
To access a WES credential evaluation application, please visit the web site at www.wes.org. The application is available in both the on-line and PDF downloadable formats. To obtain specific submission instructions and to determine which documents to submit for evaluation, click on the "Required Documents" link on the WES web site and find the appropriate country in the drop-down box. After locating the country, click on "View." Please contact World Education Services directly via e-mail or phone for answers to any questions about the credential evaluation process.

In addition to the application materials listed above for graduate admission, international applicants must submit the following before acceptance into a graduate program can be determined:

- A completed graduate application form and the $30 (US) application fee,
- An affidavit of financial support,
- Confidential health and physical examination form completed by a medical doctor, and
- Test of English as a Foreign Language (TOEFL) score for applicants from non-English speaking countries.
    - Paper Based – 500
    - Computer Based – 173
    - Internet Based -- 61

An Affidavit of Support must be on file before admission can be granted or a Form I-20 issued. This requirement must be met even if the student completed the requirements for the undergraduate degree in the United States. An individual who has entered the United States on an I-20 issued by another institution must have an I-20 issued by Grambling State University prior to enrollment in a graduate program.

Readmission to the School of Graduate Studies
Any admitted student who has not enrolled for one regular semester, excluding summer sessions, must apply for readmission to the School of Graduate Studies. The readmission application and other required documents must be submitted to the School. Items needed in order to be readmitted include the following:

- Application for readmission (http://www.gram.edu/admissions/graduate/).
- $10 readmission application fee (money order or cashier's check made payable to Grambling State University). A $20 readmission application fee is required when the applicant has been out of school for one year or more.
- Official transcript(s) from college(s) attended while absent from Grambling State University.

STUDENT ADVISEMENT AND PROGRAM PLANNING

Advisement of graduate students is one of the most important functions of members of the graduate faculty. Since admission to the advanced program is a highly individualized matter, a faculty advisor for each graduate student will be officially designated by the department head and college dean, with both the student and faculty member agreeing on the assignment. The student will plan his/her program of study cooperatively with the advisor. The plan of study must be completed during the first semester of matriculation or after all requirements for admission have been met, whichever comes first.

The advisor guides the graduate student in the selection of courses and supervises the program, which must be approved by the head of the department or director of the program in which the student is enrolled. Counseling graduate students includes (1) helping the individual student in planning course work within the options designed to meet his/her needs and (2) guiding the individual student toward the achievement of established goals. The thesis (where applicable) will be written under the supervision of the advisor, who normally will serve as chairperson of the student's advisory committee.

ADVISEMENT STEPS TOWARD THE GRADUATE DEGREE

Admission to the Department

The "Formal Admission to a Department" form should be completed by the graduate student's department as soon as the individual has been admitted to pursue graduate studies in the department. The completed form should be signed and submitted to the School of Graduate Studies.

Plan of Study

A student is eligible to officially work toward a degree beginning with the semester in which he or she is formally admitted into a graduate program. During the first semester after the student has been formally admitted, the advisor will meet with the student, develop a plan of study, and submit the "Plan of Study" form to the School of Graduate Studies for approval. The student's plan of study is subject to School of Graduate Studies policy and departmental requirements. Students are responsible for knowing degree requirements and enrolling in courses that fit into their degree programs.

A "Change of Plan of Study" form must be completed and submitted for approval when the student and advisor make changes to the original plan of study. The form may be secured from the School of Graduate Studies web site. It must be completed by the student in collaboration with the advisor, and approved by the advisor and the department head.

Admission to Candidacy

Admission to a graduate program does not mean that a student is a candidate for a graduate degree. Admission to candidacy indicates that the student has successfully completed an important portion of his/her graduate studies, has outlined the remainder of his or her program of study, is considered a capable graduate student, and is viewed as a worthy candidate for an advanced degree in his or her field of specialization.

Master's Degree: Advancement to candidacy for the master's degree is granted by the School of Graduate Studies on the recommendation of the department after the student has (1) achieved regular admission status, (2) submitted an approved plan of study to the School of Graduate Studies, (3) completed the required number of semester hours as determined by each department, (4) demonstrated English proficiency by earning at least a "B" grade in a course designated for that purpose,. and (5) the program has submitted the completed "Admission to Candidacy" form to the School of Graduate Studies.

Doctoral Degree: Advancement to candidacy for the doctoral degree is granted by the School of Graduate Studies on the recommendation of the department after the student has (1) achieved regular admission status; (2) submitted an approved plan of study to the School of Graduate Studies; (3) passed the required candidacy or qualifying examination; (4) completed all required pre-candidacy courses; (5) earned a 3.0 GPA in all graduate work taken; (6) demonstrated English Proficiency by earning at least a "B" grade in course designated for that purpose; (7) met the residency requirement; and (8) the program has submitted the completed "Admission to Candidacy" form to the School of Graduate Studies. **A doctoral student must be advanced to candidacy at least nine months prior to the granting of the degree to assure sufficient time for work on the dissertation.**

Comprehensive Examination

Both master's and doctoral programs require the successful completion of comprehensive examinations as culminating assessments. For specific information regarding the characteristics of the comprehensive examinations in any particular area, students are referred to their specific departments and programs.

Master's Thesis

A student who is planning to write a master's thesis must submit an intent form to the School of Graduate Studies that has been approved by the thesis director, two committee members, the department head, and the school/college dean prior to registering for thesis credit and no later than one semester before the thesis is presented for public oral defense.

A draft copy of the thesis must be presented to the School of Graduate Studies for the dean's approval 10 working days prior to the oral defense. The final original thesis and three copies must be submitted to the School of Graduate

Studies for binding no later than 10 working days after to the date on which the degree is conferred. For specific information concerning the format of the master's thesis, students should consult the appropriate college or school handbook and the School of Graduate Studies' *Guidelines for Preparing Research Proposals, Master's Projects and Theses, and Doctoral Dissertations*.

Doctoral Dissertation
Each student must present a dissertation which represents the culmination of a major research project. The dissertation must be a well-reasoned, original contribution to knowledge in the field of study and should provide evidence of high scholarly achievement. A student who is planning to complete a doctoral dissertation must submit an intent form to the School of Graduate Studies that has been approved by the dissertation committee chair, dissertation committee members, department head, and the school/college dean prior to registering for dissertation credit and no later than two semesters before the dissertation is presented for public oral defense.

A draft copy of the dissertation must be presented to the School of Graduate Studies for the dean's approval 10 working days prior to the oral defense. The final original dissertation and three copies must be submitted to the School of Graduate Studies for binding no later than 10 working days after the date on which the degree is conferred. An electronic copy and a separate abstract must be uploaded to ProQuest through www.etdadmin.com. for dissertation publication.

The style and form of the dissertation must be in conformity with the instructions prepared by the academic department and the School of Graduate Studies. For specific instructions regarding the format of the dissertation, the student should obtain a copy of the following handbooks:

- *Handbook for Advisors and Students* from the Department of Educational Leadership,
- *Guidelines for Preparing Research Proposals, Master's Projects and Theses, and Doctoral Dissertations*, from the School of Graduate Studies, and
- *Research Project and Thesis Policies and Procedures* from the School of Nursing Graduate Program.

Application for Graduation
A student must file an application for graduation in the Office of the Dean of the School of Graduate Studies during the first month of the fall or spring semester in which he/she expects to complete all requirements. A candidate for any degree must also make application for the degree with the Office of the Registrar.

An applicant for a degree must be enrolled during the semester in which he or she intends to graduate. If a student fails to receive his/her degree at the time indicated, a new application must be filed.

A student who expects to receive a graduate degree must meet the minimum requirements that are applicable to his or her department and college or school:

1. Complete all department and School of Graduate Studies requirements.
2. Must satisfy the English Proficiency requirement.
3. Meet all requirements to advance to candidacy.
4. Meet the minimum semester hours required for the particular program in which the student is enrolled.
5. Must have a grade point average of 3.0 or better.

NOTE: Some departments have additional graduation requirements which are not listed in the general graduation requirements. Students are also advised to check with their college or school for other graduation requirements.

TIME LIMITATION FOR PROGRAM COMPLETION

Time to Degree
A full-time student must complete the requirements for the master's degree within six years after admission to a degree program. A full-time doctoral student must complete the requirements for the doctoral degree within seven years. A student who does not complete the graduate degree within the allotted time frame may seek an exception through the School of Graduate Studies to the Graduate Council.

Statute of Limitations for Courses

The Plan of Study (POS) should consist of graduate coursework not older than six (6) years at the time of POS filing. On rare occasions, the graduate advisor may determine that coursework older than six (6) years could be applicable to a student's current POS. The advisor must provide documented justification for inclusion of such coursework at the time of POS submission. Justification must consist of an explanation of how the student will achieve currency in the subject matter content of the old coursework during the time to degree. The School of Graduate Studies reviews all justifications; approval is not guaranteed.

GRADING

A graduate student must maintain a minimum GPA of 3.0 to be eligible to apply for graduation. All credits earned while pursuing the graduate degree, in all courses taken, will be used to determine a student's overall GPA.

The unit of credit is the semester hour based on a four-point grading system. Grades are assigned as follows:

Letter Grade	Description	Quality Points per Credit Hour
A	Superior	4
B	Above Average	3
C	Average	2
D	Below Average	1
F	Failure	0
I	Incomplete	Computed as "F"
IP	Approved Course/In Progress	Not Computed
IX	Incomplete Extended	Computed as "F"
P	Passing	Not Computed
NC	No Credit	Not Computed
W	Withdrawal	Not Computed
AU	Audit	
Z	Approved Course/Work Pending	Not Computed

Quality points earned for each course are determined by multiplying the number of quality points for each grade by the number of hours the course carries. A student's grade point average is computed by adding the total quality points for all courses for which quality point values may be computed, then dividing by the number of GPA hours (divisor). The grade of "P" will be awarded for nontraditional credit and non-credit courses only. Courses so credited will not be used in computing the grade point average.

The grade of "I" (incomplete) means that some relatively small part of the session's work remains undone because of illness or other unavoidable reason. This mark is given in exceptional cases where the student has been passing a course and gives evidence of ability to pass the course if granted an opportunity to complete an assignment which was not completed by the termination of the course. Prior to awarding a grade of "I," the instructor must submit an Incomplete Assignment Form to the department head. Incomplete grades for graduate students must be changed within one academic year. The department head, academic dean, and the vice president for academic affairs must approve the Grade Change Form. The grade of "I" becomes "F" on the academic transcript if it is not changed by the deadline.

The grade of "W" indicates withdrawal of the student from the University up to a specified date following mid-term. This date will be published in the university calendar. After this date, a student may not withdraw or drop classes. In extraordinary cases, the registrar may authorize resignation from the institution or the dropping of a course with the grade of "W" after the deadline. The instructor cannot change a "W" grade.

The grade of "AU" indicates that the course has been audited; however, no credit is allowed.

When applicable, an "IP" (In Progress) is awarded to students enrolled in approved courses such as practica, internships, and others in which course requirements are normally not completed within one term. A request to

Assign IN Progress (IP) Grade Change Form must be submitted by the instructor of record to the department head, academic dean and the Academic Vice President/Provost for approval prior to submission to the Registrar's Office. The "IP" will remain until course requirements have been completed by the entire class unless there are students who have been recommended for graduation. All IP Grades should be changed 60 days after the end of the semester in which the IP was awarded. At that time a regular grade will be awarded. No credit will be given until the "IP" is converted to a regular grade.

The grade "Z" is for certain approved courses. When all work is completed, a Grade Change Form must be processed.

ACADEMIC PROGRESS POLICY

Probation
Any graduate student whose cumulative GPA falls below 3.0 will be placed on academic probation. A student who is readmitted on academic probation must earn a 3.0 GPA in each subsequent semester and may remove him or herself from probationary status by raising his or her cumulative GPA to 3.0 or better. Failure to earn a GPA of 3.0 or better each semester while on probation will result in suspension.

Suspension
A student with a grade of "D" or "F" is automatically suspended from the program.

Appeals for Re-admission: Academic Suspension
Petitions for readmission to the School of Graduate Studies are accepted after a student has remained out of school for a full semester or two consecutive summer sessions immediately following an academic suspension. Petitions for readmission to the School of Graduate Studies are accepted after a student has remained out of school for two full semesters following a second academic suspension. Other petitions may be considered on a case-by-case basis.

A suspended student who wishes to re-enroll must submit a written appeal to the dean of the School of Graduate Studies, who will present it to the Graduate Council. A suspended student who is readmitted to the School of Graduate Studies must also apply to his or her program for readmission to that program. A readmitted student may be subject to other performance criteria as specified by the Graduate Council.

Grade Appeals and Other Grievances
Appeals related to grades are addressed through the University's grade appeals process. It is an important part of the teaching responsibility of the faculty to provide careful evaluation and timely assignment of an appropriate grade to each enrolled student. There is a presumption that grades assigned are correct. It is the responsibility of the student appealing an assigned grade to demonstrate otherwise. In the absence of compelling reasons, such as instructor's error or clerical error, etc., the grade determined by the instructor of record is to be considered final.

A student who believes that an appropriate grade has not been assigned may appeal by using the following procedure.

1. The student should attempt to resolve the problem within 30 days (after the end of the term in which the course was offered) with the instructor who assigned the grade. If the instructor determines that an error has been made in submitting the grade, a Grade Change Form (available in the academic departmental office) must be initiated by the instructor immediately. Documentation to justify the change must be provided for the approving officials. The form must be approved by the department head, academic dean and vice president for academic affairs; the instructor must bring the form to the Registrar's Office to make the change official.
2. If the student is not satisfied with the instructor's decision, he or she should file a written appeal within 120 calendar days after the end of the semester/session to the head of the department in which the course was offered.
3. If the problem is not resolved at the department head's level, the student should file a written appeal within 10 working days to the dean of the college offering the course.
4. If the problem is not resolved at this level, a written appeal must be sent to the Provost/Vice President Academic Affairs within 10 working days. The Provost/Vice President for Academic Affairs will rule on the

matter within 10 working days and will inform the student, faculty member, the registrar, and other appropriate University personnel in writing. The decision of the Provost/Vice President for Academic Affairs is final.

5. Candidates for degrees should immediately notify their graduation evaluator if there is some question pending resolution when the final semester ends.

Appeals related to programmatic rules and regulations must be addressed at the individual department and college. The School of Graduate Studies will review such appeals only **after** they have been addressed by the individual department and college concerned.

Dismissal
A student may be suspended or dismissed from the graduate program in which he or she is enrolled for failure to meet program requirements that may be greater than School of Graduate Studies requirements. Petitions for readmission to a program must be directed to the appropriate program director or department head.

English Proficiency
All graduate students must demonstrate English proficiency by earning at least a "B" grade in the course identified by their program as designated for the demonstration of English proficiency or by earning a score of 3.5 or higher on the Analytical Writing subtest of the Graduate Record Exam General Examination.*

*****The MSN and MSW Programs require all graduate students to take the designated writing course.

Course Changes
A student may drop and substitute a course without penalty within the limit specified in the university calendar, provided approval is given by his or her advisor. After the class adjustment, the student's official drop/add form must be approved by the advisor, assigned a drop/add number, and submitted to the Office of the Registrar.

Graduate Credit Load
Nine (9) credit hours are considered to be a full load for graduate students during the regular fall and spring semesters. During the summer session, six (6) hours are considered to be a full load.

FINANCIAL AID

It is the primary responsibility of the student, parent, guardian, and/or spouse to pay the cost of education (e.g. general fees, room, board, books, supplies, personal expenses and transportation). However, the university offers financial aid to assist in the payment of the basic cost of education based upon financial need and the availability of need-based programs.

Grambling State University offers the following types of financial aid for graduate students:

Loans: Federal Subsidized and Unsubsidized Stafford Loans, and Private Loans;

Student Employment: Federal Work-Study and Institutional Wages.

Applying for Federal Financial Aid
Students who are interested in applying for federal aid must follow these steps:

- Complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov by April 1 of each year.
- Receive the Student Aid Report (SAR) within two to four weeks. The Student Aid Report will list your Expected Family Contribution (EFC). The EFC is used to determine eligibility for federal aid programs. The Office of Student Financial Aid will receive your results electronically, therefore, do not submit the paper copy of the Student Aid Report to the Office of Student Financial Aid.
- Return all documents requested by the school on or before June 1 of each year.
- Sign award letter to accept federal aid awards.

University Policy
All students must be accepted for admission to the university before federal aid is awarded and students must make Satisfactory Academic Progress (SAP) yearly based on the University's Satisfactory Academic Progress policy. Students are expected to obtain a copy of the SAP policy from the Office of Student Financial Aid. In the event of changes in hours enrolled, in housing status, in residential status, etc., the university reserves the right to review, adjust, or cancel an award. Awards in excess of the cost of attendance budget will be reduced; otherwise, the student must repay the amount over-awarded. Default of Title IV aid (federal student loans) and failure to comply with university regulations constitute a reason for canceling awards.

For more information concerning student financial assistance and scholarships, please contact:

Office of Student Financial Aid
P. O. Box 629
Grambling State University
Grambling, LA 71245
318/274-6006

ASSISTANTSHIPS AND FELLOWSHIPS

Qualifications/Eligibility for Assistantships, Fellowships and Scholarships
A student who has been admitted into the School of Graduate Studies with regular admission status may be considered for and granted an assistantship by the School of Graduate Studies. The graduate student must be enrolled full-time (9 credit hours each semester; 6 credit hours in summer) and maintain a GPA of 3.0 in order to be considered for assistantship support during subsequent semesters. A student who fails to maintain a full-time course load in any given semester or term will lose his/her assistantship and may be disqualified from receiving assistantships in subsequent semesters. A graduate student who holds other campus employment that is funded by institutional dollars is not eligible for a graduate assistantship funded by institutional dollars.

An international student must hold and provide evidence of a current and valid Visa in order to be eligible for assistantships, fellowships, or scholarships. International students on assistantship whose native language is not English must meet all current TOEFL requirements. All other requirements to hold an assistantship also must be met.

Selection Process: A student must complete the graduate assistantship application and place it on file in the School of Graduate Studies. The application is evaluated to ensure that the graduate student meets all criteria. Department heads, graduate program heads, and other key faculty and administrators may request a graduate assistant to fill a specific job description or recommend a graduate student for an assistantship to fill a specific job description. When the graduate assistantship is funded by institutional dollars, the School of Graduate Studies will make every effort to balance the student's skills and academic interests with position placement.

Selection Process: A graduate student who is placed as a graduate research assistant must be recommended by the department and/or program in which he/she will have research responsibilities.

Categories of Assistantships:

Graduate Teaching Assistant (GTA)
The Graduate Teaching Assistant who is the teacher of record must be assigned to a graduate faculty member in his or her particular area. The assistant is responsible for preparing lesson plans, teaching from specific course outlines, keeping student records, grading, and being available for outside classroom tutoring of students in the particular subject matter. The graduate assistant will be closely supervised and evaluated by the faculty member. The graduate teaching assistants who has primary responsibility for teaching a course for credit and/or for assigning final grades for such courses, and who does not possess a terminal degree in his/her respective discipline, must have earned at least 18 graduate semester hours in his/her teaching discipline and a master's degree; be under the direct supervision of a faculty member experienced in the teaching discipline; receive regular in-service training; and be evaluated regularly.

Selection Process: A graduate student who is placed as a graduate teaching assistant must be recommended by the department and/or program in which he/she will have teaching responsibilities.

Graduate Research Assistant (GRA)
The Graduate Research Assistant usually works under the supervision of a principal investigator on a funded research project. The assistant is responsible for performing laboratory research techniques, sample collection, data analysis and interpretation, and supervision of undergraduate research students. The stipends are usually paid through a research grant. The graduate assistant must be closely supervised and evaluated by the principal investigator.

Graduate Administrative Assistant (GAA)
The Graduate Administrative Assistant is usually assigned to work in the various offices of colleges and schools and other administrative and academic units. The assistant is responsible for performing clerical duties such as word processing, filing, telephone answering, and laboratory supervision, etc. The assistant may also be requested to perform special in-house duties. He/she must be monitored closely and evaluated by his/her immediate supervisor.

Selection Process: A graduate student who is placed as a graduate administrative assistant may be recommended by the department and/or program in which he/she will have administrative responsibilities or may be placed in the department or program by the School of Graduate Studies in response to a request from that department or program.

Work Assignments/Requirements
A student is permitted to work a maximum of 20 hours per week during the regular university period of classes and the weeks of registration and final examination. All work loads must conform to the Minimum Wage Law. A work schedule from the department chairperson is to be submitted to the Dean for the School of Graduate Studies. A payroll time sheet must be completed each month by the graduate assistant and approved by the appropriate supervisor.

Evaluation/Supervision
Employing units are responsible for providing each graduate assistant with an annual written evaluation. The evaluation form is available from the School of Graduate Studies. Once the supervisor completes the evaluation form, S/he must meet with the graduate assistant to review it. After the review is completed, the graduate assistant must sign the document to indicate that it has been reviewed. The graduate assistant may provide a written response to the evaluation if s/he deems that such a response is needed. One copy of the evaluation and any related documents are to be provided to the School of Graduate Studies. The completed evaluation consists of a completed evaluation form and any additional response prepared by the graduate assistant.

Awards
Assistantships are available for full time graduate students in amounts ranging from $4,500 (master's) to $10,500 (doctoral) for the academic year.

TUITION, FEES AND OTHER EXPENSES

Grambling State University reserves the right to adjust tuition, fees, and board during the year without prior notice to the student should conditions so warrant. The schedule of fees represents college and university charges. It does not include amounts for books, supplies, travel expenses, medical expenses other than clinic services provided by the University and miscellaneous personal items that may be required. Basic tuition, fees, room and board are to be paid in full by registration day. Money for expenses not classified should be sent directly to the student and not to Grambling.

Payments to the University for student tuition, fees, room and board costs should be made in person by credit cards (VISA, MasterCard, American Express) or by certified or cashier□s checks, drafts, or money orders made payable to Grambling State University. Grambling disclaims any liability for cash (currency) that is sent through the mail; no cash should be mailed to the University.

For information concerning tuition, fees, and other expenses, please contact:

Comptroller's Office, P. O. Box 25, Grambling State University, Grambling, LA 71245; (318) 274-6170

NON-RESIDENT FEE INFORMATION

The Academic Common Market
The Academic Common Market is an interstate agreement among fifteen Southern states for sharing uncommon college and university programs. Residents of these states who are accepted for admission into selected out-of-state programs may enroll on an in-state tuition basis. To qualify, an applicant must (1) be accepted into a program to which his or her state has made arrangements to send its students, and (2) submit proof to the "university of legal residence" in the home state. For information contact: Southern Regional Education Board, 592 Tenth Street N.W., Atlanta, GA 30318-5790 or www.cep.unt.edu/ACM.html.

Web-based Courses
A non-resident graduate student who enrolls in six credit hours or less in the fall or spring semester will be charged in-state fees for web-based courses. When a student enrolls in more than six credit hours per semester, he/she will be charged out-of-state fees for additional credit hours beyond the six credit hours.

Graduation Fees
A fee must be paid in the Accounting Office of the University when submitting an application for graduation.

Dissertation Publication Requirement

All doctoral students admitted to the School of Graduate Studies do so with a condition of enrollment that completed dissertations will be published. This involves submission of the dissertation for publication through ProQuest, using the web-based portal at www.etdadmin.com . We believe it is in the best interest of all if doctoral research is widely and quickly distributed in a manner that is recognized and readily available. Additional information for submitting dissertations are available in the School of Graduate Studies and in the Department of Educational Leadership.

HOUSING

There is no housing available for graduate students.

REFUND POLICY

General Fee
Continuing students or first-term applicants who pay fees in advance, register and then officially withdrew from the university may be refunded 100% of the general fee in accordance with the federal aid refund policy, if written notification of the official withdrawal is received by the Vice President for Finance on or before the 14^{th} or 7^{th} class day for the regular academic terms or summer term, respectively. The general fee is not refundable for official withdrawals occurring after those dates.

Out of State Fee
Refunds for this fee will be handled in the same manner as the refunds for the general fee.

Waiver of Out of State Fee
If students pay their out-of-state fee and are subsequently granted an out of state waiver prior to the 14^{th} class day (7^{th} class day for the summer session), the out of state waiver will be honored effective for the current semester.

RETURN OF TITLE IV FUNDS POLICY

Default of Title IV aid (federal student loans) and failure to comply with university regulations constitute a reason for canceling awards.

GRADUATE STUDENT ASSOCIATION

The purpose of the Grambling State University Graduate Student Association (GSUGSA) is to unite the graduate students across all graduate programs so that their interests can be represented to the campus and the university administration. Its goals are to promote academic and career achievement, to provide graduate student representation in the student governance process, and to facilitate graduate student collegiality.

ACCIDENT AND HEALTH INSURANCE

All students enrolled at Grambling State University, who paid health insurance fees at the time of registration, are covered by a limited student insurance plan. Faculty/staff, with tuition exemption, are excluded from this plan. If the student's health insurance denies the claim, all payments are the responsibility of the student. Insurance brochures are available at the health center. All full-time graduate students are automatically enrolled in a limited student insurance plan when fees are paid. Students must have a referral and claim form for all off-campus appointments during health center hours.

REGISTRATION

Students are held individually responsible for information contained in this catalog. Failure to read and comply with policies, regulations, and procedures will not exempt students from whatever penalties they may incur.

1. All graduate students at Grambling State University must be properly admitted to the University by the School of Graduate Studies & Research before they register.
2. Registration is complete only when registration requests have been properly recorded and all fees, deposits and charges are paid. Students are expected to pay all fees at the time of registration.
3. Students are given credit only for those courses in which they are officially registered at the conclusion of the add/drop period.
4. Students will be held responsible for completing all courses for which they initially register, except for changes in registration which are officially filed in the Registrar's Office.
5. Students enrolled in courses who do not attend initial class meetings may be dropped from the class if demand for the course exceeds capacity. Departments following this practice will make reasonable efforts to inform students of this action. No student should assume that non-attendance will result in being automatically dropped.
6. The University does not guarantee the availability of particular courses or sections thereof since admission to classes will be authorized only until the maximum number of students allowable in any section has been reached.
7. Should a student or former student fail to pay a debt owed to the University, the University may withhold permission to register, use facilities for which a fee is authorized to be charged to receive services, materials, food or merchandise, or any combination of the above from any person owing a debt until the debt is paid.

IMMUNIZATION POLICY

All first-time students born after 1956 will be required to present proof of measles, mumps, rubella, and tetanus-diphtheria immunizations. This is not an admission requirement, but shall be required of students prior to enrollment at Grambling State University.

STUDENT RESPONSIBILITY

A graduate student is expected to assume full responsibility for knowledge of the rules and regulations affecting his/her graduate program. Students must become familiar with the university catalog, college or school handbooks, and the Guide to Graduate Study Handbook.

DEPARTMENT OF MILITARY SCIENCE

Faculty
Department Head: Lieutenant Colonel La Daryl Franklin
Professor: Lieutenant Colonel La Daryl Franklin
Assistant Professors: Ronald Bacon
Senior Military Instructor: Master Sergeant Robert L. Williams, Jr.
Instructor: Captain Rochelle E. Howard, Captain Anthony Garrison, and Mr. Antonio Tims

Instruction in the Department of Military Science emphasizes leadership and management. ROTC is designed to develop the foundational values, attributes and skills required of Army Officers. Army ROTC is divided into a Basic Course, usually taken in the first two years, and an Advance Course, taken in the junior and senior years. Enrollment in the Basic Course of Army ROTC occurs without a military obligation. Any student may enroll in all or part of the Basic Course.

College students who have completed 4 years of JROTC may also be admitted into the advanced upper level. National Guardsmen or Reservist who have completed 30 semester hours may contract into the Basic Course and become a part of the Simultaneous Membership Program (SMP) with their prospective National Guard or Reserve Unit. Veterans, National Guardsmen, or Reservist, with 54 college hours who are in good standing may have direct admittance into the advanced upper level.

Students with 54 semester hours who have not taking the basic level courses may attend the Leadership Training Course during the summer and receive 6 credit hours, this is non-obligatory. Upon completion of the course students who contract are eligible to receive a $5,000 incentive bonus upon acceptance into the Advance Course. All students admitted into the advanced course must pass a physical exam and pass the Army Physical Fitness Test.

Army scholarships for two, three, or four years are awarded to outstanding students, who apply each semester. The scholarship pays for tuition and a book allowance of $600 per semester. Freshmen in the four (4) year program also receive a $300 tax-free subsistence allowance per month for ten (10) months. Sophomores receive $350 per month for ten (10) months. Cadets in the Advanced Course (juniors and seniors) also receive $450 (juniors) per month tax-free subsistence allowance for twelve (12) months and $500 (seniors) per month tax-free subsistence allowance for ten (10) months each school year. Upon earning the baccalaureate degree, the student is commissioned as a Second Lieutenant in the U.S. Army (Active Duty, Army Reserves, or Army National Guard).

NOTE: Graduate Students: Prospective graduate students may attend the Leadership Training Course during the summer prior to starting graduate studies and qualify for admittance into the Advance course. Upon completion of the Leadership Training Course students will receive 6 credit hours, this is non-obligatory. Students who commit to a contract are eligible to receive a $5,000 incentive bonus and a Graduate School 2 year scholarship upon acceptance into the Advance Course. Upon earning the graduate degree, the student is commissioned as a Second Lieutenant in the U.S. Army (Active Duty, Army Reserves, or Army National Guard).

Military Science Curriculum Plan

Freshman Year

Military Science 101, 101L	2
Military Science 102, 102L	2
Total Hours	4

Sophomore Year

Military Science 201, 201L	3
Military Science 202, 202L	3
Military Science 203*	6
Total Hours	12

Junior Year

Military Science 301, 301L	5
Military Science 302, 302L	5
Military Science 303	3
Military Science 304*	3
Military Science 305*	3/6
305A Airborne School	
305B Air Assault School	
305C Northern Warfare Training	
305D Mountain Warfare	
305E Nurse Summer Training (6 hrs.)	
Total Hours	22/25

Senior Year

Military Science 401, 401L	5
Military Science 402, 402L	5
History 313	3
Total Hours	13
TOTAL	**48/51**

*These courses are not required by all students in order to earn a commission as a Second Lieutenant in the U.S. Army.

Minor in Military Science

All students choosing to pursue a minor in Military Science must be contracted.

Military Science 301, 301L	5
Military Science 302	5
Military Science 303	3
Military Science 401	5
Military Science 402, 402L	5
History 313	3
TOTAL	**26**

Military Science Electives:

MS 103, MS 104, MS 205 & MS 206
Total Elective Hours: 4

AIR FORCE AEROSPACE STUDIES

Air Force ROTC is offered at Louisiana Tech University through the ICP Program. Questions about this program should be directed to:

Department of Air Force Aerospace Studies
P.O. Box 3154
Ruston, LA 71272
(318) 257-2741
www.latech.edu/tech/afrotc.

Air Force ROTC is open to all students in any major pursuing a bachelor's degree. The mission of AROTC is to train students to become future leaders in the U.S. Air Force and America. AFROTC provides instruction and experience to all cadets in a diverse environment so they can graduate with the knowledge, character and motivation essential to becoming leaders in the world's most respected Air Force. Individuals who successfully complete the 3-4 year program will be commissioned as Second Lieutenants in the U.S. Air Force.

Requirements for Admission
General Military Course (GMC) (Freshmen and Sophomores): Must possess good moral character, must meet age requirements for commissioning, must be medically qualified, and must be admitted to GSU as a full-time student.

Professional Officer Course (POC) (Juniors and Seniors): Students are selected for the POC on a competitive basis. In addition to GMC requirements, they must meet mental and physical requirements for commissioning, have satisfactorily completed 60 semester hours toward their degree, satisfactorily completed a 4-week field training unit and be in good standing with GSU.

Application Requirements
There is no application procedure. Students register for AFROTC through the ICP program at GSU. Any student may enroll in the GMC, and it incurs no military obligation unless already on scholarship. Students compete for entry into the POC during their last two years of college. Selection to the POC is highly selective and based on scholarship qualifications and successful completion of field training.

Leadership Laboratory Training
In addition to academic training, enrollment in the correspondence Leadership Lab is open to students who are eligible to pursue a commission through Air Force ROTC. It consists of physical, military and leadership training including the operation of the Cadet Corps, comprised exclusively of cadets.

Field Training (FT)
All cadets must complete Field Training, which consists of academic work, orientation to the Air Force environment, and traditional military training. Cadets will compete to attend the 4-week FT which normally occurs between the sophomore and junior years.

Books and Uniforms
All uniforms and textbooks required for AFROTC courses are furnished by the U.S. Air Force. Each member of AFROTC will make a refundable deposit of $10 to cover possible uniform loss or damage. Information on the curriculum is available in the Louisiana Tech Catalog. Scholarship information is available in the Undergraduate Admissions and Financial Information section of the catalog, the Offices of Admissions, Financial Aid, and Records and Registration.

COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences is composed of twelve (12) academic departments: Biological Sciences, Chemistry, Computer Science, Engineering Technology, English and Foreign Languages, Family and Consumer Sciences, History, Mathematics and Physics, Music, Political Science and Public Administration, Sociology/Psychology, and Visual and Performing Arts. The College of Arts and Sciences strives to (1) provide an environment that fosters and encourages excellence in scholarship by students and faculty; (2) prepare students for graduate and professional schools as well as for careers related to their fields of study; (3) promote faculty research and creativity; and (4) prepare students for living in a dynamic global society.

The degree programs offered in the college are listed below.

Bachelor of Arts (BA) Degrees
English
History
Music
Political Science
Psychology, General
Sociology
Visual and Performing Arts

Bachelor of Science (BS) Degrees
Biological Sciences
Chemistry
Child Development & Early Literacy
Computer Science
Engineering Technology
Mathematics and Physics

Masters Degrees
Master of Public Administration
Master of Art in Social Sciences

DEPARTMENT OF BIOLOGICAL SCIENCES

Faculty
Department Head: Dr. Felix Ifeanyi
Professors: Dr. Felix Ifeanyi and Dr. Waneene Dorsey
Associate Professors: Dr. Dagne Hill and Dr. Benjamin Martin
Assistant Professors: Dr. Stacey Duhon, Dr. Paul Kim, Dr. Hung Tat Leung, and Dr. Melvenia Martin
Instructor: Ms. LaQuetta Anderson

The mission of the Department of Biological Sciences is to provide an excellent educational preparation in pre-professional areas of study for students interested in medicine, dentistry, and other allied health professions, and for graduate study in biomedical sciences. The department also prepares students for careers as environmental scientists and secondary school biology teachers. By providing a nurturing environment, the Department of Biological Sciences strives to help students reach their full potential and their academic goals.

The Department of Biological Sciences offers the Bachelor of Science degree in Biology with concentrations in General Biology and Environmental Science. A total of 120 semester hours of course work is required to complete the requirements for each concentration area. This includes 15 semester hrs of courses specific to the general biology, and 16 semester hours of biology courses specific to the environmental science concentration areas. The general biology concentration is recommended for students who plan to pursue medical, dental or other allied health professions or graduate programs in biomedical sciences. Students interested in careers in monitoring, protection and conservation of the environment or graduate studies in environmental biology, should consider the environmental science concentration area. Students who minor in biology are required to take a total of 18 credit hours. Courses needed to complete a minor in biology are BIOL 302, 304, 305, and 6 hrs of biology electives at 200 level or above. Only grades of "C' or higher are acceptable in major and supporting courses.

General Biology Concentration

Freshman Year

Biology 113, 115	4
Biology 114,116	4
Chemistry 111, 113	4
Chemistry 112, 114	4
English 101 & 102	6
First Year Experience 101 & 102	2
Mathematics 147 & 148	6
Total Hours	30

Sophomore Year

Biology 202	4
Biology 206	4
Chemistry 223, 225	4
Chemistry 224, 226	4
Physics 109, 111	4
Physics 110, 112	4
English 200	3
History101	3
General Education Testing 300*	0
Total Hours	30

Junior Year

Biology 302	4
Biology 304	4
Biology 305	4
Chemistry 461	3
Economics 201	3
Foreign Language **	6
Mathematics 153	3
Social Science 101	3
History104	3
Total Hours	33

Senior Year

Biology 408	1
Biology 459, 461	4
Biology 463, 465	4
Biology 499	3
Art 210	3
Electives***	12
Total Hours	27
TOTAL	**120**

*The Rising Junior Examination (RJE) must be taken during the second semester of the sophomore year.
**The six hours of Foreign Language is met by completing six hours in the same language.
***Electives must be approved by Advisor and Department Head.

Environmental Science Concentration

Freshman Year

Biology 113,115	4
Biology 114,116	4

First Year Experience 101 & 102	2
English 101&102	6
Chemistry 111,113	4
Chemistry 112,114	4
Mathematics 147&148	6
Total Hours	30

Sophomore Year

History 101	3
History104	3
English 200	3
Physics 109,111	4
Physics110,112	4
Biology 206	4
Chemistry 223,225	4
Chemistry 224,226	4
General Education Testing 300*	0
Total Hours	29

Junior Year

Biology 302	4
Biology 304	4
Biology 215	3
Biology 312	3
Biology 315	4
Mathematics 153	3
Economics 201	3
Social Science101	3
Foreign Language **	6
Total Hours	33

Senior Year

Biology 408	1
Biology 409	3
Biology 499	3
Biology 418	3
Mathematics 273	3
Art 210	3
Electives***	12
Total Hours	28
TOTAL	**120**

*The Rising Junior Examination (RJE) must be taken during the second semester of the sophomore year.
**The six hours of Foreign Language is met by completing six hours in the same Language.
***Electives must be approved by Advisor and Department Head.

DEPARTMENT OF CHEMISTRY

Faculty
Department Head: Dr. Danny Hubbard
Professors: Dr. Frank Ohene and Dr. Connie Walton
Associate Professors: Dr. Bobby Burkes and Dr. Danny Hubbard
Assistant Professors: Dr. Tony Perry and Dr. Gernerique Stewart

The Department of Chemistry offers a wide variety of undergraduate courses and programs in Chemistry to prepare students for careers in chemistry and to provide the chemical understanding required for a variety of other fields. The degree awarded is a Bachelor of Science in Chemistry. In order to achieve this, the faculty strives to establish and maintain a program of excellence that provides foundations and support for several different concentrations including: (1) the General Chemistry Concentration that includes selection of courses tailored towards pre-professional career choices, such as, pre-medicine, or pre-pharmacy; (2) ACS Certified Professional Concentration in Chemistry that is accredited by the American Chemical Society. The ACS certified concentration requires additional advanced coursework and hands-on experience in laboratory research; and (3) the Forensic Chemistry Concentration which includes a significant component of the General BS degree in chemistry requirements and a set of approved core of courses in biology and criminal justice. A minor in chemistry can be earned after completion of 18 credit hours of 200 level and above courses in chemistry.

Professional Chemistry Concentration

Freshman Year

Chemistry 111, 113	4
Chemistry 112, 114	4
Biology 113, 115	4
Mathematics 153 & 154	6
Physics 153, 153L	4
English 101 & 102	6
First Year Experience 101 & 102	2
History 101	3
Total Hours	33

Sophomore Year

Chemistry 223, 225	4
Chemistry 224, 226	4
Chemistry 230, 232	5
Chemistry 236	2

Mathematics 201	3
Physics 154, 154L	4
Art 210	3
English 207	3
History 104	3
General Education Testing 300	0
Total Hours	31

Junior Year

Chemistry 341, 343	4
Chemistry 342, 344	4
Chemistry 451	1
Chemistry 461	3
Computer Science 110	3
Mathematics 403	3
English 200	3
Foreign Language	6
Social Science 101	3
Total Hours	30

Senior Year

Chemistry 430, 432	5
Chemistry 434	3
Chemistry 450	3
Chemistry Electives*	4
Electronics Engineering Technology 202	3
Electronics Engineering Technology 222	1
Economics 201	3
Electives*	4
Total Hours	26
TOTAL	**120**

*Electives must be approved by advisor and department head. Recommended chemistry electives: CHEM 410 with CHEM 420 or CHEM 470; or CHEM 462/464.

General Chemistry Concentration

Freshman Year

Chemistry 111, 113	4
Chemistry 112, 114	4
Biology 113, 115	4
Mathematics 153 & 154	6
Physics 153, 153L	4
English 101 & 102	6
First Year Experience 101 & 102	2
History 101	3
Total Hours	33

Sophomore Year

Chemistry 223, 225	4
Chemistry 224, 226	4
Chemistry 230, 232	5
Mathematics 201	3
Physics 154, 154L	4
Art 210	3
English 200	3
History 104	3
Social Science 101	3
General Education Testing 300	0
Total Hours	32

Junior Year

Chemistry 341, 343	4
Chemistry 342, 344	4
Chemistry 461	3
Computer Science 110	3
Economics 201	3
English 207	3
Foreign Language	6
Electives*	4
Total Hours	30

Senior Year

Chemistry 430, 432	5
Chemistry 450	3
Chemistry 451	1
Free and Science Electives*	15
Total Hours	24
TOTAL	119

*Electives must be approved by advisor and department head. Recommended science electives: CHEM 410 with CHEM 420, 434, 470; CHEM 462,464, BIOL 302, 304.

Forensic Chemistry Concentration

Freshman Year

Chemistry 111, 113	4
Chemistry 112, 114	4
Biology 113, 115	4
Biology 114, 116	4
Criminal Justice 101	3
Mathematics 153 & 154	6
English 101 & 102	6
First Year Experience 101 & 102	2
Total Hours	33

Sophomore Year

Chemistry 223, 225	4
Chemistry 224, 226	4
Chemistry 230, 232	5
Criminal Justice 202	3
Forensic Chemistry 202	1
Mathematics 273	3
Art 210	3
English 200	3
History 101	3
Foreign Language	3
General Education Testing 300	0
Total Hours	32

Junior Year

Chemistry 341, 343	4
Chemistry 461	3
Criminal Justice 211	3
Computer Science 206	3
Forensic Chemistry 302	2
Physics 153, 153L & 154, 154L	8
History 104	3
Foreign Language	3
Social Science 101	3
Total Hours	32

Senior Year

Chemistry 430, 432	5
Chemistry 462, 464	4
Criminal Justice 496	3
Forensic Chemistry 455	4
English 207	3
Economics 201	3
Total Hours	22
TOTAL	119

*Electives must be approved by advisor and department head. Recommended science electives: CHEM 342, 344; CHEM 410; CHEM 434; NUR 205; BIOL 207, 207L; BIOL 305

DEPARTMENT OF COMPUTER SCIENCE

Faculty
Coordinator: Dr. Yenumula B Reddy
Professor: Dr. Yenumula Reddy
Assistant Professor: Dr. Nelly Delassy-Gassant

The Department of Computer Science seeks to meet the computer science needs of the State of Louisiana and the nation by producing graduates who possess the skills and knowledge necessary to be productive computer scientists. The department provides the basic education necessary for careers in computer science and related fields.

The Computer Science Department seeks to prepare students for graduate study in computer science and to provide the fundamental knowledge and skills in computer science that will allow students to pursue careers in these disciplines and closely related disciplines.

The department offers a Cooperative Education Program which involves alternate periods of work and university study. Students participating in the program receive credit for the off-campus work experiences by registering at the university and receive pay for their work. Participation in the Cooperative Education Program is on a voluntary basis. The program is available to all computer science students who have completed two years of academic study with a cumulative grade point average of 3.0 or higher.

The department offers the Bachelor of Science (BS) degree in Computer Science and the program is accredited by the Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET). Faculty members in the department strive to offer, through teaching and research, educational experiences that nurture students intellectually and ethically, and that assist them in reaching their academic goals.

The baccalaureate degree program in computer science requires completion of 46 hours of course work in computer science and 33 hours of supporting courses in the sciences and mathematics. Additionally, students seeking a degree in either discipline must complete the requirements of the general education program. Only grades of "C" or higher are acceptable in major and supporting courses.

Computer Science Curriculum Plan

Freshman Year

Computer Science 110 & 120	6
Biology 113, 115	4
English 101 & 102	6
First Year Experience 101 & 102	2
History 101	3

History 104		3
Mathematics 153* & 154		6
	Total Hours	30

Sophomore Year

Computer Science 210		3
Computer Science 225		3
Computer Science 235		3
Mathematics 201		3
Mathematics 273		3
English 200		3
English 207		3
Physics 153, 153L		4
Computer Science 201		3
Theatre 212		3
General Education Testing 300		0
	Total Hours	31

Junior Year

Computer Science 310		3
Computer Science 320		3
Computer Science 336		3
Computer Science 345		3
Computer Science 360		3
Mathematics 274		3
Mathematics 309		3
Mathematics 421		3
Physics 154, 154L		4
Social Science 101		3
	Total Hours	31

Senior Year

Computer Science 400		1
Computer Science 406		3
Computer Science 414		3
Computer Science 419		3
Computer Science Electives (400 Level)		6
Art 105		3
Economics 201		3
Foreign Language		6
	Total Hours	28
	TOTAL	**120**

*Electives must be approved by advisor and department head. Based on mathematical knowledge, students may be required to take MATH 147/148 prior to taking MATH 153.

Electives

Computer Science 415	3
Computer Science 424	3
Computer Science 426	3
Computer Science 428	3
Computer Science 445	3
Computer Science 450	3
Computer Science 456	3
Computer Science 459	3
Computer Science 462	3

CO-OP courses

Computer Science 371	3
Computer Science 372	3
Computer Science 471	3
Computer Science 472	3

DEPARTMENT OF ENGINEERING TECHNOLOGY

Faculty
Department Head: Dr. Olusegun Adeyemi
Professors: Dr. Shueh-Ji Lee and Dr. Benedict Nwokolo
Associate Professors: Dr. Olusegun Adeyemi, Dr. Mahmoud Hosseini, and Dr. Edwin Thomas
Assistant Professors: Ms. Amy Jo Jones

The Department of Engineering Technology seeks to meet the engineering technology needs of the State of Louisiana and the nation by producing graduates who possess the skills and knowledge necessary to be productive engineering technologists. The department provides the basic education necessary for careers in engineering technology and related fields.

The department offers concentrations in electronics engineering technology, and drafting and design engineering technology leading to the Bachelor of Science degree in Engineering Technology. Both programs are accredited by the Engineering Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (ETAC/ABET), 111 Market Place, Suite 1050,

Baltimore, MD 21202-4012. Engineering Technology majors must complete eighty-seven hours of General Education and Engineering Technology core courses, and thirty-seven hours in their major concentration.

The department, working with certain industrial firms, offers a Cooperative Education Program which involves alternate periods of work and university study. Students participating in the program receive credit for the off-campus work experiences by registering at the university and receive pay for their work from the industrial firms. Participation in the Cooperative Education Program is on a voluntary basis. The program is available to all engineering technology students who have completed two years of academic study with a cumulative grade point average of 3.0 or higher.

The concentration in **Electronics Engineering Technology (EET)** curriculum is designed to provide students with the competencies necessary for either graduate study or professional careers in the electrical/electronics industry. The emphases in this area are placed on theoretical concepts, analysis and design techniques, systems applications and practical hands-on experiences. Required coursework includes electrical circuit fundamentals, electronic devices, instrumentation, materials and processing, microprocessors, automatic controls, and communication systems. Students in Electronics Engineering Technology concentration must complete twenty-nine hours of required technical courses and eight hours of technical electives. Only grades of "C" or higher are acceptable in major and supporting courses.

Drafting and Design Engineering Technology (DDT) students are trained in mathematics, engineering principles and design. Students design, analyze and develop models using the latest computer-aided design software and 3-D equipment. Students in Drafting and Design Engineering Technology concentration must complete twenty-eight hours of required technical courses and nine hours of technical electives. Only grades of "C" or higher are acceptable in major and supporting courses.

The Department also offers courses in manufacturing and construction engineering technology.

Electronics Engineering Technology Concentration

Freshman Year

Engineering Technology 101	2
History 101	3
Engineering Technology 103	3
Engineering Technology 104, 124	3
Biology113, 115	4
English 101 & 102	6
First Year Experience 101 & 102	2
Mathematics 153 & 154	6
Social Science 101	3
Total Hours	32

Sophomore Year

Electronics Engineering Technology 201, 221	3
Electronics Engineering Technology 202, 222	4
Engineering Technology 202, 222	3
Engineering Technology 208, 228	3
Physics 153, 153L & 154, 154L	8
History 104	3
Economics 201	3
English 200	3
Mathematics 273	3
General Education Testing 300	0
Total Hours	33

Junior Year

Electronics Engineering Technology 301, 321	4
Electronics Engineering Technology 302, 322	3
Electronics Engineering Technology 303, 323	4
Electronics Engineering Technology 304, 324	4
Electronics Engineering Technology 306, 326	4
Engineering Technology 303, 323	3
English 305	3
Engineering Technology 102	2
Art 210	3
Total Hours	30

Senior Year

Electronics Engineering Technology 401, 421	3
Engineering Technology 402	2
Engineering Technology 410	2
Engineering Technology 430	2

Foreign Language	6
Electives*	14
Total Hours	29
TOTAL	**124**

*Electives must be approved by advisor and department head.

Drafting and Design Engineering Technology Concentration

Freshman Year

English 101 & 102	6
Engineering Technology 101	2
History 101	3
Engineering Technology 103	3
Engineering Technology 104, 124	3
Social Science 101	3
First Year Experience 101 & 102	2
Biology 113, 115	4
Mathematics 153 & 154	6
Total Hours	32

Sophomore Year

Drafting Design Technology 201	3
Drafting Design Technology 202	3
Engineering Technology 202, 222	3
Engineering Technology 208, 228	3
English 200	3
History 104	3
Physics 153, 153L & 154, 154L	8
Mathematics 273	3
General Education Testing 300	0
Economics 201	3
Total Hours	32

Junior Year

Drafting Design Technology 307	3
Engineering Technology 301	3
Engineering Technology 303, 323	3
Engineering Technology 306, 326	4
Engineering Technology 302	3
Art 210	3
English 305	3
Engineering Technology 102	2
Electives*	6
Total Hours	30

Senior Year

Drafting Design Technology 403	3
Engineering Technology 402	2
Engineering Technology 410	2
Engineering Technology 430	2
Manufacturing Engineering Technology 401	3
Manufacturing Engineering Technology 304	3
Foreign Language	6
Electives*	9
Total Hours	30
TOTAL	124

*Electives must be approved by advisor and department head.

DEPARTMENT OF ENGLISH AND FOREIGN LANGUAGES

Coordinator: Dr. Beatrice McKinsey

English Faculty
Professors: Dr. Jim Kim, Dr. Ruby Lewis, and Dr. Hugh Wilson
Associate Professors: Dr. Edward Black, Dr. David Hodges, Dr. Uju Ifeanyi, Dr. Beatrice McKinsey, Dr. Jennifer McMullen, and Dr. Teresa Washington
Assistant Professors: Dr. James Clawson, Dr. Mica Gould, Ms. Nellie Harvey, Dr. Charles Snodgrass, Dr. Thomas Tracy, and Dr. Evelyn Wynn

Foreign Language Faculty
Associate Professor: Dr. Chimegsaikhan Banzar
Assistant Professor: Dr. Miguel De Feo

The Department of English and Foreign Languages seeks to promote the literary heritage of language and to provide instruction in written and oral communication skills that underlie all disciplines. As such, the department is dedicated to helping students develop their reading, writing, critical thinking, and information technology skills to facilitate success in all their studies. In so doing, the department seeks to help students expand their horizons, clarify their thoughts, develop their imaginations and their abilities while enhancing their ethical sensitivity and promoting an

appreciation of diverse cultures through literature. The department also aims to have students better understand other cultures and civilizations. In order to further these goals, exposure to literary masterpieces that reflect the hopes and aspirations, anxieties, frustrations, successes, and failures of humanity is an integral part of the curriculum. The Department of English and Foreign Languages promotes diverse modalities of instruction, scholarly research, and community service.

The department also seeks to increase student preparation for the Praxis examination on topics in American Literature, English Literature, Composition, Research and Linguistics. Through workshops, varied reading and recurrent writing, the development of the literary imagination, the sharpening of intellectual reasoning, and the encouragement of ethical reflection, the department aspires to prepare students for careers and post-graduate studies.

Additionally, the department also seeks to prepare students to minor in French and Spanish in the fields that extensively use languages. All students who take foreign languages courses are better prepared for the job market and to understand other cultures and civilizations.

English (General)

The Department of English and Foreign Languages offers a Bachelor of Arts (BA) degree in General English. English majors are required to complete 18 semester hours of English core courses and 36 semester hours of courses in General English. English majors must complete the requirements of the General Education Program, and earn grades of "C" or higher in English and supporting courses.

English Education, Grades 6-12

The Bachelor of Arts (BA) degree in English Education, Grades 6-12 is awarded to candidates who complete the 122 hour program in general, specialized academic, and professional education areas. The program leads to initial teacher licensure (certification) at the secondary level. Candidates must check with their academic advisors for updated curriculum changes, required by state and national accreditation agencies that may affect existing requirements.

Minor

The department offers a minor in English, French, and/or Spanish that requires the completion of 18 credit hours in upper-division (300-400 level) courses. See department head or advisor for specifics.

Louisiana Foreign Languages Electronic Learning Consortium

The Department of English and Foreign Languages makes available courses in Arabic, German, Latin, and French via compressed video. This is done in cooperation with Nicholls State University, the University of Louisiana at Lafayette, the University of Louisiana at Monroe, and Southern University at Baton Rouge.

The following courses are offered:

- ARAB 101 Arab I
- ARAB 102 Arabic II
- ARAB 201 Arabic III
- ARAB 202 Arabic IV
- GERM 101 German I
- GERM 102 German II
- GERM 201 German III
- GER 202 German IV
- LATN 101 Latin I
- LATN 102 Latin II
- LATN 201 Latin III
- LATN 202 Latin IV
- 300+ level French courses

Students must obtain permission of the Head of the Department of English and Foreign Languages to take one of the language courses offered via compressed video.

Writing Enhancement Lab

The Writing Enhancement Lab is under the direction of the Department of English and Foreign Languages and is available to all students enrolled at the University. The laboratory assists GSU students in the improvement of writing skills and offers assistance to students with any writing assignment. The lab is staffed by a director and student tutors. The Writing Enhancement Lab sponsors workshops on how to develop a research paper. The topics presented in the workshop include: avoiding plagiarism; selecting a research topic; developing a thesis statement; evaluating sources; introducing sources in a paper; and developing a formal outline. The Writing Enhancement Lab's regular hours are Monday through Friday from 10:00 a.m. to 4:00 p.m.

Foreign Language Lab

The Foreign Language Lab is under the direction of the Department of English and Foreign Languages. The lab provides students with the latest technologies to enhance their language learning. The lab is equipped with state-of the-art computers, a smartboard, a variety of foreign language and cultural DVDs, CDs, videos and tapes designed to aid students in building their language skills. Students are encouraged to access foreign language websites, listen to dialogues and songs in the target language, employ Internet-based exercises, watch news and view films pertaining to current events and cultures of the countries whose language they are studying.

General English Curriculum Plan

Freshman Year

English 101 & 102	6
Biology 103, 105	4
Biology 104, 106	4
First Year Experience 101 & 102	2
History 101	3
History 104	3
Mathematics 147 & 148	6
Social Science 101	3
Total Hours	31

Sophomore Year

English 200	3
English 202, 203, 204, 205, 206, 207, 213, or 219	6
Art 210	3
Economics 201	3
Foreign Language	6
Humanities 200, 201, 202, or 301	6
Physical Science 105	3
General Education Testing 300	0
Total Hours	30

Junior Year

English 301 and/or 302*	3-6
English 310	3
English 311	3
English Electives**	6
Electives***	12
Philosophy 201	3
Total Hours	30-33

Senior Year

English 401 and/or 402*	3-6
English 404	3
English 407	3
English 408	3
English 420	3
English 451	3
English Electives**	1-3
Electives***	5
Total Hours	26-29
TOTAL	**120**

***English Literature Concentration** requires 6 hours of English Literature (ENG 301 and 302) and 3 hours of American Literature (ENG 401 or 402); **American Literature Concentration** requires 6 hours of American Literature (ENG 401 and 402) and 3 hours of English Literature (ENG 301 or ENG 302).
**English Electives can be chosen from any of the 300-400 level English courses. Students must complete 9 hours of English electives courses.
*** Electives must be approved by advisor and department head.

English Education Curriculum Plan

Freshman Year

Education 111 & 112	2
Education 162	3
English 101 & 102	6
Art 210	3
Biology 103	3
History 101 or History 104	3
Mathematics 147 & 148	6
Science 105 & 106	6
Total Hours	32

Sophomore Year

Education 200 or 204	3
Education 300	3
Education 322	3
English 200	3
English 301	3

English 315		3
English 404		3
English 408		3
Foreign Language		6
Social Science 101		3
General Education Testing 300		0
	Total Hours	33

Junior Year

Education 312		3
Education 317		3
Education 328		3
English 302		3
English 310		3
English 311		3
English 401		3
English 402		3
English 455		3
Economics 201		3
	Total Hours	30

Senior Year

Education 402		3
Education 427		3
Education 453		3
Education 455		9
English 407		3
English 415		3
English 450		3
	Total Hours	27
	TOTAL	122

DEPARTMENT OF FAMILY AND CONSUMER SCIENCES

Faculty
Coordinator: Dr. Glenda J. Island
Associate Professors: Dr. Glenda J. Island and Dr. Frankie Rabon

The Department of Family and Consumer Sciences offers the Bachelor of Science Degree in Child Development and Early Literacy (Prenatal-PreK-3) with 2 concentration options: (1) Teacher Certification Option and (2) General Option.

Graduates of the Department of Family and Consumer Sciences are professionals in teaching the emergent child and promoting family awareness. The Department of Family and Consumer Sciences is dedicated to improving the quality and standards of individual and family life.

The Child Development program is designed to further the education of childcare professionals and paraprofessionals and to prepare students for employment in child development and early childhood education. The major emphasis in the child development program is family and child development over the life span. Students gain an understanding of the development of children and adults and their interaction in the family and society. Students majoring in child development enroll for credit in observation, practicum and internship field experiences as a critical part of their program of study. The program offers opportunities for students who aspire to: work with children and their families; teach young children**;** own or operate a day care center**;** work with children in camps and special programs**;** ensure the health, safety, and well-being of children**;** and want to help parents improve the quality of life for children.

Graduates in child development work with children from prenatal through age eight as teachers, administrators, or specialists in the following career settings:

- Head Start Centers
- Child Care Centers
- Day Home Centers
- Family Child Care Homes
- Morning Preschool Programs
- After-School Programs
- Home Visitation Programs
- Parenting Programs
- Early Intervention Programs
- Community Agencies
- Child Health Services
- Summer Camp Programs
- Children and Youth Organizations
- Programs for Children with Differing Abilities
- Early Childhood Education Programs in Private and Public Schools
- Private or Government Funded Child Development Programs

The Bachelor of Science Degree in Child Development and Early Literacy (Prenatal-PreK-3) is awarded to students who complete 120 or 124 hour program of study. Students are required to meet with an advisor in the Department of Family and Consumer Sciences for approval of course selections.

Student Requirements:

- Admission to FCS Degree Program
- Maintain 2.0 GPA in major
- Grades lower than "C" are not accepted
- Attend Student Meetings, workshops, seminars, scheduled by the FCS Department
- Attend Praxis workshops, labs, and activities scheduled by the FCS Department
- Complete career and professional development projects/assignments scheduled by the FCS Department
- Earn 160 Service Learning Hours to meet requirements for graduation
- Earn 120 (minimum 15 hours per semester) FCS Professional Development Hours to meet requirements for graduation
- Meet with advisor 2 times per semester for advisement and career planning
- Maintain Career Plan/Professional Portfolio
- Submit background checks, fingerprint records and other requirements before participating in observation, practicum, or internship classes or activities.
- Maintain professional decorum at all times

BS in Child Development & Early Literacy Curriculum Plan

General Concentration

Freshman Year

First Yr. Experience 101 or Education 111	1
First Yr. Experience 102 or Education 112	1
History 101 & 104	6
English 101 & 102	6
Science 105 or Chemistry 101	3
Child Dev/Family Relations 100	3
Education 216	3
Mathematics 147 & 148	6
Biology 113	3
Total Hours	32

Sophomore Year

Biology 114	3
Education 217	3
Art 210	3
Economics 201	3
English 200 & 207	6
Food and Nutrition 204 or 205	3
Child Dev/Family Relations 200, 204 or 304	3
Foreign Languages	6
General Education Testing 300	0
Total Hours	30

Junior Year

Child Dev/Family Relations 259	3
Child Dev/Family Relations 301	3
Child Dev/Family Relations 306	3
Child Dev/Family Relations 330	3
Education 300	3
Education 305	3
Education 317	3
Education 325	3
FCS 310 or CDFR 210	3
Mathematics 313	3
Total	30

Senior Year

Child Dev/Family Relations 360	3
Child Dev/Family Relations 361	3
Child Dev/Family Relations 400	3
Child Dev/Family Relations 450	3
Child Dev/Family Relations 460	3
Education 431	3
Family and Consumer Sciences 470	3
Electives*	7
Total Hours	28
TOTAL	**120**

** Required Electives: CDFR 103, 105, 204, 209, 300, 402, 404, ED 215, FN 303, HM 212*

Teacher Certification Concentration

Freshman Year

Education 111*	1
Education 112 *	1
Education 215	3
Biology 113	3
English 101 & 102	6
History 101 & 104	6
Mathematics 147 & 148	6
Science 105	3

Chemistry 101		3
	Total Hours	32

Sophomore Year

Child Dev/Family Relations 100		3
Child Dev/Family Relations 200, 204 or 304*		3
Education 216		3
Education 217		3
Art 210		3
Economics 201		3
English 200		3
English 207		3
Food and Nutrition 204 or 205		3
Math 273		3
General Education Testing 300		0
	Total Hours	30

Junior Year

History 322		3
Math 313		3
Child Dev/Family Relations 330		3
Child Dev/Family Relations 360*		3
Education 300		3
Education 312		3
Education 316		4
Education 317		3
Education 325		3
Education 328*		3
	Total Hours	31

Senior Year

Education 305		3
Child Dev/Family Relations 400		3
Education 402*		3
Education 427		3
Education 431		3
Education 452		6
Education 455		9
	Total Hours	30
	TOTAL	**123**

** Required Electives: CDFR 200, CDFR 204, CDFR 304, CDFR 360, ED 402, ED 111. ED 112, ED 328*

DEPARTMENT OF HISTORY

Interim Department Head: Dr. Roshunda Belton

Bachelor of Arts in History

Undergraduate Faculty
Associate Professors: Dr. William Horton
Assistant Professors: Dr. Roshunda Belton, Dr. Brian McGowan, and Dr. Douglas Thomas

The Department of History serves a threefold purpose: 1) to provide service courses in the University's General Education Program; 2) to offer a major program of study to prepare students for graduate study and/or professional pursuits in other fields; and 3) to offer minor programs of study in History and in the area of Black Studies.

The department houses not only the history faculty and program but also faculty members in the fields of philosophy and geography. The University does not offer baccalaureate degrees in philosophy and geography; however, several academic departments require support courses in these fields.

The department offers the Bachelor of Arts degree with concentrations in General History and Social Studies Education.

A minor in Black Studies requires the completion of eighteen credit hours in history; twelve in specified courses and six from a set of elective courses. A Black Studies minor provides the foundation for additional study in several disciplines. A minor in general history requires the completion of at least eighteen credit hours excluding HIST 101 and 104.

B.A. in History Curriculum Requirements

Core Courses

Art 210	3
Biology 103	3
Biology 104	3
Chemistry 101	3
Economics 201	3
English 101 & 102	6
English 200	3
FYE 101 & 102 or Education 111 & 112	2
Foreign Language	6
Geography 201	3
History 101	3

History 104	3
History 201	3
History 202	3
Humanities 200, 201, 202, or 301	3
Mathematics 147 & 148	6
Political Science 201	3
Social Science 101	3
General Education Testing	0
Total Hours	62

General History Concentration

Philosophy 201	3
Foreign Language	3
Geography 308 or 405	3
History 304	3
History 319 or 320	3
History 339 or 340	3
History 490	3
U. S. History	9
Non - U. S. History	9
Electives*	19
History 300 or 400 level	6
Political Science 320, 330, or 405	
Art 215, 216, 412, or THEA 312	3
Free Electives	7
Total Hours	58
TOTAL	**120**

*Electives must be approved by advisor and department head.

Social Studies Education Concentration

Education 200 or 204	3
Education 300	3
Education 312	3
Education 317	3
Education 427	3
Education 322	3
Education 453	3
Education 406	3
Education 455	9
Total Hours	33

Flexible Hours

Political Science 300	3
Sociology 200	3
Psychology 200	3
Geography 308 or 405	3
Education 162	3
Education 328	3
Education 402	3
History 322	3
History 310	3
History 312	3
History 319	3
History 320	3
History 341	3
History 342	3
TOTAL	**122**

Master of Arts in Social Sciences

Graduate Faculty
Coordinator: Dr. Roshunda Belton
Professors: Dr. Roshunda Belton, Dr. Pernella Deams, Dr. Lawanna Gunn-Williams, Dr. Brian McGowan, Dr. Matthew Sheptoski, Dr. Douglas Thomas, and Dr. J. Russell Willis

The major objective of the Master of Arts in Social Sciences degree program is to prepare students for teaching careers at the community college level and advance study. It also prepares students to pursue the terminal degree and promotes scholarship and research.

The Master of Arts in Social Sciences program is an interdisciplinary program involving history, political science, psychology, and sociology. To complete the program, a student must take 30 semester credit hours consisting of 6 hours of core courses, 18 hours in a concentration area and 6 hours of thesis credit. If opting for non-thesis, 6 hours of electives substitute for thesis credit.

Requirements for Admission to the MA in Social Sciences Program

- Regular admission to the Graduate School.
- A bachelor's degree from an accredited college or university in the United States or proof of an equivalent education at a foreign university.
- A 3.0 or higher GPA on the undergraduate level.
- The GRE (Verbal and Quantitative)

Requirements for Graduation from the MA in Social Sciences Program

- Completion of 30 hours of course work with a minimum GPA of 3.00.
- A grade of "B" or higher in the writing seminar course

- Pass the comprehensive exam (and oral exam, if necessary)

Master of Arts in Social Sciences Curriculum Plan

Writing Seminar or Social Science 506	3
Social Science 500	3
Concentration Area	18
Thesis or Electives (non-thesis)	6
TOTAL HOURS	**30**

Areas of Concentration

History
Political Science
Psychology
Sociology

Student should see department advisor for other requirements and specifics for each concentration.

- **History (18 hours required)**

History 540	3
History 541	3
History 542	3
History 543	3
History 544	3
History 547	3
History 548	3

- **Political Science (18 hours required)**

Political Science 512	3
Political Science 513	3
Political Science 516	3
Political Science 517	3
Political Science 522	3
Political Science 525	3
Political Science 530	3
Political Science 546	3

- **Psychology (18 hours required)**

Psychology 500	3
Psychology 505	3
Psychology 510	3
Psychology 521	3
Psychology 522	3
Psychology 526	3

- **Sociology (18 hours required)**

Sociology 500	3
Sociology 505	3
Sociology 510	3
Sociology 511	3
Sociology 512	3
Sociology 520	3
Sociology 525	3
Sociology 530	3
Sociology 535	3
Sociology 537	3
Sociology 545	3

DEPARTMENT OF MATHEMATICS AND PHYSICS

Acting Department Head: Dr. Danny Hubbard

Mathematics Faculty
Professors: Dr. Abdulalim Shabazz, and Dr. Parashu Sharma
Associate Professors: Dr. Avaine Strong, Dr. Carl Roberts, and Dr. Frederick Semwogerere
Assistant Professors: Dr. Bassidy Dembele, Mr. Fredrick Gibson, and Dr. Leummim Yao
Instructors: Mr. Eugene Taylor

Physics Faculty
Professors: Dr. Makram A. Himaya and Dr. Naidu Seetala
Associate Professors: Dr. Pedro Derosa, Dr. Avaine Strong, and Dr. Matthew Ware
Assistant Professors: Mr. Lee Britt
Instructor: Mr. Liang Zhu

The primary focus of the Department of Mathematics and Physics is the provision of excellent instruction at the undergraduate level. The department strives to provide students with the knowledge and skills necessary for lifelong learning, an understanding of the physical aspects of the universe, and the ability to comprehend advancements in the physical and mathematical sciences. The mathematics and physics

program offers a firm (undergraduate) foundation for careers in materials, pure and applied mathematics, physics, medicine, and business. It also provides excellent preparation for an actuarial science career and for rewarding positions in engineering, industry, education, and other fields.

The Mathematics and Physics Department also seeks to prepare students for graduate study and to provide the fundamental knowledge and skills in mathematics and physics that will allow students to pursue careers in these disciplines and closely-related disciplines. The program prepares students for rewarding fields of study in mathematics, physics, and related areas such as material science, actuarial science, medical physics, and engineering. The department also provides elementary mathematics and physical science courses to fulfill the goals of the University's general education program.

The department offers the Bachelor of Science (BS) with a major in Mathematics and Physics. This baccalaureate degree program allows students who seek a sound preparation in mathematics and physics to extensively explore the productive interaction between mathematics and physics and to find extraordinary opportunities (e.g., manufacturing, materials, engineering, aviation, nanoscience, insurance industry, financial institutions, government, advanced technologies, and education in critical areas of mathematics & physics). Through classroom work and lab projects, students learn physics and gain skills in mathematical computation, modeling, reasoning and analysis. Academically rigorous courses are taught by professors with terminal degrees from premier universities. who strive to offer, through teaching and research, educational experiences that nurture students intellectually and ethically, and that assist them in reaching their academic goals.

The department offers a BS in Mathematics and Physics and 2 curriculum concentrations: biomedical concentration, and a material science concentration

- The *biomedical science* concentration requires 33 hours. It affords students an opportunity for study of biomedical sciences using a core of courses in biology and chemistry. It prepares them for pursuing graduate degrees in biomedical sciences and research careers at national laboratories and industry.

- The *material science concentration* requires 34 hours affords the student the opportunity for the study of materials using a core of courses in physics, and a select set of courses in chemistry and engineering technology. This course of study will prepare the student for continued study of materials in graduate school or to pursue a career in the discipline upon completing the baccalaureate degree.

The BS degree in mathematics and physics is awarded to students who successfully complete the outlined program of study, the requirements of the general education program, and meet all other University requirements. Only grades of "C" or higher are acceptable in major and supporting courses.

Mathematics and Physics Curriculum Plan

Freshman Year

Mathematics 153 &154	6
Physics 153, 153L	4
Physics 154, 154L	4
Biology 113, 115	4
Chemistry 111, 113	4
English 101 & 102	6
First Year Experience 101 & 102	2
Total Hours	30

Sophomore Year

Mathematics 201	3
Mathematics 221	3
Mathematics 273	3
Physics 219	3
Physics 222	3
Art 210	3
English 200	3
History 101	3
History 104	3
Social Science 101	3
General Education Testing 300	0
Total Hours	30

Junior Year

Mathematics 301	3
Mathematics 306	3
Mathematics 309	3
Physics 301	1
Physics 304	3
Physics 305 & 306	6
Physics 350	3
Computer Science 110	3
Foreign Language	6

Total Hours	31

Senior Year

Mathematics 401	3
Mathematics 403	3
Mathematics 420	2
Mathematics 421	3
Physics 401	2
Physics 403 & 404	6
Physics 410	3
Economics 201	3
Elective*	3
Total Hours	28
TOTAL	**120**

*Elective can be chosen from Chemistry 112 or Biology 407.

Biomedical Science Concentration

Freshman Year

Mathematics 153 &154	6
Physics 153, 153L	4
Physics 154, 154L	4
Biology 113, 115	4
Chemistry 111, 113	4
English 101 & 102	6
First Year Experience 101 & 102	2
Total Hours	30

Sophomore Year

Mathematics 201	3
Mathematics 273	3
Physics 219	3
Physics 222	3
Art 210	3
Chemistry 112	3
English 200	3
History 101	3
History 104	3
Social Science 101	3
General Education Testing 300	0
Total Hours	30

Junior Year

Mathematics 309	3
Physics 201	1
Physics 301	1
Physics 304	3
Physics 305	3
Biology 304	4
Biology 305	4
Chemistry 223, 225	4
Chemistry 224, 226	4
Computer Science 110	3
Total Hours	30

Senior Year

Mathematics 403	3
Mathematics 420	2
Physics 403	3
Biology 459, 461	4
Biology 463	3
Chemistry 461	3
Economics 201	3
Foreign Language	6
Elective*	3
Total Hours	30
TOTAL	**120**

*Elective can be chosen from Physics 214, Physics 221L, Biology 312, Biology 407, or Biology 409.

Material Science Concentration

Freshman Year

Mathematics 153 &154	6
Physics 153, 153L	4
Physics 154, 154L	4
Biology 113, 115	4
Chemistry 111, 113	4
English 101 & 102	6
First Year Experience 101 & 102	2
Total Hours	30

Sophomore Year

Mathematics 201	3
Mathematics 273	3
Physics 219, 219L	4
Physics 222	3
Art 210	3
Chemistry 112, 114	4
Engineering Technology 202, 222	4
English 200	3
History 101	3
General Education Testing 300	0
Total Hours	31

Junior Year

Mathematics 309	3
Physics 301	1
Physics 304	3
Physics 305 & 306	6
Physics 350	3

Chemistry 223	3
Computer Science 110	3
History 104	3
Engineering Technology 306, 326	4
Social Science 101	3
Total Hours	32

Senior Year

Mathematics 403	3
Mathematics 420	2
Physics 400	3
Physics 403	3
Physics 410	3
Physics 423	3
Economics 201	3
Foreign Language	6
Elective*	3
Total Hours	29
TOTAL	**121**

*Elective can be chosen from Biology 407 or Chemistry 224.

DEPARTMENT OF MUSIC

Faculty
Department Head: Dr. Larry Pannell
Associate Professor: Dr. Karl Rubrecht
Assistant Professors: Ms. Natorshau Davis, Mr. Michael Hendrix, Dr. Larry Pannell, Dr. Nikole Roebuck, Mr. Malcolm Spencer, and Mr. Ye Tao
Instructor: Mr. Leroy Hawthorne

Music has been an integral part of Grambling's history and development since the founding of the institution. The first music classes were offered in 1905. The department is accredited by the National Association of Schools of Music. The Department of Music views its role at the University as both an academic and a service unit whose mission is to provide programs of study for both music majors and non-music majors; and to educate future music professionals through appropriate curricular offerings leading to the Bachelor of Music Degree with three concentrations, Liberal Arts, Music Education-Vocal, and Music Education-Instrumental.

The Liberal Arts concentration is designed for those students who are seeking a solid foundation of various non-teaching music careers. In addition, students have the option to continue their studies at the graduate level. Special requirements in this curriculum include 1) grades of "C" or higher in all music courses, and 2) a public senior recital on the major instrument/ voice for successful completion of this course of study. Grades lower than "C" in music courses will not count toward the degree. The senior recital must be approved by the applied music teacher and the recital committee.

The student will select a major from the following areas of applied music:

Baritone Horn, Guitar, Trumpet, Bassoon, Oboe, Trombone, Cello, Organ, Tuba, Clarinet, Percussions, Viola, Cornet, Piano, Violin, Flute, Saxophone, Voice, French Horn, String Bass.

Students pursuing the Music Education-Instrumental or the Music Education-Vocal concentration must complete the required program outlined in general, specialized academic, and professional education areas. The program leads to teacher certification at the K-12 level.

In instrumental music, candidates may choose band or orchestra. The academic advisor will provide specific course selections that apply to the respective option. Students must check with their academic advisor for updated curriculum changes required by state and national accreditation bodies that may affect existing requirements.

Liberal Arts Concentration

Freshman Year

Music 105 & 106	4
Music 111 & 112	2
Music 115 & 116	6
Music 125 & 126	2
Music VAR-Band, Choir, or Orchestra	2
Biology 103& 104	6
English 101 & 102	6
First Year Experience 101 & 102	2
Total Hours	30

Sophomore Year

Music 211 & 212	2
Music 215 & 216	6
Music 225 & 226	2
Music VAR-Band, Choir, or Orchestra	2
English 200	3

History 101	3
History 104	3
Mathematics 147 & 148	6
Physical Science 105 or Chemistry 101	3
General Education Testing 300	0
Total Hours	30

Junior Year

Music 311 & 312	2
Music 319	3
Music VAR-Band, Choir, or Orchestra	2
Economics 201	3
Foreign Language	6
Social Science 101	3
Electives*	12
Total Hours	31

Senior Year

Music 411	1
Music 412	1
Music 415	3
Music 416	3
Music VAR-Band, Choir, or Orchestra	1
Philosophy 201	3
Psychology 200 or Sociology 201	3
Electives*	15
Total Hours	30
TOTAL	**121**

*Electives must be approved by advisor and department head.

Music Education-Instrumental Concentration

Freshman Year

Music 105	2
Music 107	2
Music 109	2
Music 111 w/Music Recital Seminar	1
Music 112 w/Music Recital Seminar	1
Music 115 & 116	6
Music 117	2
Music 119 & 120	2
Music 125 & 126	2
Music 127	2
Education 111 & 112	2
Biology 103 & 104	6
English 101 & 102	6
Mathematics 147	3
Total Hours	39

Sophomore Year

Music 106	2
Music 127	2
Music 205	2
Music 211 w/Music Recital Seminar	1
Music 212 w/Music Recital Seminal	1
Music 215 & 216	6
Music 225 & 226	2
Music VAR-Band, Choir, or Orchestra	2
Education 162	3
Education 200	3
English 200	3
History 101	3
Mathematics 148	3
Total Hours	33

Junior Year

Music 311 w/Music Recital Seminar	1
Music 312 w/Music Recital Seminar	1
Music 319	3
Music 401	2
Music VAR-Band, Choir, or Orchestra	2
Education 300	3
Education 303 or 322	3
Education 328	3
Economics 201	3
Foreign Language	3
History 104	3
Physical Science 105 or Chemistry 101	3
Social Science 101	3
Total Hours	33

Senior Year

Music 411w/Music Recital Seminar	1
Music 412 w/Music Recital Seminar	1
Music 415	3
Music 416	3
Music 417	3
Music 421	2
Music 425	1

Music VAR-Band, Choir, or Orchestra	1
Education 402	3
Education 427	3
Education 453	3
Education 455	9
Total Hours	33
TOTAL	**138**

Music Education-Vocal Concentration

Freshman Year

Music 105 & 106	4
Music 111 w/MUS Recital Seminar	1
Music 112 w/MUS Recital Seminar	1
Music 115 & 116	6
Music 119 & 120	2
Music 125 & 126	2
Music VAR-Band, Choir, or Orchestra	2
Education 111 & 112	2
Biology 103 & 104	6
English 101 & 102	6
Mathematics 147	3
Total Hours	35

Sophomore Year

Music 205	2
Music 211 w/MUS Recital Seminar	1
Music 212 w/MUS Recital Seminal	1
Music 215 & 216	6
Music 225 & 226	2
Music VAR-Band, Choir, or Orchestra	2
Education 162	3
Education 200	3
English 200	3
History 101	3
History 104	3
Mathematics 148	3
Total Hours	32

Junior Year

Music 311 w/MUS Recital Seminar	1
Music 312 w/MUS Recital Seminar	1
Music 319	3
Music 415	3
Music VAR-Band, Choir, or Orchestra	2
Education 300	3
Education 303 or 322	3
Education 328	3
Economics 201	3
Foreign Language	6
Physical Science 105 or Chemistry 101	3
Social Science 101	3
Total Hours	34

Senior Year

Music 401	2
Music 411w/MUS Recital Seminar	1
Music 412 w/MUS Recital Seminar	1
Music 416	3
Music 417	3
Music 424	2
Music 425	1
Music VAR-Band, Choir, or Orchestra	1
Education 402	3
Education 427	3
Education 453	3
Education 455	9
Total Hours	32
TOTAL	**133**

DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION

Department Head: Dr. Rose M. Harris

Bachelor of Arts in Political Science

Undergraduate Faculty
Professors: Dr. Nasir Ahmed, Dr. Lemmy Akoma, and Dr. Charles Mitchell
Associate Professors: Dr. Rose M. Harris, and Dr. Fabian K. Nabangi
Assistant Professor: Dr. Sarah D. Dennis

The Department of Political Science and Public Administration at Grambling State University is dedicated to maintaining an academic environment in which students can be actively engaged in the acquisition of the necessary knowledge, skills and abilities to advance themselves in all their endeavors. All programs of the department aim to enable students to engage in critical thinking and analysis of social, political and policy problems and issues important to our nation and

the world. Students enrolled in the department will gain the necessary academic skills to pursue advanced study in Political Science or government-related careers.

In 1968, Political Science was established as an area of study within the Department of Social Sciences. In September 1970, it achieved departmental status as the Department of Political Science and Public Administration. The department offers a BA in Political Science, a BA in Political Science with a Pre-Law Concentration, and at the graduate level, a Masters of Public Administration (MPA).

The curriculum in Political Science is designed to provide students with an understanding of basic political institutions in the United States and internationally by providing the theoretical, conceptual, and methodological tools to analyze political phenomena, current events, and political systems in an effort to prepare them for governmental careers, or further study in the discipline at the graduate level. The pre-law component of the curriculum is designed to prepare students for law school.

A minimum of 36 semester hours in political science courses is required for the major. A total of 119 credit hours, including 47 hours in general education, and 36 hours of cognate and elective courses are required for the baccalaureate. Only grades of "C" or higher are acceptable in major courses in political science and public administration.

Political Science Curriculum Plan

Freshman Year

Biology 103	3
Biology 104	3
Biology 105	1
English 101 & 102	6
First Year Experience 101 & 102	2
History 101	3
History 104	3
Mathematics 147 & 148	6
Social Science 101	3
Political Science 201	3
Total Hours	33

Sophomore Year

Political Science 200	3
Geography 201	3
History 201	3
Theatre 208 or Theatre 212	3
Art 210	3
Chemistry 101 or Physical Science 101	3
Psychology 200 or Sociology 201	3
English 200	3
Foreign Language I & II (same language)	6
General Education Testing 300	0
Total Hours	30

Junior Year

Humanities 200, 201, 202 or 301	3
History 320	3
Economics 201	3
Philosophy 201	3
Political Science 300	3
Political Science 311	3
Political Science 320	3
Political Science 325	3
Electives*	6
Total Hours	30

Senior Year

Political Science 330	3
Political Science 403	3
Political Science 404	3
Political Science 406	3
Political Science 421	3
PS/PA Selectives** (PS 420 and PS 430 recommended)	6
Electives*	6
Total Hours	27
TOTAL	**120**

*Electives must be approved by advisor and department head.

**PS/PA Selectives must be 300 level courses or above and approved by advisor and department head.

Political Science with a Pre-Law Concentration Curriculum Plan

Freshman Year

Biology 103	3
Biology 104	3
Biology 105	1
English 101 & 102	6
First Year Experience 101 & 102	2
History 101	3
History 104	3
Mathematics 147 & 148	6
Social Science 101	3
Political Science 201	3
Total Hours	33

Sophomore Year

Political Science 200	3
Geography 201	3
History 201	3
Theatre 208 or Theatre 212	3
Art 210	3
Chemistry 101 or Physical Science 101	3
Psychology 200 or Sociology 201	3
English 200	3
Foreign Language I & II (same language)	6
General Education Testing 300	0
Total Hours	30

Junior Year

Humanities 200, 201, 202 or 301	3
History 320	3
Economics 201	3
Philosophy 201	3
Political Science 204	3
Political Science 300	3
Political Science 311	3
Political Science 320	3
Philosophy 301	3
Paralegal 221 or 222	3
Total Hours	30

Senior Year

Political Science 325	3
Political Science 330	3
Political Science 403	3
Political Science 404	3
Political Science 405	3
Political Science 406	3
Political Science 421	3
Electives*	6
Total Hours	27
TOTAL	**120**

*Electives must be approved by advisor and department head.

Master of Public Administration

Graduate Faculty
Professors: Dr. Nasir Ahmed, Lemmy Akoma, and Charles Mitchell
Associate Professors: Dr. Rose M. Harris and Dr. Fabian K. Nabangi
Assistant Professor: Dr. Sarah D. Dennis

The mission of the Master of Public Administration Program is to prepare individuals from diverse and multicultural backgrounds for administrative careers in federal, state, and local government services and other public and non-profit organizations. The MPA Program prepares its student's to be critical thinkers who are capable of applying the knowledge of public administration specifically in the areas of policy-making, policy evaluation and execution with a focus on ethical conduct in public management. The Master of Public Administration Program at Grambling State University is the only accredited MPA program in north Louisiana and one of only two accredited MPA programs in the state of Louisiana.

The Department of Political Science and Public Administration offers the Master of Public Administration (MPA) with a concentration in one of four areas:

- Public Management
- State and Local Government
- Human Resource Management
- Health Services Administration

A minimum of 45 credit hours is required for the MPA degree including 30 hours in core courses, a minimum of 12 in at least one area of concentration, and 3 elective hours. In addition to the course work, a student must pass a written Comprehensive Examination in the Core Area and in the chosen Area of Concentration. Eligibility requirements for the exam are set forth in the "Policies and Procedures for the Administration and Evaluation of the Comprehensive Examination" guidelines. In lieu of the Comprehensive Examination, a student may complete the Master's Thesis option.

Requirements for admission to the MPA Program include the following criteria:

- Regular admission to the Graduate School
- A bachelor's degree from an accredited college or university in the United States or proof of equivalent education at a foreign university
- A 3.00 or higher GPA on the undergraduate level
- Minimum GRE or GMAT scores (Contact department for minimum score)

Requirements for graduation from the MPA Program include the following criteria:

- Completion of 45 semester hours of course work with a minimum GPA of 3.00, which must include 30 hours of core MPA courses
- A passing grade on a written comprehensive examination. Eligibility requirements to take the comprehensive examination are set forth in the "Policies and Procedures for the Administration and Evaluation of the Comprehensive Examination" which is available from the Department of Political Science and Public Administration. A Master's Thesis Option may be used in place of the Comprehensive Examination.

MPA Curriculum Plan

Public Administration 523	3
Public Administration 500	3
Public Administration 519	3
Public Administration 556	3
Public Administration 502	3
Public Administration 512	3
Public Administration 504	3
Public Administration 506	3
Public Administration 560	3
Public Administration 553	3
Concentration Area	12
Elective	3
TOTAL HOURS	45

Areas of Concentration

A minimum of 45 credit hours is required for the MPA including at least 12 credit hours for an area of concentration. Students must choose at least one area of concentration. Students should see Departmental advisor for other requirements and specifics for each concentration area.

- **Public Management**

Public Administration 513	3
Public Administration 514	3
Public Administration 515	3
Public Administration 516	3
Public Administration 517	3
Public Administration 518	3
Public Administration 520 (Required)	3
Public Administration 521	3

- **State & Local Government Administration**

Public Administration 510	3
Public Administration 513	3
Public Administration 514	3
Public Administration 515	3
Public Administration 516	3
Public Administration 517	3
Public Administration 518	3
Public Administration 520 (Required)	3
Public Administration 531	3

- **Human Resource Management**

Public Administration 522	3
Public Administration 524	3
Public Administration 525 (Required)	3
Public Administration 527	3

- **Health Services Administration**

Public Administration 540 (Required)	3

Public Administration 541	3
Public Administration 542	3
Public Administration 543	3
Public Administration 544	3
Public Administration 546	3
Public Administration 547	3

Electives*

Public Administration 505†	3
Public Administration 507**	3
Public Administration 550	3
Public Administration 552	3
Public Administration 565	3

*Not an exhaustive list. See departmental advisor for other elective courses.

**This course cannot be used as a substitute for a core course.

†Required for students whose undergraduate degree is not in Political Science or Public Administration. May also be required for students with an overall GPA below 3.0.

DEPARTMENT OF SOCIOLOGY AND PSYCHOLOGY

Faculty
Department Head: Dr. Pernella Rowena Deams
Professors: Dr. Lawanna Gunn-Williams, Dr. Frances Staten, and Dr. J. Russell Willis
Associate Professors: Dr. Subhadra Abraham and Dr. Pernella Rowena Deams
Assistant Professor: Dr. Stacey Duhon and Dr. Matthew Sheptoski

The Department of Sociology and Psychology serves a threefold purpose: 1) to offer courses that support the General Education Program and other academic majors; 2) to prepare students for graduate study and careers in the disciplines and closely related fields; and 3) to promote the development of students as responsible citizens. Additionally, the Department seeks to expose students enrolled in departmental courses to the current counseling, testing, and research methods common to the social sciences.

The Department currently offers the Bachelor of Arts (BA) degree in the fields of Sociology and Psychology. The Bachelor of Arts degree with a major in Sociology or Psychology is offered for those students who complete the outlined program of study and meet the requirements of the Department of Sociology and Psychology, the College of Arts and Sciences, and the University. The Department does not offer a graduate degree program; however, students who seek a Master of Arts (MA) in Social Science Degree may select a concentration in Psychology or Sociology.

Sociology majors must complete a minimum of thirty-six (36) semester hours in the discipline. Psychology majors must complete a minimum of thirty-nine (39) semester hours in the discipline. Students must earn a minimum grade of "C" in their major and minor courses in order to obtain credit.

Sociology Curriculum Plan

Freshman Year

Sociology 101	3
Biology 103, 105	4
Biology 104, 106	4
English 101 & 102	6
First Year Experience 101 & 102	2
History 101	3
History 104	3
Mathematics 147 & 148	6
Total Hours	31

Sophomore Year

Sociology 200	3
Sociology 201	3
Sociology 203	3
Psychology 202	3
Art 210	3
Chemistry 101 or Physical Science 105	3
Economics 201	3
English 200	3
Foreign Language	6
General Education Testing 300	0
Total Hours	30

Junior Year

Sociology 304	3
Sociology 305	3
Sociology 306	3
Sociology 312	3
Sociology 327	3
Humanities 200, 201, or 202	6
Electives*	9
Total Hours	30

Senior Year

Sociology 405	3
Sociology 407	3
Sociology 413	3
Sociology 415	3
Electives*	17
Total Hours	29
TOTAL	**120**

*Electives must be approved by advisor and department head. (Suggested Electives: Sociology 301, Sociology 303, Sociology 310, Sociology 308, Sociology 318, Sociology 401, Sociology 419, or Sociology 420).

Psychology Curriculum Plan

Freshman Year

Psychology 200	3
English 101 & 102	6
First Year Experience 101 & 102	2
History 101	3
Biology 103, 105	4
Biology 104, 106	4
Mathematics 147 & 148	6
Sociology 101	3
Total Hours	31

Sophomore Year

Psychology 202	3
Sociology 200	3
Sociology 203	3
Art 210	3
Chemistry 101 or Physical Science 105	3
Economics 201	3
English 200	3
Foreign Language	6
History 104	3
General Education Testing 300	0
Total Hours	30

Junior Year

Psychology 300	3
Psychology 302	3
Psychology 304	3
Psychology 305	3
Psychology 320	3
Psychology 327	3
Humanities 200, 201, or 202	6
Sociology 300	3
Elective*	3
Total Hours	30

Senior Year

Psychology 400	3
Psychology 401	3
Psychology 404	3
Psychology 407	3
Psychology 413	3
Electives*	14
Total Hours	29
TOTAL	**120**

*Electives must be approved by advisor and Department Head. (Suggested Electives: Psychology 201, Psychology 210, Psychology 303, Psychology 306, Psychology 406, Psychology 408, or Psychology 420).

DEPARTMENT OF VISUAL AND PERFORMING ARTS

Department Head: Dr. King Godwin

Visual Arts Faculty
Associate Professors: Ms. Donna McGee
Assistant Professors: Mr. Rodrecas Davis, Mr. Larry Holston, and Ms. Tommie Sue Slaughter

Performing Arts Faculty
Professors: Dr. King Godwin
Assistant Professors: Mrs. Mary Crook, and Mr. Karl Norman
Instructors: Mr. Nicholas Harrison and Ms. Diane Maroney-Grigsby

The Department of Visual and Performing Arts promotes expertise in undergraduate training in the performance arts of theatre, theatre production, dance, visual art, and digital art. The department prepares students to become well-rounded scholars, artists, leaders, and service providers in all aspects of the diverse disciplines of the department. It strives to create an environment that nurtures creative vision and allows exploration of individual artistic expression. The program stresses education in the arts for the student whose goal is post-graduate professional study and/or a career in the visual and performing arts disciplines.

Departmental faculty members pride themselves on fulfilling tenets of creativity and exploration as they endeavor to prepare students for professions in the visual and performing arts. The Visual and Performing Arts Department echoes the sentiment of Dr. Floyd L. Sandle, "We create artists, not entertainers!" It is upon this foundation that faculty members help students use their talents for the good of all humankind and society. The department believes that an appreciation of the arts is an integral part of a creative, enlightened, productive, and responsive citizen. While promoting an appreciation for the formal aspects of the arts, the Visual and Performing Arts Department contributes to the cultural environment of the university and the surrounding community by offering courses, exhibitions, performances, lectures, theatrical productions, and other experiences that enhance the quality of life for all persons. The department is dedicated to the support and promotion of the arts within the university, as well as the community, region, and nation.

The Bachelor of Arts (BA) degree with a major in Visual and Performing Arts is awarded to those students who successfully complete 44 hours of general education course requirements, 37 hours of core courses, and 40 hours in a concentration area. Students must meet the requirements of the Department of Visual and Performing Arts and the College of Arts and Sciences, and all other University requirements. Only grades of "C" or higher are acceptable in major courses.

The Department of Visual and Performing Arts offers the following concentrations:

- The *Dance concentration* provides a curriculum developing a strong foundation in dance composition, choreography and movement. A diverse selection of dance techniques and basics are explored inclusive of modern, ballet, jazz and tap.
- The *Theatre concentration* provides a curriculum developing a strong foundation for any theatre specialization and encompassing areas including acting, directing, playwriting, and arts management. In addition, students must satisfactorily complete the comprehensive exam and successfully direct a one-act play as part of their capstone requirements for graduation.
- The *Visual Arts-Digital concentration* provides a curriculum stressing a strong foundation in drawing and design with experience in using computer assisted illustration and digital art applications. Students must present a senior exhibition as a cumulative experience during their final semester.
- The *Visual Arts-Studio concentration* provides a curriculum stressing a strong foundation in drawing and design with experience in painting, ceramics, and printmaking. Students must present a senior exhibition as a cumulative experience during their final semester.

A minor program in Dance is also offered by the department. A minimum of 28 hours is required.

Additionally, the department offers an interdisciplinary course in the University's General Education Program.

Admission to the Visual & Performing Arts Program

Visual Art

Students who desire to pursue a concentration in digital or studio art must submit 10 samples of their works, slides, or photographs for review by the department faculty. Work samples should include at least two still lives, two portraits, and two landscapes. Acceptance into the program is dependent on the quality of the works submitted. Prospective majors who do not has samples of their work may enroll in art classes for one semester with an undecided designation as a major. At the end of that semester the student may be accepted into the program based on works produced during the semester. Students are notified in writing of their acceptance into the program.

Performing Art

Students are required to audition and/or submit their portfolios for admittance in the program.

B.A. in Visual and Performing Arts Curriculum Requirements

General Education Courses

Biology 103	3
Biology 104	3
Chemistry 101 or Physical Science 105	3
Economics 201	3
English 101 & 102	6
English 200	3
First Year Experience 101 & 102	2
Foreign Language	6
History 101	3
History 104	3
Mathematics 147 & 148	6
Social Science 101	3
General Education Testing	0

Dance Concentration

Art 104	3
Art 322	3
Art 412	3
Theatre 100	3
Theatre 103	3
Theatre 105	3
Theatre 106	3
Theatre 107	3
Theatre 108	3
Theatre 110	1
Theatre 201	1
Theatre 203	3
Theatre 205	3
Theatre 206	3
Theatre 211	3
Theatre 212	3
Theatre 307	3
Theatre 308	3
Theatre 309	3
Theatre 312	3
Theatre 313	3
Theatre 314	3
Theatre 315	3
Theatre 316	3
Theatre 318	3
Theatre 430*	3
Theatre 435	3

*Independent Study I, II, III
(May be taken up to 3 times @ 3hrs)

Minor in Dance

Theatre 103	3
Theatre 105	3
Theatre 106	3
Theatre 107	3
Theatre 108	3
Theatre 110	3
Theatre 205	3
Theatre 206	3
Theatre 313	3
Theatre 315	3

Theatre Concentration

Art 104	3
Art 322	3
Art 412	3
Theatre 100	3
Theatre 201	1
Theatre 203	3
Theatre 204	3
Theatre 211	3
Theatre 212	3
Theatre 307	3
Theatre 308	3
Theatre 309	3
Theatre 311	3
Theatre 312	3
Theatre 314	3
Theatre 316	3
Theatre 317	3
Theatre 319	3
Theatre 402	3
Theatre 406	3
Theatre 408	3

Theatre 422	3
Theatre 434	3
Theatre 435	3
Theatre 436	3
Elective	1

Theatre Minor

A minor in Theatre Arts requires 18 credit hours. The following core courses are required and 2 courses from the listing below.

Core course required for minor:

THEA 100 Introduction to Theatre	3
THEA 203 Theatre History I	3
THEA 312 Theatre of Black Americans	3
THEA 318 Theatre Management	3

Students should select two (2) courses from the following:

THEA 211 Acting I	3
THEA 308 Costume History	3
THEA 311 Modern Drama	3
THEA 307 Stage/Studio Lighting	3
THEA 406 Creative Dramatics	3
THEA 430 Independent Study I, II, III	3
THEA 434 Play Directing	3

College of Business

The College of Business is composed of the Department of Accounting, Economics and Information Systems and the Department of Management and Marketing. The college seeks to educate and nurture students to become technically competent, socially conscious, and culturally sensitive leaders for a dynamic and global business environment. The College offers a variety of academic programs and activities to assist students in developing ethical, intellectual, and professional values and skills. The College seeks to uphold the tradition of the University by being faithful to its historical commitment of educational opportunity.

The College of Business quality management education program exposes students not only to high academic rigor but also to business experiences and is accredited by the Association to Advance Collegiate Schools of Business (AACSB) International. As such, students who study in the College are well-prepared for graduate school and for careers in business, government, and other selected fields of endeavor. The College emphasizes close student-professor relationships in which students are helped to identify their area(s) of interest and to acquire the knowledge and skills to achieve in their chosen fields.

The degree programs offered in the college are listed below.

Bachelor of Science (BS) Degrees
Accounting
Computer Information Systems
Economics
Management
Marketing

DEPARTMENT OF ACCOUNTING, ECONOMICS, AND INFORMATION SYSTEMS (AEIS)

Faculty
Interim Department Head: Dr. Ogbonnaya John Nwoha
Professors: Dr. Ghebre Keleta, Dr. Olu Omolayole, and Dr. Matthew Uwakonye
Associate Professors: Dr. Ogbonnaya John Nwoha, Dr. Gary Poe, Dr. Erick Valentine and Dr. Aaron Witherspoon
Assistant Professors: Dr. Daffney Felton and Dr. Long Li

The Department of AEIS provides students with the foundation for graduate study and/or career pursuits in Accounting, Financial Economics, or Computer Information Systems. The department assists students in the development of problem-solving, effective communication, and the use-of-technology skills. Critical and logical thinking are emphasized throughout the curricula in the disciplines offered. The Department awards the Bachelor of Science degree in the fields of Accounting, Economics, and Computer Information Systems.

The program in Accounting requires the completion of thirty-three semester hours in Accounting courses, and thirty-three hours of support courses. The program in Economics requires the completion of thirty semester hours of courses in Economics and Finance, and thirty hours of support courses. The program in Computer Information Systems (CIS) requires the completion of thirty-three semester hours of CIS courses and thirty-six hours of support courses.

Students may receive a minor in Accounting, Economics, or Computer Information Systems by completing 18 hours of approved courses.

Accounting Curriculum Plan

Freshman Year

Information Systems 115		3
General Business 150		3
Biology 103		3
Biology 104		3
English 101 & 102		6
First Year Experience 101 & 102		2
Mathematics 147 & 148		6
Social Science 101		3
	Total Hours	29

Sophomore Year

Accounting 201		3
Accounting 202		3
Information Systems 215		3
Economics 201		3
General Business 202		3
Theatre 212		3
Art 210		3
English 200		3
History 101		3
History 104		3
Physical Science 105		3
General Education Testing 300		0
	Total Hours	33

Junior Year

Accounting 311 & 312		6
Accounting 303		3
Accounting 305		3
Economics 202		3
Finance 301		3
General Business 201		3
General Business 251		3
Management 301		3
Marketing 301		3
Foreign Language		3
	Total Hours	33

Senior Year

Accounting 313		3
Accounting 400		3
Accounting 405		3
Accounting Electives*		6
General Business 204		3
Management 420		3
Foreign Language		3
Electives*		1
	Total Hours	25
	TOTAL	**120**

*Electives must be approved by advisor and department head.

Economics-Economics Concentration

Freshman Year

Information Systems 115	3
General Business 150	3
Biology 103	3
Biology 104	3
English 101 & 102	6
First Year Experience 101 & 102	2
Mathematics 147 & 148	6
Social Science 101	3
Total Hours	29

Sophomore Year

Economics 201	3
Accounting 201	3
Accounting 202	3
Information Systems 215	3
General Business 202	3
Theatre 212	3
Art 210	3
English 200	3
History 101	3
History 104	3
Physical Science 105	3
General Education Testing	0
Total Hours	33

Junior Year

Free Elective	1
Economics 202	3
Finance 301	3
Finance 302	3
General Business 201	3
General Business 204	3
General Business 251 & 252	6
Management 301	3
Marketing 301	3
Total Hours	28

Senior Year

Economics 307	3
Economics 311	3
Economics 351	3
Economics 352	3
Economics 401	3
Economics 410	3
Finance 406	3
Management 420	3
Foreign Language	6
Total Hours	30
TOTAL	**120**

*Electives must be approved by advisor and department head.

Economics-Finance Concentration

Freshman Year

Information Systems 115	3
General Business 150	3
Biology 103	3
Biology 104	3
English 101 & 102	6
First Year Experience 101 & 102	2
Mathematics 147 & 148	6
Social Science 101	3
Total Hours	29

Sophomore Year

Economics 201	3
Accounting 201	3
Accounting 202	3
Information Systems 215	3
General Business 202	3
Theatre 212	3
Art 210	3
English 200	3
History 101	3
History 104	3
Physical Science 105	3
General Education Testing	0
Total Hours	33

Junior Year

Free Elective	1
Finance 301	3
Finance 302	3
Economics 202	3

General Business 251		3
Management 301		3
General Business 252		3
General Business 201		3
Marketing 301		3
Economics 401		3
	Total Hours	28

Senior Year

General Business 204		3
Finance 305		3
Finance 306		3
Finance 405		3
Finance 406		3
Finance 408		3
Finance 410		3
Foreign Language		6
Management 420		3
	Total Hours	30
	TOTAL	**120**

*Electives must be approved by advisor and department head.

Computer Information Systems Curriculum Plan

Freshman Year

Information Systems 115		3
General Business 150		3
Biology 103		3
Biology 104		3
English 101 & 102		6
First Year Experience 101 & 102		2
Mathematics 147 & 148		6
Social Science 101		3
	Total Hours	29

Sophomore Year

Information Systems 120	3
Information Systems 203 & 204 or Information Systems 209 & 210	6
Information Systems 215	3
Accounting 201	3
General Business 202	3
Theatre 212	3
Art 210	3
English 200	3
History 101	3
History 104	3
General Education Testing 300	0
Total Hours	33

Junior Year

Accounting 202		3
Information Systems 365		3
Information Systems 371		3
Information Systems 375		3
Information Systems 381		3
Economics 201		3
Finance 301		3
Management 301		3
Marketing 301		3
Foreign Language		3
Physical Science 105		3
	Total Hours	33

Senior Year

Information Systems 479		3
Information Systems Elective*		3
Economics 202		3
General Business 201		3
General Business 204		3
General Business 251		3
Management 420		3
Foreign Language		3
Electives*		1
	Total Hours	25
	TOTAL	**120**

*Electives must be approved by advisor and department head.

DEPARTMENT OF MANAGEMENT AND MARKETING

Faculty
Department Head: Dr. Donald S. White
Professors: Dr. Tsegai Emmanuel and Dr. Semere Haile
Associate Professor: Dr. Rickey Warner
Assistant Professors: Dr. Augustine Dzathor, and Dr. Donald S. White
Instructors: Ms. Andrea Dixon and Dr. Kristen Pleasant

The Department of Management and Marketing assists students in developing knowledge and skills which are essential for successful entry into business-related professions and other organizations. Specifically, the department seeks to: 1) acquaint students with the common body of knowledge needed for graduate study or an entry-level position in their field of study; 2) develop skills in the areas of problem solving, communication, and use of technology; and 3) offer students an opportunity to enrich their knowledge through scholarly programs.

The department offers a Bachelor of Science (BS) degree with a major in Management, and a Bachelor of Science (BS) degree with a major in Marketing, and a concentration in Hospitality Tourism Management. The BS degree in Management requires the successful completion of twenty-four semester hours in Management courses, thirty-three hours of support courses, and other University programs. The BS degree in Marketing requires the completion of twenty-seven semester hours of Marketing courses, thirty-three hours of support courses, and other University programs.

Students are encouraged to see their advisor for specific elective courses that may prove helpful in pursuit of their career goals.

Students may receive a minor in Management or Marketing by completing 18 hours of approved courses. The concentration in Hospitality Tourism Management requires 21 credit hours in designated Hospitality Tourism Management courses along with required Management and Business classes for a total of 120 credit hours in which a "C" grade or higher must be earned. Careers that may be pursued are management of hotels, restaurants, retail food sales to include catering, and managing entertainment venues such as resorts, spas, convention and visitor bureaus, conference centers, and cruise lines.

Management Curriculum Plan

Freshman Year

Information Systems 115		3
General Business 150		3
Biology 103		3
Biology 104		3
English 101 & 102		6
First Year Experience 101 & 102		2
Mathematics 147 & 148		6
Social Science 101		3
	Total Hours	29

Sophomore Year

Accounting 201		3
Accounting 202		3
Information Systems 215		3
Economics 201		3
General Business 202		3
Theatre 212		3
Art 210		3
English 200		3
History 101		3
History 104		3
Physical Science 105		3
General Education Testing 300		0
	Total Hours	33

Junior Year

Management 301		3
Economics 202		3
English 207		3
Finance 301		3
General Business 201 & 303		6
General Business 251 & 252		6
Marketing 301		3
Elective*		1
	Total Hours	28

Senior Year

Management 310		3
Management 312		3
Management 385		3

Management 420	3
Management Electives*	9
General Business 204	3
Foreign Language	6
Total Hours	30
TOTAL	**120**

*Electives must be approved by advisor and department head.

Hospitality Tourism Management Concentration

Freshman Year

First Year Experience 101	1
First Year Experience 102	1
English 101	3
English 102	3
Physical Science 105	3
Information Systems 115	3
Biology 103	3
History 101	3
History 104	3
Mathematics147	3
Mathematics 148	3
Total Hours	29

Sophomore Year

Social Science 101	3
Biology 104	3
General Business 150	3
English 200	3
Economics 201	3
Accounting 201	3
Accounting 202	3
Hospitality Restaurant Management 201	4
Hospitality Tourism Management 222	3
Theatre 212	3
Total Hours	31

Junior Year

Art 210	3
Information Systems 215	3
Economics 202	3
Management 301	3
Marketing 301	3
Finance 301	3
Hospitality Restaurant Management 306	3
General Business 201	3
General Business 202	3
General Education Testing 300	0
Foreign Language	3
Total Hours	30

Senior Year

General Business 204	3
General Business 251	3
Hospitality Tourism Management 308	3
Hospitality Tourism Management 309	3
Management 310	3
Hospitality Restaurant Management 403	3
Hospitality Tourism Management 414	3
Management 420	3
Foreign Language	3
Hospitality Tourism Management Elective	3
Total Hours	30
TOTAL	**120**

*Elective must be approved by advisor and department head.

Marketing Curriculum Plan

Freshman Year

Information Systems 115	3
General Business 150	3
Biology 103	3
Biology 104	3
English 101 & 102	6
First Year Experience 101 & 102	2
Mathematics 147 & 148	6
Social Science 101	3
Total Hours	29

Sophomore Year

Accounting 201	3
Accounting 202	3
Information Systems 215	3
Economics 201	3
General Business 202	3
Theatre 212	3
Art 210	3

English 200		3
History 101		3
History 104		3
Physical Science 105		3
General Education Testing 300		0
	Total Hours	33

Junior Year

Marketing 301		3
Marketing 309		3
Marketing 312		3
Economics 202		3
English 207		3
Finance 301		3
General Business 201		3
General Business 251		3
Management 301		3
	Total Hours	27

Senior Year

Marketing 380		3
Marketing 410		3
Management 420		3
Marketing Electives*		9
General Business 204		3
General Business 252		3
Foreign Language		6
Elective		1
	Total Hours	31
	TOTAL	**120**

*Electives must be approved by advisor and department head.

The **College of Education (COE)**, the oldest college in the University, has been nationally accredited since 1969. The COE seeks to produce graduates who are knowledgeable, skilled and compassionate educators and other professionals. In preparing candidates for work in Pk-12 and higher education settings, the faculty and staff in the College of Education strive to produce graduates who demonstrate proficiency in the following student learning outcomes: 1) masters of subject matter content, 2) facilitators of learning and 3) enhancers and nurturers of affective behavior.

The faculty members in the College endeavor to ensure that their candidates acquire the professional skills, dispositions, and knowledge-bases that reflect best practices in research, service, and teaching within the field of education.

The College of Education is composed of the Department of Curriculum and Instruction, the Department of Educational Leadership, and the Department of Kinesiology, Sport and Leisure Studies. The service units of the college are the University Laboratory Schools (K-12), the Educational Resource Center (ERC), the Office of Professional Laboratory Experiences, and the Centralized Advisement, Referral, and Evaluation Center (CARE).

The degree programs offered by the college are listed below.

Bachelor of Arts (BA) Degrees
English Education and Special Education Mild/Moderate, Grades 6-12
Social Studies Education and Special Education Mild/Moderate, Grades 6-12

Bachelor of Science (BS) Degrees
Elementary Education, Grades 1-5
Elementary Education and Special Education Mild/Moderate, Grades 1-5
Health & Physical Education, Grades K-12 (Kinesiology)
Leisure Studies
Mathematics Education and Special Education Mild/Moderate, Grades 6-12
Secondary Education and Teaching

Master of Science (MS) Degrees
Developmental Education
Sports Administration

Master of Education (MED) Degrees
Curriculum and Instruction
Educational Leadership
Special Education

Post-Masters Certificate (PMC)
Developmental Education

Doctor of Education (EDD)
Developmental Education

The **Alternate Certification Programs** offered by the college are listed below.

Master of Arts in Teaching (MAT)
Elementary Education and Special Education Grades 1-5 (Integrated to Merged)
Secondary Education and Special Education Grades 6-12 (Integrated to Merged) Biology; Chemistry; General Science; English; Mathematics; Physics

ADMISSIONS REQUIREMENTS

All teacher candidates, regardless of their date of admission to the University, must meet requirements for admission to a degree program based upon the program in place at the time of admission. Candidates are admitted to the College each semester.

1.0 Admission to the College of Education
1.1 Those candidates who have completed the required hours of general education and have at least a 2.0 cumulative grade point average are eligible for admission to the College. All candidates must complete an application for admission before final approval is granted.

1.2 Transfer Students:

1.2.1 Candidate must complete appropriate application form.

1.2.2 Candidate must have a 2.0 GPA on all grades earned.

1.2.3 Candidate must have a total of 24 or more acceptable credit hours (grades of "C" or higher) as shown on the transcript.

Candidates transferring in with 24 hours or more are not required to take FYE 101 and 102 – First Year Experience I & II.

2.0 Admission to a Non-Teaching Degree Program
2.1 Candidate must complete appropriate application.

2.2 Candidate must have been granted admission to the College of Education.

2.3 Candidate must have a minimum 2.0 cumulative grade-point average.

2.4 Candidate must appear before and receive acceptance from a departmental screening committee.

3.0 Admission to a Teaching Degree Program
3.1 Candidate must have been granted admission to the COE.

3.2 Candidate must have at least a 2.5 cumulative grade point average.

3.3 Candidate must have taken and passed all applicable components of the PRAXIS I Exam (or be exempt).

3.4 Candidate must have proof of passing a criminal background check.

3.5 Candidate must appear before and receive acceptance from a departmental screening committee (Portal).

4.0 Conditional Admission
A candidate who has been admitted to the COE ***may*** (upon written request and approval) be granted conditional admission to a teaching or non-teaching degree program based upon the following:

4.1 A non-teaching degree program (complete 2.1 through 2.3 above).

4.2 A teaching degree program (complete 3.1 and 3.2 above).

4.2.1 Candidate must have official Communication Skills and General Knowledge Test or Reading, Writing & Mathematics Praxis I Exam scores on file and must have passed two of the required PRAXIS I exams or the current required test(s).

All candidates must meet the unconditional admission requirements (3.0) before being admitted to Advanced Methods.

Note: Special Requirements of Teacher Education Candidates

All secondary teacher education candidates (grades 6-12) must complete a minimum of 31 semester hours in a primary teaching focus area and a minimum of 19 semester hours in a secondary teaching focus area. Candidates must pass the specialty areas required PRAXIS Exam in the primary teaching focus area.

All teacher education candidates must pass special requirements associated with specific courses.

All teacher education candidates must complete three semesters of ED 201 Advisee Report prior to admission to Advanced Standing.

5.0 Admission to Advanced Methods (Teaching Candidates Only)
5.1 Candidate must have been admitted to Degree Program.

5.2 Candidate must complete appropriate application.

5.3 Candidate must have a minimum 2.5 GPA.

5.4 Candidate must show evidence of satisfactory performance on all required PRAXIS I Exams or other required examinations.

5.5 Candidate must have at a least a grade of "C" in all English and Mathematics courses, and professional education and specialized academic courses.

6.0 Admission to Student Teaching/Field Work
6.1 Teaching candidates must have completed all required coursework.

Note: Candidate may enroll in no more than three semester hours concurrently with student teaching or field work. Exception: In rare circumstances, additional hours may be allowed (no more than three), if these are the only hours needed for graduation, if the candidate can justify the need, and if the candidate's past performance indicates that he/she can successfully complete a total of two courses along with student teaching. This must be approved by the Department Head of Curriculum and Instruction and the Dean of the College of Education (COE).

6.2 Candidate must complete appropriate application.

6.3 Grade Point Average – Teaching candidates must have a minimum GPA of 2.5.

6.4 Coursework hours completed (including Advanced Methods) – Teaching candidates must have completed a minimum of 180 hours of observation/ participation (field experiences).

6.5 Candidate must show evidence of satisfactory performance on all required PRAXIS I and PRAXIS II examinations.

6.6 Candidate must have earned a grade of "C" or higher in all specialized and professional education courses and all English and Mathematics courses taken.

6.7 Candidate must provide proof of membership in a Professional Teacher's Organization that offers liability insurance.

6.8 Candidate must have evidence of passing a criminal background check.

Note: Final approval for admission to Advanced Methods and Student Teaching must be granted by the Department Head of Curriculum and Instruction.

Observation-Participation Requirements (Teaching Candidates Only)
The Observation-Participation (field experience) Program is designed to give all teacher education candidates practical experiences in the field prior to student teaching. These experiences will:

- afford candidates access to basic understanding about the process of teaching and learning;
- enhance understanding of the relationships among the theories found in books and University curricula and actual classroom situations; and
- provide sufficient information to candidates for making appropriate personal career decisions early during their academic pursuits

GRADUATION REQUIREMENTS

Requirements for Graduation (Non-Teaching Candidates)
1. Satisfactory completion of an approved program of study with an overall grade point average of 2.5.

2. Completion of the final 30 semester hours in residence at Grambling State University, including practicum, internship or field work.

3. Evidence of proficiency in oral and written communication – Level Test III.

4. Demonstration of dispositions, character and personal traits that will reflect credit upon the chosen profession.

5. Satisfactory performance on any required PRAXIS and other exit examinations.

Requirements for Graduation (Teaching Candidates)
1. Satisfactory completion of an approved teaching program with an overall grade point average of 2.5.

2. Completion of a primary and secondary teaching focus area.

3. Completion of the final 30 semester hours in residence at Grambling State University, including the advanced methods courses and student teaching, internship or practicum.

4. Proficiency in oral and written communication.

5. Demonstration of dispositions, character and personal traits that will reflect credit upon the chosen profession.

6. Satisfactory performance on required exit examinations, and a passing score on all appropriate required parts of the PRAXIS I and PRAXIS II Exams.

Note: Candidates making an application for a teaching certificate must also complete and sign a professional conduct form and background check, including applicable fees.

DEPARTMENT OF CURRICULUM AND INSTRUCTION

Faculty
Interim Department Head: Dr. Patricia Johnson
Professors: Dr. Loretta Walton Jaggers, Dr. Larnell Flannagan, Dr. Kathryn Newman, Dr. A. K. Nur-Hussen, and Dr. Doris Williams-Smith
Associate Professors: Dr. Elaine Foster, Dr. Anthony Johnson, Dr. Patricia Johnson, and Dr. Pamela Payne
Assistant Professors: Dr. Mary Ghong and Ms. Florence Simon
Instructors: Ms. Genevia Jones, Ms. Gloria Rabon and Mr. Eugene Taylor

The major purpose of the Department of Curriculum and Instruction is to produce teachers, including masters-level teachers and other school personnel, who demonstrate competency in their respective teaching areas; exhibit characteristics of thoughtful practitioners; use best practices in all aspects of their work; advocate for children; and who are accountable to themselves, their students and the teaching profession. Each of the programs offered at the baccalaureate level leads to initial licensure (certification) as a teacher in the respective field.

Teacher Education Programs

Admission to a teacher education program is a multi-step process. Candidates should review all requirements for admission to the College and to a degree program. These documents are on the GSU website under the Department of Curriculum and Instruction. In order to complete all programs of study within a four-year period in the Department of Curriculum and Instruction, teacher candidates must meet all PRAXIS requirements and may be required to attend summer school.

The Department of Curriculum and Instruction offers the following undergraduate teacher education programs: Elementary Education, Grades 1-5; Elementary Education and Special Education Mild/Moderate, Grades 1-5; English Education and Special Education Mild/Moderate, Grades 6-12; Mathematics Education and Special Education Mild/Moderate, Grades 6-12; Secondary Education and Teaching (with concentrations in Biology, Chemistry and Mathematics Grades 6-12); Social Studies Education and Special Education Mild/Moderate, Grades 6-12; and Secondary Education and Teaching with concentrations in Biology, Mathematics and Physics. In addition, the Department also offers the Master of Arts in Teaching (MAT) Integrated to Merged Elementary Education Grades 1-5 and Integrated to Merged Secondary Education Grades 6-12 Biology, Chemistry, English, General Science, Mathematics, and Physics.

Elementary Education, Grades 1-5

The Bachelor of Science degree in Elementary Education, Grades 1-5 is awarded to teacher candidates who complete the 125 hour program outlined below in general, specialized and professional education. The programs lead to initial teacher licensure (certification) for grades 1-5.

Freshman Year

Education 111 & 112		2
Education 162		3
Biology 103, 105		4
English 101 & 102		6
History 101 or 104		3
Mathematics 147 & 148		6
Physical Science 105		3
Social Science 101		3
	Total Hours	30

Sophomore Year

Education 200 or 202		3
Education 300		3
Art 210		3
Biology 104		3
Chemistry 101		3
Economics 201		3
English 200		3
Geography 201		3
History 201		3
Mathematics 137		3
Physical Science 106		3
General Education Testing 300		0
	Total Hours	33

Junior Year

Education 302	3
Education 303	3
Education 304	3
Education 305	3
Education 312	3
Education 317	3
Education 325	3

English 213		3
Kinesiology 301		2
Mathematics 273		3
Mathematics 313		3
	Total Hours	32

Senior Year

Education 328		3
Education 402		3
Education 427		3
Education 431		3
Education 452		6
Education 455		9
Art 402		3
	Total Hours	30
	TOTAL	**125**

Secondary Education and Teaching

The Bachelor of Science degree with a major in Secondary Education and Teaching with concentrations in Biology Education, Chemistry Education, Mathematics Education, and Physics Education Grades 6-12 is awarded to candidates who complete the 120-hour program (mathematics education) or the 123-hour program (biology or physics education) outlined in general, specialized academic and professional education areas. The program leads to initial teacher licensure (certification) at the secondary level.

Biology Grades 6-12 Concentration

Freshman Year

Education 111 & 112		2
Education 162		3
Biology 113, 115		4
English 101 & 102		6
Chemistry 111, 113		4
History 101		3
Mathematics 147 & 148		6
Social Science 101		3
	Total Hours	31

Sophomore Year

Education 200 or 204		3
Biology 202		4
Biology 206		4
Biology 215		3
Chemistry 223, 225		4
Chemistry 224, 226		4
Economics 201		3
English 200		3
Physics 109, 111		4
General Education Testing 300		0
	Total Hours	32

Junior Year

Education 300		3
Education 312		3
Education 317		3
Education 322		3
Education 328		3
Biology 302		4
Biology 304		4
Biology 305		4
Physical Science 320		3
	Total Hours	30

Senior Year

Education 402		3
Education 427		3
Education 453		3
Education 455		9
Biology 409		3
Art 210		3
Foreign Language		6
	Total Hours	30
	TOTAL	**123**

Chemistry Grades 6-12 Concentration

Freshman Year

Education 111 & 112		2
Education 162		3
Biology 113, 115		4
English 101 & 102		6
Chemistry 111, 113		4
History 101/104		3
Mathematics 153 & 154		6
Physics 109/111		4
	Total Hours	32

Sophomore Year

Education 200 or 204	3
Chemistry 112, 114	4
Chemistry 223, 225	4
Chemistry 224, 226	4
Chemistry 230, 232	5
Art 210/105	3
Economics 201	3
Sociology 101	3
Science 320	3
General Education Testing 300	0
Total Hours	32

Junior Year (must meet PRAXIS Requirements)

Education 300	3
Education 312	3
Education 317	3
Education 322	3
Education 328	3
Chemistry 341/343	4
Chemistry 342/344	4
Biology 305	4
Physical Science 320	3
Total Hours	30

Senior Year

Education 402	3
Education 427	3
Education 453	3
Education 455	9
Chemistry 430/432	5
Chemistry 451	1
Chemistry 461	3
Foreign Language	6
Total Hours	27
TOTAL	**120**

Mathematics Grades 6-12 Concentration

Freshman Year

Education 111 & 112	2
Education 162	3
Mathematics 153 & 154	6
Biology 113, 114	4
English 101 & 102	6
Chemistry 101	3
History 101 or 104	3
Social Science 101	3
Total Hours	30

Sophomore Year

Education 200 or 204	3
Mathematics 201	3
Mathematics 202	3
Mathematics 221	3
Mathematics 273 & 274	6
Art 210	3
Economics 201	3
English 200	3
Physics 109	3
General Education Testing 300	0
Total Hours	30

Junior Year

Education 300	3
Education 312	3
Education 317	3
Education 322	3
Education 328	3
Mathematics 301	3
Mathematics 306	3
Mathematics 307	3
Mathematics 309	3
Mathematics 323	3
Total Hours	30

Senior Year

Education 402	3
Education 427	3
Education 431	3
Education 453	3
Education 455	9
Mathematics 350	3
Mathematics 405	3
Mathematics 403	3
Total Hours	30
TOTAL	**120**

Physics Grades 6-12 Concentration

Freshman Year

Education 111 & 112		2
Education 162		3
Physics 120		3
Physics 153, 153L		4
English 101 & 102		6
Chemistry 111, 113		4
Mathematics 153 & 154		6
Social Science 101		3
	Total Hours	31

Sophomore Year

Education 200 or 204		3
Physics 154, 154L		4
Physics 208		4
Physics 215		3
Art 210		3
Biology 113		3
Chemistry 112, 114		4
Economics 201		3
English 200		3
History 101		3
General Education Testing 300		0
	Total Hours	33

Junior Year

Education 300		3
Education 312		3
Education 317		3
Education 322		3
Education 328		3
Physics 304		3
Physics 305		3
Physics 313		3
Mathematics 273		3
Physical Science 320		3
	Total Hours	30

Senior Year

Education 402		3
Education 427		3
Education 453		3
Education 455		9
Physics 401		2
Physics 403		3
Foreign Language		6
	Total Hours	29
	TOTAL	**123**

Special Education Mild/Mod, Gr. 1-5 or Gr. 6-12

The BS or the BA degree with a major in General Special Education Mild/Moderate: An Integrated to Merged Approach – Grades 1-5 or Grades 6-12 is awarded to candidates who complete a program of choice as outlined below in general, specialized academic and professional education. The programs lead to initial teacher licensure (certification) in general special education mild/moderate **and one** of the following: Elementary Education, English Education, Mathematics Education, or Social Studies Education.

Elementary Education and Special Education Mild/Moderate, Grades 1-5 Curriculum Plan

Freshman Year

Education 111 & 112		2
Education 162		3
Education 200 or 202		3
Biology 103 & 104		6
English 101 & 102		6
History 101		3
Mathematics 147 & 148		6
Social Science 101		3
	Total Hours	32

Sophomore Year

Education 300		3
Education 302		3
Art 210		3
Chemistry 101		3
Economics 201		3
English 200		3
English 213		3
History 201		3
Mathematics 137		3
Physical Science 105 & 106		6
General Education Testing		0
	Total Hours	33

Junior Year

Education 303	3
Education 304	3
Education 305	3
Education 312	3
Education 317	3
Education 325	3
Education 328	3
Education 333	3
Education 402	3
Mathematics 273	3
Total Hours	30

Senior Year

Education 427	3
Education 431	3
Education 432	3
Education 442	3
Education 452	6
Education 455	9
Education 476	3
Total Hours	30
TOTAL	**125**

English Education and Special Education Mild/Mod, Grades 6-12 Curriculum Plan

Freshman Year

Education 111 &112	2
Education 162	3
Education 200 or 204	3
Biology 103	3
English 101 & 102	6
History 101 or 104	3
Mathematics 147 & 148	6
Physical Science 105	3
Social Science 101	3
Total Hours	32

Sophomore Year

Education 300	3
Education 312	3
Education 317	3
English 301	3
English 302	3
English 310	3
English 315	3
Art 210	3
English 200	3
Physical Science 106	3
General Education Testing	0
Total Hours	30

Junior Year

Education 322	3
Education 328	3
Education 333	3
Education 402	3
Education 431	3
Education 442	3
Economics 201	3
English 401	3
English 402	3
English 408	3
Total Hours	30

Senior Year

Education 427	3
Education 453	3
Education 455	9
Education 470	3
Education 476	3
English 415	3
English 450	3
English 455	3
Total Hours	30
TOTAL	**122**

Mathematics Education and Special Ed Mild/Mod, Grades 6-12 Curriculum Plan

Freshman Year

Education 111 &112	2
Education 162	3
Education 200 or 204	3
Biology 113, 115	4
English 101 & 102	6
History 101 or 104	3
Mathematics 153 & 154	6

Physical Science 105		3
Social Science 101		3
	Total Hours	33

Sophomore Year

Education 300		3
Education 312		3
Education 317		3
Mathematics 201		3
Mathematics 202		3
Mathematics 221		3
Mathematics 273		3
Art 210		3
Chemistry 101		3
Economics 201		3
English 200		3
General Education Testing		0
	Total Hours	33

Junior Year

Education 322		3
Education 328		3
Education 333		3
Education 402		3
Mathematics 301		3
Mathematics 306		3
Mathematics 307		3
Mathematics 309		3
Mathematics 323		3
Mathematics 350		3
	Total Hours	30

Senior Year

Education 427		3
Education 431		3
Education 442		3
Education 453		3
Education 455		9
Education 470		3
Education 476		3
Mathematics 403		3
	Total Hours	30
	TOTAL	**126**

Social Studies Education and Special Ed Mild/Mod, Grades 6-12 Curriculum Plan

Freshman Year

Education 111 &112		2
Education 162		3
Education 200 or 204		3
Biology 103		3
English 101 & 102		6
History 101		3
Mathematics 147 & 148		6
Physical Science 105		3
Social Science 101		3
	Total Hours	32

Sophomore Year

History 104		3
History 201		3
History 202		3
Geography 201		3
Art 210		3
Chemistry 101		3
English 200		3
Political Science 201		3
Psychology 200		3
Sociology 200		3
General Education Testing		0
	Total Hours	30

Junior Year

Education 300		3
Education 312		3
Education 317		3
Education 322		3
Education 328		3
Education 333		3
Education 402		3
History 322		3
Economics 201		3
Political Science 300		3
	Total Hours	30

Senior Year

Education 427		3
Education 431		3
Education 442		3
Education 453		3
Education 455		9
Education 470		3
Education 476		3
Social Science 406		3
	Total Hours	30
	TOTAL	**122**

Additional Teacher Certification Programs

Additional teacher certification programs offered by other departments include Child Development and Early Literacy (ECE Grades PK-3), English Education, Health and Physical Education, Grades K-12 (Kinesiology, Pedagogy), Music Education (Instrumental), Music Education (Vocal), and Social Studies Education.

Note: Program requirements are subject to change based on state and national mandates. Candidates enrolled in degree programs may be affected by such changes during their matriculation. Candidates must meet all PRAXIS requirements to be admitted to Teacher Education programs and to be enrolled in upper level classes. Candidates must check with their academic advisor for all updated curriculum changes required by the state and national accreditation bodies that may affect existing requirements.

Alternative Teacher Certification Project (ATCP)
Master of Arts in Teaching (MAT)

The Alternative Teacher Certification (ATC) Master of Arts in Teaching (MAT) Program is an alternative certification program funded by a US Department of Education Office of Innovation and Improvement Transition to Teaching Grant and approved by the Louisiana Board of Regents. An alternate certification program provides opportunities for individuals with bachelor's degrees to become certified public school teachers. The MAT Program is a streamlined alternate certification system that allows individuals to become certified through a combination of course work and full-time teaching across the following strands:

- Integrated to Merged Elementary Education Grades 1-5 practitioner teacher interns who enter the program will attend seminars and cover content related to child/adolescent developmental/psychology, the diverse learner, classroom management/organization, assessment, instructional design, and instructional strategies.
- Integrated to Merged Special Education Mild/Moderate Secondary Grades 6-12 practitioner teacher interns will take courses that focus on the special needs of the mild/moderate exceptional child, classroom management, behavioral management, assessment and evaluation, methods/materials for mild/moderate exceptional children, and vocational and transition services for students with disabilities to become certified in general special education mild /moderate **and one** of the following: Biology Education, General Science, English Education, Mathematics Education, or Physics Education.

Admission Requirements

- Minimum of bachelor's degree from a regionally accredited university
- Minimum of 2.50 GPA or higher on a 4.00 scale.
- Pass Praxis Pre-Professional Skills Test in reading, writing, and mathematics (Praxis I). Individuals with an earned graduate degree from a regionally accredited institution may be exempt from this requirement. (An ACT composite score of 22 or a SAT combined verbal and math score of 1030 may also be used in lieu of Praxis 1 PPST exams).
- Pass PRAXIS content specific examination (PRAXIS II):

Elementary Grades (1-5)

0014 - Elementary Content Knowledge **(OR)**
5014 - Elementary Education: Content Knowledge (computer-based)

General/Special Education – Mild/ Moderate Grades 1-5

0014 - Elementary Education: Content Knowledge **(OR)** 5014 - Elementary Education: Content Knowledge (computer based)

General/Special Education – Mild/ Moderate Secondary Education: Grades 6-12
English
0041 **OR** 5041 - English Language, Literature & Composition: Content Knowledge

0043 **OR** 5043 - English Language, Literature & Composition: Pedagogy

Biology
0235 **OR** 5235 – Biology Content Knowledge Exam

Chemistry
0245 **OR** 5245 – Chemistry Content Knowledge Exam

General Science
0435 **OR** 5435 – General Science Content Knowledge Exam

Physics
0265 **OR** 5265 – Physics Content Knowledge Exam

Mathematics
0061 **OR** 5061 – Mathematics Content Knowledge Exam

Note: Family & Consumer Sciences, Physical Ed or Business Ed exams **will not** be accepted.

Application Process

To apply for the ATCP/MAT Program, please submit the following documents to the address on the ATCP/MAT application:

- Completed ATCP/MAT application.
- Current resume - including work experience, leadership roles, community involvement, and past education/training.
- Official Transcripts (2) (from each college attended)
- Typed 500-1000 word personal statement addressing the following two questions:

  ✓ Why do you want to become teacher?
  ✓ How will you use your previous experiences to ensure high academic achievement for your students?

After reviewing written materials, eligible applicants will be invited to a group interview day. Selected candidates will be notified with more information concerning the interview process.

Program Requirements

Total Hours Required: 42 Semester Hours Min. for Elementary Education Grades 1-5

39 Semester Hours Minimum for Secondary Education Grades 6-12

Program Exit Requirements

- Successfully complete coursework with minimum grades of "B".
- Pass appropriate PRAXIS pedagogy examination(s):

  Elementary Grades (1-5)
  0622 - Principles of Learning & Teaching (PLT K-6) or NTE-Professional Knowledge

  AND/OR

  General Special Education – Mild/ Moderate – Grades 1-5
  0543 or 5543 – Special Education: Core Knowledge and Mild to Moderate Applications

  Secondary Education
  0623 or 5623 – Principles of Learning & Teaching (PLT Grades 5-9) or NTE-Professional Knowledge
  0624 or 5624 – Principles of Learning & Teaching (PLT Grades 6-12) or NTE-Professional Knowledge

Participants in the ***ATCP/MAT*** program must maintain enrollment in academic coursework (minimum of 39 credit hours) while teaching full-time.

ATCP/MAT Options

Option 1 – Integrated to Merged Elementary Education (Grades 1-5)

Summer Session/First Year

Education Practitioner Teacher 515	3
Education Practitioner Teacher 516	3
Education Practitioner Teacher 551	3
Education Practitioner Teacher 525	3
Education Practitioner Teacher 599	0

Fall Semester Only

Education Practitioner Teacher 441	3
Education Practitioner Teacher 452	3
Education Practitioner Teacher 528	3

Spring Semester Only

Education Practitioner Teacher 442	3
Education Practitioner Teacher 453	3
Education Practitioner Teacher 514	3

Summer Session/Second Year

Education Practitioner Teacher 512	3
Education Practitioner 531	3
Technical Writing SPA 511 **OR** PA 523	3
Education Practitioner Teacher 504	3

Option 2 - Integrated to Merged Secondary Education (Grades 6-12)

Summer Session/First Year

Education Practitioner Teacher 515	3
Education Practitioner Teacher 516	3
Education Practitioner Teacher 520 OR 513	3
Education Practitioner Teacher 522	3
Education Practitioner Teacher 599	0

Fall Semester Only

Education Practitioner Teacher 441	3
Education Practitioner Teacher 452	3
Education Practitioner Teacher 528	3

Spring Semester Only

Education Practitioner Teacher 442	3
Education Practitioner Teacher 453	3
Education Practitioner Teacher 514	3

Summer Session/Second Year

Education Practitioner Teacher 512	3
Education Practitioner 531	3
Technical Writing SPA 511 **OR** PA 523	3

Masters Degree Programs

The Department of Curriculum and Instruction offers the Master of Education degree in Curriculum and Instruction and the Master of Education degree in Special Education. The Master of Education degree program in Special Education is designed to develop teachers and teacher leaders with skills, knowledge, and attitudes to effect positive changes in the educational careers of young children with special needs. The Master of Education in Curriculum and Instruction degree program allows candidates to enhance their knowledge and to advance their leadership skills in the areas in which they are currently certified to teach.

M.Ed. in Curriculum and Instruction

The master's program in Curriculum and Instruction allows candidates to enhance their knowledge and to advance their leadership skills in the areas in which they are currently certified to teach. The program provides candidates four areas of concentration: Early Childhood Education, Reading, Technology Facilitator, and Educational Technology Leadership. The program is designed to help certified teachers meet the requirements to be "highly qualified" as defined by the No Child Left Behind (NCLB) federal legislation and specifically to obtain a master's degree in a content area. The NCLB act serves as the basis for the design and organization of the program. The objectives of the program are pursued through use of a triangular configuration of curricula, instruction, and field-based experiences. Guided by state standards, national accrediting agencies, professional associations, the Louisiana Blue Ribbon Commission and the Louisiana Board of Elementary and Secondary Education (BESE), the curriculum currently focuses on three critical areas:, Early Childhood Education, Reading, and Technology. All courses are based on findings of empirical research related to the content.

The sequence is designed to create graduates who can: 1. prepare for student learning through knowledge of subject matter, knowledge of student development, effective communication, and respect for diversity; 2. advance and support student learning through the use of supportive academic and social environments, multiple pathways for learning and assessment, use of multiple instructional resources, and development and maintenance of family, educational and community partnerships; and 3. engage in professional development and outreach through school-based research, contributions to the professional and engaging in reflective practice.

To qualify for admission to the program, candidates must be admitted to the School of Graduate Studies at Grambling State University. Additionally, they must be certified or licensed to teach with the equivalent of at least a Level I certificate in the state of Louisiana. They must also successfully complete an interview for admission to the program.

Emphasis is placed on inquiry-based approaches to learning. All candidates are given opportunities to analyze research, as well as conduct action research projects in areas of interest. All candidates complete 18 hours of core courses, 15 hours in a concentration, a professional writing course, and the comprehensive examination. Both a non-thesis option and a thesis option are available. Those choosing a thesis option complete a 3-hour thesis course instead of a 3-hour course from a given set of selective courses. For the non-thesis option, candidates complete a 3-hour graduate course in an area of interest. The concentration is the same for both thesis and non-thesis options

All candidates will be expected to maintain a 3.0 graduate grade point average to remain in good standing. Those who do not will be subject to the sanctions of the School of Graduate Studies. All candidates seeking the endorsement must maintain a grade point average $\geq$ 2.5 and have no grade lower than a "C" in the endorsement sequence courses to receive the endorsement to the teaching certificate. Because the specialization sequence leads to the endorsement, any changes in state requirements may result in necessary changes to the plan of study before completion in order to meet state mandates.

All candidates must register for and pass ED 599, the Comprehensive Examination, before the degree will be awarded. All candidates must take and pass the Comprehensive Exam which consists of five (5) essay questions from the candidate's area of concentration. Passage is determined by successfully completing 4 of the 5 questions.

If a licensure test or tests is/are required to complete the endorsement, candidates must take and pass it/them prior to receiving the M.Ed. degree.

Master of Education in Curriculum and Instruction Curriculum Plan

Developmental Education 634*	3
Education 520	3
Education 530	3
Education 581 or	3
Educational Leadership 500	3
Education 549	3
Education 545	3
Education 576	3
Education 599	0
Concentration Area	9-15
Selective Course(s)	
Non-Thesis or Thesis Option	
Education 561 Thesis	3
TOTAL HOURS	**36**

Areas of Concentration

- **Early Childhood Education**

Education 510	3
Education 528	3
Education 539	3

- **Reading**

Education 504	3
Education 505	3
Education 507	3
Education 506	3

- **Technology Facilitator**

Education 533	3
Education 536	3
Education 543	3

- **Technology Leadership**

Education 569	3
Education 571	3
Education 573	3
Education 576	3

*Grade of B or higher

M.Ed. in Special Education

The Master of Education degree program in Special Education is designed to develop teachers and teacher leaders with skills, knowledge, and attitudes to effect positive changes in the educational careers of young children with special needs. The program activities and objectives within the courses are developed to focus upon NCATE, National Board for Professional Teaching Standards, Council for Exceptional Children, the Blue Ribbon Commission and the Louisiana Components of Effective Teaching Standards.

The program provides candidates with regular education certification and the preparation to become dynamic teacher leaders through a course of study which requires application and analysis of research principles. Candidates will select a course sequence which leads to endorsement in one of two areas of special education: Mild/Moderate (Grades 1-5, where most students are identified as having special education needs), or Early Intervention (Birth to 8 Years, to remediate or lessen the effects of early problems). The program participants enter as a cohort group and proceed through the core classes as a group before selecting their concentrations. In an effort to develop effective teacher leaders, program candidates will be involved in activities that involve the design and implementation of staff development and mentoring workshops. These include on-line experiences, sessions at partnership schools, community sites, or the candidates' schools, leading to proposals and presentations at professional conferences. Candidates have the opportunity to select either the thesis option or the non-thesis option.

The sequence is designed to create graduates who can: 1. prepare for student learning through knowledge of subject matter, knowledge of student development, effective communication, and respect for diversity; 2. advance and support student learning through the use of supportive academic and social environments, multiple pathways for learning and assessment, use of multiple instructional resources, and development and maintenance of family, educational and community partnerships; and 3. engage in professional development and outreach through school-based research, contributions to the professional and engaging in reflective practice.

To qualify for admission to the program, candidates must be admitted to the School of Graduate Studies at Grambling State University. Additionally, they must be certified or licensed to teach with the equivalent of a Level I certificate in the state of Louisiana. They must also successfully complete an interview for admission to the program. Additionally, those candidates in the M.Ed. program in Early Intervention, or Mild/Moderate 1-5 who cannot show that they have taken 9 hours in reading must add these courses at the graduate or undergraduate level before completing the degree and endorsement.

Emphasis is placed on inquiry-based approaches to learning. All candidates are given opportunities to analyze research, as well as conduct action research projects in areas of interest. All candidates complete 15 hours of core courses, 18 hours in a concentration, a professional writing course, and the comprehensive examination. Both a non-thesis option and a thesis option are available. Those choosing a thesis option complete a 3-hour thesis course and one (1) selective course. For the non-thesis option, candidates complete 6-hours of graduate courses in an area of interest. The concentration is the same for both thesis and non-thesis options

All candidates will be expected to maintain a 3.0 graduate grade point average to remain in good standing. Those who do not will be subject to the sanctions of the School of Graduate Studies. All candidates seeking the endorsement must maintain a grade point average $\geq$ 2.5 and have no grade lower than a "C" in the endorsement sequence courses to receive the endorsement to the teaching certificate. Because the specialization sequence leads to the endorsement, any changes in state requirements may result in necessary changes to the plan of study before completion in order to meet state mandates.

All candidates must register for and pass ED 599, the Comprehensive Examination, before the degree will be awarded. All candidates must take and pass the Comprehensive Exam which consists of five (5) essay questions from the candidate's area of concentration. Passage is determined by successfully completing 4 of the 5 questions.

If candidates are adding a special education endorsement to existing teaching certificates, they must enroll in the course sequence required by the state for endorsement certification and take and pass any licensure examination(s) required for the endorsement prior to graduation.

Master of Education in Special Education
Curriculum Plan

Areas of Concentration

Concentration areas lead to the Endorsement in Mild/Moderate (Grades1-5 or Grades 6-12) or Early Intervention.

- **Mild/Moderate**
- **Early Intervention**

Education 505* or Special Education 570**	3
Special Education 527	3
Special Education 542	3
Special Education 543 or 568	3
Special Education 576	3

*required for Mild/Moderate 1-5
**required for Mild/Moderate 6-12

Special Education 530	3
Special Education 532	3
Special Education 535	3
Education 563	3

DEPARTMENT OF EDUCATIONAL LEADERSHIP

Graduate Faculty
Acting Department Head: Dr. Olatunde Ogunyemi
Professors: Dr. Vicki Brown, Dr. Larnell Flannagan, Dr. Vernon Farmer, Dr. Janet A. I. Guyden, Dr. Prentiss Love, and Dr. Olatunde Ogunyemi
Associate Professors: Dr. Ellen Smiley and Dr. Reuben Wanjohi
Assistant Professors: Dr. Carolyn Jackson, Dr. Natesha Smith, and Dr. Daphne Williams

The Department of Educational Leadership has as its mission the preparation of personnel for positions ranging from teaching to administrative and supervisory positions in education-related and other human service settings.

The Department of Educational Leadership has responsibility for four graduate programs: the Master of Education (M.Ed.) in Educational Leadership, the Master of Science (M.S.) in Developmental Education, the Post Masters Certificate in Developmental Education, and the Doctor of Education (Ed.D.) in Developmental Education.

Educational Leadership

Master of Education in Educational Leadership

The mission of the Master of Education in Educational Leadership is to prepare visionary educational leaders who understand the constitutional, statutory, regulatory and legal foundations of education; understand the importance of school culture and have the skills and commitment to nurture it; possess the skills and commitment to include all stakeholders in the school community in school governance and improvement efforts; have a knowledge of research-based best practices in curriculum development; assessment, instruction and program evaluation; have the skills and commitment to lead teachers and other school personnel in improving the learning of all students; and possess the skills to organize and manage the human and material resources of the learning environment in an ethical manner that maximizes student learning.

Purpose

The purpose of the Master of Education (M.Ed.) in Educational Leadership program is to prepare visionary leaders for public and private educational systems.

Vision

The vision of the Master of Education in Educational Leadership program is to be the nation's premier provider of visionary PK-16+ educational leaders.

Mission

The mission of the Master of Education in Educational Leadership is to prepare visionary educational leaders who understand the constitutional, statutory, regulatory and legal foundations of education; understand the importance of school culture and have the skills and commitment to nurture it; possess the skills and commitment to include all stakeholders in the school community in school governance and improvement efforts; have a knowledge of research-based best practices in curriculum development; assessment, instruction and program evaluation; have the skills and commitment to lead teachers and other school personnel in improving the learning of all students; and possess the skills to organize and manage the human and material resources of the learning environment in an ethical manner that maximizes student learning.

Program Goals

Goal 1. To prepare candidates for further graduate school study.

Goal 2. To prepare candidates who engage the school community in developing and maintaining a student-centered vision for education which forms the basis for school goals and guides the preparation of students as effective, lifelong learners in a pluralistic society (Related to SREB CSF 1, ELCC Standard 1 and

ISLLC Standard 1) EDLD 500, 502, 503, 504, 506, 507, 510

Goal 3. To prepare candidates who use a knowledge of teaching and learning in working collaboratively with the faculty and staff to implement effective and innovative teaching practices which engage candidates in meaningful and challenging learning experiences (Related to SREB CSF 2, ELCC Standard 2 and ISLLC Standard 2) EDLD 503, 504, 506, 508, 509, 510, 511, 512

Goal 4. To prepare candidates who promote the success of all students by ensuring management of the organization, operations, and resources for a safe and orderly learning environment (Related to SREB CSF 11, ELCC Standard 3 and ISLLC Standard 3) EDLD 501, 505, 508

Goal 5. To prepare candidates who work with the school community to review data from multiple sources to establish challenging standards, monitor progress, and foster the continuous growth of all students (Related to SREB CSF 6, ELCC Standard 4 and ISLLC Standard 4) EDLD 500, 502, 503, 504, 505, 506, 507, 508, 509, 510

Goal 6. To prepare candidates who work collaboratively with the school faculty and staff to plan and implement professional development activities that promote both individual and organizational growth and lead to improved teaching and learning EDLD 500, 503, 504, 505, 506

Goal 7. To prepare candidates who use an understanding of the culture of the community to create and sustain mutually supportive school-community relations (Related to SREB CSF 8, ELCC Standard 6 and ISLLC Standard 6) EDLD 500, 504, 505, 508

Goal 8. To prepare candidates who demonstrate honesty, integrity, and fairness to guide school programs in an ethical manner (Related to SREB CSF 12, ELCC Standard 5 and ISLLC Standard 5) EDLD 500, 501, 508

Admission Requirements

Following admission to the Graduate School, the individual must submit to the Department of Educational Leadership an application for admission to the M.Ed. program. Applicants should secure three letters (see below for specific directions) of recommendation that must be submitted to the department. When an individual's application materials are complete, they are evaluated by the department's graduate admissions committee, and the student is notified of the committee's decision regarding admission to the M.Ed. program.

The Department admits students to this program once a year during the fall semester. To be considered for admission, the Department must receive the student's complete application package by April 1.

Requirements for admission to the master's program in Educational Leadership include the following criteria:

- Complete application packet, writing sample and interview
- Hold a valid Louisiana Type A Certificate
- Evidence of Level 2 professional teaching experience
- Regular Admission to the Graduate School
- Three Letters of Recommendation (Principal, Superintendent, University Professor)
- The GRE
- Official Transcripts
- At least a 2.5 grade point average

Master of Education in Educational Leadership Curriculum Plan

Educational Leadership 500	3
Educational Leadership 501	3
Educational Leadership 502	3
Educational Leadership 503	3
Educational Leadership 504	3
Educational Leadership 505	3
Educational Leadership 506	3
Educational Leadership 507	3
Educational Leadership 508	3
Educational Leadership 509	3
Educational Leadership 510	3
Educational Leadership 511	1
Educational Leadership 512	2
Developmental Education 634*	3
TOTAL HOURS	**36-39**

*May be satisfied by earning a score of 3.5 or higher on the Analytical Section of the GRE

Program Completion

To complete the program, a student must:

- Take 36 semester credit hours consisting of
  - 12 hours of core courses,
  - 6 hours of evaluation and research courses,
  - a 3-hour English proficiency course,
  - 3 hours of elective courses,
  - a 3-hour practicum, and
  - 9 hours in an option (A number of these courses are offered online.).
- Pass Comprehensive examinations

Graduation Requirements

- Complete application for graduation
- Complete Certification of Completion of Degree Requirements
- Complete Exit form

Developmental Education

The programs in developmental education prepare personnel for positions ranging from master teachers to executive-level leaders supervisors/ program coordinators, curriculum specialists, instructional /technology designers, department/unit heads, deans and vice presidents.

Master of Science in Developmental Education

The master's program in developmental education prepares individuals as master teachers, administrators, and student development specialists in learning assistance programs in postsecondary education. Developmental educators work both in the traditional classroom and in the workplace, using counseling, administration, management, and instructional design skills to help the nontraditional learner.

Vision

The vision of the Master of Science in Developmental Education program is to be the premier provider of developmental education teachers, specialists, and practitioners in the nation.

Mission

The mission of the Master of Science in Developmental Education is to prepare candidates for employment as developmental education teachers, specialists, and practitioners within postsecondary education, business, industry, government and human service agencies.

Program Goals

Goal 1. To prepare candidates for further graduate school study.

Goal 2. To provide candidates with the knowledge and pedagogical skills necessary to effectively advise and teach developmental students

Goal 3. To prepare candidates who have the skills and knowledge necessary to expand research and knowledge in the field of developmental education

Goal 4. To prepare candidates who possess the skills necessary to effectively develop, design, implement, and evaluate a developmental education program curriculum and various developmental education diagnostic, placement, and assessment instruments

Admission Requirements

Following admission to the Graduate School, the individual must submit to the Department of Educational Leadership an application for admission to the M.S. program. Applicants should secure three letters of recommendation that must be submitted to the department. When an individual's application materials are complete, they are evaluated by the department's graduate admissions committee, and the student is notified of the committee's decision regarding admission to the M.S. program.

The Department admits students twice a year during the fall and spring semesters. To be considered for admission for the fall semester, the Department must receive the student's complete application package by April 1. To be considered for admission for the spring semester, the Department must receive the student's complete application package by October 1.

Requirements for admission to the master's program in Developmental Education include the following criteria:

- A baccalaureate degree from an accredited college or university in the United States or proof of equivalent training at a foreign university
- At least a 2.5 grade point average on the last degree earned
- A writing sample
- Interview with Admissions Committee
- Acceptable GRE scores as determined by the graduate admissions committee

Master of Science in Developmental Education Curriculum Plan

Developmental Education 543	3
Developmental Education 544	3
Developmental Education 545	3
Developmental Education 548	3
Developmental Education 599	0
Developmental Education 634*	3
Educational Leadership 549	3
Educational Leadership 555	3
Educational Leadership 573	3
Concentration Area	9
Elective**	3
TOTAL HOURS	**36**

*May be satisfied by earning a score of 3.5 or higher on the Analytical Section of the GRE
**Elective must be approved by advisor.

Concentration Areas

- **English**

Developmental Education 575	3
Developmental Education 576	3
Developmental Education 577	3
Developmental Education 613	3

- **Guidance & Counseling**

Developmental Education 578	3
Developmental Education 579	3
Developmental Education 580	3
Developmental Education 583	3

- **Mathematics**

Developmental Education 552	3
Developmental Education 553	3
Developmental Education 554	3
Developmental Education 556	3

Courses in mathematics may be used with the approval of the department head.

- **Reading**

Developmental Education 547	3
Developmental Education 556	3
Developmental Education 605	3
Developmental Education 606	3

- **Science**

Developmental Education 556	3

Note: May substitute graduate courses in the content area outside of the College of Education with approval of advisor and department head.

Program Completion

To complete the program, a student must:

- Take 36 semester credit hours consisting of
  - 12 hours of core courses,
  - 6 hours of evaluation and research courses,
  - a 3-hour English proficiency course,
  - 3 hours of elective courses,
  - a 3-hour practicum, and
  - 9 hours in an option (A number of these courses are offered online.).
- Pass Comprehensive examinations (semester prior to anticipated graduation date)
- A student who fails the exam would be allowed to retake it one time. A student who fails the examination after the second attempt would be dismissed from the program.

Graduation Requirements

- Complete application for graduation
- Complete Certification of Completion of Degree Requirements
- Complete Exit form

Post Masters Certificate (PMC) in Developmental Education

Purpose

The purpose of the program is to prepare faculty and administrators who have master's or doctorates in various academic disciplines to work more effectively in developmental and remedial education and learning support programs serving academically underprepared, at-risk and nontraditional learners in community and technical colleges and four-year colleges and universities. The program is designed particularly to appeal to faculty and administrators in community and technical colleges where many personnel are not expected to have terminal degrees but do need some graduate preparation to work with developmental learners who comprise a large part of their clientele.

Vision

The vision of the Post Master's Certificate in Developmental Education is to become the premier provider of graduate-level coursework in the field of developmental education to practicing developmental educators and learning assistance professionals who do not wish to seek a terminal degree in the field.

Mission

The mission of the Post Master's Certificate in Developmental Education is to provide practicing developmental educators and learning assistance professionals with the knowledge, skills, and competencies identified in research and best practices literature as being critical for effective developmental instructors, learning assistance specialists, and program leaders. Candidates will have strong theoretical foundations in the developmental nature of learning and the needs of nontraditional learners.

Program Goals and Student Learning Outcomes

Goal 1. To prepare candidates who have strong theoretical foundations of developmental education including cognitive and affective learning theory DEED 543, EDL 555

Goal 2. To prepare candidates who are knowledgeable in the current research and best practices in learning theory, pedagogy, and andragogy in developmental education DEED 549, DEED 543, EDL 555

Goal 3. To prepare candidates who are knowledgeable of the characteristics of quality, comprehensive developmental education and learning assistance programs DEED 607, DEED 605, DEED 622

Goal 4. To prepare candidates who possess the skills to effectively design, develop, implement and evaluate a developmental education program curriculum and various developmental education diagnostic, placement, and assessment instruments DEED 544, DEED 545, DEED 605

Admission Requirements

Following admission to the Graduate School, the individual must submit to the Department of Educational Leadership an application for admission to the PMC program. Applicants must have three recommendations sent by appropriate individuals to the department. When an individual's application materials are complete, they are evaluated by the department's graduate admissions committee, and the student is notified of the committee's decision regarding admission to the program.

The Department admits students twice a year during the fall and spring semesters. To be considered for admission for the fall semester, the Department must receive the student's complete application package by April 1. To be considered for admission for the spring semester, the Department must receive the student's complete application package by October 1.

Students entering the proposed PMC program must have at least a master's degree from an accredited institution, and must meet the same criteria required by the Department of Educational Leadership for admission to the master's degree program in developmental education.

Requirements for admission to the Post Master's Certificate program in Developmental Education include the following criteria:

- A baccalaureate degree from an accredited college or university in the United States or proof of equivalent training at a foreign university
- At least a 2.5 grade point average on the last degree earned
- A writing sample
- Acceptable GRE scores as determined by the graduate admissions committee

Post Masters Certificate in Developmental Education Curriculum Plan

Required Courses

Developmental Education 543	3
Developmental Education 544	3
Developmental Education 545	3
Developmental Education 549	3
Developmental Education 607	3
Educational Leadership 555	3
Elective	3
TOTAL HOURS	**21**

Elective Courses (Select one of the following courses.)

Developmental Education 605	3
Developmental Education 622	3
Developmental Education 631	3
Developmental Education 618	3
TOTAL HOURS	**3**

Program Completion

To complete the program, a student must:

- Take 21 semester credit hours consisting of
  - 18 hours of core courses,
  - 3 hours of elective courses

Graduation Requirements

- Complete application for graduation
- Complete Certification of Completion of Degree Requirements
- Complete Exit form

Doctor of Education (Ed.D.) in Developmental Education

The program is designed to prepare researchers, practitioners, and leaders for postsecondary education, business, industry, government, and human services. Developmental educators work both in the traditional classroom and in the workplace, using counseling, administration, management, and instructional design skills to help the nontraditional learner.

Vision

The vision of the Doctor of Education in Developmental Education is to be the nation's premier producer of faculty, executive-level leaders, researchers, learning assistance professionals, and practitioners in the field of developmental education.

Mission

The mission of the Doctor of Education in Developmental Education is to prepare executive-level leaders, researchers, and practitioners for work in public and private post-secondary educational systems or education-related positions in industry, business, government, human and social service agencies.

Program Goals and Student Learning Outcomes

Goal 1. To prepare candidates who possess the skills necessary to expand research and knowledge in the field of developmental education

Goal 2. To prepare candidates who are knowledgeable in the current research and best practices in learning theory, pedagogy, andragogy, and learning assistance in the field of developmental education

Goal 3. To prepare candidates who possess an understanding of the major issues confronting the field of developmental education, some of the problems associated with those issues, and the ability to critically analyze literature in the field

Goal 4. To prepare candidates with the skills necessary to design, develop, implement, and evaluate innovative and effective developmental education policies, programs, services, curricula, and pedagogical best practices

Admission Requirements

Following admission to the Graduate School, the individual must submit to the Department of Educational Leadership an application for admission to the Ed.D. program. Applicants must have three recommendations sent by appropriate individuals to the department.

When an individual's application materials are complete, they are evaluated by the department's graduate admissions committee, and the student is notified of the committee's decision regarding admission to the Ed.D. program.

The Department admits students twice a year during the fall and spring semesters. To be considered for admission for the fall semester, the Department must receive the student's complete application package by April 1. To be considered for admission for the spring semester, the Department must receive the student's complete application package by October 1.

Requirements for regular admission to the program include the following criteria:

- A master's degree form an accredited college or university
- At least a 3.0 grade point average on the last degree earned
- At least a score in the 30th percentile on the GRE
- Writing sample
- Interview with Admissions Committee

Requirements for conditional admission to the program include the following criteria:

- A master's degree from an accredited college or university
- At least a 3.0 grade point average on the last degree earned
- At least a score in the 20th percentile on the GRE
- Writing sample
- Interview with Admissions Committee
- Evidence of compensating strengths as defined by the department and evaluated by the admissions committee

The status of a student admitted conditionally is reevaluated after 12 hours of work has been completed. If the GPA is 3.5 or higher, the conditional status is removed and the student is granted regular standing. If the GPA is less than 3.5, the student is dismissed from the program.

Doctor of Education (Ed.D.) in Developmental Education Curriculum Plan

Major Courses

Developmental Education 549	3
Developmental Education 600	3
Developmental Education 607	3
Developmental Education 631	3
Developmental Education 649	3
Developmental Education 719	3
Developmental Education 726	3
Developmental Education 792	3
Developmental Education 793 or 705	3

English Proficiency

Developmental Education 634*	3

*May be satisfied by earning a score of 3.5 or more on the Analytical section of the GRE

Evaluation and Research

Developmental Education 643	3
Developmental Education 728	3
Developmental Education 736 or 735	3

Electives+	3

+Selected from transfer or other GSU graduate courses

Internship**

Developmental Education 734	3

**Placement determined by concentration

Option/Concentration	12

Option/Concentration Areas

- **Curriculum and Instructional Design**

Developmental Education 605	3
Developmental Education 618	3
Developmental Education 621	3
Developmental Education 704	3
Developmental Education 706	3

Developmental Education	709	3
Developmental Education	793	3

- **Higher Education Administration and Management**

Developmental Education	618	3
Developmental Education	622	3
Developmental Education	660	3
Developmental Education	702	3
Developmental Education	712	3
Developmental Education	713	3
Developmental Education	714	3

- **Student Development & Personnel Services**

Developmental Education	617	3
Developmental Education	618	3
Developmental Education	701	3
Developmental Education	708	3
Developmental Education	715	3
Developmental Education	718	3

Program Completion

To complete the program, a student must:

- Take 66 semester credit hours consisting of
  - 27 hours of core courses,
  - 9 hours of evaluation and research courses,
  - a 3-hour English proficiency course,
  - 6 hours of elective courses,
  - a 3-hour internship, and
  - 12 hours in an option (A number of these courses are offered online.).
- Pass Qualifying and comprehensive examinations
- Complete a minimum of 6 hours of dissertation preparation, and
- Oral dissertation defense.

Requirements for Doctoral Qualifying Examination

- Complete no more than 27 hours in the program. **Students who have completed 27 hours and have not taken or passed the Qualifying Examination will not be allowed to take any more classes until after passing the examination.**
- Complete the following courses DEED 549, DEED 600, DEED 631, EDL 549 or equivalent, and EDL 573 or equivalent.
- Exam offered only on campus
- A student who fails the exam would be allowed to retake it one time. A student who fails the examination after the second attempt would be dismissed from the program.

Requirements for Doctoral Comprehensive Examination

- Complete all courses in the program except DEED 796 and DEED 800.
- Exam offered only on campus
- A student who fails the exam would be allowed to retake it one time. A student who fails the examination after the second attempt would be dismissed from the program.

Requirements for Oral Dissertation Defense

- Complete and defend dissertation proposal.
- After proposal is signed by Committee Members, Department Head, and Graduate School Dean, complete appropriate IRB form. **Student must not collect data until IRB form has been approved by the Institutional Review Board.**
- Complete Dissertation
- Abide by timelines published by Department every semester

Graduation Requirements

- Complete application for graduation
- Complete Certification of Completion of Degree Requirements
- Complete Exit form
- Pay Binding and Publication Fees
- Complete Survey of Earned Doctorates Form
- Complete Doctoral Dissertation Agreement Form (UMI)

DEPARTMENT OF KINESIOLOGY, SPORT AND LEISURE STUDIES

Faculty
Department Head: Dr. Willie Daniel
Professors: Dr. Martin Ayim and Dr. Willie Daniel
Associate Professor: Dr. Obadiah Simmons, Jr.
Assistant Professors: Ms. Yvonne Calvin, Dr. Rose Chew, Dr. Christina Gipson, Dr. Jeanette Hutchinson and Ms. Barbara Lewis

The Department of Kinesiology, Sport and Leisure Studies offers the Bachelor of Science Degrees in Kinesiology (KNES) and Leisure Studies (LS), and the Master of Science Degree in Sports Administration (SPA). The master's degree is the only degree offered at a historically black college or university. The department's general objectives are to: 1) graduate majors capable of assuming leadership roles in public/private/parochial schools, sport/athletic organizations, recreation/leisure service agencies, as well as allied health agencies; 2) render services to the citizenry of Lincoln and surrounding parishes and 3) create and achieve excellence in academic programs through faculty and student research activities and other scholarly endeavors.

Baccalaureate degrees in KNES and LS allow students different career paths through established concentrations. KNES has concentrations in: Sport Management, Health Promotion and Pedagogy (formerly Health and Physical Education); LS has concentrations in: General Recreation and Therapeutic Recreation.

Kinesiology (KNES) Program

KNES, Pedagogy is a teacher education program, requiring state certification to teach students in grades K-12. Teacher candidates complete 41 hours in the discipline, 38 hours in specialized academic and professional education areas and 47 hours in general education courses. KNES, Health Promotion is an allied health profession, requiring 39 hours in the discipline, 34 hours in specialized support courses and 47 hours in general education courses. KNES, Sport Management is the discipline-of-study, requiring 50 hours in the discipline, 23 hours in specialized support courses and 47 hours in general education courses. The KNES program requires 120 hours of coursework to graduate, with a minimum cumulative grade point average of 2.5 on a 4.0 grading scale.

Students majoring in KNES or LS Programs may also earn a minor in health education, coaching and substance abuse counseling. Completion of 27 hours is required for the minor in coaching, 25 hours for the minor in health education and 18 hours for the minor in substance abuse counseling. (Certification in substance abuse counseling requires completion of the master's degree in Substance Abuse Counseling). KNES, Pedagogy teacher candidates are encouraged to pursue a second teaching field (e.g., health education, mathematics, social studies, biology, other), completing 18 additional hours.

Kinesiology, Pedagogy (formerly Health and Physical Education) Curriculum Plan

Freshman Year

Education 162		3
Biology 103 or 104		3
Education 201		0
English 101 & 102		6
First Year Experience 101 & 102		2
History 101		3
History 104		3
Mathematics 147 & 148		6
Physics 109, 111		4
Social Science 101		3
	Total Hours	33

Sophomore Year

Education 200		3
Education 201		0
Health Promotion 201		3
Kinesiology 201		3
Kinesiology 214		3
Kinesiology 215		3
Kinesiology 221		3
Art 105		3
Economics 201		3
English 200		3
Psychology 300		3
General Education Testing 300		0
	Total Hours	30

Junior Year

Education 201	0
Education 300	3
Education 303 or 322	3
Education 317	3
Kinesiology 301	2
Kinesiology 306	3
Kinesiology 310	3
Kinesiology 313	3
Kinesiology 316	3
Kinesiology 317	3
Kinesiology 319	3
Biology 303	4
Total Hours	33

Senior Year

Education 201	0
Education 402	3
Education 427	3
Education 453	3
Education 455*****	9
Kinesiology 401	3
Kinesiology 404	3
Kinesiology 411	0
Kinesiology 499	0
Foreign Language	6
Total Hours	30
TOTAL	126

*Must be First Aid/CPR Certified

Kinesiology, Health Promotion Curriculum Plan

Freshman Year

Biology 103, 105 or 104, 106	4
Chemistry 101	3
Education 201	0
English 101 & 102	6
First Year Experience 101 & 102	2
History 101	3
History 104	3
Mathematics 147 & 148	6
Social Science 101	3
Total Hours	30

Sophomore Year

Health Promotion 201	3
Health Promotion 203	3
Health Promotion 205	3
Art 105	3
Economics 201	3
Education 201	0
Education 220	3
English 200	3
Political Science 201	3
Psychology 200	3
Sociology 200	3
General Education Testing 300	0
Total Hours	30

Junior Year

Health Promotion 304	3
Health Promotion 305	3
Health Promotion 306	3
Health Promotion 320	3
Physical Education Elective	1
Recreation 225*	3
Biology 207, 208 or 303	4
Education 201	0
Foreign Language	6
Physics 109, 111	4
Total Hours	30

Senior Year

Health Promotion 400	3
Health Promotion 403	3
Health Promotion 405	3
Health Promotion 406	3
Health Promotion 410	3
Kinesiology 411	0
Kinesiology 499	0
Recreation 408	3
Recreation 416*	12
Education 201	0
Total Hours	30
TOTAL	120

*Must be First Aid/CPR Certified

Kinesiology, Sport Management Curriculum Plan

Freshman Year

Biology 103 or 104	3
Education 201	0
English 101 & 102	6
First Year Experience 101 & 102	2
History 101	3
History 104	3
Mathematics 147 & 148	6
Physics 109	3
Social Science 101	3
Total Hours	29

Sophomore Year

Kinesiology 201	3
Art 105	3
Kinesiology 221	3
Accounting 201	3
Economics 201	3
Education 201	0
English 200	3
Mass Communication 100	3
Mass Communication 225*****	3
Political Science 201	3
Foreign Language	6
General Education Testing 300	0
Total Hours	33

Junior Year

Kinesiology 319	2
Kinesiology 306	3
Kinesiology 307	3
Kinesiology 316	3
Kinesiology 401	3
Recreation 225*	3
Recreation 327	3
Recreation 350	3
Theatre 212	3
Education 201	0
Biology 207, 208 or 303	4
Total Hours	31

Senior Year

Sport Management 405	3
Sport Management 409	3
Sport Management 417	3
Kinesiology 411	0
Kinesiology 499	0
Recreation 408	3
Recreation 410	3
Recreation 416*****	12
Education 201	0
Total Hours	27
TOTAL	120

*****Must be First Aid/CPR Certified

Leisure Studies (LS) Program

LS, General Recreation is an undergraduate program, requiring completion of 38 hours in the discipline, 35 hours in specialized support courses and 47 hours in general education courses. LS, Therapeutic Recreation is an undergraduate program, requiring completion of 35 hours in the discipline, 38 hours in support courses and 47 hours in general education courses. The LS program requires 120 hours of coursework to graduate, with a minimum cumulative grade point average of 2.5 on a 4.0 grading scale.

General Recreation Curriculum Plan

Freshman Year

Biology 103, 105	4
Education 201	0
English 101 & 102	6
First Year Experience 101 & 102	2
History 101	3
History 104	3
Mathematics 147 & 148	6
Physics 109	3
Social Science 101	3
Total Hours	30

Sophomore Year

Kinesiology 215	3
Kinesiology 222	3
Health Promotion 201	3

Foreign Language		6
Art 105		3
Economics 201		3
Education 201		0
English 200		3
General Business 150		3
Psychology 202 or 302		3
Sociology 201, 203, or 305		3
General Education Testing 300		0
	Total Hours	33

Junior Year

Recreation 204		3
Recreation 225*		3
Recreation 301		3
Recreation 201		3
Recreation 310		3
Therapeutic Recreation 302		3
Recreation 350		3
Art 301 or 309		3
Biology 207, 208 or 303		4
Education 201		0
Physical Education 101 or 102		2
	Total Hours	30

Senior Year

Recreation 327		3
Recreation 380		3
Recreation 408		3
Recreation 300		3
Recreation 406		3
Recreation 416		12
Recreation 417		0
Recreation 498		0
Education 201		0
	Total Hours	27
	TOTAL	120

*Must be First Aid/CPR Certified

Therapeutic Recreation Curriculum Plan

Freshman Year

Biology 103		3
Education 201		0
English 101 & 102		6
First Year Experience 101 & 102		2
History 101		3
History 104		3
Mathematics 147 & 148		6
Physics 109		3
Social Science 101		3
	Total Hours	29

Sophomore Year

Therapeutic Recreation 205		3
Health Promotion 201		3
Art 105		3
Economics 201		3
Education 201		0
Education 220		3
English 200		3
Foreign Language		6
Psychology 200		3
Psychology 202 or 302		3
Sociology 201, 203, or 305		3
General Education Testing 300		0
	Total Hours	33

Junior Year

Recreation 225*		3
Recreation 301		3
Recreation 201		3
Recreation 327		3
Recreation 350		3
Recreation 380		3
Biology 207, 208 or 303		4
Education 201		0
Kinesiology 306		3
Psychology 304		3
	Total Hours	28

Senior Year

Therapeutic Recreation 304		3
Therapeutic Recreation 302		3
Therapeutic Recreation 412		3
Therapeutic Recreation 406		3
Recreation 408		3
Recreation 300		3
Recreation 416		12
Recreation 417		0
Recreation 498		0
Education 201		0
	Total Hours	30
	TOTAL	120

*Must be First Aid/CPR Certified

Sports Administration (SPA) Program

The SPA Master of Science degree was approved in fall 1974 by university administrators and Board of Regents members to begin offering courses in spring 1975. SPA program developers included legendaries: Dr. Charles D. Henry, Dr. William Sanders and Dr. Eddie G. Robinson, Sr. The SPA Plan of Study consists of 39 hours, 30 of which entail classroom experiences and 9 encompass internship/capstone experiences performed in sport/athletic agencies and organizations. SPA graduates are prepared for middle-management leadership roles. They may secure employment in the discipline-of-practice as athletic directors, coaches, compliance and academic enhancement coordinators, curriculum specialists or sport consultants. They may become administrators of amateur, high school, college, semi-professional, professional or recreation/leisure programs, or administrators of other public/private sport, athletic or education related programs.

Sports Administration 500	3
Sports Administration 504	3
Sports Administration 506	3
Sports Administration 508	3
Sports Administration 510	3
Sports Administration 512	3
Sports Administration 515	3
Sports Administration 516	3
Sports Administration 519	3
Sports Administration 520	3
Sports Administration 525	3
Sports Administration 521	3
Sports Administration 522	3
Sports Administration 526	3
Sports Administration 560	3
Sports Administration 599	0

SPA Admission Requirements

Criteria include:

- Regular admission to the School of Graduate Studies
- A baccalaureate degree from an accredited college or university in the United States, or proof of an equivalent education from a foreign university
- A 3.00 or higher accumulative grade point average (agpa) for unconditional admission and 2.5 agpa for conditional admission
- Record of having taken the Graduate Record Examination prior to enrollment
- Three letters of recommendation

M.S. in Sports Administration Curriculum Plan

Electives

Sports Administration 511*		3
Sports Administration 499		0
Sports Administration 501		3
Sports Administration 502		3
Sports Administration 505		3
Sports Administration 509		3
Sports Administration 513*		9
Sports Administration 514		3
Sports Administration 517		3
Sports Administration 518		3
Sports Administration 599		0
Electives		6
	TOTAL HOURS	39

*Grade of "B" or higher must be earned in these courses.

College of Professional and Graduate Studies

The College of Professional and Graduate Studies is composed of the Department of Criminal Justice, the Department of Mass Communication, the School of Nursing,, the School of Social Work, and the School of Graduate Studies.. The College of Professional and Graduate Studies provides students, faculty and the community with challenging academic and real world experiences through the traditional classroom setting, clinical/laboratory work and distance-learning technology. Through a program of rigorous teaching, primarily applied research and extensive community outreach and service, the College prepares students to pursue professional advanced studies. Graduates of departments/schools in the College of Professional and Graduate Studies are competitive in their fields, in addition to being socially conscious, and committed to lifelong learning.

The degree programs offered in the college are listed below.

Bachelor of Arts (BA) Degrees
Mass Communication
Social Work (BSW)

Bachelor of Science (BS) Degrees
Criminal Justice
Nursing (BSN)

Masters Degrees
Criminal Justice (MS)
Mass Communication (MA)
Master of Nursing (MSN)
Master of Social Work (MSW)

Post-Masters Certificates (PMC)
Family Nurse
Family Nurse Practitioner

DEPARTMENT OF CRIMINAL JUSTICE

Bachelor of Science (BS) in Criminal Justice Program

Undergraduate Faculty
Department Head: Dr. Mahendra Singh
Professors: Dr. Daniel L. Dotter and Dr. Mahendra Singh
Associate Professor: Dr. Joyce Montgomery-Scott
Assistant Professors: Ms. Mae Conley, Dr. Louis C. Minifield, Dr. Herbert Simmons, and Dr. Lurie Thomason

The Department of Criminal Justice is dedicated to providing students with a sound educational foundation in Criminal Justice within the liberal arts tradition. Its mission is to provide students with the academic, research, and practical skills required to pursue professional careers or advanced studies within the criminal justice field. Faculty members in the department strive to promote excellence and social responsibility for students in a creative and culturally sensitive academic environment.

Graduates of Criminal Justice program will be positioned to succeed as career professionals, to make meaningful contributions to the communities they serve, and uphold and foster the principles and ideals set forth in the Constitution of the United States of America.

The Department of Criminal Justice offers the Bachelor of Science (BS) in Criminal Justice. It also offers an area of concentration in Paralegal Studies. Students seeking a BS in Criminal Justice with a concentration in Paralegal Studies are required to complete 21 hours of core courses in paralegal studies and 21 hours of course work in criminal justice. Other requirements include courses in a cognate and the general education core.

Only grades of "C" or higher are acceptable as transfer credits to be applied toward the major and supporting courses. The student should maintain a grade of "C" or higher in their major courses. The primary objective of the program is to provide students with a strong academic foundation as well as practical field experience in the legal process. The aim is to prepare professionally educated, trained and qualified graduates who will be able to meet the growing demand throughout the nation.

Additionally, the program will also prepare students for the rigor of advanced studies.

Criminal Justice Curriculum Plan

Freshman Year

Criminal Justice 101		3
Criminal Justice 201		3
Biology 103, 105		4
Biology 104, 106		4
English 101 & 102		6
First Year Experience 101 & 102		2
History 101		3
Mathematics 147 & 148		6
	Total Hours	31

Sophomore Year

Criminal Justice 202		3
Criminal Justice 204		3
Art 210		3
Economics 201		3
English 200		3
Foreign Language		3
History 104		3
Physical Science 105 or Chemistry 101		3
Social Science 101		3
Electives*		3
General Education Testing 300		0
	Total Hours	30

Junior Year

Criminal Justice 241		3
Criminal Justice 251		3
Criminal Justice 321		3
Criminal Justice 351		3
Sociology 201		3
Political Science 201		3
Psychology 200		3
Foreign Language		3
Electives*		5
	Total Hours	29

Senior Year

Criminal Justice 400	3
Criminal Justice 406 & 407	6
CJ and Cognate Electives*	21

Total Hours	30
TOTAL	**120**

*Electives must be approved by advisor and department head.

Paralegal Studies Concentration

Freshman Year

Biology 103, 105	4
Biology 104, 106	4
English 101 & 102	6
First Year Experience 101 & 102	2
Foreign Language	3
History 101	3
History 104	3
Mathematics 147 & 148	6
Total Hours	31

Sophomore Year

Paralegal 201	3
Paralegal 221	3
Political Science 201	3
Art 210	3
Economics 201	3
English 200	3
Foreign Language	3
Social Science 101	3
Electives*	4
General Education Testing 300	0
Total Hours	28

Junior Year

Paralegal 222	3
Paralegal 241	3
Paralegal 321 & 322	6
Sociology 201	3
Psychology 200	3
Physical Science 105 or Chemistry 101	3
Electives*	6
Total Hours	27

Senior Year

Accounting 201	3
Paralegal 398	3
Paralegal/Criminal Justice Electives*	21
Electives*	7
Total Hours	34
TOTAL	**120**

*Electives must be approved by advisor and department head.

Master of Science (MS) in Criminal Justice

Graduate Faculty
Coordinator: Dr. Mahendra Singh
Professors: Dr. Daniel Dotter and Dr. Mahendra Singh
Associate Professor: Dr. Joyce Montgomery-Scott

The Master of Science Program in Criminal Justice is designed for students interested in careers in the law, law enforcement, justice, and in institutions associated with these concepts. The program seeks to provide students with the latest theories and methods that will be of benefit to both practitioners and researchers as they pursue career and educational objectives.

The program strives to promote excellence and social responsibility for students and faculty in a creative, enlightened, and culturally-sensitive academic environment. The program aims to produce graduates who are prepared to uphold and foster the principles and ideals outlined in the Constitution of the United States of America.

The program offers a non-thesis option of 42 semester hours of course work.

Requirements for Admission to the Criminal Justice Program

- Admission to the School of Graduate Studies.
- A baccalaureate degree from an accredited institution and a 2.5 (on a 4.0 scale) or better grade point average.
- Official transcripts from all colleges and universities in which previously enrolled must be on file in the School of Graduate Studies.
- Submission of scores from the Graduate Record Examination (GRE) taken within the last five years.

Requirements for Graduation from the Criminal Justice Program

- Completion of 42 hours of course work with a minimum GPA of 3.00
- Grades of "B" or higher in the designated core courses
- Non-Thesis Option students – Passing grades on three written comprehensive examinations
- Thesis Option students – Completion of a thesis which is acceptable to the Department of Criminal Justice Graduate Faculty and a successful oral defense

Master of Science (MS) in Criminal Justice Curriculum Plan

Core Courses

All students are required to complete the following core courses with grades of "B" or better.

Criminal Justice 502	3
Criminal Justice 505	3
Criminal Justice 581	3
Criminal Justice 582	3

A minimum of 42 credit hours is required of students pursuing the master's degree. Students are also required to perform satisfactorily on three Written Comprehensive Examinations: (1) a three-hour exam in Research Methods, (2) a three-hour exam in Theories of Crime and Delinquency, and (3) a four-hour exam in Criminology and Law. The general Plan of Study for students pursuing the 42-hour program involves the courses shown below:

Criminal Justice 502	3
Criminal Justice 505	3
Criminal Justice 581	3
Criminal Justice 582	3
Criminal Justice Electives*	21
Electives	9
TOTAL HOURS	**42**

*Cannot include CJ 596, CJ 598, or CJ 599.

DEPARTMENT OF MASS COMMUNICATION

Bachelor of Arts (BA) in Mass Communication

Undergraduate Faculty
Interim Department Head: Dr. Edward Welch
Professors: Dr. Martin Edu, Dr. Parvin Lalehparvaran, Dr. Gaylon Murray
Associate Professors: Dr. Sharon Ford-Dunn and Dr. Edward Welch
Assistant Professors: Dr. Edrene Frazier, Mrs. Sandra Lee, Ms. Wanda Peters

The main objectives of the Department of Mass Communication are to 1) provide a broad understanding of the role of communication and mass media in society; 2) provide an understanding of the role and responsibilities of a journalist in society; 3) prepare students for careers in broadcasting, business journalism, public relations, sports journalism and multimedia journalism; 4) provide an intellectual climate for students to think critically about issues related to mass media, 5) provide students with the academic foundation to pursue graduate education, and 6) offer services to the community through workshops and seminars.

The Bachelor of Arts degree in Mass Communication is offered for students who complete the specified course requirements of the Department of Mass Communication and the College of Professional and Graduate Studies.

Mass Communication Curriculum Plan

Freshman Year

Biology 103	3
Biology 104	3
English 101 & 102	6
First Year Experience 101 & 102	2
Foreign Language	3
History 101	3
History 104	3
Mathematics 147 & 148	6
Social Science 101	3
Total Hours	32

Sophomore Year

Mass Communication 100	3
Mass Communication 225	3
Mass Communication 324	1
Art 210	3
English 200	3
Foreign Language	3
Physical Science 105	3
Theatre 212	3
General Edu cation Electives	6
General Education Testing 300	0
Total Hours	28

Junior Year

Mass Communication 240	3
Mass Communication 303	3
Mass Communication 315	3
Mass Communication 333	3
English 213	3
English 310	3
General Education Elective	3
Political Science 201	3
Psychology 200	3
Sociology 201	3
Total Hours	30

Senior Year

Mass Communication 335	3
Mass Communication 336	3
Mass Communication 409	3
Mass Communication 444	3
Minimum of 5 courses from selected area of concentration in Mass Communication	15
Economics 201	3
Total Hours	30
TOTAL	**120**

Students must complete minimum of 40 Credit in Mass Communication, depending on the concentration, in order to earn a degree in one of the four concentrations: Broadcasting, Business Journalism, Multimedia, Public Relations and Sports Journalism.

Broadcasting

The objectives of the broadcasting sequence include teaching students the philosophy and how to use audio and video techniques to record/shoot, edit, direct and produce programs that inform the public via radio, TV and the Web. Students will also learn writing skills to use digital media to tell their stories. They may focus on production (behind the scenes) work or on-camera work, like news reporting. We have an elective course specifically for that purpose, MC 370. This sequence has a 25 hour core and 15 concentration hours.

- **Broadcasting Concentration**

Mass Communication 240	3
Mass Communication 260	3
Mass Communication 330	3
Mass Communication 331	3
Mass Communication 445	3

Business Journalism

Business Journalism is an innovative breakaway from the traditional print journalism curriculum that offers training for students to write news stories on events, situations, and people. It is a rigorous and unique curriculum that offers an opportunity for potential journalists to address the growing need for understanding the workings of the markets and business. The concentration prepares students with the ability to report on banking, real estate, economy, health, the self-help industry, small businesses, sports, and the business of government, etc. Undergraduate students will learn the skills and techniques needed for news reporting on such topics. This sequence has an 18 hour core and 24 concentration hours, plus a 3-hour elective.

- **Business Journalism Concentration**

Mass Communication 270	3
Mass Communication 355	3
Accounting 201	3
Management 301	3

Finance 301	3
Marketing 301	3
Marketing 312	3

Multimedia

The objectives of the multimedia concentration are to teach students the philosophy and how to use various types of media to inform the public. As its name implies multimedia involves the use of print, photos, video, audio, graphics, text, animation, interactivity and the social media to communicate on-line. The media used for a particular story will vary according to the type of story. Students will learn writing skills to help them tell their stories. This sequence has an 18-hour core, 21 concentration hours and 6-hours of electives.

- **Multimedia Journalism Concentration**
  (*Choose Any Five Courses for 15 Credit Hours***)**

Mass Communication 250	3
Mass Communication 260	3
Mass Communication 304	3
Mass Communication 330	3
Mass Communication 331	3
Mass Communication 355	3
Mass Communication 435	3

- **Electives**
  (Choose Any Two Courses 6 Credit Hours)

Mass Communication 240	3
Mass Communication 308	3
Mass Communication 350	3
Mass Communication 295	3
Mass Communication 404	3
Mass Communication 450	3
Mass Communication 464	3

Public Relations

Students who choose a career in public relations have many options. For example, they can work for nonprofit organizations, corporations or public relations agencies. They can become publicists, event planners, fund raisers, or public affairs counselors. Some graduates work for sports teams. During their required off-campus internship, students can gain valuable experience that can boost their careers. This sequence has a 25-hour core and 15 concentration hours.

- **Public Relations Concentration**

Mass Communication 340	3
Mass Communication 446	3
Mass Communication 448	3
Mass Communication 460	3
Mass Communication 308	3

Sports Journalism

Students who choose the sports journalism concentration can become professional sports writers for newspapers, magazines, and broadcast channels such as ESPN. Sports journalism majors can gain practical experience through off-campus internships and on campus with *The Gramblinite* student newspaper, the Sports Information Director, or the Media Bureau. This sequence has a 16-hour core, a 21-hour concentration, plus a 3-hour elective.

- **Sports Journalism Concentration**

Mass Communication 101	3
Mass Communication 320	3
Mass Communication 308	3
Kinesiology 201	3
Sport Management 405	3
Sport Management 409	3
Sport Management 417	3

Admission Requirements

Must have a minimum 2.00 cumulative GPA and C or better grade in English 101, English 102, and MC 100.

Minor in Mass Communication

Students must complete a minimum of 9 semester hours in mass communication from the Core - MC 100, MC 225 or 226, and MC 295, and 12 hours from any one area of concentration for a total of 21 hours.

In an effort to help students improve their writing skills, students enrolled in any writing class, irrespective of their area of concentration, will be required to publish at least two articles in *The*

Gramblinite newspaper during the semester of enrollment in the writing class.

Master of Arts (MA) in Mass Communication

Graduate Faculty
Graduate Faculty Director: Dr. Edward Welch
Professors: Dr. Sharon Ford-Dunn, Dr. Martin Edu, Dr. Edrene Frazier , Dr. Parvin Lalehparvaran, Dr. Gaylon Murray, and Dr. Edward Welch

The Master of Arts degree program in Mass Communication offers a unique opportunity for students to prepare for career fields in the corporate arena and the media industry. The program is structured to equip students with time-tested journalistic, public relations, and online problem-solving communication skills and strategies.

This program prepares students to meet the demand for communication specialists in corporate, non-profit, and educational work environments that continue to face the challenge of cultural diversity. It also provides them with the academic foundation to pursue doctoral studies in the field.

Admission Requirements

The student must:

1. Hold a baccalaureate degree in journalism/mass communication from an accredited college or university in the United States or have proof of an equivalent degree from a foreign university. Admission is also open to students with baccalaureate degrees from disciplines other than journalism/mass communication, but they will be required to complete MC 500: Orientation to Mass Communication and earn a grade of "B" or better in the first semester of enrollment. However, students who successfully complete nine credit hours in the program with a grade of "B" or higher in each course may be exempt from taking this course.

2. Satisfy all admission requirements of the School of Graduate Studies and Research.

3. Admission to the program will be based on the following criteria:

    a. Students who have a Grade Point Average (GPA) of 3.0 on a 4.0 scale will be offered regular admission. Also, students who have a GPA of 2.65 on a 4.0 scale and evidence of professional work experience in the field will be eligible for regular admission.

    b. Conditional admission is offered to students who have a GPA of 2.75 in the last 60 hours of their undergraduate work, and those with a cumulative GPA of 2.5 on a 4.0-point scale will be considered for conditional admission at the discretion of the admissions committee.

4. The Graduate Record Examination (GRE) is required. The test score will be considered along with other criteria for determining a student's eligibility for admission.

Graduation Requirements

Students must satisfy all the graduation requirements of Master of Arts degree program in Mass Communication and the School of Graduate Studies and Research.

SCHOOL OF NURSING

Associate Dean: Dr. Danita Potter

Bachelor of Science in Nursing (BSN) Program

Undergraduate Faculty
BSN Program Director: Dr. Jamil Norman
Professors: Dr. Mary Joe-Stoglin
Associate Professors: Dr. Danita Potter, Dr. Jamil Norman, Dr. Rhonda Hensley, and Dr. Laura Willsher
Assistant Professors: Mrs. Alma Britt, Mrs. Melanie Dew, Dr. Chin-Nu Lin, Dr. Chelsea Mansfield, Mrs. Sharon Murff, and Mrs. Sherrie Roberson

The mission of the baccalaureate program in Grambling State University's School of Nursing is to prepare graduates to assume the roles of beginning practitioners of professional nursing. Consistent with baccalaureate nursing education in the nation, preparation for professional nurses at GSU is at a generalist level. There is only one degree concentration. Education for specialization in professional nursing begins at the master's degree level.

Professional nurses who receive their foundation knowledge at Grambling State University may pursue traditional or non-traditional roles in nursing. Graduates prepared at a generalist level for professional nursing may pursue a variety of careers in settings such as hospitals, medical centers, rehabilitation centers, long-term care facilities, public health agencies, community health centers, health promotion programs, and home health agencies. Non-traditional roles include careers in specialty nursing, patient education, nursing consultation, and legal nursing.

The Bachelor of Science in Nursing degree program involves pre-nursing and professional nursing components. Students who meet the requirements for admission to the University are eligible to enter the pre-nursing component. There is a selective admission process for the professional component. Students are eligible to apply for the professional component during the last semester they are completing the course work in the pre-nursing component. There is no option for a minor in Nursing.

Advanced placement is possible for registered nurses with associate degrees in nursing and licensed practical nurses. These option provides articulation that recognizes previous education and experience in the nursing workforce.

The pre-nursing component includes 47 hours of specified courses; 8 of the 47 hours are in nursing courses. The professional component contains 61 semester hours. The General Education requirements of the University are met primarily in the pre-nursing component. A total of 12 hours of general education courses may be taken concurrently with professional nursing courses. Students should consult their faculty advisors prior to each semester's registration.

Applications to the professional component must be postmarked no later than April 1 for fall semester and October 1 for spring semester.

Criteria

- Submission of completed applications by deadline dates
- Official academic transcripts from all colleges and universities attended/attending must be received by the School of Nursing by the deadline dates
- Pass the Pre-Nursing Admissions Test
- Complete all pre-nursing courses with a grade of "C" or higher
- 2.75 adjusted grade point average on 4.0 scale in all pre-nursing curriculum courses and math/science courses

ALL APPLICANTS ARE REMINDED THAT COMPLETION OF PRE-NURSING REQUIREMENTS DOES NOT AUTOMATICALLY ASSURE ADMISSION TO THE PROFESSIONAL COMPONENT IN NURSING.

The School of Nursing does not recognize academic renewal, amnesty, or bankruptcy. All courses on the official transcript are used to determine requirements and eligibility.

ADN/LPN Articulation Plan

Special admission rules and conditions are applicable to permit RNs and LPNs to enter the professional program. Standardized knowledge validation examinations permit students to receive credit for knowledge already attained. More information on the knowledge validation exam is available in the nursing office. Please consult a faculty advisor in the School of Nursing.

Nursing (BSN) Curriculum Plan

Freshman Year

Nursing 120	0
Biology 207, 207L & 208, 208L	8
Chemistry 105	3
Chemistry 106, 108	4
English 101 & 102	6
First Year Experience 101 & 102	2
History 101 or 104	3
Mathematics 147	3
Psychology 200	3
Total Hours	32

Sophomore Year

Nursing 201	2
Nursing 204	3
Nursing 205	3
Nursing 212, 212K	9
Nursing 225	3

Biology 304	4
English 200	3
General Education Testing 300	0
Total Hours	27

Junior Year

Nursing 303 & 305	4
Nursing 308, 308K	10
Nursing 312, 312K	5
Nursing 314, 314K	5
Art 210	3
Psychology 304	3
Mathematics 273	3
Total Hours	33

Senior Year

Nursing 403	2
Nursing 406	3
Nursing 407	2
Nursing 408, 408K	5
Nursing 410, 410K	5
Nursing 412, 412K	4
Nursing 414, 414K	4
Economics 201	3
Total Hours	28
TOTAL	**120**

Master of Science in Nursing (MSN) Program

Graduate Faculty
MSN Program Director: Dr. Rhonda Hensley
Professors: Dr. Mary Joe-Stoglin
Associate Professors: Dr. Danita Potter, Dr. Rhonda Hensley, and Dr. Laura Willsher
Assistant Professors: Dr. Chelsea Mansfield

The MSN program prepares nurses with advanced skills and knowledge for advanced roles in nursing including advanced practice clinical specialties in Family Nurse Practitioner (FNP) and Pediatric Nurse Practitioner (PNP) and in Nurse Educator roles. The Graduate Nurse Practitioner Program encourages students to think critically, nurture healthy mental and physical habits, understand social institutions and their influences on society, and integrate knowledge acquired in advanced practice nursing roles. Post graduate programs are available as well.

The mission of the FNP and PNP programs is to prepare graduates to deliver primary health care to individuals, families, and aggregates with a particular focus on the promotion of wellness and disease prevention for clients in underserved rural and community areas. Specifically for PNPs, the mission includes providing quality health interventions for infants, toddlers, school aged children and adolescents. The mission of the Nurse Educator Program is to prepare nurse educators for the nurse educator role in university, college, or health care agency settings.

Admission Requirements

- Regular admission to the School of Graduate Studies
- Submission of application for admission to the graduate nursing program
- A baccalaureate degree in nursing from a nationally accredited school of nursing
- A cumulative GPA of 3.0 or higher on a 4.0 scale; or 3.0 or higher on last sixty (60) hours taken
- Receipt of official transcripts of all college and universities attended
- Official report of GRE scores; minimum of 140 on Verbal, 140 on Quantitative, and 3.0 on Analytical sections; must have taken within five (5) years of admission date
- Completion of health assessment course taught in an accredited program with a grade "C' or higher
- Completion of statistics course with a grade of "C" or higher
- Minimum work experience as an RN of two (2) years
- Three (3) letters of recommendation
- Acceptable interview with graduate nursing faculty
- Writing sample essay

Curriculum Processes

Prior to beginning clinical rotations in all of the MSN options, the graduate student must provide written documentation of the following:

- Current unencumbered RN licensure
- Current malpractice insurance coverage
- CPR Certification
- TB skin test or chest x-ray report
- Hepatitis B series or declination letter
- Current immunization status

- Physical examination within past 12 months

Nurse Educator

The Nurse Educator option leads to the attainment of the MSN degree. Graduates students in this program may select one of two clinical foci for their course of study: Adult/Geriatric or Maternal/Child. The difference between the two clinical foci is the actual practicum courses (Nursing 510/512 for Maternal/Child and Nursing 514/516 for Adult/Geriatric).

The Nurse Educator option involves 44 hours of course work, a thesis, and a comprehensive examination.

Requirements for Graduation from the Nurse Educator Program

- A 3.0 or higher cumulative GPA in all work pursued as a graduate student and grades of "A" or "B" in each of the clinical courses (NUR 510, 512 or NUR 514, 516)
- Admission to candidacy
- Successful completion of written comprehensive examination
- Successful completion of the thesis or research project
- Completion of required practicum hours (NUR 536)

Fall Semester

Nursing 501		3
Nursing 505		3
Nursing 540		3
	Total Hours	9

Spring Semester

Nursing 503		3
Nursing 552		3
Nursing 535		1
Nursing 530		3
	Total Hours	10

Summer Semester

Nursing 507		3
Nursing 532		3
	Total Hours	6

Fall Semester

Nursing 510 or 514		4
Nursing 534		3
Nursing 590		3
	Total Hours	10

Spring Semester

Nursing 512 or Nursing516		4
Nursing 536		3
Nursing 590		3
Nursing 599		0
Total Hours		10
	TOTAL	**44**

Requirements for Graduation from the FNP & PNP Programs

- A 3.0 or higher cumulative GPA in all work pursued as a graduate student and grades of "A" or "B" in each of the clinical courses (NUR 540, 542, 544, 546, and 548 & NUR 572, 574, 576, and 578 for PNP students)
- Admission to candidacy
- Successful completion of written comprehensive examinations
- Successful completion of thesis or research project
- Completion of required clinical hours

Family Nurse Practitioner Curriculum Plan

Fall Semester

Nursing 501		3
Nursing 505		3
Nursing 540		3
Nursing 541		1
	Total Hours	10

Spring Semester

Nursing 503		3
Nursing 542		4
Nursing 552		3
	Total Hours	10

Summer Semester

Nursing 543		3
Nursing 544		4
Nursing 545		3
	Total Hours	10

Fall Semester

Nursing 546		6
Nursing 547		1
Nursing 590		3
	Total Hours	10

Spring Semester

Nursing 548		7
Nursing 590		3
Nursing 599		0
	Total Hours	10

TOTAL	**50**

PMC-Family Nurse
Post Certification FNP Program

These certification programs are designed for nurses who currently hold an earned MSN degree and national certification as a nurse practitioner in a specialty area other than family; i.e. pediatric, adult, women's health.

Completion of this curriculum plan would enable nurse practitioners to seek national certification as family nurse practitioners.

Adult Nurse Practitioner to Family (FNP)

Nursing 544	4
Nursing 545	3
Nursing 546	6
Nursing 548	7
Nursing 599	0
Total Hours	20

Women's Health Nurse Practitioner to FNP

Nursing 542	4
Nursing 545	3
Nursing 546	6
Nursing 548	7
Nursing 599	0
Total Hours	20

Pediatric Nurse Practitioner to FNP

Nursing 542	4
Nursing 545	3
Nursing 544	4
Nursing 548	7
Nursing 599	0
Total Hours	18

The following include practicum courses required by all students enrolled in the post certification plan of study.

Fall Semester (16 weeks)

	Credit Hrs.	Clinical Hrs./Wk.
Nursing 540	3	3
Nursing 541	1	1.5
Total Hours	4	72 Hrs./Sem.

Spring Semester (16 weeks)

	Credit Hrs.	Clinical Hrs./Wk.
Nursing 542	4	6
Nursing 552	3	
Total Hours	7	96Hrs./Sem.
Nursing 505*	3	

Summer Semester (12 weeks)

	Credit Hrs.	Clinical Hrs./Wk.
Nursing 543	3	1.5
Nursing 544	4	6

Nursing 545	3	1.5
Total Hours	10	114Hrs/Sem

Fall Semester (16 weeks)

	Credit Hrs.	Clinical Hrs./Wk.
Nursing 546	6	12
Nursing 547	1	
Total Hours	7	192Hrs/Sem

Spring Semester (16 weeks)

	Credit Hrs.	Clinical Hrs./Wk.
Nursing 548	7	15
Nursing 599	0	
Total Hours	7	240Hrs/Sem

*If earned credit in pathophysiology is older than five years, students will be required to audit NUR 505.

Pediatric Nurse Practitioner Program

The PNP program leads to the attainment of the MSN degree. The plan of study focuses on skill and knowledge necessary to practice as a pediatric nurse practitioner. Completion of this curriculum plan will enable the nurse to seek national certification as a pediatric nurse practitioner.

Fall Semester (16 weeks)

	Credit Hrs.	Practicum Hrs/Wk
Nursing 501	3	
Nursing 505	3	
Nursing 540	3	3
Nursing 541	1	1.5
Total Hours	10	72 Hrs./Sem.

Spring Semester (16 weeks)

	Credit Hrs.	Practicum Hrs/Wk
Nursing 572	4	6
Nursing 503	3	
Nursing 552	3	
Total Hours	10	96 Hrs/Sem

Summer Semester (12 weeks)

	Credit Hrs.	Practicum Hrs/Wk
Nursing 545	3	1.5
Nursing 574	4	6
Nursing 543	3	1.5
Total Hours	10	114 Hrs/Sem

Fall Semester (16 weeks)

	Credit Hrs.	Practicum Hrs/Wk
Nursing 576	6	12
Nursing 547	1	
Nursing 580/590	3	
Total Hours	10	192 Hrs/Sem

Spring Semester (16 weeks)

	Credit Hrs.	Practicum Hrs/Wk
Nursing 578	7	15
Nursing 590	3	
Nursing 599	0	
Total Hours	10	240 Hrs/Sem
TOTAL	50	714

SCHOOL OF SOCIAL WORK

The School of Social Work offers the Bachelor of Social Work degree and a Master of Social Work degree. Both programs are accredited by the Council on Social Work Education (CSWE). This national accreditation ensures that graduates have a degree which is accepted throughout the nation.

Bachelor of Social Work (BSW)

Undergraduate Faculty
Interim Associate Dean: Dr. Carolyn Hester
BSW Program Director: Mr. Clarence Williams
MSW Program Director: Dr. Mildred Delozia
Director of Field Education: Ms. Cassandria Peoples
Assistant Professors: Dr. Carolyn Hester, Mrs. Cassandria Peoples, Dr. Mildred Delozia, and Mr. Clarence Williams
Instructor: Ms. Jacqueline Garrison, GSU Title IV-E Child Welfare Coordinator

The Bachelor of Social Work program prepares students for beginning generalist practice. The purpose of the BSW Program is to provide the knowledge, values, and skills needed to be a competent and effective social worker at the beginning generalist level. It is the mission of the Baccalaureate Social Work Program to prepare students for entry level practice as beginning generalist, to foster an environment which is fertile with opportunities for student learning and leadership, to cultivate a learning environment that affirms diversity and respect for differences, and to

offer a program of study that is aligned with the purposes and values of the profession of social work.

The goals of the Bachelor of Social Work program are:

- To prepare students for generalist practice with rural populations, particularly in North Central Louisiana;
- To prepare students for entry level generalist social work practice to engage, assess, intervene, and evaluate individuals, families, groups, organizations and communities as client systems;
- To expose students to the realities of human behavior and how it is impacted by human diversity and the environmental context, particularly for racial and ethnic minorities;
- To engage students in critical thinking and its utilization as a tool for effective practice, problem formulation and resolution;
- To graduate students who engage in policy as practice and who will promote and support policy and causes that advance social and economic justice for all, including populations at risk;
- To graduate students who will apply the ethics and values of the profession to practice;
- To provide the foundation knowledge, values and skills needed to pursue advanced studies in the field of social work.

Core Competencies of the BSW Program

The ten core competencies espoused by the Council on Social Work Education 2008 provide a framework for programs to develop a curriculum and related program activities. The competencies are utilized for measuring student performance and learning outcomes. The Competencies of Bachelor of Social Work are to:

- Identify as a professional social worker and conduct oneself accordingly;
- Apply social work ethical principles to guide professional practice;
- Apply critical thinking to inform and communicate professional judgments;
- Engage diversity and difference in practice;
- Advance human rights and social and economic justice;
- Engage in research-informed practice and practice-informed research;
- Apply knowledge of human behavior and the social environment;
- Engage in policy practice to advance social and economic well-being and to deliver effective social work services;
- Respond to contexts that shape practice; and
- Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Graduates of the undergraduate program are prepared to work in agencies dealing with various populations and social issues such as child abuse, aging, mental health, probation and parole, adoptions, foster care, older adults and other diversity-related issues. Graduates are prepared for work in community service organizations, correction facilities, hospices, hospitals, schools, and other public and private human service agencies. The program focuses on services to rural communities and African Americans in particular. Social Work faculty members cross teach undergraduate and graduate courses to give students the full benefit of their expertise.

The social work programs seek to develop culturally sensitive students who appreciate human diversity and the global perspective. The students are grounded in social work knowledge, values, skills, and philosophy in preparation for competent generalist social work practice and admission to graduate school.

Requirements for Admission to the BSW Program

Application for formal admission to the professional undergraduate program in the School of Social Work can begin after the completion of 60 semester hours (end of sophomore year) of course work. Students with less than 60 hours are considered pre-social work students and must complete a pre-social work application. Admission requirements include:

- Completion of a School of Social Work Undergraduate Admission Application to the BSW Program office;
- At least a 2.3 cumulative grade point average viewed as a minimum requirement. If the grade point average is below 2.3, an interview will be required;
- A 500-word, type-written narrative on “Why I Want to Become a Social Worker”;
- Personal characteristics suitable to the Social Work profession as determined by an evaluation;

- The student's signature showing a commitment to a code of ethical conduct;
- The student's application and transcript are reviewed by the Bachelor of Social Work Admission Committee.

The above stated criteria are the basis for formal admission to the major. Once admitted, any student falling below a 2.3 cumulative Grade Point Average (GPA) could be dismissed from the Social Work major. This dismissal would be subject to a corrective plan. Students have the right to appeal an adverse decision to the Associate Dean of the School of Social Work.

Admission Appeal Process

In situations where a student is denied admission, the student has the right to appeal. The student is informed of his or her right for a hearing before the Admissions Committee if the student feels the denial was not justified. The BSW Director and Chair of the Admissions Committee arrange and set dates for these hearings. The outcome of the hearing is submitted to the Associate Dean for review. At the conclusion of the hearing, the student is informed by the Associate Dean of their right to appeal to the Dean of the College of Professional & Graduate Studies if the outcome of the hearing is unsatisfactory for the student.

Matriculation

The baccalaureate degree program in Social Work requires the completion of 120 hours of course work, 60 in general education, and 60 in social work major. Other requirements include general education courses, graduation with a 2.3 cumulative average GPA and retake any courses receiving a "D" grade.

Field Education

One component of the undergraduate social work program is an intensive field practicum. The School uses over 109 social services agencies in the northern region of Louisiana to allow students to integrate theory and practice, under supervision, in a social service setting. Students must complete a minimum of 400 hours in the practicum and must remain in field, actively participating for the duration of the semester. Under most circumstances, students will complete in excess of 400 hours. Field education is conducted at pre-approved sites, and students must arrange their own transportation. A Field Education Fee of $50.00 is required for each field education course.

Graduation Criteria

- Successful completion of required course work
- 2.3 cumulative GPA;
- Successful completion of service learning projects;
- Completion of Rising Junior Examination;
- Completion of a comprehensive examination.

Social Work Curriculum Plan

Freshman Year

English 101 & 102	6
First Year Experience 101 & 102	2
Foreign Language	6
History 101	3
History 104	3
Mathematics 147 & 148	6
Physical Science 105 or Chemistry 101	3
Social Science 101	3
Total Hours	32

Sophomore Year

Art 210	3
Biology 103 & 104	6
Economics 201	3
English 200	3
Philosophy 201	3
Political Science 201	3
Psychology 200	3
Sociology 200	3
Sociology 201	3
General Education Testing	0
Total Hours	30

Junior Year

Social Work 300	3
Social Work 301	3
Social Work 304	3
Social Work 305 & 306	6
Social Work 400 & 401	6
Social Work 402	3
Psychology 302 or 304 or 212	3
Social Work 420	3

	Total Hours	30

Senior Year

Social Work 403		3
Social Work 405		3
Social Work 414		3
Social Work 417		8
Social Work 418		2
Social Work Electives		6
General Elective		3
	Total Hours	28
	TOTAL	**120**

Master of Social Work (MSW)

Graduate Faculty
Social Work graduate faculty members are certified by the School of Graduate Studies.
MSW Program Director: Dr. Mildred Delozia
Director of Field Education: Ms. Cassandria Peoples
Assistant Professors: Dr. Carolyn Hester, Ms. Cassandria Peoples, Dr. Mildred Delozia, and Mr. Clarence Williams

The mission of the MSW program i**s** to prepare students for advanced direct practice by building on foundation generalist knowledge, values, and skills, with emphasis on high academic standards, affirmation and respect for differences and diversity, and aligned with the purposes, values and ethics of the profession of social work. Further, the program seeks to prepare students for advanced direct practice with individuals, families and groups in rural communities.

Goals of Master of Social Work for Foundation Practice

- To provide the knowledge, values, and skills needed for foundation practice and advanced direct practice;
- To prepare students for advanced direct practice across client systems and across practice settings;
- To cultivate a learning model that embraces respect and an appreciation for diversity and differences among people;
- To graduate students who advocate for, and support people and causes that are important to social workers and the clients they serve;
- To prepare students for social work services in a global social network; and
- To create leadership and learning opportunities for faculty and students through reciprocal mentoring.

Goals of Master of Social Work for Direct Practice Concentration

- To provide the knowledge of theory and relevant research to social work practice;
- To provide the knowledge and skills of social service delivery across settings including child welfare, health care and mental health, rural settings, substance abuse, gerontology, and people of color;
- To provide the knowledge and skills associated with culturally competent practice;
- To guide students' development of self reflection and professional values; and
- To provide the knowledge and skills associated with evidenced-based practice, practice- oriented research, and practice evaluation.

The program is characterized by a strong commitment to Social Work Values and Ethical Standards, as found in the Code of Ethics of the National Association of Social Workers, combined with the professional knowledge and skills needed to serve clients in many settings. The MSW Program sensitizes students to issues of human rights and social and economic justice, and emphasizes human diversity, cultural competence, and global awareness, a particular attention is given to rural and African American communities.

Requirements for Admission to the MSW Program

- Admission to the School of Graduate Studies & Research;
- A baccalaureate degree from an accredited college or university, including specific liberal arts courses;
- Submission of an application to the School of Social Work;
- Submission of an application for Social Work Field Education;
- Official transcripts from all colleges or universities attended;
- Three letters of reference, including a letter from a professional;

- A cumulative GPA of a 3.0 for regular admissions and a 2.5 overall for conditional admissions or a 2.75 for the last 60 hours;
- An autobiographical statement;
- Satisfy the English proficiency requirement;
- GRE Scores (within the past five years);
- Personal interview with faculty of Social Work;
- Completion of SWK 500, Professional Writing Seminar offered each summer, with a grade of at least a B (Required by Graduate Studies as a prerequisite).
- Successfully complete social work examination

Requirements for Admission to the Advanced Standing Program

- A baccalaureate degree in Social Work from an institution accredited by CSWE within the past six years;
- A 3.3 or better cumulative GPA;
- Successfully complete the GRE;
- Enrollment for Summer Sessions and two full-time semesters;
- After admission, completion of SWK 500 with a grade of at least a B.

Admissions Appeal Process

In situations where a student is denied admission, the student has the right to appeal. The student is informed of his or her right for a hearing before the Admissions Committee if the student feels the denial was not justified. The MSW Director and Chair of the Admissions Committee arrange and set dates for these hearings. The outcome of the hearing is submitted to the Associate Dean for review. At the conclusion of the hearing, a student is informed by the Associate Dean of his/her right to appeal to the Office of the Dean of the College of Professional Studies if the outcome of the hearing is unsatisfactory for the student.

Graduation Criteria

- Complete all School of Social Work requirements;
- Meet all requirements to advance to candidacy;
- Complete the minimum semester hours required for the particular program in which the student is enrolled;
- Have no more than two courses with "C" grades on the plan of study and under such circumstances in which a student is suspended, he or she must retake the said courses and pass with "B";
- Have a grade point average of 3.0 or better;
- Successful completion of a written comprehensive examination;
- Completion of all Field Practicum hours with a grade of "B" or better.

Matriculation

MSW degree may be completed across two-year full-time program for 60 semester hours or in a four semester period. The full-time two year program may be taken on a systematic part-time basis. The first thirty hours must be completed within two years of initial enrollment and all requirements for the MSW degree must be completed within six (6) years of initial enrollment.

The Advanced Standing Program is completed over the course of one summer (two sessions) and two full semesters (fall and spring). After completing the Writing Seminar in Summer I, advanced standing students take two transitional classes in Summer II. They then take the normal 15 hours per semester of the second year of the regular program.

Field Education

Students are required to complete not less than 900 clock hours of field instruction, a minimum of two (2) days per week, eight (8) hours per day for four (4) semesters. Field education is conducted at pre-approved sites and students must arrange their own transportation.

A Field Education Fee of $ 50.00 is required for each field education course.

Programs Total Hours

2 Year Full-time program: 60
4 Year Part-time program: 60
1 Year Advanced Standing program: 36

Master of Social Work (MSW) Curriculum Plan

Foundation Curriculum

Social Work 501	3
Social Work 502	3
Social Work 503	3
Social Work 512	3
Social Work 520	3

Social Work 521	3
Social Work 522	3
Social Work 530	3
Social Work 532	3
Social Work 560	3
Total Hours	30

Advanced Standing Summer Transitional Courses

Social Work 602	3
Social Work 606	3

Second Year Advanced Curriculum Direct Practice

Social Work 629	3
Social Work 631	3
Social Work 633	3
Social Work 637	3
Social Work 638	3
Social Work 652	3
Social Work 655	3

Cognate Electives (9 hours)

Substance Abuse, Child Welfare, Gerontology

Social Work 651	3
Social Work 670	3
Social Work 673	3

Social Work Electives

Social Work 646	3
Social Work 672	3
Social Work 677	3
Social Work 671	3
Social Work 673	3
Social Work 675	3

ACCOUNTING (ACCT)

ACCT 201 3 hours
Financial Accounting Principles and Concepts Provides a conceptual approach to the understanding of financial accounting systems for business enterprises and the significance of accounting information as presented on financial statements. Prerequisite: ACCT 202.

ACCT 202 3 hours
Managerial Accounting Explains the use of accounting information in the decision making processes of management with particular emphasis on concepts that support the analysis and interpretation of the effects of financial information on management decisions relating to planning and control.

ACCT 303 3 hours
Federal Income Tax Accounting Studies the federal income tax laws, rules, and regulations related to the determination of individual taxable income and tax liability. Prerequisite: ACCT 201.

ACCT 304 3 hours
Advanced Federal Income Tax Accounting Studies the federal income tax laws related to the determination of taxable income and tax liability of partnerships, corporations, estates, and trusts. Prerequisite: ACCT 303.

ACCT 305 3 hours
Cost Accounting Studies the concepts, principles, and procedures relative to cost accumulation, product costing, inventory management, relevant costing, and ethical decision making. Prerequisite: ACCT 202.

ACCT 311 3 hours
Intermediate Accounting I Examines the concepts, principles, and procedures related to the accounting process, preparation of financial statements, and the recognition, valuation and disclosure of assets. Prerequisite: ACCT 202.

ACCT 312 3 hours
Intermediate Accounting II Focuses on the concepts, principles, and procedures related to the recognition, valuation, and disclosure of current and long term liabilities and stockholders equity. Prerequisite: ACCT 311.

ACCT 313 3 hours
Intermediate Accounting III Studies the concepts, principles, and procedures related to revenue recognition, pensions, leases, cash flow and financial statement analysis. Prerequisite: ACCT 312.

ACCT 320 3 hours
Computerized Accounting Systems Examines the design of information systems for transaction processing, the related internal controls, and the preparation of management reports and financial statements in a computerized environment. Prerequisites: ACCT 311 and CIS 115.

ACCT 400 3 hours
Auditing Focuses on the concepts, philosophy and environment of auditing including an overview of the public accounting profession, auditing standards, professional ethics, legal liability, internal control, the nature of evidence, statistical sampling, and planning an audit. Prerequisite: ACCT 312.

ACCT 402 3 hours
Advanced Cost Accounting Studies the concepts, principles, and procedures relative to control of costs, variance analysis, capital budgeting, differential cost and revenue analysis, and ethical decision making with emphasis on the dynamic manufacturing environment. Prerequisite: ACCT 305.

ACCT 404 3 hours
Governmental Accounting Studies the concepts, principles, and procedures unique to accounting for activities of governmental entities. Prerequisite: ACCT 311.

ACCT 405 3 hours
Advanced Accounting I Provides an overview of the concepts, principles, and procedures unique to accounting for governmental entities, combinations, consolidations, foreign currency transactions, and foreign currency translation. Prerequisite: ACCT 312.

ACCT 406 3 hours
Advanced Accounting II Provides an overview of the concepts, principles, and procedures unique to interim financial reporting and accounting for partnerships, not-for-profit organizations, estates, and trusts. Prerequisite: ACCT 312.

ACCT 407 3 hours
Forensic Accounting Studies the application of accounting and financial knowledge to issues relating to financial fraud in the context of compliance with regulatory and criminal statutes. Prerequisite: ACCT 311.

ACCT 408 3 hours
Contemporary Issues Provides an in-depth analysis of the theory and practice related to current developing and/or controversial areas in the field of accounting. Prerequisite: ACCT 311.

ACCT 418 3 hours
Internal Auditing Examines the concepts, philosophy, and environment of internal auditing including principles, standards, professional ethics, techniques, and reporting practices. Prerequisite: ACCT 311.

ACCT 430 3 hours
Independent Study Provides an in-depth investigation of a selected accounting issue under the supervision of a designated faculty member. Requires senior status and prior approval of the faculty supervisor and the head of the department. Prerequisite: ACCT 312.

ACCT 435 3 hours
Cooperative Experience Provides credit for supervised on-the-job accounting experience. A participating student must secure his/her own cooperative position and obtain approval from the before registering for the course. The course may not be repeated for credit, requires a minimum cumulative GPA of 2.5, and cannot be used to satisfy the accounting elective requirement. Prerequisite: ACCT 202.

ANTHROPOLOGY (ANTH)

ANTH 201 3 hours
Introduction to Cultural Anthropology Introduces and surveys the study of man and his behavior in past and present societies throughout the world. It includes social organization, economics, politics, and law. Emphasis is placed on religion, language, and the arts. (Department of Sociology and Psychology)

ARABIC (ARAB)

ARAB 101 3 hours
Elementary Arabic Introductory course designed to provide mastery of the modern Arabic writing system, correct pronunciation and study of basic grammar and vocabulary, reading of simple text and writing elementary sentences.

ARAB 102 3 hours
Elementary Arabic A continuation of Elementary Arabic 101, this introductory course in modern standard Arabic is designed to build skills in reading simple texts and writing elementary sentences. The course increases vocabulary, strengthens pronunciation through intensive audio-oral practice and increases knowledge of relevant grammar. Prerequisite: ARAB 101.

ARAB 201 3 hours
Intermediate Arabic This course is the enhancement of the fundamental skills acquired in Beginning Arabic, namely, the ability to read, write, speak and understand the Language. The approach will be essentially communicative, and will continue to remain focused on the basic skills of reading, writing, listening and speaking, as well as gaining further insight into the cultural and social ambiance of the Arabic speaking world.

ARAB 202 3 hours
Intermediate Arabic This course is a continuation of ARAB 101 and 102, and building upon it with respect to grammar, vocabulary, nature of materials to be read, and format of textbook. The aim of the course is to develop in the students the ability to read and comprehend higher levels of Modern Standard Arabic in a variety of fields and genres, and to develop listening comprehension of Modern Standard Arabic as it is spoken on the radio and at formal or polite occasions. Also stressed are the ability to converse and discuss and to write simple but correct, serviceable prose.

BIOLOGICAL SCIENCES (BIOL)

BIOL 103 3 hours
Principles of Biology Introduces general principles of biology for non-science majors.

BIOL 104 3 hours
Principles of Biology Offers a continuation of discussions of general principles of biology for non-science majors.

BIOL 105 1 hour
Principles of Biology Laboratory Provides observations, experimentations and analysis to reinforce general principles of biology for non-science majors.

BIOL 106 1 hour
Principles of Biology Laboratory Offers a continuation of observations, experimentations and analysis to supplement general principles of biology for non-science majors.

BIOL 113 3 hours
Principles of Biology Introduces biological concepts, cell structure, physiology and reproduction, genetics and evolution.

BIOL 114 3 hours
Principles of Biology II Offers a continuation of biological topics including plant and animal structure, survey of kingdoms, and ecology. Emphasis on human body systems.

BIOL 115 1 hour
Principles of Biology Laboratory I Provides experiments and demonstrations emphasizing life processes at the cellular level.

BIOL 116 1 hour
Principles of Biology Laboratory II Provides basic investigations of plant and animal anatomy and physiology; introduction to human body systems.

BIOL 202 4 hours
Developmental Biology Explores classical views and modern biochemical aspects of embryonic development of plants and animals. Recent findings are approached on an integrated morphological and biochemical basis. Lecture 3 cr. hrs., Lab. 1 cr. hr. Prerequisites: BIOL103 and 104 or BIOL 113 and 114.

BIOL 204 4 hours
Comparative Invertebrate Zoology Examines taxonomy, morphology, and physiology of the invertebrates and their relations to the vertebrates where they exist. Lecture 3 cr. hrs., Lab. 1 cr. hr. Prerequisites: BIOL 103 and 104 or BIOL 113 and 114.

BIOL 206 4 hours
Fundamentals of Ecology Introduces the interrelationships of organisms with their physical and biological environments, energy cycles, habitat requirements, structure and dynamics of population, and organization of the ecosystem. Lecture 3 cr. hrs., Lab 1 cr. hr. Prerequisites: BIOL 103 and 104 or BIOL 113 and 114.

BIOL 207 3 hours
Principles of Anatomy and Physiology I Studies biological chemistry, cells and tissues, as well as, the structure and functions of the integumentary, skeletal, muscular, nervous and endocrine systems. Co-requisite: BIOL 207L

BIOL 207L 1 hour
Principles of Anatomy and Physiology I Laboratory A study of biological chemistry, cells and tissues, as well as, the structure and functions of the integumentary, skeletal, muscular, nervous and endocrine systems. Prerequisites: Co-requisite: BIOL 207.

BIOL 208 3 hours
Principles of Anatomy and Physiology II Studies the structure and functions of the digestive, respiratory, cardiovascular, lymphatic, immune, urinary and reproductive systems. Prerequisites: BIOL 207 and 207L. Co-requisites: BIOL 208L

BIOL 208L 1 hour
Principles of Anatomy and Physiology II Laboratory A study of the structure and functions of the digestive, respiratory, cardiovascular, lymphatic, immune, urinary and reproductive systems. Prerequisites: BIOL 207, 207L. Co-requisite: BIOL 208.

BIOL 215 3 hours
Introductory Epidemiology A study of the distribution and determinants of diseases and injuries in human populations. It is concerned with the frequencies and types of illnesses and injuries in groups of people, and with the factors that influence their distribution. This course will introduce the student to the basic methods and tools used by epidemiologists to study the health of human populations. Lecture 3 cr.hrs. Pre-requisites: BIOL 113, BIOL 114.

BIOL 216 4 hours
Environmental Biology Provides lectures, demonstrations, and laboratory work considering man's health and physical needs in relation to his past, current and future environmental situations. Emphasized are biological nature of man, healthy living, occupational and recreational conditions, environmental pollution and public health organizations and functions. Lecture 3 cr. hrs., Lab. 1 cr. hr. Prerequisite: BIOL 103 and 104 or BIOL 113 and 114.

BIOL 301 4 hours
Introduction to Marine Zoology Provides a field and laboratory survey of marine animals of the LA Gulf Coast, including classification, morphology, physiology and ecology. Prerequisites: 8 semester hours undergraduate credit. Offered summer only. Five weeks at a Louisiana Universities Marine Consortium (LUMCON) coastal laboratory.

BIOL 302 4 hours
Genetics Examines the principles of heredity, classical, molecular and quantitative genetics and chromosome structure. Modern, cell, and population genetics, mutation and selection; microbial genetics non-chromosomal inheritance and probability. Lecture 3 cr. hrs.; Lab 1 cr. hr. BIOL 113, 114 or BIOL 103 and 104 and CHEM 111 and 112 with corresponding laboratory are prerequisites.

BIOL 303 4 hours
Essentials of Human Anatomy and Physiology Introduces non-science majors to the organization of the human body. The course surveys the major organ systems including integumentary, skeletal, muscular, nervous, endocrine, digestive, respiratory, cardiovascular, and reproductive systems. The laboratory component uses models, diagrams, multimedia, and interactive computer simulations to study the skeletal, muscular, nervous and cardiovascular systems. Lecture 3 cr. hrs; Lab. 2 cr. hrs. Pre requisites: BIOL 103 and BIOL 104.

BIOL 304 4 hours
Introductory Microbiology Studies the chemical, biological and cultural characteristics of microorganisms. Topics include microbial taxonomy, structure, metabolism, genetics, ecology, the role of microbes in disease, immunity, and the applications of microbes in industry. Lecture 3 cr. hrs., Lab 1 cr. hr. Prerequisites: BIOL 103 and 104 or BIOL 113 and 114; CHEM 111, 112, or BIOL 207, 208 with corresponding laboratory.

BIOL 305 4 hours
Anatomy and Physiology I Surveys anatomical terminology, tissues, and the following systems: integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, respiratory, digestive, urinary, and reproductive. Laboratories that include microscopy, physiological exercises, and mammalian dissections compliment lecture discussions. Lecture 3 cr. hrs., Lab. 1 cr. hr. Prerequisites: BIOL 103 and 104 or BIOL 113 and 114.

BIOL 306 4 hours
Biological Techniques Presents methods of preparing biological material for microscopic study. Practice in fixing, embedding, staining and mounting various tissues. Histology and cytology are considered. Three two-hour laboratory periods per week. Prerequisites: BIOL 103 and 104 or BIOL 113 and 114; CHEM 111 and 112 with laboratory.

BIOL 307 4 hours
Anatomy and Physiology II A continuation of Biol. 305 which focuses on the following: peripheral nervous system, special senses, endocrine system, immunity, digestive system, urinary system, and reproductive system. Laboratories that include microscopy, physiological exercises, human system models, and mammalian dissections complement lecture discussions. Lecture 3 cr. hrs., Lab. 1 cr. hr. Prerequisites: Biol. 113/115; Biol. 114/116 and Biol. 305.

BIOL 312 3 hours
Principles of Toxicology Discusses potential harmful or lethal effects of toxic contaminants released into the environment by agricultural, domestic, and industrial applications. The mechanisms by which a toxicant exerts its deleterious effects on body systems will be examined, and the health advisories/guidelines from the Agency for Toxic Substances and Disease will be emphasized. Lecture 3 cr.hrs. Prerequisites: BIOL 113, BIOL 114, CHEM 111, CHEM 112 with corresponding laboratories.

BIOL 313 4 hours
Immunology Reviews concepts of the human immune system, structure and function of the organs and cells that comprise the immune system, and clinical immunological test. Lab exercises emphasize the basics of antibody reactions and their applications to clinical diagnostic testing. Lecture 3cr. hrs., Lab. 1 cr. hr. Prerequisite: BIOL 304.

BIOL 315 4 hours
Water Quality Management Relates directly to the by-laws of the Clean Water ACT (CWA) of 1972. The impact that chemical, physical and biological water parameters have on water systems is covered. Regulatory water quality criteria and standards, limnological aspects of lakes and reservoirs, and water quality related legislation are addressed as related to water quality management practices. This course has a laboratory component. Lecture 3 cr. hrs., Lab. 1 cr. hr. Prerequisites: BIOL 103 and 104 or BIOL 113 and 114; CHEM 112.

BIOL 318 3 hours
Orientation: Alcohol Drug Abuse Studies theories and factors relevant to use, abuse of and dependency on alcohol and drugs; social economic and psychological effects of alcohol and drug use; treatment of alcohol victims; prevention of alcoholism and drug abuse. Prerequisite: Consent of the instructor.

BIOL 319 4 hours
Advanced Research Methods Introduces students to concepts, methods, statistics, and various experimental designs of a research scientist. Instrumentation, sampling, data collection and computer data processing will be facilitated via the computer software SAS or SPSS. This course intends to develop some of the skills of science: inquiry, communication, collaboration, problem-solving, and decision making. Lecture 3 cr. hrs., Lab. 1 cr. hr. Prerequisite: Consent of the instructor.

BIOL 320 3 hours
Environmental Systems Examines the interaction of system dynamics with local, regional, national, and global ecosystems. The student is introduced to biogeochemical cycles, the earth as a living organism, the atmosphere, water systems, and the biosphere. Nature reserves, national parks, and the wilderness are examined as regional environmental systems that provide protection for a particular species and/or habitat. Current issues and problems related to the environment are also discussed. Prerequisites: BIOL 103 and 104 or BIOL 113 and 114.

BIOL 400 4 hours
Marine Microbiology Introduces the estuarine and marine microbes, especially bacteria and fungi; covers classification methodology, role in marine ecosystems, biochemical cycles and diseases of marine animals. Prerequisites: 12 semester hours of biology and consent of the instructor. Graduate or Undergraduate credit. Offered summers only. Five weeks at a Louisiana Universities Marine Consortium (LUMCON) coastal laboratory.

BIOL 402 4 hours
Vertebrate Histology Studies the cell types and tissues of the body and how these tissues are arranged to constitute organs. Four fundamental tissues are studied: epithelial, connective, muscular, and nervous. Lecture 3cr. hrs., Lab 1 cr. hr. Prerequisites: BIOL 103 and 104 or BIOL 113 and 114; CHEM 111 and 112.

BIOL 403 4 hours
Parasitology Examines animal parasites, morphology, taxonomy and life cycles of selected parasites, host-parasite relationships. Lecture 3cr. hrs., Lab 1 cr. hr. Prerequisites: BIOL 103 and 104 or BIOL 113 and 114.

BIOL 404 4 hours
Marine Ecology Emphasizes the effects of human activities on the chemistry, biology, ecology and ecosystem structure and function within coastal marine environments. Topics describing recent changes in the coastal ocean and addressing their implications include: trace metal cycles; primary productivity; coastal fauna and habitat; coastal fisheries, and coral reefs. The course includes one required weekend field trip to the Louisiana Universities Marine Consortium (LUMCON) where instructors will use the local coastal environment to illustrate topics that have been discussed in lectures. Lecture 3 cr. hrs., Lab. 1 cr. hr. Prerequisites: BIOL 103 and 104 or BIOL 113 and 114, BIOL 206 or BIOL 216. Spring semester.

BIOL 406 3 hours
Internship in Biology Provides students an opportunity to obtain credit for practical experiences in biology and related fields through internships. Prerequisite: Consent of the instructor.

BIOL 407 3 hours
Ethics in Scientific Research Explores ethical issues in scientific research through the examination of related literature. The case study approach will be used in exploring and debating ethical dilemmas, ethical behaviors, policies and procedures of responding to allegations of research misconduct. Prerequisites: BIOL 103 and 104 or BIOL 113 and 114 or CHEM 114 and Consent of the instructor.

BIOL 408 1 hour
Seminar Examines current problems in biology based on recent publications or research. One hour per week. Prerequisite: Consent of the instructor.

BIOL 409 3 hours
Biological Research Provides individual investigation under the direction of senior members of biology faculty with associated study of primary journal sources, emphasizing a methodology and presentation of results. Open to juniors and seniors majoring in biology. Prerequisites: BIOL 306 or BIOL 113 and 114 or BIOL 103 and 104; CHEM111, 112.

BIOL 410 4 hours
Marine Botany Studies marine and coastal algae and vascular plants, including classification, morphology, life cycles and ecology; emphasis is on field and laboratory studies. Prerequisites: 12 semester hours of biology, including botany and consent of the instructor. Graduate or Undergraduate credit. Offered

summer only. Five weeks at a Louisiana Universities Marine Consortium (LUMCON) coastal laboratory.

BIOL 411 4 hours
Vertebrate Zoology Emphasizes systematics, phylogenetic relationships, ecology, distribution and morphology of the different classes of vertebrates. Lecture 3 cr. hrs., Lab 1 cr. hr. Prerequisites: BIOL 103 and 104 or BIOL 113 and 114.

BIOL 416 4 hours
Advanced Microbiology Strengthens students pursuing careers in industrial microbiology, health and allied health professions, and graduate programs in microbiology. Emphasis on pathogenic microbiology, diagnostic microbiology, immunology, and applied microbiology. Lecture 3 cr. hrs., Lab 1 cr. hr. Prerequisite: BIOL 304.

BIOL 417 3 hours
Conservation Biology Focuses on the application of biological principles to the preservation of biodiversity. This course explores domestic and international biodiversity issues that are related to environmental policy, socioeconomic demands, and environmental ethics. Particular emphasis will be placed on those areas that include population biology, geographical information systems (GIS), integrated land-use management, and vegetation analysis. Prerequisite: BIOL 206 or 320.

BIOL 418 3 hours
Environmental Issues and Policies An intensive introduction to the study of environmental issues and policies addressed from both national and global perspectives. The course provides an overview and assessment of key U.S. and international environmental policy issues such as air and water pollution, waste management, environmental justice, gender and environment, energy, and population growth. Emphasis is placed on analyzing domestic and international case studies involving environmental justice issues. Prerequisites: BIOL 206.

BIOL 419 4 hours
Comparative Vertebrate Anatomy Provides an in-depth study of vertebrate characteristics, craniate morphogenesis and vertebrate morphology at the level of organs and organ systems. Involves detailed hands-on experiences on vertebrate structure through examination and dissection of representative specimens, including shark, mudpuppy and cat. Lecture 3 cr. hrs., Lab. 1 cr. hr. Prerequisites: BIOL 202 and 305.

BIOL 423 3 hours
Seminar: Research in Alcohol and Drug Abuse Gives attention to the development of analytical, writing and communication skills, recent research in alcoholism, drug abuse and related problems; defense of research proposals. Prerequisite: Consent of the instructor.

BIOL 424 3 hours
Honors Research Projects Provides opportunities for trainees to work under supervision of advisors on research projects; defense of student thesis; scholarly papers. Prerequisite: Consent of the instructor.

BIOL 426 3 hours
Biology for Teachers Reviews basic biological concepts: what, how, when, where to obtain biological materials and a study of new strategies in instruction and ideas on course content and behavioral objectives. A laboratory-oriented course designed to provide a comparative evolution of secondary school biology curricula with emphasis on the more recent biology programs.

BIOL 427 3 hours
Wildlife Management Techniques Emphasizes the introduction to some field techniques used to study and manage wildlife populations and their habitats. Students independently develop field projects, applying relative methods and techniques to study selected wildlife species. A written report as intended for publication and an oral presentation are required. Prerequisites: BIOL 103 and 104 or BIOL 113 and BIOL 114.

BIOL 428 4 hours
Principles of Wildlife Diseases Introduces the etiology, epizotiology, pathogenicity and control of major diseases affecting wildlife with an emphasis on modes of transmission, host-pathogen relationships and disease significance. Laboratory work will involve post-mortem examination techniques and basic disease recognition. Lecture 3 cr. hrs., Lab. 1 cr. hr. Prerequisites: BIOL 103 and 104 or BIOL 113 and 114.

BIOL 434 4 hours
Contemporary Botany Provides a survey of plant science including structure and function of leaves, stems, and roots of seed plants; reproduction in seed plants; life histories of bryophytes and primitive vascular plants; plant-environment interactions; and local flora. Lecture 3 cr. hrs., Lab. 1 cr. hr. Prerequisites: BIOL 103 and 104 or BIOL 113 and 114.

BIOL 435 3 hours
Wetland Ecology Examines the influence that biological, chemical and physical wetland processes have on water quality. Inland and coastal wetlands are covered, specifically addressing their geographical and hydrologic conditions. The student acquires extensive knowledge of diverse wildlife habitats and populations in wetlands. Wetland ecosystem management practices as mandated by the United States Environmental Protection Agency are also covered. Prerequisites: BIOL 103 and 104 or BIOL 113 and 114, and CHEM 111.

BIOL 459 3 hours
Cellular and Molecular Biology I This course is the first of two sequential courses that involve a comprehensive study of cell and molecular biology. The course provides a detailed understanding of cell structure, cell function, cell motility, cell signaling, cell division, and the molecular processes that govern them. Prerequisites: BIOL 113/115, BIOL 114/116. Co-requisite: BIOL 461.

BIOL 461 1 hour
Cellular and Molecular Biology I Laboratory Provides students an opportunity to apply technical skills with an emphasis on cell biological techniques(cell and tissue, staining, cell biology quantitation, basic microscopy) which will reinforce the principles (introduced in lecture) that can be utilized for multi-dimensional approach to investigate cellular and molecular biological processes. 1 cr. hr. Prerequisites: BIOL 113/115; BIOL114/116. Co-requisite: BIOL 459.

BIOL 463 3 hours
Cellular and Molecular Biology II This is a continuation of Cellular & Molecular Biology I that will extend and broaden the students breadth of knowledge in Cellular & Molecular Biology. The course provides a detailed understanding of the structure and function of DNA, RNA, proteins, molecular signaling, and techniques used to study molecular biology. Pre-requisites: BIOL 459/461. Co-requisite: BIOL 465.

BIOL 465 1 hour
Cellular and Molecular Biology II Laboratory Provides students an opportunity to apply technical skills with an emphasis on molecular biological techniques including PCR, Western blotting, and gel electrophoresis, that will reinforce the principles (introduced in lecture) that can be utilized for a multi-dimensional approach to investigate cell and molecular biological processes. Prerequisites: BIOL 459/461. Co-requisite: BIOL 463.

BIOL 499 3 hours
Senior Project Provides capstone experience for biology majors. The primary focus is the synthesis integration, and application of the contents of core curriculum courses including developmental biology, genetics, cellular and molecular biology, microbiology, environmental biology/ecology, environmental issues and policies, and toxicology. Students will demonstrate cumulative abilities in these areas through examinations, research papers and presentations. Prerequisite: Senior Classification, consent of department head or course coordinator.

BUSINESS (GENERAL)

GB 150 3 hours
Fundamentals of Business Introduces basic business principles and practices, study and test taking skills, communication and life skills, career opportunities, job search preparation, ethics and social responsibility.

GB 201 3 hours
Legal Environment of Business Introduces law, its relation to and effect upon society, business, and the individual, including government regulations, torts, contracts and the Uniform Commercial Code. Prerequisite: GB 150.

GB 202 3 hours
Applied Quantitative Methods in Business Exposes business majors to such analytical concepts as linear, logarithmic, and exponential functions; financial mathematics with a focus on simple and compound interest calculation and annuities; introduction to differential calculus, and applied optimization methods. Prerequisites: MATH 131 & MATH 132 or MATH 147 & 148.

GB 204 3 hours
Business Communication Provides a general introduction to the uses of communication in modern organizations. Organizational theory, behavior, and communication channels form the basis for special emphasis on using written communication to solve typical business problems. Instills an awareness of correct grammar and punctuation in writing; develops a clear, concise, convincing, and correct writing style. Prerequisite: ENG 102.

GB 251 3 hours
Business Statistics I Introduces quantitative analysis of business and economic problems, mainly deals with the uses of statistical methods and tools for decision-making. Area of concentration includes descriptive statistics, introduction to elementary

probability through introduction to statistical inference. Prerequisite: MATH 131 or MATH 147.

GB 252 3 hours
Business Statistics II Presents concepts and methods of quantitative analysis with examples and problems relating to applications in business and economics. Coverage extends to sampling, estimation, hypothesis testing and regression-correlation analysis. Prerequisite: GB 251.

GB 303 3 hours
Business Law Studies the law from its philosophical, ethical, and historical background, followed by current prevailing concepts in contracts, property, torts, application of the commercial code, and testamentary distributions. Specific attention is directed to business combinations and such government regulations as they affect the various activities of the business community. Prerequisite: GB 301.

GB 320 3 hours or 6 hours
Supervised Work Experience Provides supervised on-the-job experience not to exceed one semester. Participating students will be carefully selected and placed in job situations best suited to their particular needs. Prerequisites: GB 150, junior classification and consent of the department head.

GB 400 3 hours or 9 hours
Business Practicum Gives hands-on experience in business, industry or government for business majors. This course is designed to enhance the career prospect and professional development of business majors through industrial attachment and supervised work experience. The must certify assignment and sponsoring organization before registration. Prerequisites: GB 150.

GB 430 3 hours
Independent Study Designed to allow a student to investigate an area of specialty under the supervision of a designated faculty member. Prerequisites: Senior classification and consent of the department head.

CHEMISTRY (CHEM)

CHEM 101 3 hours
Environmental Chemistry Focuses on the role chemistry plays in the contemporary society. The relevance chemistry has to biological systems is explored. A number of fundamental concepts that are essential to general chemistry are also covered. This course is available via traditional classroom and web instruction.

CHEM 105 3 hours
General Inorganic Chemistry Prepares students for careers in nursing, home economics, nutrition, dietetics, physical education and other health sciences. The course content includes fundamental chemical laws, theories and principles important in chemistry. This course must be accompanied by CHEM 107.

CHEM 106 3 hours
Organic and Biological Chemistry A continuation of CHEM 105. CHEM 106 is a study of the chemistry of hydrocarbons. Biochemistry is also emphasized. This course must be accompanied by CHEM 108 Laboratory. Prerequisite: CHEM 105 or 111.

CHEM 107 1 hour
General Inorganic Chemistry Laboratory Runs concurrently with CHEM 105. Students are given practical laboratory hands on experience in General Inorganic Chemistry. This class meets one time per week for a total of 3 hours.

CHEM 108 1 hour
Organic and Biological Chemistry Laboratory Provides experiments in the areas of organic and biochemistry. Topics include chromatography, extractions, and synthesis of organic compounds. This course should be taken concurrently with CHEM 106. Prerequisite: CHEM 105.

CHEM 111 3 hours
General Chemistry I Covers content including stoichiometry, chemical reactions, chemical bonding, and the structure of atoms. Designed for science and mathematics majors, this class should be taken concurrently with the laboratory class, CHEM 113.

CHEM 112 3 hours
General Chemistry II A continuation of CHEM 111. Chemical kinetics, liquids/solids, chemical thermodynamics and equilibria are covered. This class should be taken concurrently with the laboratory class, CHEM 114. Prerequisites: CHEM 111, CHEM 113.

CHEM 113 1 hour
General Chemistry Laboratory I Covers topics including laboratory safety, chemical reactions, graphing techniques and stoichiometry. This course is taken concurrently with CHEM 111. This class meets once a week for three hours.

CHEM 114 1 hour
General Chemistry Laboratory II Covers topics including solubility, hydrates and chemical reactions. This laboratory course should be taken concurrently with CHEM 112.This class meets once a week for three hours.

CHEM 210 1 hour
Research Internship Introduces research via an association with a departmental research group. Enrollment in CHEM 210 is based on the recommendation of the department head . This course may be taken four times for credit. Prerequisite: CHEM 112.

CHEM 223 3 hours
Organic Chemistry I Examines the behavior of hydrocarbons and their derivatives. Topics covered include alkanes, alkyl halides, alcohols, alkenes, alkynes and stereochemistry. This course must be accompanied by CHEM 225. Prerequisites: CHEM 112, CHEM 114.

CHEM 224 3 hours
Organic Chemistry II A continuation of CHEM 223. This course focuses on aromatic compounds, amines, carboxylic acid and derivatives of carboxylic acids. The area of polymer science is also introduced. Prerequisite: CHEM 223.

CHEM 225 1 hour
Organic Chemistry Laboratory I Complements CHEM 223 and should be taken concurrently with the lecture. This course focuses on separation and characterization techniques that are vital to the organic chemist. Topics covered include crystallization, melting point/boiling point determination, distillation and chromatography.

CHEM 226 1 hour
Organic Chemistry Laboratory II Runs concurrently with CHEM 224. This course emphasizes the synthesis and characterization of organic compounds. Also covered is chemical information retrieval. Prerequisite: CHEM 223 or equivalent course.

CHEM 230 3 hours
Quantitative Analysis Provides students with an introduction to the theory of Gravimetric and Titrimetric methods of chemical analysis. The basic principles governing different chemical equilibria, including ionic, acid/base and complex formation equilibria, are also emphasized. Statistical interpretation of data is also discussed. Prerequisite: CHEM 112.

CHEM 232 2 hours
Quantitative Analysis Laboratory This course is designed to teach the quantitative skills needed for careful investigation and accurate experimentation in the areas of gravimetric, volumetric and instrumental Analyses. Additional information on how to determine the credibility of data obtained in the laboratory environment, statistical treatment of data, the correct choice of method for a given analysis and the use a laboratory notebook in the recording of data are emphasized.

CHEM 236 2 hours
Practical Inorganic Chemistry Focuses on the synthesis and physical characterization of inorganic compounds. The course includes six hours per week of laboratory experience. Spectroscopy and other synthetic procedures are emphasized. The prerequisite for the course is a grade of "C" or higher in CHEM 112; or approval by the department head.

CHEM 341 3 hours
Physical Chemistry Surveys the principles of Physical Chemistry including thermodynamics, phase equilibria and electrochemistry. This course emphasizes the principles governing the interaction of matter and energy. Students will develop critical thinking and computational skills in this class. Prerequisites: CHEM 230/232 and MATH 154.

CHEM 342 3 hours
Physical Chemistry A continuation of CHEM 341. Kinetics, quantum mechanics and spectroscopy are covered. The properties of atoms and molecules are also emphasized. Prerequisite: CHEM 341.

CHEM 343 1 hour
Physical Chemistry Laboratory Complements CHEM 342 and should be taken concurrently with the course. Experiments include the use of physical chemistry techniques to examine the properties of solids, liquids, gases, reaction kinetics, and systems at equilibrium. This course requires extensive writing and computational skills.

CHEM 344 1 hour
Physical Chemistry Laboratory This course is designed to teach ab-initio methods and the Gaussian program and show the students how to build an input file for Gaussian runs, perform molecular structure experiments with modern instrumentation, use computers for data acquisition and analysis, work effectively with others in performing experiments, understand and practice ethically correct presentation of scientific data, write clear technical reports and

understand and practice proper laboratory safety procedures.

CHEM 410 1 hour
Chemical Literature/Independent Study Improves the student's proficiency in chemical information retrieval, scientific presentations and research methodology. This course should be taken prior to or concurrently with CHEM 450. Standard databases of chemical information are examined, including the internet. Prerequisite: CHEM 224.

CHEM 420 3 hours
Advanced Organic Chemistry Builds on the foundation that was laid in CHEM 223 and CHEM 224. Topics covered include multistep synthesis, protecting groups and functional group interconversion. Emphasis is placed on reactions that are useful to the synthetic chemist. Prerequisite: CHEM 342.

CHEM 430 3 hours
Instrumental Analysis Introduces students to the basic physical and chemical principles upon which modern scientific instrumentation are based. The application of modern instrumentation to both qualitative and quantitative analysis is discussed. Modern instrumental methods such as electrochemistry, spectroscopy, and chromatography are presented in detail. Prerequisite: CHEM 342.

CHEM 432 2 hours
Instrumental Analysis Laboratory Complements CHEM 430 and should be taken concurrently with the course. This laboratory course provides students with hands-on experience in the use of state-of-the-art scientific instrumentation. Quantitative analysis of unknowns using electrochemical, spectroscopic or chromatographic instrumentation is also emphasized. Prerequisites: CHEM 224 and CHEM 230.

CHEM 434 3 hours
Inorganic Chemistry Builds a foundation in the basic principles of modern inorganic chemistry. This course employs a descriptive approach to understanding the spatial arrangements of orbitals and includes a discussion of atomic and molecular orbital theories. Other topics of study include atomic and molecular structure, molecular shape and symmetry.

CHEM 435 3-6 hours
Cooperative Experience Provides an opportunity for chemistry majors to receive credit for work experience in chemical laboratories for a summer (3 hrs) or a semester (6 hrs). The student must have a 2.5 GPA and have the approval of the department head. The student will be evaluated by the Cooperative Mentor as well as GSU chemistry faculty.

CHEM 450 2-6 hours
Independent Study/Research Focuses on the development of techniques that will allow the planning and implementation of a research project. The student is given a project that requires library research as well as a laboratory investigation. This course also emphasizes the development of written and oral communication skills. Prerequisite: Approval by faculty advisor.

CHEM 451 1 hour
Seminar Focuses on the development of presentation skills. Technical presentations are given on a selected topic. Attendance at seminars given by invited speakers is also required.

CHEM 452 2 hours
Special Topics in Inorganic/Physical Chemistry Focuses on recent advances in physical and inorganic chemistry. The topics covered will vary. They may include electronic spectra of complexes, d and f-block organometallic compounds and quantum theory. Prerequisite: CHEM 342.

CHEM 461 3 hours
Biochemistry Introduces essential biochemical principles. Students are exposed to structure/function relationships of biomolecules. The metabolic role of various biomolecules in living systems is also emphasized. Prerequisite: CHEM 224 or approval by the department head.

CHEM 462 3 hours
Biochemistry/Molecular Biology Focuses on the study of gene structure/function at the molecular level, and basic chemical and biological principles governing the regulation and expression of genetic information in prokaryotic and eukaryotic organisms. Examines structure and function relationships of macromolecules and how these relationships are involved in the processing of genetic information. The role of these macromolecules and their complexes (DNA-DNA, DNA-RNA and DNA-protein, protein-protein, etc.) is of paramount importance in cellular processes such as replication, transcription, and translation. Prerequisites: CHEM 461 or approval by the department head. Co-requisite: CHEM 464.

CHEM 464 1 hour
Biochemistry/Molecular Biology Laboratory Provides students with "hands on" experiences in molecular biology/biotechnology. Experiments include the use of column chromatography to separate mixtures; use of electrophoresis to isolate proteins and DNA; use of restriction enzymes to cleave the DNA molecule; and, use of genetically engineered plasmid to transform E.coli cells. In addition, students will perform experiments to isolate and amplify DNA using the polymerase chain reaction (PCR) technique. Prerequisites: CHEM 461 or approval by the department head. Co-requisite: CHEM 462.

CHEM 470 3 hours
Polymer Chemistry Introduces the student to polymer science. Topics covered include step-growth polymerization, condensation polymerization, and molecular weight determination. Also covered is the effect structure and molecular weight has on the physical properties of polymers. Prerequisite: CHEM 342 or approval by the department head.

CHEM 510* 3 hours
Chemistry for Middle School and Secondary Teachers Designed for those students that are considering or currently teaching in the middle and secondary school system. The course focuses on increasing effectiveness and creativity in areas of chemistry. Topics covered include chemistry theories and innovative teaching utilizing emerging technologies.

CHEM 515* 3 hours
New Technology in Chemistry for Physical Science Teachers Designed primarily for middle and high school teachers. The focus of this course is to integrate computer-based teaching (technology) tools with innovative teaching strategies in chemistry.

*This course is offered for high school science teachers who want to enhance their knowledge and experimental science skill. The course is taught by faculty members from the Department of Chemistry and Physics.

CHILD DEVELOPMENT AND FAMILY RELATIONS

CDFR 100 3 hours
Child Development and Family Relations An introduction to the child, from birth to age eight, as a learner and family member with needs to explore and communicate, as well as to develop social competence. Explanation of current themes of child development is provided with special emphasis on understanding children's developmental levels through childhood. This course studies the physical, cognitive personality, and social development of the child and his/her relationship to the family. Major emphasis is placed on the prenatal and infant stages of development. Observation in a childcare center or preschool setting is a requirement of this course; Praxis Lab hours required.

CDFR 204 3 hours
Space and Equipment This course examines how to set-up and maintain a child development center/early childhood program environment with emphasis on space utilization, equipment and material needs and usage. Child health/safety concerns and nutritional considerations are also studied. Students are required to develop projects and participate in activities that demonstrate their ability to create, and modify environments and experiences to meet the individual needs of all early/emergent children including those with disabilities, developmental delays, and special abilities. Observation in a childcare center or preschool setting is a requirement of this course; Praxis Lab hours required.

CDFR 200 3 hours
Creative Play, Art, and Drama in Literacy and Child Development This course examines how children learn reading, math, science, and social studies through play, art, and drama. Students participate in lab activities that teach concepts in guiding young children in learning skills and practice. Major emphasis is placed on the prenatal and infant stages of development. This course requires observation in a child care center or early childhood school setting. Praxis Lab hours are required.

CDFR 259 3 hours
Issues in Literacy Assessment & Instruction in Child Development This course provides an overview of child and family assessment in child development and early literacy. Principles and practices of formal and informal literacy assessment are surveyed. Major emphasis is placed on assessment at the prenatal and infant stages of development. The course offers the student both research- based theory and practical applications. Praxis Lab hours required.

CDFR 301 3 hours
Parent Child Interactions in CHDV & Early Literacy Programs This course focuses on language and literacy development of children birth to Pre-K, including strategies that parents and staff support in

this development; research related to children's learning; and ways in which family literacy supports early literacy development. It evaluates the role of parenting in the total development of the child. It describes the knowledge and skills child development professionals need to build effective interrelationships with the child, family, and community.

CDFR 304 3 hours
Curriculum, Activities and Materials in Child Development Programs This course identifies content, resource and procedures used in the child development/early childhood education curriculum. It examines anti-bias curriculum development, instructional techniques and materials with relation to the developmental stages of young children. Students in this class work directly with young children. Emphasis is placed on the selection and preparation of developmentally appropriate materials. Teaching methods are introduced. Specific materials and activities for cognitive, language, physical and social development are taught in an effective format. The selection and preparation of developmentally appropriate materials for the emergent/early child are examined. Major emphasis is placed on the prenatal and infant stages of development.

CDFR 306 3 hours
Organization & Administration of CHDV & Early Literacy Programs This course is designed to aid in organizing, staffing, and operating child development centers, early childhood education facilities, schools, child care agencies/organizations, etc. It studies the role of the administrator in various types of licensed childcare facilities. Topics include program, fiscal, licensing, personnel, legal, and management aspects of children's programs. Students study concepts of budget development, time management, observation of decision-making, and leadership styles in various programs, development of program philosophy, staff evaluation, and guidance techniques. Principles of personal and resource management of childcare programs are included. Factors that influence the quality of child care and early childhood education programs will be evaluated. This course requires observation in a child care center or early childhood school setting. Praxis Lab hours are required.

CDFR 330 3 hours
Emergent/Early Literacy & Brain Development in Math & Science Provide students with the theoretical and developmental knowledge necessary to effectively teach the basic concepts of math and science to the emergent/early child. Major emphasis is placed on the prenatal and infant stages of development. Students will develop skills in preparing developmentally appropriate activities that promote inquisitiveness, problem solving and exploration. Observation in a childcare center or preschool setting is a requirement of this course. Praxis Lab hours are required.

CDFR 360 3 hours
Developing Scientific Inquiry Skills I This course introduces and develops fundamental knowledge and skills in scientific – inquiry for teaching science in child development/early childhood education environments. Instructional approaches will involve discriminatory, auditory, and visual activities in the science domain that help young children develop higher order thinking skills. Topics of study include the processes of engaging students in science exploration, understanding and applying the scientific method, and the use of inquiry based methods to teach science to the early/emergent child. Major emphasis is placed on the prenatal and infant stages of development. Observation in a childcare center or preschool setting is a requirement of this course. Praxis Lab hours required.

CDFR 361 3 hours
Developing Scientific Inquiry Skills II This course focuses on the design process used to develop inquiry models for teaching science in child development and emergent/early childhood education. The course facilitates science exploration based activities using inquiry models for science education. Studies include how to prepare well designed science explorations and identify resources for developing skills in the use of scientific method, science literacy, numeracy, and various activities of investigation in science. Students will construct a portfolio of lesson plans and projects suitable for teaching science in child development and emergent/early childhood education. Major emphasis is placed on the prenatal and infant stages of development. Observation in a childcare center or preschool setting is a requirement of this course. Praxis Lab hours are required Pre requisite: CDFR 360.

CDFR 400 3 hours
Nursery School/Kindergarten Education
This course aids in developing skills necessary for effective directing of learning skills in child care centers and kindergarten. Additionally the course stresses technique of guidance, interpersonal relationships, and parental involvement. Fifty hours of directed observation and participation is required. Praxis Lab hours required

CDFR 450 3 hours
Practicum in Child Development and Early Literacy This course requires the student to complete a practicum experience in a licensed and approved childcare center or preschool setting. The practicum experience component of this course requires students to obtain (at their own expense) and pass a criminal background search/screening as prescribed by the Department and University. The student must complete a minimum of 100 clock hours; Praxis Lab hours required.

CDFR 460 3 hours
Internship in Child Development and Early Literacy This course provides a structured field experience in a licensed and approved child care setting under the supervision of a certified professional. Conferences between the supervisor and the practicum instructor to evaluate the student's progress and attending pre- and post-practicum seminars are required. The field experience component of this course requires students to obtain (at their own expense) and pass a criminal background search/screening as prescribed by the Department and University Students must complete a minimum of 200 clock hours; Praxis Lab hours required.

COMPUTER INFORMATION SYSTEMS

CIS 115 3 hours
Introduction to Computers and Software Applications Provides an overview of computer information systems and extensive hands-on exercises using application software. The emphasis is placed upon computer hardware, software, procedures, data and human resources, and the integration and application of computer software including word-processing, spreadsheets, database management, and presentation and communication. A graphics-based operating system is also covered.

CIS 120 3 hours
Problem Solving Offers a foundation course in problem solving that emphasizes business problem solving with programmable solutions. The content includes problem solving concepts; procedures for structured problem solving; flowchart logic diagramming; data structured algorithms development for programmable problem solutions using pseudocode; verification of the algorithms; input, process, output and computer user interface design; and introduction to computer-based implementation of the programmable solutions using high-level languages. Prerequisite: CIS 115 and MATH 131 or MATH 147.

CIS 203 3 hours
Business Programming Using Cobol Emphasizes the fundamentals of structured program design. The life cycle of program development, file structures, reports, user interface design, pseudocode, coding, testing, documenting, and maintenance are covered Prerequisite: CIS 120 and MATH 132 or MATH 148.

CIS 204 3 hours
Advanced Business Programming Using Cobol Emphasizes the use of magnetic media including disks and tapes to maintain business files. Topics such as accessing magnetic media files, sorting and merging files, and creating and updating sequential master files and indexed files are covered. VSAM files and JCL for IBM computers are also introduced. Prerequisite: CIS 203.

CIS 209 3 hours
Business Object-Oriented Programming I Develops programmable solutions to different types of business problems using an object orientation approach to programming. Data structure topics include recursion, sorting techniques, tree structures, queues, dynamic memory allocation and deal location. Programming concepts, data types, structures, enumerations, classes, objects, arrays and array structures are covered in the course. Prerequisite: CIS 120 and MATH 132 or MATH 148.

CIS 210 3 hours
Business Object-Oriented Programming II Introduces students to an object oriented programming environment that is used for general-purpose business programs and more especially for interactive World Wide Web-based Internet applications. The course concentrates on e-commerce applications. Prerequisite: CIS 120 and MATH 132 or MATH 148.

CIS 215 3 hours
Information Systems Introduces the theoretical foundation and evolution of information systems. The systems approach to modeling a business organization and its environment is studied. The organizational Computer-based Information Systems are analyzed. Ethical implications of Information Technology are discussed. Advanced hands-on application tools for business productivity are covered in the computer laboratory. Prerequisite: CIS 115 and GB 150.

CIS 308 3 hours
Decision Analysis for Business Applications Introduces the philosophy and techniques of problem solving. Different quantitative methods and decision

support software are used to solve business applications. Topics include dynamic, integer and linear programming, network, assignment, transportation, forecasting, inventory & production, decision analysis, steady state queues, markov chain and simulation models. Prerequisites: CIS 120, ECON 202, MAN 301, and GB 202.

CIS 320 3 hours
Computer Information Systems Internship Offers supervised learning experience in government or industry to provide the student with on-the-job professional development in information systems. Prerequisite: Letter from industry offering an internship in an IS Division, CIS 120, CIS 215, and consent of the advisor and department head.

CIS 337 3 hours
Micro-Based Information Systems Applications Studies computer components, especially the multimedia peripherals for personal computers, that are currently available in the market. A major portion of the course is devoted to reviewing Microcomputer-based Information Systems as business productivity tools. Hands-on applications of the tools are practiced in the computer laboratory. Prerequisite: CIS 115.

CIS 365 3 hours
User Interface Programming Introduces to the student programming in a user interface environment. The course focuses on software application programming using the Microsoft Visual Basic Integrated Development Environment (IDE). Students will learn the methods for creating a graphical user interface (GUI) and developing software code for interacting with the user. Prerequisite: CIS 120 and MATH 132 or MATH 148.

CIS 371 3 hours
Systems Analysis for Business Provides a detailed analysis of the system development life cycle. Emphasis is placed on the tools and techniques that a project leader, systems analyst, and programmer would use to design and document an information system. Various skills which the systems analyst should possess, including communication, problem solving, and project management are discussed. Prerequisites: CIS 120 and CIS 215.

CIS 372 3 hours
Advanced Systems Analysis for Business Discusses Structured and Object-Oriented Methodologies. Strategies and techniques of structured analysis and structured design are emphasized. CASE tools will be used. Prerequisite: CIS 371.

CIS 375 3 hours
Data Communication Systems and Networking Examines fundamentals of data communication concepts and networks are introduced. A major portion of the course is devoted to understanding data communication media, equipment and terminals, data transmission and standards, protocols, and networks. Data communication environments, regulatory issues, and network management are discussed. Students are exposed to network applications in the computer laboratory. Prerequisite: CIS 120 and CIS 215.

CIS 381 3 hours
Database Systems Introduces database and database management systems concepts. Different data models, with emphasis on the Entity Relationship (ER), the Relational Data, and Object-Oriented models will also be introduced. Students will have the experience of designing, developing, and implementing relational database applications. Students will be able to write intermediate-level SQL queries. Prerequisite: CIS 120 and CIS 215.

CIS 385 3 hours
New Generation Languages Presents programming techniques associated with modern computer languages with emphasis on fourth/fifth generation languages (4GL/5GL). Applications to client/server systems, object technology and web site development are practiced in the computer laboratory. Prerequisites: CIS 120 and CIS 215.

CIS 388 3 hours
Internet Programming Introduces students to the technological skills necessary to use the PHP scripting language to develop basic interactive eb-based applications. The course will focus on the fundamentals of scripting, using PHP with HTML forms, creating functions, and integrating with the MySQL database to run on open source (free) and several operating systems including Windows, UNIX/Linux and Mac OS X. HTTP and FTP protocols will be discussed. The course will also introduce students to client side scripting using HTM: and JavaScript as well as the fundamentals of relational database design and SQL (Structured Query Language). The course will use the popular my SQL open-source (free) database program. Students will practice their programming and design skills by building interactive online applications.

CIS 401 3 hours
Special Topic in Computer Information Systems Provides a body of knowledge based on innovative technology or concepts in the information systems area. The theoretical foundation and applications of

the body of knowledge are emphasized. Prerequisites: CIS 120, CIS 215, and consent of the instructor.

CIS 405 3 hours
Information Systems for Strategic Planning Presents issues relating to information resources for strategic planning with emphasis on business organizations. The use of modern computer technology in solving strategic planning problems is discussed. Prerequisite: CIS 215 and CIS 371.

CIS 415 3 hours
Operating Systems Emphasizes concepts and features of UNIX Operating System and applications of UNIX commands to realistic situations. The multi-user UNIX environment's applications to micro, mini and mainframe computers are practiced in the computer laboratory. Prerequisite: CIS 120.

CIS 430 3 hours
Independent Study Investigates an area of specialty under the supervision of a designated faculty member. Consent of Faculty Supervisor and approval is required.

CIS 479 3 hours
Project Management Provides a capstone course for students with integrated course experiences. Students will manage real IS projects for business/organizations located in the community. Prerequisite: CIS 371 and CIS 381.

COMPUTER SCIENCE

CS 110 3 hours
Computer Science I Introduces computer science majors to programming and the scope of computer science. It covers the basics of hardware and software, number systems, program development, and object-oriented concepts. It also familiarizes students with the main areas of computer science including social and ethical issues. Prerequisite: College admission.

CS 120 3 hours
Computer Science II Emphasizes object-oriented program development and the basics of the concept of algorithmic complexity. It covers programming techniques and algorithms including recursion, exception handling, sorting, and searching. It also covers data structures such as linked lists, stacks, and queues. Prerequisite: A grade of "C" or higher in CS 110.

CS 201 3 hours
Social, legal, and Ethical issues in Information Age Addresses the legal, ethical, and social issues relevant to information technology and computer professionals. The course stresses the ways in which computers challenge traditional and philosophical concepts. Topics include code of conduct, privacy, intellectual property rights, proprietary software, security, accountability, liability, the digital divide, hacking, and viruses. Prerequisite(s): CS 110 or with the permission of Department Head

CS 205 3 hours
Programming in C Offers an introductory programming course covering the basics of program design and development. Students are expected to develop programs using the C language. Prerequisite: College admission.

CS 206 3 hours
Programming in C++ Examines the basics of object-oriented program design and development. Students are expected to develop programs using the C++ language. Prerequisite: College admission.

CS 209 3 hours
Fundamentals of IT Introduces students to a well-rounded approach to computer literacy that includes introduction to Information Technology, fundamentals of compiling, creating digital multimedia, transmission of information, introduction to computer networking, and telephony and wireless media. This class familiarizes students with the main concepts in Information Technology including network security. Prerequisite(s): A grade of C or better in CS 110.

CS 210 3 hours
Discrete Structures Covers the fundamental mathematical structures needed in the study of computing. Topics include sets, relations, functions, logic, Boolean algebra, combinatorics, trees, graphs, and finite state machines. The course also covers deductive and inductive proof techniques. Prerequisite: A grade of "C" or higher in CS 110.

CS 225 3 hours
Computer Organization and Assembly Language Covers the register-level architecture of modern computer systems. Topics include instruction formats, registers, addressing modes, instruction execution cycle, and I/O interfaces. An assembly language is studied and used in programming assignments. Prerequisite: A grade of "C" or higher in CS 120.

CS 235 3 hours
Data Structures Covers the definition, representation, manipulation, and application of data structures. Topics include arrays, lists, hash tables, indexes, stacks, queues, trees, graphs, and files. Concepts of time and space complexity are emphasized through various algorithms that manipulate internal and external data. Prerequisite: A grade of "C" or higher in CS 120, 210.

CS 236 3 hours
Data Structure and Algorithm Analysis Covers the definition, representation, manipulation, and application of data structures. Topics include arrays, lists, hash tables, indexes, stacks, queues, trees, graphs, and files. Concepts of time and space complexity are emphasized through various algorithms that manipulate internal and external data. General algorithm design techniques including divide-and-conquer, the greedy method, and dynamic programming are addressed. Prerequisite(s): A grade of C or better in CS 210.

CS 300 1 hour
Computer Science Seminar I Offers students the opportunity to study topics not covered in regular courses. Students choose, subject to instructor's approval, a topic for research. Students are required to present their findings in written reports and oral presentations. Prerequisite: A grade of "C" or higher in CS 235 or CS 236.

CS 309 3 hours
System Administration and Maintenance Introduces the essentials of effective administration and maintenance of operating systems and networks. Students will have a practical experience in current systems. Topics include user accounting, security, scripting, monitoring, upgrading and patching. Prerequisite(s): A grade of C or better in CS 209.

CS 310 3 hours
Software Engineering Covers the principles, methodologies, and tools used in the development of large-scale software systems. Students learn the various models that describe the stages of the lifecycle of large systems. The course emphasizes the technical, organizational, legal, and ethical aspects of software development. Prerequisite: A grade of "C" or higher in CS 235 or CS 236.

CS 312 3 hours
Programming with C# Introduces the C# programming language. Topics include developing C# programs in the Microsoft Visual Studio.Net development environment, C# data types and syntax, error handling, and object-oriented programming. Prerequisite(s): A grade of C or better in CS 235 or CS 236.

CS 315 3 hours
Computer Animation I Is an introduction to computer animation which provides the concepts of 3-dimensional computer animation for beginners. Modeling and animating software is introduced in class to create geometric models, define their surface properties, and design motion of objects. This class concentrates on the understanding of the internal and external forces and how to apply these forces that make characters come to life. Prerequisite(s): A grade of C or better in CS 120.

CS 316 3 hours
Programming with XML Focuses on the manipulation of XML documents, including how to parse, validate, filter and transform XML documents. Topics include namespaces, XML Schema, DTDs, DOM, event-driven parsing, XSL, XSLT and XPath. Prerequisite(s): A grade of C or better in CS 235 or CS 236.

CS 320 3 hours
Database Management Systems Emphasizes data modeling and the theory and practice of the relational model. It covers the services offered by modern database management software and the role of such software in the development of systems. Non-relational models are also introduced. Prerequisite: A grade of "C" or higher in CS 235 or CS 236.

CS 325 3 hours
Computer Organization & Architecture Covers the register-level architecture of modern computer systems, including instruction formats, registers, addressing modes, instruction execution cycle, and I/O interfaces. It also addresses digital logic and data representation, system architecture, tradeoffs between CPU clock speed, cache size, bus organization, and number of core processors. The course also covers Boolean functions, representation of numeric data, precision and floating point arithmetic, storage requirements, and multiprocessing. Prerequisite(s): A grade of C or better in CS 235 or CS 236.

CS 336 3 hours
Programming Language Concepts Provides a comparative study of the paradigms and constructs found in different programming languages. It also covers the run-time environment of programs. Formal methods for the specification of syntax and semantics are introduced. Prerequisite: A grade of "C" or higher in CS 235 or CS 236.

CS 341 3 hours
Computer Animation II Introduces students to advanced 3D modeling, shading, lighting, animating and rigging characters for three-dimensional computer generated environments. This class provides an understanding of complex techniques of the animation design that displays both the emotion of a character and the physics of a scene. Students learn the current state of computer animation, learning terms, and working towards an overall understanding of the state of art in computer animation. Prerequisite(s): A grade of C or better in CS 315.

CS 345 3 hours
Operating Systems Introduces students to the evolution, structure, functions, and services of operating systems. Topics include resource management, performance, and security. Different operating systems are contrasted and compared. Prerequisites: A grade of "C" or higher in CS 225 and CS 235 or CS 236.

CS 360 3 hours
Design and Analysis of Algorithms Presents a classification of algorithms and provides rigorous treatment of their complexity. It covers the mathematical tools needed to study the space and time complexity of algorithms. It also introduces students to the issues of computability and decidability. Prerequisite: A grade of "C" or higher in CS 235 or CS 236.

CS 361 3 hours
Web Programming I Covers the basics of developing web applications. It addresses the concepts and practice of web programming, including the client-server model, session management, and presentation. The course uses current client-side and server-side technologies. Prerequisite(s): A grade of C or better in CS 235 or CS 236.

CS 370 3 hours
Web Programming II builds on the basics of web programming and introduces advanced concepts including concurrency, persistence, security and transactions using current technologies. Architectural trends such as cloud computing and the Service Oriented Architecture are introduced. Prerequisite(s): A grade of C or better in CS 361.

CS 371 6 hours
Cooperative Experience I Offered through a Cooperative Education Program with industry and government agencies. Its goal is to offer students opportunities to apply their knowledge in solving real-world problems. Students are also exposed to the corporate culture and develop soft skills in addition to technical skills. Credit for this course cannot be applied towards graduation requirements. Prerequisite: Consent of the department head.

CS 372 6 hours
Cooperative Experience II Offered through a Cooperative Education Program with industry and government agencies. Its goal is to offer students opportunities to apply their knowledge in solving real-world problems. Students are also exposed to the corporate culture and develop soft skills in addition to technical skills. Credit for this course cannot be applied towards graduation requirements. Prerequisite: Consent of the department head.

CS 400 1 hour
Computer Science Seminar II Offers students the opportunity to study topics not covered in regular courses. Students choose, subject to instructor's approval, a topic for research. Students are required to present their findings in written reports and oral presentations. Prerequisites: A grade of "C" or higher in CS 300 and any two of CS 310, CS 320, CS 336, and CS 345.

CS 406 3 hours
Capstone Project Is an opportunity for students to demonstrate that they have achieved the goals for learning established by the university and the majoring department. The course is designed to assess cognitive, affective and psychomotor learning and to do so in a student-centered and student-directed manner which requires the command, analysis and synthesis of knowledge and skills. The capstone course described here integrates learning from the courses in the major with the courses from the rest of the academic experience. It requires the application of that learning to a project which serves as an instrument of evaluation. The course fosters interdisciplinary partnerships among university departments and helps cultivate industry alliances and cooperation. Prerequisite(s): A grade of C or better in CS 310 and CS 320 and student must be senior.

CS 413 3 hours
Social Networks Addresses concepts of social networks analysis and its applications to technological networks. Topics include malware propagation, small world networks and network distance, power laws and the structure of the web, network search, PageRank and network evolution. Prerequisite(s): A grade of C or better in CS 235 or CS 236.

CS 414 3 hours
Computer Architecture Covers the functions of the different subsystems in modern computers. It also covers the transfer of data and control information among the subsystems. The course explores the design tradeoffs found in different architectures and the techniques used to speed up program execution. Prerequisite: A grade of "C" or higher in CS 345 or consent of department head.

CS 415 3 hours
Computer Games Programming Addresses the technology, science, and art involved in the creation of computer games. The course emphasizes the principles of game design and game development. Students learn how to use these principles to specific game genres, such as arcade games, action games, sports games, strategy games, and narrative games. This class also provides the current state of the game industry, and ethical issues that arise in the game industry. Prerequisite(s): A grade of C or better in CS 235 or CS 236.

CS 419 3 hours
Computer Networks Covers the rationale for the OSI reference model and the functions of its layers. Representative communication protocols are studied. The course also covers the characteristics of various communication media and network topologies. Students are introduced to tools and techniques for measuring and analyzing the performance of networks. Prerequisite: A grade of "C" or higher in CS 345.

CS 424 3 hours
Advanced Programming Techniques Covers advanced features of one or more languages, tools, and packages that are used to develop complex applications. Representative applications are client/server programming, systems programming, and real-time programming. The emphasis on each topic may vary among different offerings of the course. Prerequisites: A grade of "C" or higher in CS 336 and CS 345.

CS 426 3 hours
Artificial Intelligence Surveys the breadth of the field of artificial intelligence. It also covers the issues involved in the design and implementation of programs that exhibit intelligent behavior. Topics include knowledge representation, planning, reasoning, control, search, and heuristics. Prerequisites: A grade of "C" or higher in CS 310, CS 320, CS 336, and CS 345.

CS 428 3 hours
Computer Graphics Covers the fundamentals of graphics hardware including display devices and specialized processors. It also covers the data structures and algorithms necessary to represent and manipulate images. Students also learn to use graphics packages. Prerequisites: A grade of "C" or higher in CS 310, CS 320, CS 336, and CS 345.

CS 430 3 hours
Computer Data and Network Security Covers the fundamental principles of computer and network security. The course addresses security policies, formal models for security systems as well as concrete implementations of those. Emphasis is placed on identifying security threats and appropriate countermeasures in distributed systems, operating systems, databases, networks, and programming languages. Topics include viruses and worms, buffer overflows, cryptographic tools, firewalls, intrusion detection systems and secure protocols. Prerequisite(s): A grade of C or better in CS 345.

CS 445 3 hours
Modeling and Simulation Covers the use of simulation as a tool to predict system behavior. Topics include statistical models, computer-based simulation, simulation languages, simulation packages, and result interpretation. Applications are drawn from diverse areas of science and engineering. Prerequisites: A grade of "C" or higher in CS 310, CS 320, CS 336, CS 345 and MATH 274.

CS 450 3 hours
Parallel Processing Examines the different architectures of multiprocessor computer systems. Topics include interconnection networks, memory distribution, performance, and scalability. The course also covers the development of parallel algorithms and their portability across different architectures. Prerequisites: A grade of "C" or higher in CS 310, CS 320, CS 336, CS 345 and CS 414.

CS 451 3 hours
Robotics Introduce an overview of robots, the basics of modeling, design, planning, and control of robot systems. Topics include forward and inverse kinematics, DH parameters, the Jacobian, trajectory planning, feedback control, actuators and sensors, mobile robot kinematics, computer vision, localization, and motion planning. Students will get the opportunity to operate and program a robot manipulator and as well as a mobile robot with hands-on lab assignments. Prerequisite(s): A grade of C or better in CS 235 or CS 236.

CS 452 3 hours
Wireless Sensor Networks Provides the insight of wireless sensor networks, operating systems for wireless sensor networks, wireless networking protocols, power-management, and middle-ware to support this new type of systems. As part of this course, students will design and implement a wireless sensor network system using motes (small devices that integrate a microcontroller and an 802.15.4 radio) or mobile phones. Prerequisite(s): A grade of C or better in CS 235 or CS 236.

CS 456 3 hours
Special Topics in Computer Science Provides course contents that vary and are determined by advances in the field of computer science and the interest of the faculty. Prerequisites: A grade of "C" or higher in CS 310, CS 320, CS 336, CS 345 and consent of the instructor.

CS 459 3 hours
Special Topics in Database Management Systems Provides course contents that vary and are determined by advances in the field of database management systems and the interest of the faculty. Prerequisites: A grade of "C" or higher in CS 310, CS 320, CS 336, and CS 345.

CS 471 6 hours
Cooperative Experience III Offers a course through a Cooperative Education Program with industry and government agencies. Its goal is to offer students opportunities to apply their knowledge in solving real-world problems. Students are also exposed to the corporate culture and develop soft skills in addition to technical skills. Credit for this course cannot be applied towards graduation requirements. Prerequisite: Consent of the department head.

CS 472 6 hours
Cooperative Experience IV Offers a course through a Cooperative Education Program with industry and government agencies. Its goal is to offer students opportunities to apply their knowledge in solving real-world problems. Students are also exposed to the corporate culture and develop soft skills in addition to technical skills. Credit for this course cannot be applied towards graduation requirements. Prerequisite: Consent of the department head.

CONSTRUCTION ENGINEERING TECHNOLOGY (CET)

CET 203 3 hours
Engineering Surveying I Examines the theory principles, and practices of surveying. Leveling, topographic surveying, triangulation, and other basic construction application of surveying procedures are discussed. Course includes lecture and field exercises. Prerequisite: Math 147 OR a score of 20 or higher on ACT.

CET 204 3 hours
Engineering Surveying II Continuation of Engineering Surveying I. Use of the Total Station Surveying Equipment, topographical traverses, construction and route surveying. Prerequisite: CET 203.

CET 210 6 hours
Cooperative Work Experience Provides a coordinated work experience in business/industry with formal classroom education. Comprehensive written reports of the experience are submitted by students at the conclusion of their program. Prerequisite: Junior classification, CET major, and consent of department head. CET 210 is offered during the summer session.

CET 211 12 hours
Cooperative Work Experience Provides a coordinated work experience in business/industry with formal classroom education. Comprehensive written reports of the experience are submitted by students at the conclusion of their program. Prerequisite: Junior classification, CET major, and consent of department head. CET 211 is offered during the fall session.

CET 212 12 hours
Cooperative Work Experience Provides a coordinated work experience in business/industry with formal classroom education. Comprehensive written reports of the experience are submitted by students at the conclusion of their program. Prerequisite: Junior classification, CET major, and consent of department head. CET 212 is offered during the spring session.

CET 301 3 hours
Construction Materials, Methods, Equipment, and Estimating Studies construction materials and their evolution, building systems and methods, construction equipment types and use, and the various methods of estimating these individual items. Prerequisites: ETC 202 & 222.

CET 401 2 hours
Structural Design-Wood and Steel Explores principles of structural design in wood and steel. **A**nalysis and design of wood and steel structural members in conformance to code and industry.

Prerequisites: MATH 154, ETC 306. Co-requisite: CET 421.

CET 402 2 hours
Reinforced Concrete Design Examines principles of structural design in concrete. Analysis and design of simple and continuous reinforced concrete beams, slabs, and columns. Prerequisites: MATH 154, ETC 306. Co-requisite: CET 422.

CET403 3 hours
Hydraulics Studies the fundamentals and theory of fluid mechanics including fluid flow in pipes and in open channels, and resulting pressures. Prerequisite: MATH 153.

CET 405 2 hours
Soil and Foundation Analysis and Design Covers basic principles of soil as an engineering material properties. Basic design procedures of spread, footings, piling, caissons, and retaining walls are covered. It also includes soil testing. Prerequisites: MATH 154, CET 301. Co-requisite: CET 425.

CET 407 3 hours
Construction Management, Contracts, Specifications, and Law Examines the responsibilities and duties of the construction manager and the building contractor. The principles and practice of construction contracting, synchronization and cost control of construction activities, use of specifications and law pertaining to construction industry are also covered. Prerequisite: CET 301.

CET 421 1 hour
Structural Design-Wood and Steel Laboratory
Provides laboratory experience in structural analysis and design using wood and steel. Co-requisite: CET 401.

CET 422 1 hour
Reinforced Concrete Design Laboratory Provides laboratory experience in structural analysis and design using reinforced concrete. Prerequisites: ECT 306. Co-requisite: CET 402.

CET 425 1 hour
Soil and Foundation Analysis and Design Laboratory Covers basic soil testing, such as water-content determination, sieve analysis, compaction, direct shear test, consolidation and simple foundation designs. Co-requisite: CET 405.

CET 430 1-4 hours
Construction Engineering Technology Workshop
Contents of each workshop will relate to one of the areas of engineering technology that is of interest to local/regional industry.

CRIMINAL JUSTICE

CJ 101 3 hours
Introduction of Criminal Justice Provides an introductory course to familiarize the student with the criminal justice system as a whole. Included is an examination of its historical development and Organization. Also, the function and interrelationships of local, state, and federal agencies involved in the administration of criminal justice are studied.

CJ 201 3 hours
Criminal Law Surveys the fundamentals of law relating to crime and offenses and punishment for their violations. The course includes an examination of both federal and Louisiana's criminal codes. Also considered are the purpose and functions of the criminal law.

CJ 202 3 hours
Criminal Procedure and Evidence Studies both Federal and Louisiana Procedural codes including those affecting arrest, search and seizure, trial, and post-conviction remedies. Also scrutinized are the major court decisions concerning criminal procedure and evidence as they have shaped the rules governing the admissibility of evidence, the type and degree of evidence, and the collection and preservation of evidence.

CJ 204 3 hours
Criminology Studies the major historical and contemporary theories and explanations about the nature of crime, criminals, and their behavior. Also included are an overview of society's reactions toward criminal and corrective institutions and an exploration of current issues and problems in crime and punishment.

CJ 211 3 hours
Criminal Investigation Examines the varied techniques of criminal investigation. Case studies are presented to explain the importance of acquiring quantum proof in criminal investigations and to illustrate the probative value of physical evidence.

CJ 241 3 hours
Fundamentals of Enforcement and Security Systems Examines the organizational and operational principles of law enforcement and security systems. An exhaustive review of the roles, activities, services, and problems of law enforcement and security with regard to the community, the government and other social institutions is undertaken. The course focuses on police discretion, the police subculture, and the various operational and organizational styles usually seen in these work settings.

CJ 252 3 hours
Juvenile Justice and Delinquency Discusses abused, neglected, and delinquent children and the juvenile justice system that has evolved to address their needs and problems. The course studies the topic from social, cultural, legal, political, economic, and historical perspectives. The etiology and epidemiology of delinquency, neglect and abuse will be examined as well as the numerous methods to control, prevent, and treat these children. Also included is an analysis of the history, philosophy, and purpose of the juvenile justice system and how they differ from the adult criminal justice system.

CJ 301 3 hours
Community Relations in Criminal Justice Presents the main strategies to institute, maintain, and foster positive, proactive relationships between those working in the criminal justice system and the people in the community they serve. Topics to be included are active citizen involvement in the criminal justice process, police and community relations. The impact that race relations, special interest groups, and the mass media has on community relations is studied as is the victim's rights movement.

CJ 316 3 hours
Substance Abuse Deals with the various substances, including drugs and alcohol, both legal and illegal, that are currently being used, misused, and/ or abused in our society. The etiology, social environment, psychological and physiological effects on the user, and the current modes of treatment are examined.

CJ 321 3 hours
Interviewing, Interrogation, and Report Writing Provides an opportunity for students to develop interviewing, interrogation, and recording skills that are common in the criminal justice professions. The emphasis is upon learning the techniques and principles that can be employed in dealing with the community, witnesses, suspects, offenders, prisoners, juvenile and adult probationers, and parolees. Students will learn how to properly write, among others, police reports, pre-sentence investigation reports, and probation/parole revocation documents.

CJ 351 3 hours
Practicum in Criminal Justice Provides a supervised work experience for one semester in an approved local, state, or federal criminal justice agency. It is designed to provide the student with an opportunity to apply academic training in practical situations. Academic credit will be awarded upon satisfactory completion of the internship as certified by the agency supervisor.

CJ 356 3 hours
Cooperative Experience Provides an opportunity for students to work one semester in a criminal justice agency. CJ 356 permits students to gather more extensive cooperative job experiences during their undergraduate studies to gain on-the-job field training which is a prerequisite for professional employment upon graduation. Departmental approval is required for enrollment.

CJ 361 3 hours
Victimology Investigates the impact of being a victim of crime and the role played by the victim of a crime in the criminal justice system. Special emphasis is given to the areas of child abuse, spousal abuse, rape, elderly victims, victim service programs, victim survey research, mediation and restitution programs.

CJ 400 3 hours
Contemporary Correctional Systems Studies the juvenile and adult correctional systems and the role of the judiciary in relation to those systems. Problems pertinent to the evolution, development, and operation of correctional programs, including incarceration, probation, parole, and community-based alternatives to institutionalization are examined.

CJ 402 3 hours
Security Systems and Administration Examines the role of security and the security industry in the criminal justice system, including administrative, personnel, and physical aspects of the security field, loss prevention; management in proprietary and governmental institutions; variations in physical security systems. The origin of contemporary private security systems and the organization and management of industrial and retail protective units are also examined.

CJ 406 3 hours
Criminal Justice Research I Introduces the major research methodologies that are most relevant to the criminal justice field. It focuses upon experimental and quasi-experimental designs, instrument construction, data gathering, and data analysis.

CJ 407 3 hours
Criminal Justice Research II Provides a continuation of CJ 406. It continues to examine the problems of data collection, analysis and presentation and introduces students to descriptive and inferential statistical analyses. Students are also introduced to the use of computers in research, especially the Statistical Package for the Social Sciences (SPSS).

CJ 412 3 hours
Deviant Behavior Examines forms of behaviors which are contrary to society's norms but not necessarily criminal in nature. Types of behavior that are examined include sexual deviations, addictive behavior, organized crime, gambling, and prostitution among others.

CJ 417 3 hours
Independent Study and Research Allows a student to pursue the in-depth study of a particular topic of interest under the supervision of the instructor. Approval of the department is required for enrollment.

CJ 421 3 hours
Probation and Parole Explores corrections in the community, particularly the supervision of adult and juvenile probationers and parolees. Emphasis is placed upon the practical problems that confront probation and parole officers on a daily basis as they perform their duties.

CJ 453 3 hours
Police Organization: Management and Operation Provides an in-depth study of police management including the application of management theories, structural and functional analyses, and operational dynamics of various organizational components and their socioeconomic implications. Recent and innovative developments in the field are also presented and discussed.

CJ 496 3 hours
Special Topics in Criminal Justice Offers an in-depth study of subjects relevant to the field of criminal justice. The subject matter of the Special Topics course is not generally covered in the department's other courses. Topics may include women and crime, violent crime, victimless crimes, police deviancy, and criminal justice and ethics. CJ 496 may be repeated with a change in content.

CJ 500 3 hours
Overview of the Criminal Justice System Surveys the criminal and juvenile justice systems with an emphasis on the nature and sources of justice and the social control mechanism. Included is an analysis of the functions, operation, and administration of the justice systems. This course is recommended for students without adequate undergraduate academic preparation in Criminal Justice.

CJ 501 3 hours
Criminal Law and Procedure Provides an in-depth examination of the general principles of criminal law and procedures. This course focuses on study of the sources, uses, and limitations of criminal liability and criminal defenses; statutory and common law crimes, crimes against property and person, "victimless" crimes, and "administrative" crimes. There is also detailed analysis of criminal law processes from arrest through conviction and appeal. This course is recommended for students without adequate undergraduate preparation in Criminal Justice.

CJ 502 3 hours
Writing Seminar for Criminal Justice The course introduces the student to basic writing skills which are necessary in the Criminal Justice agency workplace or graduate level work. The focus of this course is on textual analysis which involves examining a source or variety of sources to analyze the main points and offer a critique of the arguments presented in an article or book. These changes have been approved by the curriculum committee.

CJ 505 3 hours
Theories of Crime and Delinquency Provides an intensive overview of the major theories of crime and delinquency. Sociological, psychological, and biological theories from the 18th century to present day are studied. Classical and neo-classical, social disorganization, social strain, labeling, control, and conflict theories are particularly emphasized. CJ 505 is required of all students.

CJ 506 3 hours
Seminar in Deviant Behavior Consists of the analysis of the theoretical and empirical bases of deviant behavior, the relationship between deviance and crime, and the importance of deviant behavior for general sociological theory. A critique of the social generation of deviant situations is presented. Also, the political context of deviant identities in contemporary society is explored.

CJ 510 3 hours
Comparative Criminology and Criminal Justice Systems Surveys contemporary etiological and epidemiological studies of crime and criminal behavior in Europe, Asia, and South America. The justice systems of these countries are studied and compared to that of the United States.

CJ 511 3 hours
International Terrorism Looks at the organizational and functional components of terrorism on the global scale. It analyzes the causes of international and domestic terrorism and the dynamics of select target strategies. Measures to counteract terrorist activities at the national and international levels are also studied.

CJ 512 3 hours
Victimology Studies the victims of crime. It includes an analysis of the dimensions, sources, and impact and implications of victimization, victim advocacy, and the relationship between the victim and agencies in the criminal justice system. Victim advocacy programs are also discussed.

CJ 513 3 hours
Women in the Justice System Examines the roles played by women in different aspects of the criminal justice system. The roles women practitioners in the criminal justice system are examined along with the interpersonal and structural dynamics involved in their work. Women as criminals and prison inmates are studied in depth. Also considered are the unique aspects of being a female crime victim.

CJ 515 3 hours
The Constitution and the Justice Process Provides an intensive study of the historical development and current status of constitutional doctrine in relation to the administration of justice. It utilizes the opinions of the U.S. Supreme Court as the basis for analyzing equal protection under the law, police practices, and the fundamental rights guaranteed in the Bill of Rights. Both federal and state constitutional laws as they relate to the criminal justice system are studied.

CJ 516 3 hours
Sociology of Law Analyzes the role of law in society. It examines the social construction of the law and its social interpretation. Also explored is the administration of the law and how it can serve as a vehicle for social change.

CJ 518 3 hours
Ethics in Justice Examines ethical quandaries and moral dilemmas that face criminal justice functionaries. Included is a critical examination of the philosophy underlying the U.S. criminal justice system that ostensibly guarantees impartial, equal, and fair treatment under the law for all citizens.

CJ 519 3 hours
Special Topics in Justice Offers specialized topics which deal the in-depth study of specific aspects of justice systems and the etiology of crime and delinquency which are not covered in other courses. Topics may include victimless crimes, violent crimes, crime and mental illness, and so forth. This course may be repeated with change in content.

CJ 520 3 hours
Police Management and Policy Studies police management styles with their operational correlates. The framing of policy guidelines, policy analysis, the implications of policy on management, and the choices of policy alternatives are examined. Principles and theories of management with emphasis on police environment and organizational behavior are included.

CJ 521 3 hours
Seminar in Crime Prevention and Control Examines the roles played by public and private law enforcement and security officials, the community, and community agencies in deterring and controlling crime and delinquency. It consists of an analysis of the coordinating efforts between the community, its agencies, and the justice system. Theories of crime prevention and control are also analyzed.

CJ 522 3 hours
Seminar in Police Practices and Problems Studies the functional and organizational dilemmas of law enforcement and the roles and interaction of police and community. The police subculture and public policy implications of police practices are also studied. The seminar also includes an analysis of police organization, management and operation, issues of contemporary law enforcement and problems with minorities.

CJ 526 3 hours
Security Systems and Administration Studies the organization and management of security units in industry, businesses, governments, institutions, and so forth. It examines the protection of manpower, facilities, and other assets. Administrative, legal and technical problems and issues in professional security management are also analyzed, as are the topics of loss prevention, government internal security controls, employee dishonesty, and shoplifting.

CJ 541 3 hours
Seminar in Penology Provides an overview of the historical development of the penal system in America. Justifications for the theories of punishment are examined in detail. Also scrutinized is the effectiveness of alternative penalties with an emphasis on the dilemma of punishment versus rehabilitation and the ensuing major institutional treatment programs and strategies that have survived the current decline of rehabilitation as a primary justification for incarceration. The class concludes with the analysis of various recommendations for penal reform.

CJ 544 3 hours
Community Corrections Studies of the process of rehabilitating adult and juvenile offenders while they remain in the community subject to supervision by correctional or court personnel. This course includes the study of probation, parole, halfway houses, day treatment centers, and privately-run programs.

CJ 546 3 hours
Prison Subcultures Provides an intensive overview of the prison social system and the three major theoretical models used to explain inmate subcultures. Both men's and women's prisoners are studied. The subculture of prison guards and administrators is examined along with the interactions between prison staff and inmates.

CJ 550 3 hours
Crime, Drugs, and Public Policy Reviews the history of drug abuse in America: sociological, psychological, and medical aspects of drug use and abuse with implications for prevention, treatment, and rehabilitation; the relationship between drug abuse and crime the national strategies to deal with drug abuse are also studied.

CJ 551 3 hours
Criminal Behavior Systems Consists of an analysis and critique of various systems of criminal behavior. Topics include traditional property crime, murder and assault, forcible rape, public order crime, political crime, professional theft, and gang delinquency. The socio-cultural definition of each and the creation of legal categories are emphasized.

CJ 555 3 hours
Justice Planning, Evaluation and Administration Explores the theory and practice of justice system planning, administration, and evaluation. Topics included are the planned change, the planning process, and change theory, and strategies. Reforms in civil and criminal justice and the formulation of system-wide needs and objectives; including the design and program evaluation are examined.

CJ 560 3 hours
Juvenile Corrections Survey of the various methods used in the U.S. to rehabilitate juvenile offenders and the various institutions and agencies which administer them. Included are the topics of juvenile probation, detention, institutionalization, and aftercare.

CJ 561 3 hours
Juvenile Justice and Family Law Offers a comprehensive, in-depth study of the various elements of the juvenile justice system with emphasis on the philosophy and procedures of the juvenile. Also, examined are the legal rights of children within the family unit and constitutional issues of freedom of religion and speech. Using major legal decisions, the class examines juvenile law and family law as it impacts juveniles.

CJ 565 3 hours
Juvenile Delinquency and Mass Culture Examines the influence of pop and mass culture on juveniles in general and the roles they play as contributing factors in the etiology of delinquent behavior. The impact of music, television, movies on juveniles is the major focus of the course. Collective behavior, such as fads, may also be examined as they relate to juvenile misconduct.

CJ 566 3 hours
Juvenile Sex Offenders and Victims Provides an in-depth examination of juveniles who commit sex offenses and of juveniles who are the victims of sex-related crime. Topical areas include rape, molestation, exhibitionism, incest, pornography, and prostitution.

CJ 581 3 hours
Methods of Justice Research I Introduces the logic of scientific inquiry and the major research methodologies including evaluation research application to the justice field. Study will study the major research designs, probability and non-probability sampling techniques, instrument construction, data collection, hypothesis testing, and elementary descriptive and inferential statistics. This course is required of all students. This course is offered in the fall semester.

CJ 582 3 hours
Methods of Justice Research II A continuation of CJ 581. The emphasis in this course is upon learning the principles of social science research by

conducting a semester-long research project. The course consists of the in-depth study of the problems of data collection, analysis, and presentation, and an introduction to the use of computers and multivariate statistical analysis. Prerequisite: CJ 581. This course is required of all students. This course is offered in the spring semester.

CJ 590 3 hours
Practicum in Justice I Offers a planned, supervised internship/program of research, observation, study and work in selected justice agencies. It is designed to provide the student with work experience in the field and an opportunity to synthesize theory and practice.

CJ 591 3 hours
Practicum in Justice II Offers a continuation of CJ 590; may be taken concurrently with permission of the department. Prerequisite: CJ 590.

CJ 595 3 hours
Independent Reading and Research Consists of an individualized, scholarly reading and/or research project designed to extend the breadth and depth of coursework to achieve mastery in the specific area of interest. The course consists of one-on-one relationship between the student and a faculty member. Student must have permission of the department.

CJ 596 3 hours
Proposal Research and Writing Provides a one-on-one study of the student and the student's committee chair to write the formal proposal for the student's tentatively-approved thesis. A formal, written proposal to undertake the thesis is the end-product of this course. Enrollment is required of, and limited to, students pursuing the Thesis Option of Study.

CJ 598 3 hours
Directed Thesis Research I Constitutes an introduction to scholarly research/ writing. It culminates with a first draft of the students' thesis. Enrollment is required of, and limited to, students pursuing the thesis option of Study. Prerequisite: CJ 596.

CJ 599 3 hours
Directed Thesis Research II A continuation of CJ 598. It culminates in a committee-approved thesis and satisfactory performance during an oral defense of the thesis. CJ 599 may be taken currently with CJ 598 with permission from the department head. Enrollment is required of, and limited to, students pursuing the thesis option of study. Prerequisite: CJ 598.

DEVELOPMENTAL EDUCATION (DEED)

DEED 543 3 hours
Nature and Needs of Developmental Students Focuses on identifying attitudinal, personality, academic and socio-economic characteristics of developmental learners. This introductory course focuses on the effects of external and internal forces on developmental learners and teachers.

DEED 544 3 hours
Curriculum Design in Developmental Education Provides an overview of developmental education curriculum design. Key issues are examined within the context of the broader perspective of postsecondary education.

DEED 545 3 hours
Educational Measurement and Program Evaluation Studies the development, use and evaluation of various diagnostic, placement and assessment instruments in developmental education and learning assistance programs. Legal and ethical issues in assessment are explored. Examines basic concepts and procedures of program evaluation.

DEED 547 3 hours
Methods and Materials for Teaching Developmental Reading Focuses on teachers of adult learners manifesting deficiencies in reading skills. Explores theoretical concepts in learning and reading, and the translation of these concepts into specific teaching procedures in high school and college.

DEED 548 3 hours
Field Instruction/Practicum in Developmental Education Emphasizes field experiences as an interface between theory and practice in developmental education. Students participate in a supervised field experience at a postsecondary institution. Such experiences assist them in translating theoretical constructs into practical situations including curriculum design, management, evaluation and so on. The grade assigned is P/F or Z.

DEED 549 3 hours
Seminar: Problems and Issues in Developmental Education Surveys current major issues, problems and trends in developmental education. This introductory doctoral course involves limited field experiences, discussion forums, extensive reading

and several writing assignments including short essays, position papers, and a major project.

DEED 552 3 hours
Diagnosis and Teaching Strategies for Developmental Mathematics Focuses on diagnosis, remediation and teaching strategies for developmental mathematics. Common error patterns analyzed for causes will be examined, and remedies specified. Diagnostic techniques, tests, and developmental activities developed to remedy mathematical problems.

DEED 553 3 hours
Mathematics for Developmental Education Teachers Designed for pre- and in-service developmental mathematics teachers. Content focuses on algebraic structure of number system, arithmetic, algebra, probability, statistics, metric measurement, graphs, geometry, and basic error patterns frequently made by developmental students.

DEED 554 3 hours
Problems and Issues in Developmental Mathematics Designed for the experienced teacher of mathematics to adult learners with computational skills deficiencies. Emphasis on purposes, programs, materials, methodology, and program evaluation.

DEED 556 3 hours
Construction and Use of Tests in Teaching Reading/Math/Science Focuses on secondary and postsecondary mathematics and science teachers. Emphasizes the relationship of classroom testing and educational objectives of the mathematics and science curriculum. Test construction, administration and scoring of mathematics and science tests and adjusting instructions are examined.

DEED 575 3 hours
Methods and Materials in Teaching Rhetoric and Language to Adult Learners Examines linguistic approaches and traditional approaches to structure, usage, rhetoric, and composition, with emphasis on teaching expository writing and reading in secondary schools, two-year and four-year higher education institutions.

DEED 576 3 hours
Problems in the Teaching of English Examines the theory and practice of teaching language, literature, and composition in high school, community colleges and four-year institutions.

DEED 577 3 hours
Analysis of Communicative Processes Emphasizes the process of communication between individuals in small groups, in organizations, and in mass societies in which people must understand each other. Traces the relationship between the writer, the speaker, the listener, and the reader.

DEED 578 3 hours
Developmental Guidance: Group Procedures Explores principles and practices of group counseling to solve problems and enhance student development. Emphasis is placed on direct experiences with the educationally underprepared student in postsecondary institutions.

DEED 579 3 hours
Developmental Guidance: Basic Principles and Practices Focuses on principles, practices and program organization in guidance. Emphasis is placed on organizing educational environments to develop the postsecondary students' potentialities to prevent and to ameliorate student problems relevant to guidance.

DEED 580 3 hours
Decision-Making: Basic Principles and Theory Emphasizes making decisions in guidance which maximize various criteria of success. Application of decision theory strategies to educational and vocational planning and to problems in emotional and social behavior is undertaken.

DEED 583 3 hours
Principles and Administration of Guidance Services Focuses on the relationship of guidance principles and practices for adults. This basic counselor education course is designed for students who wish to become counselors at the postsecondary level should take this course.

DEED 599 0 hours
Comprehensive Examination Written examination required of all candidates for the Master of Science degree with a major in developmental education. This written examination helps determine whether a student will successfully complete degree program.

DEED 600 3 hours
Advanced Studies of the Developmental Learner Emphasizes theories of adult development and analysis of learners within principal age groupings. Psychological and sociological factors which affect learning achievement and motivation along the life-cycle are addressed.

DEED 602 3 hours
Managing Educational Change Assesses systematic approaches to management and their implications for planned change in developmental education. Emphasis is on a critical analysis of roles and responsibilities of managers, supervisory theories and practices, planning and use of human and material resources, and of change strategies and techniques.

DEED 605 3 hours
Teaching Learning and Study Skills Studies content, materials, teaching strategies and techniques for teaching developmental students learning and study skills that have value in reasoning, test-taking, note-taking, time management, information processing, writing and resource utilization.

DEED 606 3 hours
Techniques for Teaching Specialized Reading Skills Examines instructional methods, materials and techniques, including reading and interpreting maps, graphs, charts, cartoons, tables, and other illustrations used in postsecondary studies. Scanning, skimming, and other reading skills are discussed.

DEED 607 3 hours
Learning Support Centers in Higher Education Explores the development of the learning assistance movement including its beginnings, history, leaders and researchers. An overview of the current state of learning support centers in colleges and universities including budgeting, physical resources, programs and services, management, technology, standards and program evaluation. Process and stages in developing a learning support center are also considered.

DEED 617 3 hours
Trends and Issues in Counseling the Developmental Learner Surveys the literature and analysis of practices and innovations in counseling programs for developmental learners including peer counseling, personal counseling, group counseling, crisis intervention, transitional programs, cultural enrichment, tutorial assistance, and academic advising, etc.

DEED 618 3 hours
College Teaching: Developmental Students A study of teaching methods used in college remedial and developmental courses (e.g., lecture, discussion, effective questioning, computer assisted instruction, small group instruction, peer teaching, collaborative learning, learning communities, effective course syllabi, paired courses, hybrid courses, and online instruction) with an emphasis on best instructional practices for teaching remedial, developmental, under prepared, at-risk and nontraditional students. Student observation, evaluation, and demonstration of developmental course instruction are included.

DEED 620 3 hours
Psychosocial Problems: Adult Learners an in-depth investigation of diverse psycho-social behavior that inhibits academic progress with attention to counseling inventions is undertaken. Emphasis is placed on identifying and studying problems in addiction, family relations, financial support and early parenting.

DEED 621 3 hours
Instructional Systems Design Introduces graduate students to the instructional systems approach. Students will learn to apply instructional design principles to various educational programs.

DEED 622 3 hours
Administration of Postsecondary Developmental Programs and Services Explores identification of tasks in various programs, analysis of competencies needed by supervisors, development of supervisory programs, human relations, evaluation of personnel, and the use of evaluative instruments and data.

DEED 623 3 hours
Application of Research to Program and Materials Development and Evaluation Provides students the opportunities to apply research in planning and developing an original program and related curriculum materials for a developmental program. Students are expected to field test their products using formative and summative evaluation measures and submit a written report.

DEED 631 3 hours
Survey of Nontraditional Students in Postsecondary Institutions Presents a comparative study of the characteristics and sociocultural behaviors of nontraditional students on many present day higher education campuses. Emphasis is on older students, ethnic minorities, women, international students, senior citizens, handicapped adults, veterans, and prisoners.

DEED 633 3 hours
Design, Development, and Administration of Staff Development Activities Prepares students in the delivery of staff-development training. Professional ethics strategies for developing helping relationships, temporary systems, and training strategies are addressed.

DEED 634 3 hours
Professional Writing Provides background information and practical experiences in writing professional communications, proposals, technical reports and manuscripts for professional journals. Completion of several projects is required.

DEED 643 3 hours
Intermediate Statistics Focuses on such topics as correlation, multiple regression, discriminant function analysis, and multivariate analysis of variance. In this applied second-level statistics course, students are required to attend lectures and laboratory sessions. Prerequisite: EDL 573.

DEED 649 3 hours
History and Philosophy of Higher Education Studies the history and philosophy of higher education in the United States. The course focuses on important trends, developments, institutions and individuals in the history of higher education from the founding of Harvard College to the present.

DEED 660 3 hours
Organization and Administration of Higher Education Studies the history, functions, organization and governance structures of two- and four-year institutions. Fundamental concepts of the administrator's role, administrative processes, cooperating agencies, legislative provisions and student characteristics are examined.

DEED 695 3 hours
Independent Study Investigates selected basic problems, issues, and research activities in developmental education. Specific subject matter, objectives and activities designed to advance the individual needs of the student are developed.

DEED 701 3 hours
Theories of Student Development and Personnel Affairs Offers a comparative study of student development theories and their implications for developmental students in two-year and four-year institutions. Traditional and emerging conceptual models in student development are presented with an emphasis on counseling, students services, students counseling, admissions, financial aid, orientation, work-study activities, and residence halls.

DEED 702 3 hours
Cultural Pluralism in Higher Education Examines the theoretical, philosophical, psychological and sociological aspects of cultural diversity in higher education institutions. Emphasis is placed on the role and responsibilities of the administration in facilitating and managing cultural diversity on their campuses. Emphasis is also placed on teaching in a pluralistic society.

DEED 703 3 hours
Organization Development in Postsecondary Institutions examines the theories and practices in organization development. Emphasis is on diagnostic and intervention strategies, communication techniques and change strategies for adapting institutional practices to instructional and academic support systems in post-secondary institutions.

DEED 704 3 hours
Theories and Models of Instructional Design Examines various theories of instructional design and development. It will explore ways in which these theories can be integrated into the design of instruction. The course will focus on the works of various theorists such as Merrill, Scandura, Reigeluth and Landa.

DEED 705 3 hours
Applied Psychology of Learning Examines behaviorist and Gestalt learning theories. Particular emphasis is placed on the concepts of Gagne and Piaget and their implications for the selection and utilization of technology/media in the instructional process.

DEED 706 3 hours
Curriculum in Higher Education Presents a comparative study of traditional, developmental and transitional curriculum in two-year and four-year institutions. Principles, practices, forces, trends, issues, and problems in organizing and implementing curriculum at various levels are explored.

DEED 708 3 hours
Methods and Techniques of Student Development and Personnel Affairs Examines methods and techniques of student development and personnel services in two-year and four-year institutions. Managerial operation, budgeting, scheduling, marketing, problem solving are emphasized. Documenting program performance, cost-effectiveness and accountability is also examined.

DEED 709 3 hours
Instructional Development Explores the application of instructional design principles to the design of multimedia instruction.

DEED 710 3 hours
Seminar in Instructional Technology Provides opportunity for the student to do investigative work

in the literature of instructional technology and to analyze, synthesize, and evaluate this literature.

DEED 712 3 hours
Institutional Decision-Making Studies institutional research programs and products in two-year and four-year institutions and the way the higher education administrator analyzes, interprets and utilizes institutional data to advance program planning and general decision making.

DEED 713 3 hours
Fiscal and Business Affairs in Higher Education Examines the scope, techniques and procedures of managing fiscal and business affairs in higher education. Includes budgeting and expenditures of various funds; accounting, auditing, and fiscal reporting.

DEED 714 3 hours
Higher Education Policy Studies Assesses the impact of higher education policy on students and programs. Theoretical models of policy development are studied and experiences in analyzing and interpreting policies in higher education are provided.

DEED 715 3 hours
Student Personnel Affairs: Problems and Issues Examines divergent views of theoretical and practical issues and problems of educational planning from a cross-cultural perspective. Legal and ethical matters that have direct effects or implications for student affairs administrators are studied.

DEED 716 3 hours
Administration of Postsecondary Resources Administration of physical facilities and personnel in higher education is explored. Focuses on planning, developing resources for regular and developmental programs. Manpower planning, recruitment, personnel policies, staff development, equipment and materials management are investigated.

DEED 718 3 hours
Management of Student Organizations and Events Examines managerial procedures in organizing social and academic groups to meet objectives including clubs, fraternities, sororities, specialized societies, student government bodies, elections, contests, etc. Examines the impact of institutional policies, cultural make-up of student body and financial factors on these groups and events.

DEED 719 3 hours
The Community College Undertakes an in-depth study of the history, functions, organization and issues of two-year junior and community colleges in America. Students become familiar with the student populations, types of controls, campus culture, operating procedures and other special characteristics.

DEED 720 3 hours
Research in Instructional Technology Examines relevant research in the field of instructional technology as it relates to developmental education and learning assistance. Students are required to demonstrate competencies in research writing.

DEED 721 3 hours
Computer Applications in Education Research Explores theories and practices of using computers to conduct research including data storage and retrieval, statistical analysis, simulation, and theory development. Make use of basic descriptive and inferential statistics and equipment such as microcomputers and terminals. Students learn to use various statistical packages for research.

DEED 725 3 hours
Measuring Curriculum and Instruction Studies the quantitative techniques used in measuring curriculum and instruction from the point of design to validation of impact. Program and course objectives and sequencing of program and course activities are among the topics covered.

DEED 726 3 hours
Research in Developmental Education Investigates assigned problems conducted under the direction of instructor. Also involves group and individual exploration of relevant literature, design of research approaches for solving specific simulated problems and reporting research findings.

DEED 728 3 hours
Advanced Research Design Focuses on qualitative and quantitative research methods for dissertation, research chain of reasoning, problems (questions), hypotheses, multivariate models and literature review. The product of this class is a researchable proposal. Prerequisites: Admission to candidacy, DEED 726, DEED 643 and DEED 735 or DEED 736. The grade assigned is P/F or Z.

DEED 731 3 hours
Parent and Family Institutional Relations Focuses on interactions between parents or family members and institutional representatives concerning matters of education for young adults. Stresses training in communicating, problem solving, legal and familial counseling.

DEED 733 3 hours
Advanced Directed Research Affords students an opportunity to study and investigate a specific or related area of developmental education not covered in course work. Periodic conferences must be negotiated and held with supervising instructor. A final written report must be submitted to instructor.

DEED 734 3 hours
Internship Provides supervised practice in local, state, regional, and or federal educational agencies. This semester-long experience involves on-the-job training in a professional position in one or more offices administering the following areas: curriculum and instruction, student development and personnel affairs, learning centers/ laboratories, community and continuing education, and staff development. Students are supervised jointly by administrative personnel at the agency and departmental faculty. The grade assigned is P/F. Prerequisite: Admission to candidacy. Prerequisites: Advancement to candidacy and approved application by major professor.

DEED 735 3 hours
Advanced Statistics Focuses on such topics as causal analysis, path and structural equation modeling, factor analysis, and multi- dimensional scaling. Students are required to attend lectures and laboratory sessions. Prerequisites: EDL 573 and DEED 643.

DEED 736 3 hours
Qualitative Research Methods Explores a number of qualitative research methods including historical traditions, multivariate models of qualitative inquiry, case studies, ethnographic and participant observation, biography, and phenomenology. Students are required to attend lectures and laboratory sessions. Prerequisite: DEED 643.

DEED 750 0 hours
Qualifying Examination A required examination for all students admitted to the doctoral program. It determines whether students are able to proceed in the program after completing 15-27 credit hours of course work and can be taken two times. Prerequisites: Completion of EDL 549 and EDL 573 or their equivalents, DEED 549, DEED 600, and DEED 631.

DEED 792 3 hours
Advanced Program Evaluation Focuses on such topics as the analysis of evaluation models and theories; conceptual, empirical and grounded studies of evaluation practice; evaluation issues relating to a wide range of forces and aspects of evaluation. Prerequisite: DEED 643.

DEED 793 3 hours
Advanced Curriculum Development Explores advanced methods, techniques, and design of developmental education curriculum. Major issues are examined within the context of the broader perspective of postsecondary education in the United States. Prerequisite: DEED 544.

DEED 795 3 hours
Independent Study Emphasizes advanced issues, problems, and research in developmental education. Specific content, objectives, and activities to promote career and scholarship of the student are also investigated. Students may pursue up to 15 semester hours credit in this course pending approval. An application for independent study must be submitted prior to enrollment in course. Prerequisites: An application for independent study must be submitted and approved prior to enrollment in course and must be admitted to the doctoral program.

DEED 796 3-6 hours
Dissertation Preparation Involves doctoral candidates in active pursuit of the dissertation study under the leadership of the major professor and guidance of other members of the doctoral committee. The grade assigned is P/F. Prerequisites: DEED 726 and DEED 728.

DEED 799 0 hours
Doctoral Comprehensive Examination A mandatory examination at the completion of all coursework. Every doctoral candidate must take and successfully complete a doctoral comprehensive examination which includes questions related to developmental education and option area. The grade assigned is P/F.

DEED 800 0 hours
Dissertation Defense Provides an opportunity, at the completion of the dissertation study and with the approval of the doctoral committee, for every doctoral candidate to complete a mandatory oral defense of the study before the committee and other members of the faculty and student community. The grade assigned is P/F or N/C.

DRAFTING AND DESIGN TECHNOLOGY (DET)

DET 201 3 hours
Computer-Aided Drafting I Focuses on the introduction and development of CAD fundamentals

and methodology with applications related to solving drafting design problems. Prerequisite: ETC 103

DET 202 3 hours
Computer-Aided Drafting II A continuation of DET 201. The use of the computer in the solution of drafting design of practical mechanical/ architectural problems. In addition, basic 3-dimensional concepts are introduced. Prerequisite: DET 201.

DET 210 6 hours
Cooperative Work Experience Provides a coordinated work experience in business/industry with formal classroom education. Comprehensive written reports of the experience are submitted by students at the conclusion of their program. Prerequisite: Junior classification, DET major, and consent of department head. DET 210 is offered during the summer session.

DET 211 12 hours
Cooperative Work Experience Provides a coordinated work experience in business/industry with formal classroom education. Comprehensive written reports of the experience are submitted by students at the conclusion of their program. Prerequisite: Junior classification, DET major, and consent of department head. DET 211 is offered during the fall session.

DET 212 12 hours
Cooperative Work Experience Provides a coordinated work experience in business/industry with formal classroom education. Comprehensive written reports of the experience are submitted by students at the conclusion of their program. Prerequisite: Junior classification, DET major, and consent of department head. DET 212 is offered during the spring session.

DET 301 3 hours
Machine Drafting and Design Explores geometric dimensioning and tolerancing, common fasteners, thread forms, cams and gears. Theory and practice of machine design, problem solving and designing for strength is emphasized along with current drafting/design room practices. Prerequisites: DET 202, ETC 202 & 222 and PHYS 153.

DET 302 3 hours
Tool Design Drafting Focuses on the design and drawing of holding devices and special tools for machining operations, press work, forming, bending, and progressive operations. Prerequisites: DET 202, ETC 202 & 222.

DET 303 3 hours
Architectural Design Drafting I Provides a discussion and practice on the fundamentals of architectural design and drafting, assemblage and components of construction systems; materials, building economics and specifications. The main focus is on detail drafting of light wood frame building and general project estimating. Prerequisite: DET 202.

DET 304 3 hours
Architectural Design Drafting II Continues the discussion and practice on the fundamentals of architectural design and drafting, assemblage and components of construction systems; materials, building economics and specifications. Focus is placed on detail design drawings of commercial and/or concrete buildings and general project estimating. Prerequisites: DET 303 & ETC 301

DET 305 3 hours
Pipe Drafting and Design Examines the theory and practice of technical drafting and design of pipe sizing and connections. Emphasis is placed on singleline diagram, double-line diagram, pictorial diagram of pipes, the flow of fluids, fittings, threads and working drawings. Prerequisites: DET 202.

DET 307 3 hours
Computer-Aided Drafting/Design III Solves advanced mechanical and architectural design/drafting problems. Emphasis is placed on advanced 3-dimensional applications. Parametric design tools, analysis rendering, and automation are also introduced. Prerequisite: DET 202 or consent of the instructor.

DET 401 3 hours
Structural Drafting/Design Examines the theory and practice of technical drafting as it applies to Structural Drafting. Emphasis is placed on design and drawing of structural beams, columns, and girders. Detail drawing stressed. Prerequisite: DET 202.

DET 403 3 hours
Design of Machine Elements Surveys the important elements of machines including the aspects of machine design, working stress, shafting, springs, screws, clutches, brakes, lubrication, bearings, gears, cylinders, flywheels, and cams. Prerequisites: ETC 306 and MATH 154.

DET 430 1-4 hours
Drafting and Design Technology Workshop. Contents of each workshop will relate to one of the

areas of engineering technology that is of interest to local/regional industry.

ECONOMICS (ECON)

ECON 201 3 hours
Macroeconomics Focuses on the basic concepts of economic scarcity and efficiency, national income, unemployment, inflation, and institutions of money control. Prerequisite: MATH 131 or MATH 147.

ECON 202 3 hours
Microeconomics Addresses the concepts of supply and demand, the price system, and market structures. Prerequisite: ECON 201, MATH 131 or MATH 147.

ECON 307 3 hours
Managerial Economics Covers the essential principles and tools of Managerial Economics, the application of microeconomics to management decisions. Students who master this material will be better prepared for leadership positions in business, not-for-profit, and government entities.

ECON 311 3 hours
International Business Offers a variety of approaches to the study of an increasingly globally interdependent business environment. Emphasis is on the applied and case-study aspects of how government and private economic policies are becoming globally interdependent; the cultural environment of international business; international dimensions of trade and financial management; the international dimension of business management; the international dimension of marketing; the international dimension of accounting, and the international dimension of the legal environment of business. Prerequisite: MAN 301. (Same as MAN 410).

ECON 320 3 hours
Economic Internship Supervised learning experience in government or industry to provide the student with on-the-job professional development in economics. Students who desire credit for this course must obtain approval from advisor and department head prior to registering for the course.

ECON 351 3 hours
Intermediate Microeconomics Examines theory of consumer behavior, theory of costs and production, firm behavior under perfect and imperfect market structures. Prerequisite: ECON 202.

ECON 352 3 hours
Intermediate Macroeconomics Makes inquiries into the determinants of national income, inflation, unemployment and interest rates. Prerequisite: ECON 202.

ECON 401 3 hours
Money and Banking Examines the role of money, credit, interest rates, foreign exchange rates, and financial institutions in the U.S. economy. Prerequisite: ECON 202.

ECON 410 3 hours
International Trade and Policy Analysis of the causes of patterns of trade; the effects of tariffs and quotas; the effects of trade on domestic income patterns; the effects of international investment and the effects of trade on economic growth.

ECON 450 3 hours
Independent Study Investigates an area of specialty under the supervision of a designated faculty member. Prerequisite: Consent of the faculty supervisor and department head.

ECON 499 3 hours
Economic Education Addresses the function of economic material in general education; the basis of curriculum construction both as to the selection and organization of material; the sequences of economic courses from Grades VI through XII, the organization of specific courses for teaching purposes in junior-senior high schools; comments as to new types of materials needed in the economic curriculum. Group workshops will be organized around topics of direct concern to teachers in attendance during the summer session. Prerequisite: ECON 202.

EDUCATION

ED 111/112 1 hour
Freshman Seminar for Education Majors Designed to prepare students for success in college, work, and life in the university through an introduction to its history, mission, philosophy, and student codes of conduct. Provides for development of skills needed for success in the field of education, exploring education as a career, passing the PRAXIS I Examination (PPST), and developing study skills needed to complete the education curriculum. Candidates will use PLATO PRAXIS preparation software in the Alice B. Smith PRAXIS Preparation Laboratory.

ED 162 3 hours
Introduction to Teaching Provides a comprehensive view of teaching as a profession, including the historical development and professional requirements and opportunities in the teaching profession. Learning experiences are enhanced and supported by observation and participation activities at the GSU laboratory and partnership/ professional development schools. Designed for elementary, early childhood, special education and secondary education majors, this course incorporates lectures, discussions, presentations, Praxis preparation sessions, technology laboratory activities, and field based laboratory experiences.

ED 200 3 hours
Human Growth and Development Focuses on the physical, cognitive, and socioemotional development process. The course incorporates lectures, discussions, personal applications, critical thinking exercises, individual and group research projects and presentations, web-based activities, field-based observation and participation as well as reflective journals.

ED 201 3 hours
Advisee Report Teacher education candidates enroll in this course for three different semesters and schedule individual conferences with their respective academic advisor. The advisors provide the format, atmosphere and structured opportunities for establishing a partnership between professor/ mentor/advisor and student/ advisee/ aspiring teacher. Case records are reviewed, and contracts, curriculum sheets, etc. are updated and signed by advisee and advisor.

ED 202 3 hours
Child Psychology Engages teacher candidates certifying in grades PK-3 and 1-5 in the study of principles of growth, development, and motivation in classical and emerging theories of child development. The content includes the history, research and classical developmental theories, environmental influences (including family, community, school and societal) on child development, the unique characteristics of each stage of development (from prenatal to adolescent), and the multidimensional nature of human development (physical, cognitive, emotional and social). This course is a combination of lectures, problem posing cases, micro-teaching, written products, and field experiences.

ED 204 3 hours
Adolescent Psychology Emphasis on growth and development during adolescence. The various aspects of physical, intellectual, emotional, social, moral, and religious development are studied. Special attention is given to behavior and adjustment problems of students in middle grades and high school and the implications these problems have for teachers.

ED 205 3 hours
Education of Preschool Children with Special Needs Emphasis is on the theoretical and practical approach to teaching the preschool child with special needs. Theories of risk and exceptionality are examined along with a critical analysis of the unique needs and problems of providing free appropriate public education and services to young exceptional children in suburban, semi-rural, and rural settings, with respect to the inclusion model.

ED 208 3 hours
Professional Accountability I (Reading and Writing) This course emphasizes teacher accountability in language both in and out of the classroom. Intense practice in oral and written communication is provided.

ED 209 3 hours
Professional Accountability II (Mathematics) Mathematical concepts and principles will be applied to such areas as social studies, language arts, fine arts and science to help candidates develop awareness of the role of mathematics in the lives of students.

ED 210 3 hours
Professional Accountability III (Principles of Learning and Teaching) Designed to identify and develop those prerequisite skills students need as they continue their studies in education.

ED 215 3 hours
Introduction to Early Childhood Education Introduces students to early childhood education. Major topics for study are theories of development, the early childhood curriculum, guidance techniques, family involvement, and types of early childhood programs, observation techniques, and professional behaviors. Students are required to complete fifteen hours of observation in an early childhood setting. The course incorporates lectures, demonstrations, presentations, discussions, and field experiences.

ED 216 3 hours
Methods in Early Childhood Education Gives students a hands-on experience in selecting, creating, and implementing developmentally appropriate activities for early childhood programs. Students plan activities in language arts, science, math, art, music, and nutrition. Additionally, students will have field

experiences in local schools', media centers and local teachers' supply stores. Emphasis will be placed on using age appropriate guidance and evaluation strategies. This course incorporates lectures, demonstrations, presentations, discussions, and field experiences.

ED 217 3 hours
Reading Language Arts in Early Childhood Emphasizes pre-reading experiences, the basic reading program, and language development for the child. Principles, procedures, materials and laboratory experiences fundamental to the development of skill in guiding the reading-language experiences of young children are provided. The course incorporates lectures, role-play, vocalization, and word recognition.

ED 220 3 hours
Human Growth and Development (Non-Teaching majors) Focuses on the physical, cognitive, and socio-emotional development process.

ED 221 3 hours
Literature in Early Childhood Education Acquaints teachers with various types of literature for preschool and primary-aged children. Students are expected to develop creative approaches for developing an understanding and appreciation of literature for young children. Laboratory activities consist of a variety of experiences including reading stories and dramatizations with individuals and groups.

ED 300 3 hours
Educational Psychology Introduces and develops fundamental knowledge and skills in the areas of teaching and learning psychology. Primarily concerned with a critical analysis of the learning process, its theoretical foundation, and its application, the course is experiential and interactive. Meeting state and national standards, emphasis is placed on the components of effective teaching, including knowledge of human development, learning theories, planning strategies, research-based teaching practices, pedagogical dispositions, student motivation and communication skills.

ED 301 3 hours
Program Planning for Handicapped Children Studies types of programs, principles and practices in planning for the needs of handicapped children (preschool/ primary) the course includes observation, planning and teaching individuals and small groups.

ED 302 3 hours
Methods and Materials in Elementary Mathematics Explores content methodologies and assessments in the 1-5 elementary mathematics program. The course incorporates lecture and laboratory experience, including 1 hour of lecture and 2 hours of laboratory totaling 3 credit hours.

ED 303 3 hours
Reading Introduction and Survey Surveys the reading process focusing on practices and principles used in developing reading skills across instructional levels. Observations in public schools provide students the opportunity to relate theory to practice. Required course for all Early Childhood and Elementary Education candidates. Course requirements include field experiences, lecture, classroom discussion and educational activities.

ED 304 3 hours
Children's Literature Gives teacher candidates the opportunity to select, present, interpret, and evaluate literature appropriate to the ages and developmental stages of learners that can be used in classroom, clinical and field settings. Designed for early childhood and elementary education candidates, this course incorporates lectures, demonstrations, collaborative discussions, peer-mediated literature-based activities and presentations in diverse teaching and learning settings.

ED 305 3 hours
Strategies for Teaching Elementary Math Teaches candidates theories and strategies to teach elementary mathematical concepts.

ED 312 3 hours
Introduction to Education of Exceptional Children Provides an examination of the history, nature, causes and treatment of exceptionalities that can have an impact upon children's educational achievement.

ED 313 3 hours
Curricula, Methods, and Materials for Young Children with Special Needs Designed to develop knowledge of models, materials and methods used with young special needs children. Methods and materials include intervention models, training procedures, behavior management, materials selection and modification. Emphasis is on practical methods, materials and practices in specialized, inclusive, and regular education programs.

ED 316 4 hours
Early Childhood Education Seminar Provides a one-semester course at the junior level. Theory, methods and materials for teaching in nursery, kindergarten and primary school with emphasis on language arts, social studies, science and mathematics for young children. Students are guided in the use of teaching techniques, media, materials and observation and participation in actual teaching situations.

ED 317 3 hours
Multicultural Education An interdisciplinary course that focuses on the educational, sociological and psychological principles of teaching diverse learners. Emphasis is placed upon self-knowledge as a means of fostering respect and value for the many cultures, religions, languages, and experiences that students will bring into the schools. The course is designed to afford candidates the opportunity to explore the philosophies, theories, strategies, and competencies required to effectively motivate, educate, direct, manage and evaluate learners in a diverse classroom.

ED 319 3 hours
Interagency Teaming for Children and Families with Special Needs Designed to guide students in exploring, identifying, preparing and using community and/or environmental resources for teaching handicapped children in the basic curricular areas.

ED 322 3 hours
Teaching Reading in Middle, Junior/Senior High School Designed to focus on techniques and materials basic to teaching reading skills in the middle, junior and senior high school, (grades 7-12). Students complete relevant modules on teaching reading in the content areas. ED 303 Survey of Reading is a prerequisite.

ED 324 3 hours
Families of Young Children with Special Needs Designed to develop an understanding of the philosophy necessary to explain caregiver/child interactions. Examines how caregiver/child interactions are affected by risk or exceptionality. The course enhances the knowledge base for students to produce teacher advocates who utilize the best practices for working with families of young children with special needs.

ED 325 3 hours
Reading in the Elementary School Focuses on techniques and materials basic to the development of skills in teaching the elementary school, grades PK-5. Candidates will review theory and principles in teaching reading and engage in the demonstration of appropriate methods in both simulated and actual teaching settings under the supervision of a classroom teacher and the course instructor. Required of all elementary, early childhood and special education majors as the second course in the required sequence. Prerequisite: ED 303 Reading Introduction and Survey with a grade of "C" or higher. This course requires hands-on experiences with classroom students in PK-3 and 1-5. Lecture, educational activities and classroom discussions.

ED 326 3 hours
Introduction to the Education of the Mildly/ Moderately Exceptional Students A survey course of current practices, programs and research in the education of children with mild/moderate learning impairments.

ED 328 3 hours
Issues and Practice in Assessment Develops skill in selecting, constructing, administering and interpreting instruments appropriate for assessing needs of children and youth with different learning styles. Activities involve classroom testing and development of programs. This course is presented in a seminar format.

ED 330 3 hours
Practicum: Mental Tests and Measurements In depth training and supervised experience in administering, scoring and interpreting selected standardized test batteries and assessment instruments. Focus on understanding criterion and norm referenced systems, as well as developing individualized prevention plans for students, based on assessment and evaluation data.

ED 331 3 hours
Methods of Designing and Assessing Materials for Mildly/Moderately Exceptional Students A study of teacher-made and commercially designed materials, media and equipment and their appropriate uses in the educational management of mildly/moderately handicapped children.

ED 332 3 hours
Behavioral Approaches to Manage the Problems of Exceptional Students An evaluation of theory, research and issues in the major behavioral management techniques.

ED 333 3 hours
Humanistic Approaches to Child Management Emphasis on theory and practice of modifying the

behavior of mildly/moderately handicapped children, using humanistic approaches and techniques.

ED 334 3 hours
Assessment/Evaluation of Children with Disabilities Develops an understanding of the philosophy, theory, types of tests and techniques basic to the evaluation of handicapped children and youth including those with special needs. Activities include selection/administration of tests and planning programs based on results.

ED 402 3 hours
Instructional Technology Integration Builds technological, informational, and visual competencies through the production and integration of technology to create new enriched teaching and learning environments.

ED 427 3 hours
Classroom Management Provides opportunities for practitioners to refine skills and methods for effective teaching with an emphasis on classroom management and organization. The course examines appropriate grade-level (PK-3, 1-5, 4-8, 7-12) classroom management techniques and motivational theories ranging from behavioral to humanistic approaches. Emphasis is placed on the development of classroom management plans to manage student behavior, to increase learning engagement, and to create safe environments that respect diversity. This course must be taken concurrently with ED 455- Student Teaching.

ED 429 3 hours
Programmed Instruction Discusses design, testing and instructional applications of programmed instructional materials, teaching materials and automated systems of instruction with emphasis on instructional telecommunication formats.

ED 431 3 hours
Reading Diagnosis and Correction Emphasizes the types of reading difficulties and techniques in teaching remedial readers; laboratory practice in examining, administering and interpreting standardized and information reading tests; and planning remedial programs on the basis of findings of tests and other sources of information. Students use modules to teach children based on the results of the diagnosis. Prerequisite: ED 303, ED 322 or ED 325.

ED 432 3 hours
Improvement of Language Disabilities of Exceptional Children Problems in language of preschool-primary children and techniques classroom teachers use to ameliorate the disabilities.

ED 437 3 hours
Mainstreaming Practicum Observation and internship with the normally functioning child in a school setting.

ED 438 3 hours
Physical and Medical Management of Young Children A study of the psychological implications, educational principles, and management procedures for physically impaired children and adolescents: including emphasis on methods, materials, equipment and classroom procedures appropriate for education of the handicapped.

ED 442 3 hours
Methods and Materials for the Learning Disabled A focus on appropriate methods and the selection, development and use of materials for teaching children with special learning disabilities.

ED 450 4 hours
Practicum in Early Childhood Education Helps students select and implement learning strategies and materials of instruction appropriate for children in early childhood programs. Emphasis is on direct observation and teaching experiences in selected schools under the supervision of master teachers and professors.

ED 452 6 hours
Seminar II: Advanced Teaching Method Gives teacher candidates the opportunity to synthesize and apply knowledge acquired in prerequisite courses relative to the content and process of teaching. Field experiences in diverse educational settings, PRAXIS tests preparation seminars and performance based micro lesson presentations are required components of the course. This course is designed for candidates in the fields of early childhood education, elementary education, and special education.

ED 453 3 hours
Secondary Advanced Teaching Methods II Designed for teacher candidates with majors in secondary education, secondary special education, and kinesiology. It focuses on the integration and application of skills and knowledge acquired in prerequisite educational courses and content courses appropriate to the teacher candidate's area of certification. Field experiences in secondary educational settings, lesson presentations, and PRAXIS exam preparation seminars are required components of the course.

ED 455 9 hours
Student Teaching Provides the opportunity to develop skills for practical application of theory in planning, instruction, classroom management and professional development in specified areas of certification. Teacher candidates/interns are placed in the field in actual classroom settings according to their area of certification to work with administrators, parents, students, and other educators under structured clinical supervision. The course incorporates 16 weeks of teaching and learning in classroom settings. Candidates also participate in seminars, PTO meetings, school board meetings, university supervisors' conferences and regional/national conferences.

ED 456 3 hours
Advanced Teaching Methods: Middle Grades Seminar III Designed for prospective teacher candidates interested in teaching middle grades education (grades 4 – 8). Since middle grade students are members of a unique third tier in education, content specific to the middle grades curriculum and effective middle school practices is explored in this course. Teacher candidates are given the opportunity to synthesize and apply knowledge acquired in prerequisite courses relative to the process and content of teaching adolescent learners. Field experiences in diverse middle grades settings, problem based learning, and performance based micro - lesson presentations are required components of this course.

ED 470 3 hours
Career Education Provides candidates with prevocational developmental experiences and transition services. Included are orientation, exploratory, and applied career-related experiences in school and non-school situations.

ED 498 0 hours
Preliminary Examination Admissions examination for all candidates for the degree in education. The student must secure a PASS grade on the examination prior to completion of 12 semester hours of coursework. Graduate status required.

ED 500 3 hours
Principles-Administration of School Guidance K-12 Assists prospective and in-service teachers and counselors in understanding the principles, organizational procedures, patterns, and operation of all guidance services in the school K-12.

ED 501 3 hours
Education and Exceptional Children Surveys the social, psychological, and behavioral characteristics of exceptional children and of educational perspectives advocated in teaching them. An introduction to the field of general educators, persons in related professions, and persons entering the field of special education.

ED 502 2 hours or 3 hours
Education of Disadvantaged and Maladjusted Learners Presents a multidisciplinary approach involving curricula, instructional media resources, and activities aimed toward ameliorating learning and educational problems of poor, culturally deprived children and youth focusing on perspectives, philosophies, principles, and strategies.

ED 503 3 hours
Remediation of Learning Disabilities Explores the educational aspects of learning disabilities, stressing identification cause, diagnosis, educational procedures, teacher preparation, programs, and research relative to children's learning disabilities.

ED 504 3 hours
Reading for Children Examines emerging philosophies, principles, trends in program, and procedures in teaching developmental reading. Candidates will demonstrate competency in teaching reading, utilizing a method or a combination of methods.

ED 505 3 hours
Analysis of Reading Difficulties Focuses on identification of causes for reading difficulties, evaluation and selection of appropriate diagnostic instruments, administration of formal and informal diagnostic tests, and interpretation of diagnostic data. Classroom and field-based experiences. ED 504 is a prerequisite. Available spring only.

ED 504 3 hours
Reading for Children Examines emerging philosophies, principles, trends in program, and procedures in teaching developmental reading. Candidates will demonstrate competency in teaching reading, utilizing a method or a combination of methods.

ED 505 3 hours
Analysis of Reading Difficulties Focuses on identification of causes for reading difficulties, evaluation and selection of appropriate diagnostic instruments, administration of formal and informal diagnostic tests, and interpretation of diagnostic data.

Classroom and field-based experiences. ED 504 is a prerequisite. Available spring only.

ED 506 3 hours
Correction of Reading Difficulties Practicum Focuses on application of diagnostic data in prescription of reading instruction and selection and application of learning strategies and materials which are appropriate to alleviate given reading difficulties. Primarily field centered, actual teaching experience with children. ED 505 is a prerequisite.

ED 507 3 hours
Teaching in Middle, Junior, Senior High School Emphasizes new problems and strategies in the teaching of reading through the content fields, different types of literature, selected reading programs, and other methods that appeal to youth, covering the middle, junior, and senior high schools (grades 4-12). Techniques, reading programs, and the use of instructional media appropriate for stimulating the reader, as well as for helping those with reading disabilities, will be stressed.

ED 508 3 hours
Literature for Children and Youth Examines the origin and development of the children's literature and contemporary trends. Exploration of the types of literature needed at pre-nursery, nursery, kindergarten, primary, middle and upper levels, and the relationship between those and fulfillment through the use of books. Emphasizes the bibliotherapy and effective ways of using children's literature in the classroom. Practicum experiences.

ED 509 3 hours
Reading for the Disadvantaged Provides opportunity for teachers to explore and use appropriate theory, methods, and materials in planning and implementing a program for developing effective reading skills in the disadvantaged, embracing multi ethnic groups.

ED 510 3 hours
Language Development in Children Considers research relating to trends, programs, procedures, and problems in the development of language; programs and techniques in language development, including language problems for the disadvantaged, embracing multi-ethnic groups.

ED 511 3 hours
Career-Vocational Exploration Studies methods of working with individuals, small groups of young children, and elementary, junior, and senior high school youth, to develop an awareness of careers and to acquaint youngsters with vocational information for integration of information with knowledge of self and self-concept. Group guidance and counseling procedures presented.

ED 512 3 hours
Supervision of the Reading Program Focuses on identification of criteria for evaluating reading programs, development of skills in evaluating reading materials and programs, and development of skills in working with administrators and classroom teachers to improve reading instruction.

ED 513 3 hours
Guided Practicum in Reading Provides opportunity for candidates to select and implement learning strategies and materials of instruction which are appropriate for instruction based on given diagnostic data and to prescribe and augment reading activities to facilitate the simultaneous operation of multiple groupings for reading instruction.

ED 514 3 hours
Theory and Practice in Guidance and Counseling Considers selected theories of counseling with emphasis on developing a personal philosophy. Simulated and direct experiences, including role-playing, tape-recorded interviews, and analysis of counselor-counselee responses. Discussion of ethics, professional obligations of the counselors, and recordkeeping.

ED 515 3 hours
Programs and Methods for Young Children Organizes and plans preschool and early education programs giving attention to utilization of indoor and outdoor space, experience in mathematical concepts, science, environmental education, physical education, graphic media, music, movement, language and children's literature, sensory experiences, social studies, and operation of kindergarten and primary groups.

ED 516 3 hours
Analysis of the Needs of Learners Emphasizes the broad spectrum of educational tests, standardized and non-standardized, used in the assessment of students in preschool through senior high school. Test design for diagnostics and evaluation, selection, administration, scoring and interpretation of appropriate instruments for specified purposes.

ED 517 3 hours
Practicum in Guidance and Counseling Provides field work in selected schools through which students become more knowledgeable about the roles and

functions of the school counselor in the elementary setting.

ED 518 3 hours
Group Processes in School Presents procedures used in organizing groups in the educational setting-students in the elementary, junior and senior high schools. Dynamics of group experience, sociometric methods, discussion techniques, and the place of group activities in the guidance program.

ED 519 3 hours
Seminar: Environmental Systems Provides an interdisciplinary study of the interacting environmental systems which affect learning and education of children and development of the child, peer group, family, community, school, and culture. Integration of the psychological, sociological, and anthropological perspectives into a view of the total ecology of the child.

ED 520 3 hours
Advanced Child Psychology Acquaints graduate candidates with theories and principles of development, motivational and behavioral modification systems, and classical and emerging theories of child growth and development: problems of children (including self-concept, language motivation, behavioral, and social/racial difficulties) and their implications for classroom practiThis course includes the impact of theories, aspiration studies, and behavior modification on growth, development, and behavior. (Offered spring and summer only.)

ED 521 3 hours
Educational Technology Foundations Provides K-12 educators with a fundamental understanding of computers and prepares educators to use computers and related technologies in educational settings. The hands-on strategies will provide candidates with opportunities to use and explore hardware, software, Internet resources, and other emerging technologies for instructional purposes.

ED 524 3 hours
Coping with Individual Differences Provides courses or workshops in developing and interpreting instructional competencies needed to deal effectively with educationally important differences in children and youth: in intelligence, learning styles, social-emotional maturity and socio-economic background of the disadvantaged child. Practicum experiences.

ED 525 3 hours
Trends and Strategies in Multiethnic Education Provides classes or seminars designed to acquaint teachers with the basic philosophy of inter-group education, intergroup relations, problems in intergroup education, and materials for children and adolescents.

ED 526 3 hours
Innovations in Curriculum Planning Examines historical factors in curriculum change, trends in curriculum development at all levels, effects of curriculum change on school organization, and techniques of teaching.

ED 527 3 hours
Principles and Trends in Curriculum Development Explores curriculum trends emphasizing social, philosophical, and psychological bases related to principles and curriculum development at all levels of education.

ED 528 3 hours
Curriculum for Children Examines trends and innovations in curriculum development for children, with emphasis on problems in selecting, organizing and implementing the curriculum.

ED 530 3 hours
Technology Integration for Learning and Teaching Uses a project-based approach that focuses on instructional leadership to optimize learning and teaching through the use and integration of technology in standards-based instruction. Prerequisite: ED 521 Educational Technology Foundation, 3 credit hours, or equivalent.

ED 531 3 hours
Practicum-Teaching Methods Examines theory, methods, and strategies in teaching. Employs discussion, peer-teaching, micro-teaching, and actual classroom teaching experiences. Prerequisites: Valid teaching certificate or passing scores on the core battery of the NTE/PRAXIS. Approval of department head required.

ED 532 3 hours
Practicum-Internship in Teaching Involves observation, participation, and teaching in an approved public school under the supervision of a master teacher and a university supervisor. Prerequisites: Application to OPLE, approval by advisor and department head.

ED 533 3 hours
Design and Development of Multimedia Instructional Units Applies a three-step planning model to the design and development of multimedia units for standards-based instruction. Prerequisite to this course is ED 530 Technology Integration for Learning and Teaching, 3 hours or equivalent.

ED 534 3 hours
Supervision-Administration of Media Programs Examines new strategies and approaches in planning and supervising media programs for media centers, nursery, kindergarten, elementary and secondary schools, and special programs for the mentally retarded and disadvantaged. Review of philosophy, principles, and trends in educational media.

ED 535 1 hour to 9 hours
Special Workshops in Education Focuses on advanced topics of current importance in education with an emphasis on the effective use and integration of technology.

ED 536 3 hours
Educational Telecommunications, Networks, and the Internet Introduces the technology behind the Internet, telecommunications, and networks. This course focuses on the basics for planning, installing, maintaining, and managing K-12 networks. Prerequisite: ED 530 Technology Integration for Learning and Teaching, 3 hours or equivalent.

ED 537 3 hours
Counseling: Understanding Life and Death Presents an understanding of the psychological implications of life and death for children, youth, adults, the aging, with emphasis on reality and support systems embracing techniques and strategies for dealing with problems associated with these factors.

ED 538 3 hours
Parent Education Gives teachers of the regular and special child, guidance counselors, administrators and other school personnel some expertise in the area of parent education and counseling.

ED 539 3 hours
Problems of School Discipline Examines theory and research relating to the nature of problems of discipline and discussion of creative approaches in the prevention and solution of these problems.

ED 540 3 hours
Guidance for Individuals with Special Needs Places emphasis on guidance activities and procedures for individuals with special educational, social and personality needs and concerns. The content of the course provides persons in the helping professions with a conceptual view of various problem areas and special approaches to effectively minimize the problems.

ED 541 3 hours
Issues in Professional Competence and Accountability Promotes the professional competence and accountability of in-service public school personnel in three areas: taking standardized competency tests, decision-making and problem-solving in the classroom, and life-long learning by professionals. The theory and structure of the PRAXIS Examinations, higher level cognitive processes to improve logic and reasoning, and social change as a critical impetus for involvement in such projects as the Professional Incentive Program will be covered.

ED 542 3 hours
Vocational Information and Assessment Provides a critical review of the major career development theories as related to life career planning, sources of occupational and educational materials, and their relationship to decision-making. Some emphasis will be on the presentation of various vocational assessment techniques in career counseling.

ED 543 3 hours
Technology Leadership in Schools Explores research and issues related to effective technology leadership with emphasis on such leadership roles as planning, curriculum and instruction, assessment, staff development, and legal and social issues.

ED 545 3 hours
Evaluation and Assessment in Elementary and Early Childhood Evaluates issues and strategies required in selecting and developing curriculum for the underprepared student. Emphasis is on three components: the content and behavior from resources used on teaching basic skills, the instructional design and procedures, and classroom management. Instructor models the diagnostic/prescriptive approach to testing.

ED 547 3 hours
Design of Virtual Environments Enables educators to facilitate the electronic delivery of workshops using advanced technology. (Prerequisites include ED 535 Workshops in Education, 3 credit hours, or equivalent distance learning experience; Master's Degree; and background in content area to be facilitated). Grading: pass/fail.

ED 548 3 hours
Design of Virtual Environments Enables educators to design workshops for electronic delivery. (Prerequisites include ED 547, Design of Virtual Environments, 3 credit hours; and background in content area to be designed). Grading: pass/fail.

ED 549 3 hours
Introduction to Techniques of Research Designed for (1) terminal value for the student who does not intend to pursue advanced graduate work, and (2) introductory value for the student who plans to continue graduate study in education. The student will be guided step-by-step through the research progress. Steps include (1) identifying a research problem, (2) constructing and hypothesis, (3) identifying and labeling variables, (4) constructing operational definitions of variables, (5) manipulating and controlling variables, (6) constructing the research design, (7) identifying and constructing devices for observation, (8) conducting elementary statistical methods in education (no special background in math is required). Emphasis in statistical analysis is on choosing the appropriate statistical procedures to answer the research question.

ED 550 3 hours
Seminar I-The School as a System Analyzes the history, purpose, organization, functions and legal status of the secondary school. In-depth study of the relationship of the school to the community, social institutions and professionalism. Additional focus on practical and theoretical problems in the development of curricula according to accepted psychological principles, educational theory, and national and local objectives.

ED 551 3 hours
Strategies/Techniques, Curriculum, and Materials in Teaching Adult Education Presents methods, materials and curricula which will prepare teachers to plan for and teach adults.

ED 552 3 hours
The Learner Provides a critical examination of current knowledge of students and current theory and research bearing on learning. Particular emphasis on the study of the adolescent leading to the development of abilities, insight and attitudes needed in teaching adolescents. Emphasis on research as it applies to learning, discipline and curriculum development, with resultant theories and implications for human relations training, and on the acquisition of skills needed in counseling and teaching students of diverse cultural backgrounds.

ED 553 3 hours
Reading for the Adult Learner Presents theory, methods, and materials basic to the development of skills in reading in adults.

ED 554 9 hours
Education Practicum and Internship Provides laboratory work and critiques in the construction of resource materials, specifically including objectives, content, material, procedures, and evaluation, gradual induction through observation and participation into full-time planning, teaching, and other duties typically a part of the teacher's responsibility. Internship will be done in a school setting appropriate to the major area for two consecutive semesters. Prerequisites: Application to OPLE, recommendation by advisor and approval by department head.

ED 555 3 hours
Design of Virtual Environments Enables educators to facilitate and deliver workshops designed using advanced technology. Grading: Pass/Fail. Prerequisites: ED 548 and background in content area to be delivered.

ED 556 3 hours
Curriculum and Methods in the Secondary School and Junior College Surveys and analyzes problems in curriculum development and construction embracing supportive research with emphasis on current trends in planning for teaching-methods, objectives and materials.

ED 557 3 hour
Community Resources in Teaching Adults Focuses on the utilization of materials and resources of the community which are relevant to the adult in stimulating learning.

ED 558 3 hours
Modern Technology in Education Addresses new and emerging technological advances: role of multi-media systems of instruction, programmed materials, audio and visual media, and communications laboratories.

ED 559 3 hours
Supervision and Administration of Education for the Adults Focuses on methods of supervision and administration of adult education and the relationship of adult education to basic programs of education.

ED 560 3 hours
Independent Study Examines selected basic problems related to the field of education. Subject matter may vary from semester to semester,

depending on student interest and need. Individual basis. Prerequisite: Permission of department head.

ED 561 3 hours
Thesis Design and implementation of original research relevant to the respective teaching area. The research proposal and report must be approved by the advisor and completed under the supervision of the advisor and a Research Committee.

ED 562 3 hours
Psychology of Mental Retardation Studies the classification, etiology and specific characteristics of various types of children with low intelligence and implications for educational and personal/social adjustment.

ED 563 3 hours
Health Problems and Diseases of Children Studies the health problems and diseases of children and the factors influencing health and methods used in preventing diseases in children. Habilitation and rehabilitation procedures to foster school adjustment of health and physically impaired children are stressed.

ED 564 3 hours
Teaching the Handicapped in Regular Classrooms Analyzes the approaches, methods, and strategies of individualizing classroom instruction for learners with a wide variety of educational needs. Strategies for classroom organization, teaching procedures, and selection of appropriate materials are provided.

ED 565 3 hours
Seminar: Historical, Philosophical, and Sociological Foundations of Education in the United States of America Reviews the historical development of higher education in elementary and secondary education in the United States. The seminar will basically focus on the social forces, societal influences, and problems relating to these factors in educational systems of America.

ED 566 3 hours
Seminar: Techniques and Approaches in Managing School Conflicts Provides opportunity for administrators, principals, supervisors, and other unit leaders in leadership roles to focus on interpersonal relationships of various personnel, and to explore and study the characteristics of people in conflict. Strategies include techniques of human relations.

ED 567 3 hours
Learning Theory Provides an in-depth application of psychological principles to the educational process. Topics will include learning, humanism, motivation, creativity, intelligence, exceptionality, classroom management, measurement and evaluation.

ED 568 3 hours
Computer Literacy and Microcomputers Covers advanced topics of computer managed instruction. Database, spreadsheet and graphics systems with special emphasis on practical classroom management are discussed in detail.

ED 569 3 hours
Technology Planning and Administration Explores research and practice for effective instructional technology leadership including issues related to technology planning and policies, implementation of technology-based managerial and operations systems, financial and human resources, and technology connectivity and compatibility. Prerequisites: ED 533, ED 536, and ED 543.

ED 570 3 hours
Life Span Development Acquaints graduate candidates with theories and principles of growth development, motivational and behavioral modification systems, and classical and emerging theories of development throughout the life cycle, while focusing special emphasis on childhood and adolescent development. Problems of stage development (including self-concept, language motivation, behavioral social/racial difficulties) and their implications for classroom practices are explored.

ED 571 3 hours
Advanced Telecommunications and Distance Learning Focuses on the development of Internet/web-based learning materials and resources, overview of distance technologies for learning, national curriculum standards, advanced Internet applications, research on applications of telecommunications and other distance technologies in education, emerging telecommunications and distance learning technologies, and methodologies for distance/online instruction and student support. Prerequisites: ED 533, ED 536, and ED 543.

ED 572 3 hours
Seminars in Classroom Observation and Assessment Provides participants with techniques for observing, recording, and changing classroom dynamics as needed to help teachers become more effective. Participants will learn high- and low-inference techniques, manual and electronic recording of classroom activities, individual and

group observation procedures, and techniques for shadowing students and teachers. Observations will focus on identifying effective classroom techniques and remediation of ineffective techniques. Observations will include classroom organization, teacher/student interactions, student/ student interactions, classroom management (including discipline and exceptionalities), instructional presentations and transitions, student time on task, and student misbehaviors.

ED 573 3 hours
Instructional Technology Research, Evaluation, and Assessment Applies action research techniques and explores the application of instructional and technology-related research, the psychology of learning, and instructional design principles guide the use of computers and related technologies in instructional settings. Prerequisites: ED 533, ED 536, and ED 543.

ED 574 3 hours
Supervision of Student Teachers Designed for the preparation of supervisors of student teachers. Emphasis is on basic principles and practices, competencies needed by supervisors during each phase of the training period, interpersonal relations, and a critical analysis of the psychological and academic needs of student teachers.

ED 575 3 hours
Adult Education Practicum Supervised experience in planning, directing, and evaluating learning experiences in an adult setting. The practicum is available for those candidates who have completed a minimum of 6 semester hours credit in appropriate adult learning and methods courses.

ED 576 3 hours
School Improvement and Professional Development This course is designed to provide an in-depth study of why schools should be required to improve the quality of education in a dynamic and continuous way. The course covers theory and practice of professional development as a major facet of school improvement and will address practical applications of best practices. Prerequisites: ED 533, ED 536, ED 543, ED 571.

ED 580 3 hours
Seminar: Teaching Strategies Provides an analysis and development of the teacher's role as an agent of educational change within the school. Developing a total educational environment involves new approaches, developing inter-class and inter-school programs, planning, parent-involvement activities, and working with school administrators and community. Approval of department head required.

ED 581 3 hours
Leadership Seminar This seminar is designed to offer academic knowledge and experiences in school leadership. The course, designed for advanced candidates, provides an exploration of current models and issues in educational leadership and professional practices. The field-based experiences require candidates to be directly involved in diverse learning settings that include technology infused activities, problem-based research projects, and a portfolio. Prerequisites/Co-Requisites: Admission to an M.Ed. program in Curriculum & Instruction and at least 12 graduate hours at GSU successfully completed.

ED 599 0 hours
Comprehensive Examination Written examination to be taken by all candidates for the Master's Degree in Education. When the candidate for the degree has completed the foundation core, a minimum of 15 semester hours in the program core including practicum, and a minimum of 6 semester hours in his/her related elected area, he/she may register for the examination at the beginning of the semester in which he/she plans to take the examination.

EDUCATION - ATCP/MAT

EDPT 441 3 hours
Seminar: Novice Educator Support System I (Fall semester) This course provides the support structure for practitioner teachers to transfer the theory learned in the university setting into the concrete reality of the school setting. The seminar targets relevant and pertinent issues related to teacher retention and efficacy. The essence of these issues is captured in four modules spanning topics such as curriculum planning and instructional strategies, assessment, classroom management, teacher partnerships and cultural diversity. While other courses have included these topics, there is a need to provide opportunities to further focus and refine teaching practices. This course is the first part of a two semester requirement.

EDPT 442 3 hours
Seminar: Novice Educator Support System II (Spring semester) This course provides a continuation of the support structure for practitioner teachers to transfer the theory learned in the university setting into the concrete reality of the school setting. The merged seminar targets relevant and pertinent issues related to teacher retention and efficacy. The essence of these issues is captured in four modules spanning topics such as curriculum

planning and instructional strategies, assessment, classroom management, teacher partnerships and cultural diversity. While other courses have included these topics, there is a need to provide opportunities to further focus and refine teaching practices. This is the second part of the two semester requirement.

EDPT 452 3 hours
Educational Practicum and Internship I (Fall Semester) This course provides opportunities for practitioner teachers to apply theory through practical applications in authentic teaching and learning environments. Practitioner teachers will work with a team of professional educators and receive guidance through on-site planned experiences to enhance and advance competencies and skills necessary to become effective teachers. The Professional Development Plan is designed collaboratively by the practitioner and his/her professional support team and specifically for the practitioner teacher's area of certification. Prerequisite(s): Must meet the requirements for entry into the Practitioner Teacher Program.

EDPT 453 3 hours
Educational Practicum and Internship II (Spring Semester) This course provides opportunities for practitioner teachers to apply theory through practical applications in authentic teaching and learning environments. Practitioner teachers will work with a team of professional educators and receive guidance through on-site planned experiences to enhance and advance competencies and skills necessary to become effective teachers. The Revised-Professional Development Plan is designed collaboratively by the practitioner and his/her professional support team and specifically for the practitioner teacher's area of certification. Prerequisite(s): Must meet the requirements for entry into the Practitioner Teacher Program

EDPT 504 3 hours
Children's Literature This course is designed to assist teacher candidates in the selection, presentation, interpretation, and evaluation of literature appropriate to the ages and developmental stages of learners that can be used in classroom, clinical, and field settings. Prerequisite: Admission to MAT Program.

EDPT 512 3 hours
Differentiated Instruction in Inclusive Classrooms This course is designed to provide practitioner teacher candidates with theoretical concepts, empirically-based strategies, and best practices for differentiating instruction in secondary classrooms. Special emphasis will be placed on formative and summative assessment approaches that support differentiated instruction that addresses learner differences.

EDPT 513 3 hours
Teaching Methods for Secondary English This course provides a comprehensive coverage of application of theories and best practices in teaching English language arts in the middle and high school to students with diverse learning needs.

EDPT 514 3 hours
Assessment Strategies for Diverse Learners The course content will focus on common core standards for assessment and subsequent planning, as well as essential practices, principles and laws associated with assessment of youth and adolescents, with an aim towards combining IEP/ITP information and high quality assessments to assist all students in meeting common core standards.

EDPT 515 3 hours
Classroom and Behavior Management for Diverse Learners The purpose of this course is to provide practitioner teacher candidates with a continuum of empirical-based approaches and strategies for managing social and academic behaviors of diverse student populations. Various ways in which environmental variables may be manipulated in order to increase and decrease specific behaviors will be examined in conjunction with relevant theories, functional assessment, and positive behavioral supports.

EDPT 516 3 hours
Vocational and Transition Planning This course is designed to acquaint practitioner teacher candidates with career information, vocational assessment, and job analysis and development for youth with exceptionalities. Special emphasis is placed on IDEA requirements for transition services, planning and implementation, issues, trends, and collaborative services in schools and communities to promote quality transition services. Observation and participation experiences in selected district–based workshops and community- based vocational training programs are included.

EDPT 520 3 hours
Methods for Teaching Secondary Math and Science The course provides comprehensive coverage of techniques, issues and theories of teaching secondary math and science. Emphasis is placed on best practices and tenets prescribed to by the National Council of Teachers of Mathematics and the National Science Teacher Association as well as

the Louisiana Common Core Standards for Mathematics.

EDPT 522 3 hours
Teaching Reading in the Middle, Junior, and Senior High School This course emphasizes new problems and strategies in the teaching of reading through the content fields, different types of literature, selected reading programs, and other methods that appeal to youth, covering the middle, junior, and senior high schools (grades 6-12). Techniques, reading programs, and the use of instructional media appropriate for stimulating the adolescent learner, as well as for helping those with reading disabilities, will be stressed.

EDPT 525 3 hours
Teaching Reading in the Elementary School This course is designed to focus on techniques and materials basic to teaching reading skills in the elementary school, (grades 1-5). Practitioner Teacher candidates complete relevant modules on teaching reading in the content areas.

EDPT 528 3 hours
Foundation in Special Education and Child/Adolescent Psychology This course examines the theories and teaching practices of child and adolescent development. It also focuses on the history, theories, laws, assessment and educational practices of special education. It provides an overview of the characteristics of learners with diverse needs, and how those needs are affected by development and maturation.

EDPT 531/ED 431 3 hours
Reading Literacy, Diagnosis and Correction This course emphasizes the types of reading difficulties and techniques in teaching remedial readers through laboratory practice in examining, administering and interpreting standardized and informal reading tests; and planning remedial reading programs on the basis of findings of tests and other sources of information. Students use modules and actually teach a student in keeping with a program planned according to needs determined by assessments. Prerequisite: EDPT 525.

EDPT 551 3 hours
Methods for Teaching: Elementary Grades This course focuses on techniques, instructional strategies, methods, and materials basic to the development of skills in teaching science, language arts, mathematics, and social science to students in both regular and mild/moderate special education grades (1-5). Practitioner Teacher Candidates will review theory and principles for teaching and accommodating the needs of diverse learners. Practitioner Teachers will engage in the demonstration of appropriate methods of instruction in simulated and real-life classroom settings under the supervision of the school principal, course instructor, and/or university supervisor. This course will emphasize the importance of professional collaboration between special education and general education teachers in elementary level inclusive classrooms. Special attention is placed on the integration of co-teaching models to plan and implement lessons specific to the Common Core State Standards. The course is required of all Practitioner Teacher candidates in the Master of Arts in Teaching Program for alternate certification in Special Education Mild/Moderate Grades 1-5 and Elementary Grades. The course requires field-based experiences in grades 1-5 authentic and inclusive classroom settings. Practitioner Teacher MAT Candidates will earn 3 credit hours.

EDPT 599 0 hours
Special Topics: Content Area and Technology Workshops (Summer Only) This course is designed to provide an opportunity for practitioner teachers to work alongside STEM and other content specialists from the Grambling State University College of Arts and Sciences and the Louisiana STEM Alliance. Emphasis is placed on encouraging rigor and improving inclusive instructional practice in secondary English and STEM content at the elementary and secondary level.

EDUCATIONAL LEADERSHIP (EDL/EDLD)

EDL 549 3 hours
Introduction to Techniques of Research Designed for (1) terminal value for the student who does not intend to pursue advanced graduate work, and (2) introductory value for the student who plans to continue graduate study in education. The instructor will guide students step-by-step including identifying a research problem, constructing and testing hypothesis, identifying and labeling variables, operationally defining variables, manipulating and controlling variables.

EDL 555 3 hours
Adult Learning and Development Emphasizes adult learning behaviors, cognitive processes, emotions, motivation, intervention strategies in three areas: motivation, learning, and development. The course examines two models which describe who these student-adults are and why they attempt to learn and, just as importantly, why they "stay around" to complete the program.

EDL 573 3 hours
Introduction to Educational Statistics Prepares learners to verbally and symbolically represent measures of central tendency and variation. Topics include standard and normal distribution, correlation, linear regression, probability, ANOVA, and hypothesis testing. Students are required to attend class and laboratory sessions.

EDLD 500 3 hours
Visionary Leadership and School Management Provides in-depth knowledge of the skills needed to develop, implement, and articulate school vision, mission and goals to all stakeholders.

EDLD 501 3 hours
Legal Aspects and Ethical Issues Provides candidates with fundamental concepts of American school law and its application to real school settings

EDLD 502 3 hours
Using Data in Instructional Leadership Prepares educational leaders in the understanding and use of statistical techniques to collect, analyze and interpret data.

EDLD 503 3 hours
Curriculum Design and Development Provides a framework for investigating issues and trends related to curriculum development.

EDLD 504 3 hours
School-Community Collaborations Provides candidates with skills to analyze and interpret various models of school-community organizational frameworks and to develop collaborative skills for communicating with community, school and public policy-makers.

EDLD 505 3 hours
Organizing the Learning Environment Provides candidates with the knowledge and skills to secure and use resources to support instruction and improve student learning.

EDLD 506 3 hours
Instructional Improvement and Assessment Focuses on the ability to identify best practices in instruction and assessment; evaluation and school improvement.

EDLD 507 3 hours
Using Research to Lead Change Provides an integrated approach to the methods and procedures for educational and social science research.

EDLD 508 3 hours
Human Resource Management Examines the educational leader's role in managing the human resources of the school to facilitate teaching and learning.

EDLD 509 3 hours
Evaluating Program Effectiveness Prepares school leaders to apply techniques for evaluating the effectiveness of educational programs.

EDLD 510 3 hours
Internship Engages candidates in problem-based field experiences in school settings under the supervision of a mentor.

EDLD 511 1 hour
Capstone Project I: Problems and Issues in Education Prepares candidates to identify student achievement problems, compile and synthesize related research data (literature review).

EDLD 512 2 hours
Capstone Project II: Problems and Issues in Education Based on the literature review developed in EDLD 511 prepares candidates to develop a proposal; implement a project; and present results.

ELECTRICAL ENGINEERING TECHNOLOGY (EET)

EET 201 2 hours
Principles of Electrical Circuits II Provides a continuation of ETC 104 Principles of Electrical Circuits I. This course deals primarily with AC (Alternating Current) circuit theory. Topics include capacitors, inductors, series and parallel RLC circuits, network theorems, frequency response, resonance and transformers. Prerequisites: ETC 104, MATH 148 OR a score of 22 or higher on ACT. Co-requisite: EET 221.

EET 202 3 hours
Electronic Devices I Examines the theory and concept of modern solid state devices. Topics include P-N junction diodes, Bipolar Junction Transistors (BJT), and Field-Effect Transistors (FET). Emphasis is placed on their characteristics and applications, such as rectifiers and amplifiers. Prerequisite: EET 201. Co-requisite: EET 222.

EET 210 6 hours
Cooperative Work Experience Provides a coordinated work experience in business/industry with formal classroom education. Comprehensive written reports of the experience are submitted by

students at the conclusion of their program. Prerequisite: Junior classification, EET major, and consent of department head. EET 210 is offered during the summer session.

EET 211 12 hours
Cooperative Work Experience Provides a coordinated work experience in business/industry with formal classroom education. Comprehensive written reports of the experience are submitted by students at the conclusion of their program. Prerequisite: Junior classification, EET major, and consent of department head. EET 211 is offered during the fall session.

EET 212 12 hours
Cooperative Work Experience Provides a coordinated work experience in business/industry with formal classroom education. Comprehensive written reports of the experience are submitted by students at the conclusion of their program. Prerequisite: Junior classification, EET major, and consent of department head. EET 212 is offered during the spring session.

EET 221 1 hour
Principles of Electrical Circuits II Laboratory Offers practical exercises relating to topics studied in EET 201 Principles of Electrical Circuits II. Co-requisite: EET 201.

EET 222 1 hour
Electronic Devices I Laboratory Offers practical exercises relating to topics studied in EET 202 Electronic Devices I. Co-requisite: EET 202.

EET 301 3 hours
Digital Logic Systems Introduces treatment of digital technology. Topics include number systems, codes, logic gates, Boolean Algebra, combinational logic systems design, flip-flops, counters and registers. Prerequisite: EET 202. Co-requisite: EET 321.

EET 302 2 hours
Instrumentation and Measurement Studies the operation and application of instrumentation and measurement equipment. Topics include measurement fundamentals, DC and AC indicating meters, specialized meter, and other measuring devices used in both analog and digital circuits. Prerequisite: EET 202. Co-requisite: EET 322.

EET 303 3 hours
Electronic Devices II This is a continuation of Electronic Devices I. Topics include power amplifiers, operational amplifiers and other special devices. Frequency response, system application and troubleshooting are emphasized. Prerequisite: EET 202. MATH 153. Co-requisite: EET 323.

EET 304 3 hours
Electrical Circuits & Machines Provides comprehensive coverage of D-C and A-C machines. Topics include transformers, induction, synchronous motors and generators. Prerequisite: EET 201. Co-requisite: EET 324.

EET 306 3 hours
Microprocessor Fundamentals Introduces microprocessor and microcomputer systems. Topics include microprocessor architecture and operations, software design, memory organization, and basic I/O interface devices. Prerequisite: EET 301. Co-requisite: EET 326.

EET 321 1 hour
Digital Logic Systems Laboratory Provides practical exercises relating to topics studied in EET 301 Digital Logic Systems. Co-requisite: EET 301.

EET 322 1 hour
Instrumentation & Measurement Laboratory Offers practical exercises relating to topics studied in EET 302 Instrumentation and Measurement. Co-requisite: EET 302.

EET 323 1 hour
Electronic Devices II Laboratory Provides practical exercises relating to topics studied in EET 303 Electronic Devices II. Co-requisite: EET 303.

EET 324 1 hour
Electrical Circuits & Machines Laboratory Provides practical exercises relating to topics studied in EET 304 Electrical Circuits and Machine. Co-requisite: EET 304.

EET 326 1 hour
Microprocessor Fundamentals Laboratory Offers practical exercises relating to topics studied in EET 306 Microprocessor Fundamentals. Co-requisite: EET 306.

EET 401 2 hours
Principles of Circuit Analysis Studies circuit analysis by using electric/electronic circuit principles and computer-aided techniques. The concepts and practice of modeling electric/ electronic devices are covered. Computer simulation is included with the emphasis on the use and application of PSPICE.

Prerequisite: EET 202, MATH 153. Co-requisite: EET 421.

EET 402 2 hours
Computer-Aided Circuit Design Studies the design and development of electric/electronic circuits. The electronics design automation techniques are introduced with emphasis on the implementation of the circuit design using CAD tools. Prerequisite: EET 401. Co-requisite: EET 422.

EET 403 2 hours
Automatic Control Systems Studies the theory and analysis of automatic control systems. Topics include system dynamics, Laplace Transforms, linear feedback system theory and PID controller. Emphasis is placed on the application of using digital computer and PLC. Prerequisite:
EET 303. MATH 154. Co-requisite: EET 423.

EET 405 2 hours
Introduction to Communication Systems Survey of network architecture and trends of the communication industry. Overview of major communication systems including the telephone industry (Legacy and VoIP), wireless networks, cell phone networks, Local-Area Networks and Internet technologies. Introduction to Internet protocol networking and architecture. Prerequisite: EET 303. Co-requisite: EET 425.

EET 421 1 hour
Principles of Circuit Analysis Laboratory Provides practical exercises relating to topics studied in Principles of Circuit Analysis. Co-requisite: EET 401.

EET 422 1 hour
Computer-Aided Circuit Design Laboratory Offers practical exercises relating to topics studied in Computer- Aided Circuit Design. Co-requisite: EET 402.

EET 423 1 hour
Automatic Control System Laboratory Offers practical exercises relating to topics studied in Automatic Control Technology. Co-requisite: EET 403.

EET 425 1 hour
Introduction to Communication Systems Laboratory Offers practical exercises relating to topics studied in EET 405 Introduction to Communication Systems. Co-requisite: EET 405.

EET 430 1-4 hours
Electronics Engineering Technical Workshop
Contents of each workshop will relate to one of the areas of engineering technology that is of interest to local/regional industry.

ENGINEERING TECHNOLOGY

ETC 101 2 hours
Introduction to Engineering Technology Introduces general engineering technology, the curriculum and profession, its challenges and its rewards. Mathematics, Science and Engineering fundamentals are also covered.

ETC 102 2 hours
Safety Engineering Presents essential aspects of occupational health and a safe and healthful working environment. It also offers experiences in organizing, systematizing and implementing safety programs conforming to OSHA regulations.

ETC 103 3 hours
Engineering Graphics Discusses lettering, sketching, orthographic projections, sections, auxiliary views, and pictorial drawings. Emphasis is also placed on graphic presentations and solutions of space problems involving points, lines, planes, intersections, revolutions and vectors. An introduction to basic CAD is also presented.

ETC 104 2 hours
Principles of Electrical Circuits I Deals primarily with DC (Direct Current) circuit principles. Topics include current, voltage, resistance, Ohms Law, power and energy, series and parallel circuits, and methods of analysis and network theorems. MATH 147 OR a score of 20 or higher on ACT. Co-requisite: ETC 124.

ETC 124 1 hour
Principles of Electrical Circuits I Laboratory Provides practical exercises relating to topics studied in ETC 104, Principles of Electrical Circuits I. Co-requisite: ETC 104.

ETC 202 2 hours
Engineering Materials and Processing Studies structure, properties, processing and behavior of engineering materials in order to develop, prepare, modify and apply them to meet specific needs. Discussion of forming operations including drawing, molding, casting, rolling, heat treatment and extrusion. Preparation of coating, fibers, and composites. Discussion of machinability and surface finish characteristics. Co-requisite: ETC 222.

ETC 208 2 hours
Computer Application in Engineering Technology I Presents the concept of computer programming using Visual Basic. Topics include General structure of Visual Basic, Computer Logic; Decision-making Structure, Loop Structure, Array and Data Structure. Students learn to develop basic programs using Visual Basic language. Co-requisite: ETC 228.

ETC 222 1 hour
Engineering Materials and Processing Laboratory Provides demonstrations of, and hands-on experiences on the machines and equipments employed in the processing of engineering materials. Processes studied include casting, welding, forging, thermoforming, and machining. Co-requisite: ETC 202.

ETC 228 1 hour
Computer Application in Engineering Technology I Laboratory Offers practical experience relating to topics studied in ETC 208 – Computer Application in Engineering Technology I. Provides opportunities for students to develop and implement basic programs using Visual Basic language. Co-requisite: ETC 208.

ETC 301 3 hours
Statics Studies force systems, equilibrium of particles and rigid bodies; analysis of trusses, frames and machines; shear and bending moments in beams. Prerequisite: PHYS 153.

ETC 302 3 hours
Dynamics Explores fundamentals of kinematics and kinetics of particles and rigid bodies; application of work and energy relationships, and impulse-momentum principles in solving dynamics problems. Prerequisites ETC 301.

ETC 303 3 hours
Computer Application in Engineering Technology II Provides a clear and thorough presentation of principles of numerical methods. It provides an opportunity to explore the techniques employed in using computers to solve engineering technology problems. Prerequisite: ETC 208/328. Co-requisite: ETC 323.

ETC 306 3 hours
Strength of Materials Presents the fundamental concepts of stress and strain, stress-strain relationships, and their applications to analysis of structural members. Topics include axially-loaded members, torsion of circular bars, bending of beams, normal and shear stresses in beams, beam deflection, combined loading and stability of columns. Prerequisite: ETC 301, Co-requisite: ETC 326.

ETC 323 1 hour
Computer Application in Engineering Technology II Laboratory Offers practical experience relating to the topics studied in ETC 303, Computer Application in Engineering Technology II. Co-requisite: ETC 303.

ETC 326 1 hour
Strength of Materials Laboratory Provides laboratory practice in determining stress-strain properties of engineering materials under various loading conditions. Co-requisite: ETC 306.

ETC 400 1-4 hours
Special Topics Addresses special topics and activities in engineering technology which are outside of the structured curriculum, but have special significance in the discipline. It is intended to add flexibility to the curriculum. Prerequisite: Consent of the advisor and the department head.

ETC 402 2 hours
Engineering Economy Provides students with the fundamental concepts of engineering economy. Various economic analysis methods, the impact of inflation and income taxes are discussed. Emphasis is placed on the use of mathematical and economic techniques to systematically analyze situations which pose alternative courses of action. Prerequisite: MATH 154.

ETC 420 3 hours
Senior Research Project Capstone course for all engineering technology majors. Requires graduating seniors to complete a comprehensive design project in an area of engineering technology that is directly related to their degree program. In general, the projects will involve analysis, design and implementation. A written technical report and an oral presentation are required at the conclusion of the project. Prerequisite: Senior classification.

ENGLISH

ENG 093 3 hours
Basic English Facilitates a transition to freshman English 101. Emphasis is placed on making progress from writing basic paragraphs to writing short essays. Competence in other practical writing skills is also stressed.

ENG 101 3 hours
Freshman Composition I The first of two Freshman Composition courses. It deals with the fundamentals of written communication including paragraph and essay development and review of basic grammar. Prerequisite: ENG 093 or Act English score of 18.

ENG 102 3 hours
Freshman Composition II This course is a continuation of ENG 101. It emphasizes critical reading, thinking, and writing. The research paper is a requirement for this course. Prerequisite: English 101.

ENG 200 3 hours
World Literature I Covers literature of the ancient world up to the eighteenth century. Critical study of classical, African, Asian, and European literature.

ENG 201 3 hours
Intro to Literature Provides a general introduction to literature with an emphasis on the appreciation of literature as an art form. Literary genres may include poetry, drama, novel and the short story.

ENG 203 3 hours
Intro to American Literature I Examines American literature from its inception to the Civil War. Critical study of the New World, European conquest, colonial America, Native America, and myths of the Noble Savage, slavery, freedom and identity.

ENG 204 3 hours
Intro to American Literature II Explores American literature from the Civil War to the present. Critical study of realism, nationalism, modernism, industrialism, immigration, the Women's Movement, World Wars I and II, and the Civil Rights Movement.

ENG 205 3 hours
Intro to English Literature I Covers English literature from its inception to the eighteenth century. Critical study of Arthurian legends, the age of romance and chivalry, mystical writing, and Chaucer.

ENG 206 3 hours
Intro to English Literature II Covers English literature from 1789 to the present. Focuses on Romanticism, Victorians, Modernism, and Postmodernism.

ENG 207 3 hours
Intro to Technical Writing Develops the student's ability to write in a clear and concise technical style. Emphasis is on writing for specific audiences and will include industry-related projects.

ENG 213 3 hours
Advanced Composition I Studies the theory and practice of expository writing. Emphasizes critical thinking and persuasive writing. Research paper is required. Prerequisites: ENG 101 and 102.

ENG 219 3 hours
Creative Writing Acquaints students with the fundamentals of creative writing. Students will compose short stories, poems, and a short one-act drama, which will serve as the basis for classroom discussion and critique.

ENG 301 3 hours
History and Survey of English Literature I Designed for English majors of junior standing, this advanced survey course focuses on major authors and themes of English literature from its inception to the eighteenth century. Prerequisite: 200 level literature course.

ENG 302 3 hours
History and Survey of English Literature II Designed for majors of junior standing, this course covers Romantic, Victorian, and Modern writers. Prerequisite: 200 level literature course.

ENG 303 3 hours
World Literature II Examines major masterpieces of world literature from 1650 to the present. Special emphasis is placed on various periods from the Early Modern to the Postmodern.

ENG 305 3 hours
Advanced Technical Writing Concentrates on the techniques of writing a technical manual through definition and description of a mechanism and a process, instructions for operation, and the layout of illustrative texts and visuals. Students will present a technical manual using multi-media technology.

ENG 310 3 hours
Advanced Traditional Grammar and Tutorial Offers intensive study of traditional grammar. Designed especially for English teachers, this course includes tutoring students in English grammar.

ENG 311 3 hours
Advanced Composition II Provides a continuation of ENG 213. Designed for English majors of junior standing. Research methods and theories in advanced rhetoric are discussed.

ENG 315 3 hours
Adolescent and Children's Literature Surveys high school and junior high school literature including

folklore, fantasy, science fiction, fairy tales, and children's literature.

ENG 400 3 hours
Creative Writing Emphasizes the study and practice of poetry and prose as creative art. Students will submit juried work for publication in Scribia, a GSU student publication.

ENG 401 3 hours
History and Survey of American Literature I Examines major authors of American literature from its inception through the Civil War including the New World, European conquest, colonial America, Native America, the Noble Savage, and slave writings.

ENG 402 3 hours
History and Survey of American Literature II Discusses American literature from 1865 to the present. Includes realism nationalism, modernism, industrialization, immigration, World Wars I and II, with special emphases on the Women's Movement and the Civil Rights Movement.

ENG 403 3 hours
Major Literary Figures Studies major English and/or American literary authors including Chaucer, Milton, Donne, Tennyson, Swift, Dickens, Dickinson, Joyce, Whitman, Eliot, Twain, Faulkner, Morrison and Walker.

ENG 404 3 hours
Shakespeare Provides an overview of Shakespearean drama, with special emphasis on the dramatist/poet as a maturing artist. This course introduces students to a varied selection of Shakespeare's plays in at least three of the four standard genres: tragedies, comedies, histories and romances.

ENG 407 3 hours
History and Structure of English Language Introduces students to the history of the English language and the fundamentals of linguistics. It explores morphology, phonology and syntax.

ENG 408 3 hours
Intro to Literary Criticism Studies theories of literary criticism from an historical perspective. Surveys Plato to contemporary criticism.

ENG 414 3 hours
Methods of Research Covers tools, materials, procedures, and methods of secondary and primary research. Designed to provide English majors with the latest technological knowledge. Students should have prior knowledge of the MLA Style.

ENG 415 3 hours
African-American Literature Focuses on literature of the US and Africa from slave narratives to the present and highlights the work of black women writers. Course includes literature of the Civil Rights Movement and post-colonial Africa.

ENG 420 3 hours
Comparative Literature Provides a comparative study of literature from various perspectives including cultural, geographic, and historical contrasts, emphasizing distinctions between Western and non-Western literature.

ENG 421 3 hours
Africana Film and Literature Brings together African, African American, and Caribbean films and literature in pursuit of several goals: 1) to promote awareness of the diversity of African creative arts; 2) to analyze cultural continuity among Africana writers and film-makers; 3) to examine the impact of traditional African spiritual systems on artistic production and social consciousness; 4) to analyze writers' and film-makers' attempts to use art to promote critical re-evaluation of history and encourage contemporary socio-cultural evolution.

ENG 430 3 hours
Independent Study Meets specialized needs and interests of traditional and non-traditional students outside of the classroom. Requirements include a major research paper and projects approved by the instructor. Students approved for the senior thesis may take this course, and it may serve as a Capstone option.

ENG 450 3 hours
Linguistics and Language Provides an introduction to linguistics with special emphasis on transformational-generative grammar, which facilitates the teaching of remediation in language usage.

ENG 451 3 hours
Special Topics in Language and Literature Examines topics not covered specifically in other English courses. Various topics are offered each semester and may include mythology, religious literature, folklore, and stylistics. May repeat for up to six hours of credit when course topics differ.

ENG 454 3 hours
Women's Literature Designed to recognize the contribution of women in world literature with special attention given to literature by women of color in the Western tradition and in the non-Western tradition.

ENG 455 3 hours
Methods of Teaching English Provides liberal arts students and prospective English teachers with elementary- and secondary-level basic teaching methodology. Intended to complement College of Education coursework. Prerequisite: Consent of the department head.

ENG 456 3 hours
Methods of Teaching Middle School English Provides prospective middle school teacher candidates (grades 4-8) with elementary-level teaching methodology. The course is intended to complement the College of Education's ED 453 (Advanced Methods II) portion that deals with middle grade instruction. Credit will be given for ENG 455 or ENG 456, but not both. ENG 456 must be taken in the semester preceding student teaching. Course requires a field-based experience and should not be taken as the initial class in the Elementary School Teaching concentration.

ENG 460 3 hours
Modern Drama Surveys playwrights and dramatic movements from 1870 to 1964. Such playwrights as Henrick Ibsen, Susan Glaspell, Jean-Paul Sartre, Samuel Becket, Eugene O'Neill, Adrienne Kennedy, Harold Pinter, Amiri Baraka, and Edward Albee might be included. Course explores historical, social, theoretical, and ideological concerns of global significance.

ENG 499 3 hours
Writing Internship Offers credit for professional experience in technical writing acquired through internships in industry. Designed for a minor in Technical Writing. Prerequisite: ENG 207 or ENG 305.

FAMILY AND CONSUMER SCIENCES

FCS 310 3 hours
Methods of Research in Family and Consumer Sciences This course acquaints students with the research journals of the family and consumer sciences discipline. Various areas and issues of family and consumer sciences are appraised through the research studies that have been performed. Emphasis is given to the design and results of the studies researched. The student will develop and conduct a research project investigating topics and questions in their major area of concentration. Praxis lab hours are required for child development concentrations. This course will provide an introduction to research methods in social science as well as family and consumer sciences. The research experience will culminate in a research project including the research paper and presentation. Extramural research methodology and activities will also be studied.

FCS 470 3 hours
Independent Study This advanced capstone course provides students the opportunity to be reflective, use critical and creative thinking skills and examine their pedagogical knowledge and skills from a multicultural perspective in the discipline of Family and Consumer Sciences. Students will integrate the knowledge and skills gained from coursework in their major FCS area of study (i.e. Child Development and Early Literacy) to complete requirements for this course. A capstone project that integrates knowledge and skills in family science, child development, early childhood education, literacy health and nutrition, curriculum and instruction, observation and assessment, and other areas relevant to the field will also be required. Fifty hours of directed observation /field experience is a requirement of this course. The observation/field experience component of this course requires students to obtain (at their own expense) and pass a criminal background search/screening as prescribed by the Department/University within the first two weeks of class. Students majoring in the child development concentrations are required to complete Praxis lab hours and compile a professional portfolio aligned with the National Association for the Education of Young Children (NAEYC) Standards and participate in a child development or early childhood education research project.

FILM STUDIES

FS 105 3 hours
American Film History Introduction to American films and filmmakers, from the silent era to the present.

FS 106 3 hours
Media Fundamentals Examine the creation of movies from script to screen. The relation between form and content. Theoretical perspectives on the nature of film, visual perception, narrative structure, and artist-audience interaction.

FS 110 3 hours
Basic Screenwriting An introduction to the principles of screenwriting with special attention to traditional cinematic narrative, plot and structure, scene design, and character development. Students learn by screening and discussing relevant short films, doing short screenwriting exercises, and completing a short screenplay.

FS 115 3 hours
Basic Media Production Introduction to fundamentals of media production. Includes demonstrations, lectures, and hands-on use of digital video cameras, filters, lighting equipment, and sound recording equipment.

FS 210 3 hours
Intermediate Screenwriting Students continue to develop screenwriting skills learned in FS 110 through screening and discussing relevant films, doing, longer screenwriting exercises, and creating a long- form screenplay. Prerequisite: FS 110.

FS 220 3 hours
Intermediate Digital Editing This course focuses on the creative aspects of the editing process, such as the interconnection between concept, script. photography and directing as they relate to editing. This course goes beyond the mechanics of editing and places emphasis on editorial theories and aesthetics. Prerequisite: FS 120.

FS 440 3 hours
Practicum This course is tailored to the special interests of the student and the needs of the practicum site. Each practicum, therefore, is uniquely selected to allow the student to take advantage of the opportunity to develop as a broadcaster and enhance his/her employability. The course will engage the student in one or perhaps several of the following types of activities: video production, screenwriting, editing, animation, screenwriting and other aspects of film/media production. The nature of practicum obviously precludes complete specificity. Prerequisites: FS 210 and FS 220.

FS 450 3 hours
Senior Project The student is provided an opportunity to develop a media project(s) that will demonstrate a level of skill and technique closely aligned to that found in the professional media production environment. The student must identify his/her project(s) and provide a written proposal to the instructor within three class meetings. Once the instructor has approved the project, the student is charged with the completion of the project prior to the end of the semester. Prerequisite: FS 440.

FINANCE

FIN 201 3 hours
Personal Finance The intent of this personal finance course is to inform students how individual choices directly influence occupational goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. Students will design personal and household budgets, utilize checking and saving accounts, gain knowledge in finance, debt, and credit management and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions. Prerequisites: FIN 301.

FIN 301 3 hours
Business Finance Examines financial problems of businesses in their domestic and international operations; working capital management, financial analysis, leverage, capital budgeting, capital structure, long-term financing, merger financial failure and related topics. Prerequisite: ACCT 202.

FIN 302 3 hours
Investments Introduces the study of investments with primary emphasis on securities: common stock and bonds (corporate U.S. government, municipal), and the markets in which these securities are traded, fundamental and technical analysis and portfolio planning. Prerequisite: FIN 301.

FIN 305 3 hours
Financial Management This course is a continuation of Business Finance. Topics covered include cost of capital, capital structure, dividend policy the use of long-term financing and leverage. It will also deal with the special topics of mergers and acquisition. Prerequisites: FIN 301.

FIN 306 **3** hours
Financial Institutions and Markets This course covers the structure of financial institutions and markets in the United States and their interactions. An in depth study of money and capital markets and institutions and their managerial and environmental problems, including regulation and supervision by government. How and why the institutions have evolved, how they fit within the financial system, how they operate, what is their current impact, and what may their future role be especially after the

recent financial markets crisis. Prerequisites: FIN 301.

FIN 405 3 hours
Securities Analysis and Portfolio Management Through focusing on the development of the Markowitz Procedure, Capital Asset Pricing Model, Arbitrage Pricing and other theories, this advanced course in investments seeks to familiarize students with the theory underlying the practice of investment management. The course is a quantitative approach to security analysis, including the theory of financial statement analysis and valuation of the firm. An oral and written presentation of computer based investment research projects is required. Prerequisites: FIN 302.

FIN 406 3 hours
Administration of Financial Institutions This course exposes students to the analysis and management of financial institutions, including the management of asset and liabilities structures, control of financial operations, and the effect of regulations on financial management practices. The course will also cover the economic analysis of financial instruments, markets and institutions as well as the commercial banking system and money expansion process, the Federal Reserve System, monetary theory and policy. A comprehensive description of the various types of financial institutions and markets will also be presented. Prerequisites: FIN 301, FIN 306.

FIN 408 3 hours
Entrepreneurial Finance This course covers how the venture capital industry works in the U.S. and issues influencing investment in entrepreneurial start-ups. Topics covered include how to plan a small business, assessment of the financial needs of new ventures, alternative sources of financing, valuation of new ventures, and financial contracting. Organization design and basics of negotiating deals and relationships with venture capitalists are also discussed. The financial issues confronting entrepreneurial firms are drastically different from those that face established companies. The focus in this course will be on analyzing the unique financial issues which face entrepreneurial firms and to develop a set of skills that has wide applications for such situations. This course is important for students who are interested in starting their own business or careers in an entrepreneurial setting. Prerequisites: FIN 301, senior standing, and permission of instructor.

FIN 410 3 hours
Global Financial Management The central theme of this course is how to manage the finances of a multinational firm. It devotes attention to managing the short-term finances of a multinational, including topics like centralizing cash management, netting, and transfer pricing. It then deals with long-term financial management of the multinational including capital budgeting in the multinational context, capital structure decisions, and how to operate in countries with inconvertible or hyperinflationary currencies. The course also deals with the international financial environment, covering topics such as exchange rates, balance of payments, and cross-border capital flow. Prerequisites: FIN 301.

FIRST YEAR EXPERIENCE/ STUDENT SUCCESS (FYE)

FYE 101 1 hour
First Year Experience I This course introduces the entering student to the general education program, student handbook, university catalog, financial aid, registration, and relevant policies and procedures. This course exposes the first year student to the career opportunities in the field of study. Historical overviews of the major discipline and the University are presented.

FYE 102 1 hour
First Year Experience II This course focuses on college survival skills. Topics covered in this course include computer skills (MS Word, Excel, and PowerPoint), building positive relationships, stress management, health and wellness, problem solving, and management of personal finances. Exposure to ethical issues in the major discipline is provided.

FOODS AND NUTRITION (FN)

FN 205 3 hours
Child Nutrition, Health, and Safety This course studies nutrition, health and safety as it affects the total development of the emergent and early child. Major emphasis is placed on the prenatal and infant stages of development, and the relationship of nutrition to growth and development. Nutritional needs and body processes necessary for optimum health, as well as functions of various nutrients and their interrelationships and applications to humans throughout the life cycle are also examined. Major emphasis is placed on the prenatal and infant stages of development.

FORENSIC CHEMISTRY (FCHE)

FCHE 202 1 hour
Introduction to Forensic Chemistry Introduces the theory and practice of physical evidence analysis using case studies. A survey of chemical investigations based on reported crime scene investigations is included. Prerequisite: CHEM 230 and CJ 202.

FCHE 302 2 hours
Physical Methods in Forensic Chemistry Involves the training of students in the application of chemistry to the analysis of physical evidence. Examples of physical evidence topics include analysis of arson accelerant, photography, hair and fiber analysis, drug analysis, serial number restoration, gunshop and explosive residues, papers and inks, metals, glass, and paint. Laboratory techniques will include gas chromatography, atomic absorption spectroscopy, electrophoresis, infrared spectroscopy, thin player chromatography, and UV/VIS spectroscopy. Prerequisite: CHEM 232 or approval by the department head.

FCHE 455 4 hours
Forensic Internship Offers credit for professional experience in forensic chemistry acquired through internship with an agency. A final report must be submitted for credit. Students must pre-register for the course. Prerequisite: Approval by the department head.

FRENCH (FREN)

FREN 101 3 hours
Elementary French Provides instruction in the beginning elements of the French language. These include pronunciation, comprehension, reading and writing. FREN 101 is designed for students who have little or no knowledge of the language. Laboratory work is required.

FREN 102 3 hours
Elementary French Building on skills developed in FREN 101, this course provides instruction in the beginning elements of the French language. These include pronunciation, comprehension, reading, and writing. Laboratory work is required. Prerequisite: FREN 101.

FREN 201 3 hours
Intermediate French Provides instruction in the French language at the intermediate level. Selected topics of interest are discussed. Prerequisite: FREN 102.

FREN 202 3 hours
Intermediate French Building on skills developed in FREN 201, this course provides continued instruction in the French language at the intermediate level. Selected topics of interest are discussed. Laboratory work is required. Prerequisite: FREN 201.

FREN 226 3 hours
Business French Provides instruction in basic business terms, correspondence and business practices of Francophone countries. The course is conducted in French and English. Prerequisite: FREN 201.

FREN 306 3 hours
French Conversation and Composition Provides instruction in advanced grammar and composition. Cultural topics and current events about the Francophone world are discussed. Laboratory work is required. Prerequisite: FREN 202.

FREN 307 3 hours
French Conversation and Composition Building on skills learned in FREN 306, this course provides continued instruction in advanced grammar and composition. Cultural topics and current events about the Francophone works are discussed. Laboratory work is required. Prerequisite: FREN 306.

FREN 314 3 hours
French Phonetics Provides a systematic study of French pronunciation. Laboratory work is required. Prerequisite: FREN 202.

FREN 316 3 hours
French Culture and Civilization Analyzes French cultural patterns, attitudes, politics, and economic structures. Prerequisite: FREN 202.

FREN 322 3 hours
Survey of French Literature I Surveys major literary works and examines French social values as reflected in the texts. Prerequisite: FREN 202.

FREN 323 3 hours
Survey of French Literature I Surveys major literary works from various Francophone countries in Europe, Africa, North America, and the Caribbean. Prerequisite: FREN 202.

FREN 411 3 hours
Introduction to French Linguistics Provides an introduction to French linguistics in the areas of phonetics, phonology, morphology, syntax, and semantics. Prerequisite: FREN 306.

FREN 412 3 hours
Applied Linguistics and Methodology Provides liberal arts students and French elementary and secondary level teacher candidates with instruction in foreign language teaching methodology. Prerequisite: FREN 306.

FREN 416 3 hours
Topics in French and Francophone Studies Provides an in depth study of various topics in the French language, Francophone culture, civilization, and literature. Prerequisite: FREN 306.

FREN 422 3 hours
Survey of Francophone Literature II A continuation of French 322, this course analyzes major literary works and examines French social values as reflected in the texts. Prerequisite: FREN 322.

FREN 423 3 hours
Survey of Francophone Literature II A continuation of French 323, this course analyzes major literary works from various Francophone countries in Europe, Africa, North America, and the Caribbean. Prerequisite: FREN 323.

FREN 436 3 hours
Independent Study Provides students the opportunity to study on an independent basis one or more topics related to their interest in culture, language, linguistics, or literature. Students are expected to write a series of reports and at least one formal term paper. Prerequisite: FREN 306.

GENERAL EDUCATION TESTING (GET)

GET 300 0 hours
Rising Junior Examination Required test of general knowledge, comprehension, and skills administered to sophomores who have earned between and 45 and 61 credit hours.

GEOGRAPHY (GEOG)

GEOG 200 3 hours
Story of Petroleum Examines the petroleum industry pictured from land leasing to product marketing. Importance of petroleum in economic, social, and political development will be reviewed.

GEOG 201 3 hours
Cultural Geography Introduces the basic principles, methods, aims, and materials of geography; the elements and patterns of physical and social geography applied to an analysis of human affairs in certain nations and regions of the world.

GEOG 300 3 hours
Geography of Louisiana and the South Explores Louisiana as a unique part of the nation; land forms, drainage, a real differentiation of dominant economic exploitations; agriculture, forests, minerals, transportation, manufacturing and fisheries; urban Louisiana.

GEOG 303 3 hours
Climatology Investigates the processes and phenomena affecting the earth's climate, such as the hydrologic cycle, evapo-transpiration, electromagnetic energy transformation and transfer.

GEOG 308 3 hours
Physical Geography Examines the earth as a complex system. A discussion of the interrelationship existing between the atmosphere, hydrosphere, litrosphere, and biosphere, and the processes and phenomena therein will be included in this course.

GEOG 312 3 hours
Principles of Basic Cartography Focuses on map projections, compilation, generalization and symbolization with emphasis on presenting quantitative data. Laboratory exercises for various practice drawings or sketches will also be included in this course.

GEOG 313 3 hours
Urban Geography Gives an analysis of the development, functions, spatial patterns and geographic problems of American cities.

GEOG 315 3 hours
Independent Study in Geography Provides an opportunity for geographical research and completion of an approved project of interest. It accommodates students who may become interns in various industrial firms, urban planning or geographical research projects.

GEOG 316 3 hours
Directed Readings in Geography Provides an avenue for students to pursue or probe into the various specialized fields of geography in order to either better understand the various fields, or to establish a special area of interest for themselves prior to entry to graduate school, and to release them from the restraint of meeting minimum class sizes before a course can be offered.

GEOG 405 3 hours
World Geography Provides an outline of world geography with emphasis on the problem of man's relation to the land. Special attention is devoted to the lands and people of Asia and Africa.

GEOG 413 3 hours
Principles of Geomorphology Emphasizes the basic principles of geomorphology, the geomorphic agents of wind, water, ice, and more significantly man, who moves more earth than all other agents combined. Efforts will be made to identify landforms and the processes at work upon them causing continuous denudation.

GEOG 490 3 hours
Geography of Eastern U. S. & Canada, Geography of Western U. S. & Mexico Provides students with extended field study tours of selected major regions of the United States and adjacent lands. These tours cover a minimum distance of 5,000 miles and twenty-one or more days of travel. Students who take the tours given, through lectures, reading, and personal observation, experience a fuller understanding of natural, cultural and regional development in the United States.

GERMAN (GERM)

GERM 101 3 hours
Elementary German A basic foundation in listening, speaking, reading, and writing in German, German culture, history, current events, and geography provide the context for instruction in grammatical structures, vocabulary, pronunciation, and writing. Focus in on acquiring the skills necessary to communicate with native German speakers orally and in writing at an elementary level.

GERM 102 3 hours
Elementary German The language skills: listening comprehension, reading, speaking, and writing. Essentials of grammar are completed during the beginning of GERM 101 and followed by readings in literature and culture, with extensive practice in speaking.

GERM 201 3 hours
Intermediate German Further development of skills in listening, speaking, reading, and writing in German. German culture, history, current events, and geography provide the context for instruction in grammatical structures, vocabulary, pronunciation, and composition. Focus is on acquiring the skills necessary to communicate with native German speakers orally and in writing at an intermediate level. Prerequisite: German 101 and 102.

GERM 202 3 hours
Intermediate German Improvement of skills in listening, speaking, reading, and writing in German. German culture, history, current events, and geography provide the context for instruction in grammatical structures, vocabulary, pronunciation, and composition. Focus is on acquiring the skills necessary to communicate with native German speakers orally and in writing at an advanced intermediate level.

HISTORY (HIST)

HIST 101 3 hours
History of Western Civilization I Covers the march of civilization from its beginning to the mid- 17th century. A view of the history of man and his governmental, economic, social, religious, intellectual, and aesthetic activities will be covered.

HIST 102 3 hours
History of Western Civilization II Focuses on the march of civilization from the mid-17th century to the present. A panoramic view of the history of man; his governmental, economic, social, religious, intellectual, and aesthetic activities will be covered.

HIST 103 3 hours
World History I: World History to 1500 focuses on the foundation and development of major world civilizations from their origins to 1500. Of particular note will be the interplay of culture, religion, and political forms among the peoples of world society over time.

HIST 104 3 hours
World History II: World History since 1500 traces the political, military, social, economic and intellectual development of the modern world from the 1500s to the present.

HIST 201 3 hours
American National Multicultural History to 1877 Traces the American civilization from ancient Africa and Medieval Europe to the founding of the thirteen original English colonies, the establishment of our nation, the sectional conflict that led to Civil War, and terminates with the end of Reconstruction in 1877.

HIST 202 3 hours
Recent American History Surveys American History with emphasis on the political, social and

economic development of the United States from 1877 to the present.

HIST 300 3 hours
Historiography Introduces the evolution and philosophy of the meaning of history as a discipline, and presents a survey of the great historians and historical works and their impact on historical interpretations.

HIST 303 3 hours
History of Black Women in America Illuminates the moving and dramatic role of black women in the western hemisphere. Emphasis is placed upon the heroic struggle of black women to survive, and to protect and advance the interests of their families, from early colonial days in the United States to the present.

HIST 304 3 hours
Historiography and Research Methods introduces historical methods, interpretations and schools of thought in the discipline of history. It will have two integrated components. The first component, historiography, will introduce the evolution of history as a discipline and examine the impact of historical interpretations. The second, research methods, will introduce the application of historical research techniques. Special attention will be given to the treatment of primary and secondary sources, electronic sources and digital databases, and non-traditional sources such as film and oral history.

HIST 308 3 hours
Early Modern Europe covers the history of Europe from the end of the medieval period to the beginning of the 1800s. Topics such as the Renaissance, Protestant Reformation, religious wars, constitutionalism, absolutism, mercantilism, Scientific Revolution, and Enlightenment will be discussed. Special emphasis on the role of women, religious anxiety, and intellectual thought.

HIST 309 3 hours
Nineteenth-Century Europe covers the history of Europe from the Napoleonic Era to the end of World War I. The course will focus on the changes in politics and culture, and the emergence of industrialization and urbanization.

HIST 310 3 hours
History of Latin America Focuses on the rise of the Latin American States from colonial times to the present political and social development, and international relations of these states.

HIST 312 3 hours
Twentieth-Century Europe Surveys the cultural, political, and social history of Europe from the end of the Victorian Age to the immediate post-9/11 era. This course provides students with the opportunity to gain a deep appreciation of the complexities, tragedies, and influence of Europe in a study of the modern world's first global culture and society.

HIST 313 3 hours
United States Military History Examines the origin and role of American military forces in our society from the colonial period to the present. Emphasis will be placed upon the principles of war in campaigns and the responsibility of the military in American global strategy during twentieth century and into the twenty-first century.

HIST 319 3 hours
African American History to 1877 Concentrates on the study of the African-American, slave and free, up to 1865. Emphasis is on the Black experience; the impact of the African-American on the institutions and culture of North America.

HIST 320 3 hours
African American History since 1877 Presents the efforts and problems of African-Americans as they struggled to acquire and exercise the rights and prerogative of freedmen. It also analyzes the measures of success enjoyed up to the present time.

HIST 322 3 hours
Louisiana History Studies the people of Louisiana, their social customs, state constitution; Louisiana's place in the federal systems; government and courts; and resources.

HIST 339 3 hours
African History I: History of Africa to 1800 traces the development of Africa from ancient times to the nineteenth century. Primary emphasis will be placed on the pre-colonical history and the socio-economic forces that shaped Africa at the dawn of the eighteenth century. Pre-requisite: three hours of History at the 100-level or permission of instructor.

HIST 340 3 hours
African History II: History of Africa since 1800 traces the development of Africa from the nineteenth century to the present. The course will closely examine the effects of the Trans-Atlantic slave trade and the conquests by the Ottoman Turk Empire. Primary emphasis will be placed on colonization and de-colonization. Pre-requisite: three hours of History at the 100-level or permission of instructor.

HIST 341 3 hours
African History: West Africa Covers West Africa from ancient to modern times. Primary emphasis will be upon the gold coast area, the development of the slave trade, and the extension of European colonization.

HIST 342 3 hours
African History: East Africa Covers East Africa from ancient times to modern civilization and culture. Emphasis will be on the development of culture and institutions of the area.

HIST 351 3 hours
Post 1945 U.S. History Surveys the economic, social, political, and cultural developments in the nation since World War II with emphasis on the Civil Rights Movement, the influence of the Cold War on domestic politics, and the socio-cultural and political changes of the last quarter of the century. The role of the United States in the Cold War and global affairs in the years since 1945 will be examined, as well.

HIST 407 3 hours
Introduction to Research Introduces the study and application of the techniques of research, including the use of computers to aid social science researchers.

HIST 408 3 hours
Directed Reading in History Emphasizes the reading of a wide range of materials, presenting oral and written reports, and executing projects. Students enrolled in this course must have the approval of the Head of the History Department and must not exceed three hours in a given semester.

HIST 430 3 hours
Roman Republic and Empire studies Roman civilization from its beginnings to the collapse of the Western Empire in the 5th century AD. Emphasis will be on political, cultural, religious, philosophical, and architectural dynamics of Rome.

HIST 438 3 hours
Modern Culture and Ideas of the Western World treats the philosophical, scientific, artistic and literary aspects of Modern Western Society and examines them within the context of cultural, religious and political concepts spanning the Renaissance to present. Prerequisite: Six hours of history courses at the 100 or 200-level or permission of instructor.

HIST 445 3 hours
Jacksonian America focuses on the complex metamorphosis of America from the early republic through the end of the Mexican War, with special attention on the political and cultural changes of the period. Prerequisite: Six hours of history courses at the 100 or 200-level or permission of instructor.

HIST 446 3 hours
Civil War and Reconstruction explores the complexities that led to the Civil War in American life and thought; the fighting of the war; the economic and social significance of the war and its aftermath. Prerequisite: Six hours of history courses at the 100 or 200-level or permission of instructor.

HIST 449 3 hours
Comparative Slavery is an upper level course in history that explores the many similarities and differences among slave systems in the Western hemisphere. This course will explore the origins of African slavery, its spread through the Atlantic world, and its eventual demise. Prerequisite: Six hours of history courses at the 100 or 200-level or permission of instructor.

HIST 454 3 hours
Religion in Africa explores various religious traditions on the continent of Africa and analyzes how these traditions shaped African cultures and societies as well as directed and influenced Islam and Christianity in Africa and by extension the African diaspora. Prerequisite: Six hours of history courses at the 100 or 200-level or permission of instructor.

HIST 490 3 hours
Senior Research Project provides students with the opportunity to engage in historical inquiry under the supervision of a faculty mentor. Course culminates in a research paper and presentation that demonstrates historical analysis and research methods. Capstone course. Prerequisite: HIST 301 and senior standing.

HIST 493 3 hours
History and Culture South of the Border Provides students with extended field study tours of Mexico. Students who take this tour will be exposed to lectures, readings, and personal observations, and will experience a fuller understanding of natural, cultural and regional development of Mexico.

HIST 501 3 hours
Seminar - American Colonial and Revolutionary History Acquaints graduate students with the major history texts of the American Colonial and Revolutionary eras. The course is designed to

familiarize students with the major works of history of key aspects of eras. This is not designed to be a lecture course. The class will normally spend one class on each topic.

HIST 502 3 hours
Pro-Seminar in US History: 1789-1877 Acquaints graduate students with the major history texts of the American History from the post-Revolutionary era through Reconstruction. The course is designed to familiarize students with the major works of history on key aspects of the eras. This is not designed to be a lecture course. The class will normally spend one class on each topic.

HIST 503 3 hours
Pro-Seminar in US History: 1877-Present Acquaints graduate students with the major history texts of American history from the Gilded Age to the present. The course is designed to familiarize students with the major works of history of key aspects of the eras. This is not designed to be a lecture course. The class will normally spend one class on each topic.

HIST 507 3 hours
Pro-seminar in European History since 1650 acquaints graduate students with the major history texts of European History from the early modern period to present.

HIST 510 3 hours
Pro-seminar in African History explores various topics including Islamic Africa, Pre-colonial African Kingdoms, and Select Ethnic histories.

HIST 530 3 hours
Roman Republic and Empire studies Roman civilization from its beginnings to the collapse of the Western Empire in the 5th century AD. Emphasis will be on political, cultural, religious, philosophical, and architectural dynamics of Rome.

HIST 538 3 hours
Modern Culture and Ideas of the Western World This course treats the philosophical, scientific, artistic and literary aspects of Modern Western Society and examines them within the context of cultural, religious and political concepts spanning the Renaissance to present.

HIST 540 3 hours
Themes in World Civilization Focuses on selected topics that have significantly impacted world history. Because this course is designed to cover a wide range of internationally momentous themes, their coverage will be topical and selective rather than chronological.

HIST 541 3 hours
Interpretations of American History Concentrates on readings that represent interpretive pieces which illuminate different problems emanating from diverse values with America's past.

HIST 542 3 hours
The Developing World in Contemporary Society Focuses on the dynamics of the transformation from largely rural to largely urban societies in Latin America, Africa, and Asia.

HIST 543 3 hours
Directed Study in History Provides opportunity for properly qualified graduate students to undertake special out-of-class work on research problems exploiting a value dilemma which reviews the techniques of research utilized by historians and social scientists.

HIST 544 3 hours
Ethnic Dimension in American History Focuses on several major assumptions governing the approach to the ethnic history of the United States. It examines the pluralism of American society and the manner in which it has shaped the course of American History.

HIST 545 3 hours
Jacksonian America Focuses on the complex metamorphosis of America from the early republic through the end of the Mexican War, with special attention on the political and cultural changes of the period. The course will emphasize racial and religious changes along with the revolutionary broadening of democratic participation in the era.

HIST 546 3 hours
Civil War and Reconstruction explores the complexities that led to the Civil War in American life and thought; the fighting of the war; the economic and social significance of the war and its aftermath.

HIST 547 3 hours
Contemporary History of Latinos in the United States Studies the evolution of Spanish-speaking in American society, cultural conflicts, the quest for self-identity, and social-economic justice.

HIST 548 3 hours
Studies in Intellectual History Analyzes various intellectual problems involved in twentieth century

politics, social and economic development, and philosophy.

HIST 554 3 hours
Religion in Africa explores various religious traditions on the continent of Africa and analyzes how these traditions shaped African cultures and societies as well as directed and influenced Islam and Christianity in Africa and by extension the African Diaspora.

HEALTH EDUCATION (HED)

HED 102 2 hours
Advanced First Aid Reviews advanced first aid and safety procedures, culminating in first aid and cardiopulmonary resuscitation cards. Laboratory experiences are required.

HEALTH PROMOTION (HPR)

HPR 201 3 hours
Personal Health Covers contemporary issues in health education and explores choices and considerations in developing a healthy lifestyle. Addresses the dimensions of health (i.e., physical, emotional, social, intellectual, spiritual and environmental.

HPR 203 3 hours
Drugs and Human Health Studies the historical aspects of man's use of drugs, the nature of drugs, classification, and implications of drug abuse, particularly for youth and methods of abuse treatment.

HPR 205 3 hours
Principles of Health Promotion Discusses the basic principles underlying the science of health, health education and health promotion.

HPR 301 3 hours
Teaching Strategies in Middle and Secondary Health Education Discusses concepts and methods of teaching health education to middle and secondary students within the framework of coordinated school health programs.

HPR 302 3 hours
Health Aspects of Gerontology Covers scientific research and sociological implications of aging in terms of personality adjustment associated with the aged population.

HPR 304 3 hours
Understanding Human Sexuality Studies the physical, mental, social, emotional, spiritual, and psychological dimensions of human relations, including discussions of changes in human sexual development, lifestyle choices, birth control methods, and prevention of sexually transmitted diseases.

HPR 305 3 hours
Organization and Administration of Coordinated School Health Programs Covers instruction in health screening techniques for all grades and community health service agencies and organizations. Principles and procedures in organizing and administering comprehensive school health programs are featured. Observation and participation hours are required.

HPR 306 3 hours
Introduction to Communicable Diseases Addresses issues of transmission of communicable diseases in human population and the health effects of environment interactions. Also addressed are principles of epidemiology and types and schedules of immunizations.

HPR 320 3 hours
Strategies of Coordinated School Health Programs Covers the organization, content, and strategies for teaching Comprehensive School Health Education in Pre K-12 grades. Teaching methods and strategies are studied. Observation and participation hours are required.

HPR 400 3 hours
Consumer Health Promotion Reviews health care fraud, quackery, and health misinformation. Health care options and various health insurance programs, including Medicaid and Medicare programs will be covered.

HPR 403 3 hours
Environmental Health and Safety Studies the role of the health educator in maintaining safe and healthful environments. Additional study includes review and implementation of policies, procedures, and supervisory techniques; causes of accident-preventive and remedial action; development of instructional units on urban air and water conservation; and kinds of pollutants and methods of control.

HPR 405 3 hours
Community Health Discusses the organization and practice of community health. Emphasizes community health promotion, program planning and

implementation. Explained are the role of federal, state and local governments, as well as voluntary health organizations.

HPR 406 3 hours
Measurement and Evaluation in Health Promotion Studies methods used in evaluating health education and health promotion programs. Laboratory experiences are required. Observation and participation hours are required.

HPR 410 3 hours
Planning and Evaluation of Health Promotion Programs Reviews techniques and methods utilized in planning and evaluating health education programs, such as Precede-Proceed, Health Belief Model, MAPP Model, INDICATE Model, etc.

HPR 450 3 hours
Introduction to International Health Promotion Reviews concepts of global health promotion and the role of the World Health Organization (WHO) in community and school health education. Global immunization efforts, control of population growth, refugee and migration issues, environmental degradation, and epidemic communicable diseases are discussed.

HOME MANAGEMENT (HM)

HM 212 3 hours
Safety and Sanitation Examines the fundamentals of sanitation, safety, and health. Covers practical guidance in safe food handling.

HM 400 3 hours
Consumer Education Introduces the principles and factors relating to the quality, cost and durability of selected consumer goods, including resource management and protection aspects of income, as well as concepts of systems of economics. The economic aspects of consumer purchasing, including the understanding of intelligent buying of commodities.

HONORS COLLEGE (HONS)

HONS 110 2 hours
Freshman Honors Seminar Introduces beginning students to the university: its history, academic status, program requirements, guidelines for behavior and responsibility. Students learn the value of planning, using time wisely, thinking, speaking, budgeting and technology. They discuss the qualities of the Master Student as fundamental to learning, work, relationship, life and service.

HONS 112 2 hours
Career Awareness Focuses on early analysis of and preparation for vocation. Students research desired majors, prepare resumes, write sample employment letters, discuss video presentations of interviews, engage in interviews, sign up with and maintain contact with the Placement Center. Self-analysis, values, ethics, logic, critical thinking, and responsibility are emphasized.

HONS 220 3 hours
Man and Culture Surveys cultural development from the past to the present. It emphasizes man and established cultural institutions. Attention is given to interrelationship of individuals and society. The impact of the dynamics of cultural change on society is noted.

HONS 240 3 hours
Science and Society Provides an integrated approach to an understanding of how scientific principles affect individuals and society. Content includes the basic areas of science and mathematics. Attention is given to how scientific theories and natural phenomena relate to environment and individual welfare.

HONS 295 3 hours
Empowering Leaders Focuses on understanding the meaning and quality of leaders and leadership. Emphases are placed on how ethics relate to leadership qualities/to outstanding leaders. Qualities of outstanding leaders are discussed and analyzed.

HONS 300 3 hours
Honors Writing Laboratory Encourages students with latent creative abilities in writing to sharpen their knowledge and skills in literary production: both avocational and vocational. Writing styles are examined and samples are produced. Samples of various types of writing are critiqued.

HONS 310 3 hours
Cultural Diversity Focuses on understanding major cultural groups and their impact on National and International Relations. Attention is given to the cultural contributions groups have made to society. The pros and cons of cultural diversity are examined.

HONS 320 3 hours
Current Problems in Humanities and Sciences Focuses on a thematic, in-depth discussion of modern problems in the arts, humanities, and the sciences. Attention is given to life as a natural and a spiritual force. Discussions are designed to see the whole person as natural and spiritual.

HONS 410 3 hours
Books: Ideas Past, Present, and Emerging Employs a discussion of books as a bases for ideas: past, present and future and a force for change.

HONS 415 3 hours
Scholars and Service Highlights perspectives on knowledge and service as unifying forces in strengthening institutions in society.

HONS 440 **3 hours**
Honors Thesis Highlights strategies in the selection of topics suitable for an undergraduate thesis and discussion of thesis writing. Students may substitute departmental thesis. The components of a thesis are examined through sample models. Students prepare, submit and present a thesis.

HONS 450 **3 hours**
Independent Study Provides for individual desires and needs of students interested in a wide range of topics related to or stemming from projects, research, etc. The director meets with students to guide them in planning the independent study (based on a research design). The study must be completed in keeping with the plan, with an oral presentation and a written document.

HONS 460 **2 hours**
Honors Lecture Series Is a two hour lecture-forum series open to undergraduates, graduates and community citizens. It consists of a variety of topics on state and national concerns: Education, economics, environment, civic rights, crime, cultural diversity, family, health, social diseases, etc. Lectures include speakers from local, state, national and international areas.

HOSPITALITLY TOURISM MANAGEMENT (HTM)

HTM 201 3 hours
Basic Food Prep and Sanitation Covers the fundamentals of sanitation, safety, and health in hotels and restaurants. Emphasis will be placed on the causes and prevention of food poisoning. This course is designed for entry level students interested in the hospitality industry

HTM 222 3 hours
Introduction to Hospitality and Tourism This is an introductory course that exposes students to the broad scope of the hospitality/tourism industry. This course will examine career opportunities, the history of the industry, trends and developments in the lodging, travel & tourism and foodservice industries.

HTM 306 3 hours
Organizational Management and Procurement Focuses on instruction in the basic principles of food production and service management. Course will also cover functions such as menu planning, purchasing, storage, and beverage management. Emphasis will be placed on the managerial role in a food and beverage facility.

HTM 308 3 hours
Front Office and Property Management This course explores systemic approaches to front office procedures, reservations process and the billing and collection procedures. Front office simulation software will be utilized in this course.

HTM 309 3 hours
Travel and Tourism Management Introduces the broad field of travel and tourism. Tourist flow patterns; tourism statistics and role of package tours will be covered. The travel and tourism market in the State of Louisiana is surveyed.

HTM 312 3 hours
Facilities Design and Planning Covers the design and construction phase of hotel and restaurant facilities. Emphasis will be placed on the importance of thorough planning and informed decision-making during the design and equipment selection process. Field trip required.

HTM 352 3 hours
Housekeeping Management Covers principles and practices of good housekeeping management in the hospitality industry. Course will emphasize the importance of housekeeping in regard to guest satisfaction. Guest lecturers and field trip are included.

HTM 401 3 hours
Hospitality Law Explores the rights and responsibilities imposed upon a restaurateur or hotelier. Course will illustrate the potential consequences of failing to satisfy legal obligations. The duties to guest, ejection of undesirables, liabilities for personal injuries, damage, arrest and detention of offenders are topics discussed.

HTM 403 3 hours
Food Production and Catering Management Students enrolled in this course will be introduced to theories and guidelines in relation to catering and restaurant operations. Students will also learn and be evaluated on the following: food purchasing, marketing methodologies, menus, and budgets.

Students in this course will be required to cater at least one event. Prerequisites: HTM 222

HTM 410 3 hours
Tourism Management This course researches the organization and management of tourism in the United States and foreign countries. A study of the tourism industry focusing on: eco-tourism, tourism development, cultural/heritage tourism, tour companies, travel agencies, bus lines, government agencies, and tourism associations. Students will be able to promote and sell tourism/destinations. Prerequisites: HTM 200 or Junior Status

HTM 414 3 hours
Event Planning and Convention Management Students will be exposed to planning and executing special events, conferences, and meetings. Students will be exposed to venue selection, menu appropriateness, and legal issues faced by event planners when planning events. Prerequisites: HTM 200

HTM 455 3 hours
Current Issues in Hospitality Management Studies management problems in the hospitality industry including executive selection, training, organization, and finance, controls and long range planning. Recent developments and concerns related to management of hospitality operations is reviewed. Course includes industry guest lecture series. Prerequisite: HTM 222

HOTEL/RESTAURANT MANAGEMENT (HRM)

HRM 201 3 hours
Sanitation and Safety (Same as HM 212) Covers the fundamentals of sanitation, safety, and health in hotels and restaurants. Emphasis will be placed on the causes and prevention of food poisoning. This course is designed for entry level students interested in the hospitality industry.

HRM 222 3 hours
Introduction to the Hospitality Industry Surveys the history, organization, opportunities, and problems of the hospitality industry. The growth and development of the hospitality industry, with emphasis on lodging will be included. Industry guest lecturers and field trips are utilized.

HRM 302 3 hours
Professional Hospitality Lab Experiences Provides hands-on laboratory experiences in the operation of a hospitality facility. Course can be done on or off campus with advisor's consent. An extensive summary of lab experience required by student.

HRM 306 3 hours
Organization and Management of Food Service (FN 306) Focuses on instruction in the basic principles of food production and service management. Course will also cover functions such as menu planning, purchasing, storage, and beverage management. Emphasis will be placed on the managerial role in a food and beverage facility.

HRM 308 3 hours
Front Office Management Explores systematic approaches to front office procedures. Reservation process to the billing and collection procedures will be studied. The role of the front office manager is emphasized.

HRM 309 3 hours
Fundamentals of Travel and Tourism Introduces he broad field of travel and tourism. Tourist flow patterns; tourism statistics and the role of package tours will be covered. The travel and tourism market in the State of Louisiana is surveyed.

HRM 311 3 hours
Tourism Management Researches the organization and management of tourism in the United States and selected foreign countries. Significant trends and constraints affecting tourism management will be reviewed. Guest lecturers and field trips will be utilized.

HRM 312 3 hours
Facilities Design and Planning Covers the design and construction phase of hotel and restaurant facilities. Emphasis will be placed on the importance of thorough planning and informed decision-making during the design and equipment selection process. Field trip required.

HRM 313 **3 hours**
Proper Management and Maintenance Examines the essential components of efficient property management. Course will include energy management, equipment selection and maintenance. Maintenance department's contribution to guest satisfaction will be studied.

HRM 314 3 hours
Marketing the Hospitality Industry Explores the unique characteristics of marketing services as opposed to products. Principles and practices of marketing the services of the hotel and restaurant industry will be examined. Consideration of the

marketing concepts and methods leading to customer satisfaction with attention to internal and external stimulation of sales will be reviewed.

HRM 352 3 hours
Housekeeping Management Covers principles and practices of good housekeeping management in the hospitality industry. Course will emphasize the importance of housekeeping in regard to guest satisfaction. Guest lecturers and field trips are included.

HRM 400 6 hours
Professional Practicum Requires students to work with one company in the hospitality industry for a minimum of 360 hours. Students will be required to submit a report critiquing the operation of the position held. Successful completion of the report and 360 hours work requirement will be deemed a passing effort.

HRM 401 3 hours
Hospitality Law Explores the rights and responsibilities imposed upon a restaurateur or hotelier. Course will illustrate the potential consequences of failing to satisfy legal obligations. The duties to guest, ejection of undesirables, liabilities for personal injuries, damage, arrest and detention of offenders are topics discussed.

HRM 403 3 hours
Food Production Management (Same as FN 401) Provides food production experience. Principles and methods of preparing food in quantity are emphasized. Students will apply management theories in a food industry environment.

HRM 410 3 hours
Tourism Marketing Analyzes the development, application, and evaluation of current tourism marketing. Public relations techniques used in the marketing of the tourism product will be reviewed.

HRM 414 3 hours
Introduction to Meeting and Convention Management Provides a general overview of the meeting and convention management industry. General information about the industry is provided. Course will require the student to construct and attend local profession meeting.

HRM 417 3 hours
Convention and Trade Show Management Provides a comprehensive study of trade shows from both the buyers and sellers point of view. Topics will include wholesale and retail operations, transportation modes, and destination planning. Guest lecturer from the professional trade show industry will be included.

HRM 455 3 hours
Current Issues in the Hospitality Industry Studies management problems in the hospitality industry including executive selection, training, organization and finance, controls and long range planning. Recent developments and concerns related to management of hospitality operations is reviewed. Course includes industry guest lecture series.

HRM 456 12 hours
Semester Internship Prerequisite: 3.0 GPA in specialized course requirements to be considered for a semester internship. The requirements for the semester internship will include: 1) seven hundred-twenty (720) hours of supervised on-the-job training as a management trainee in at least three hospitality departments , and 2) a final report on three departments, including interviews department supervisors and an evaluation of their individual management styles.

HRM 457 10 hours
Internship Includes four hundred and eighty (480) hours of supervised on-the-job training. Students must train in at least two (2) hospitality areas. The course requires the submitting of a report on each work experience and the employer is required to submit performance evaluation.

HOUSING (HOUS)

HOUS 306 3 hours
Applied Art Explores the study and application of art principles in making various handicraft items for recreation, for use in the home, and for use as clothing accessories and for use in the early child care classroom. Elements and principles of art and design as related to the selection of accessories for the home and classroom are covered. The important role of color selection is emphasized.

HUMANITIES (HUM)

HUM 200 3 hours
African Culture Designed to familiarize the student with the culture of Africa. Its main emphasis is to assist the student in developing an appreciation of those cultures. Course is a study of African literature, art, music, and dance. African history and philosophical ideas are stressed.

HUM 201 3 hours
Western Culture The first four eras of Western Culture are the foci. The course begins with the Greek and develops chronologically through the Roman, Medieval, and Renaissance periods.

HUM 202 3 hours
Non-Western Culture Designed to deal with the East and Far East cultures of the world, the course is people-centered. It is an in-depth study of the activities of the people within their sociological setting. The concepts studied include moral values, aesthetics, humanitarianism, and human rights. Related philosophical ideas are stressed.

HUM 301 3 hours
Humanities of the South This interdisciplinary course is designed to help the student to become knowledgeable about the art, history, literature, and music of the South. The emphasis is on Louisiana.

HUM 350 3 hours
American Mythography Image and Reality in American Culture American culture has always been divided between the attractions of idealism and a healthy respect for the challenges of the real world. This course explores the effect of these sometimes opposing tendencies as revealed throughout our history.

HUM 507 3 hours
Proseminar An introductory course to graduate school writing. In this English proficiency course essay writings are divided into four kinds: research, analytic, critical, and interpretive. Frequent use of the computer labs is required. The student must earn at least a grade of "B" in the course.

KINESIOLOGY (KNES)

KNES 201 3 hours
Foundations of Kinesiology and Sport Reviews historical developments, current issues, professional organizations, career opportunities and certification requirements in physical education. Observation and participation experiences required.

KNES 214 3 hours
Techniques of Team/Lifetime Sports I Covers skills, techniques and strategies of selected individual, dual and team sports. Also covered are teaching methodologies, unit and lesson plans, group management and laboratory experiences. Observation and participation experiences are required.

KNES 215 3 hours
Techniques of Team/Lifetime Sports II A continuation of KNES 214, emphasizing the acquisition of basic skills and teaching strategies. Also included are the techniques of camping, backpacking, orienteering and outdoor programming. Observation and participation experiences are required.

KNES 221 3 hours
Psychological and Sociological Foundations of Sport Studies the psycho/social aspects of sport and coaching the high school-aged athlete. Emphasizes arousal and sport behaviors, anxiety and motor performance, intervention strategies, observational learning, aggression, leadership, team building, and the family and peer group influences. Prerequisite: KNES 201.

KNES 222 3 hours
Recreation and Intramural Sports Covers the philosophy, principles, and communication needs in Recreation and intramural sports as related to concepts of management and application to sport settings. Tournaments and competitive sports are covered.

KNES 301 2 hours
Elementary Strategies and Methods of Physical Education Features methods, materials, and techniques of teaching physical education in the elementary school. Laboratory experiences are required. Observation and participation experiences are required.

KNES 306 3 hours
Kinesiology Covers the analytical and mechanical analysis of movement through the study of the human muscular system. Prerequisite: BIOL 305.

KNES 307 3 hours
Coaching the Young Athlete Emphasizes the integration of sport science with sport management and coaching techniques as applied to coaching young athletes aged 6-18. Prerequisites: KNES 201, KNES 214, and KNES 221.

KNES 310 3 hours
Biomechanics Examined in the course are body mechanics applied to physical performance, analysis of specific performance skills and application to the instructional and performance processes. Laboratory experiences required. Prerequisite: BIO 305, KNES 306.

KNES 313 3 hours
Measurement and Evaluation in Physical Education Uses lecture, discussion, and demonstration methods to teach, analyze, and construct tests in physical education in the cognitive, affective and psychomotor domains. Observation and participation experiences required. Prerequisites: KNES 201, KNES 214 or KNES 215, and KNES 221.

KNES 316 3 hours
Physiology of Exercise Includes physiological responses and related body measures to exercise. Laboratory experiences will cover measurements of workload capacity, fitness levels, and cardiovascular and anthropometrics measurements. Prerequisites: BIOL 305 and CHEM 101.

KNES 317 3 hours
Methods and Strategies in Teaching Middle and Secondary Physical Education Covers different methods and strategies useful in teaching middle and secondary physical education. Content assessment and classrooms management and organization are featured. Observation and participation experiences are required.

KNES 319 3 hours
Motor Behavior Studies motor development, motor control, and motor learning related to human movement throughout their lifespan.

KNES 349 3 hours
Professional Accountability in Kinesiology Designed for those needing additional work involving kinesiology (pedagogy) content relating to the PRAXIS exam.

KNES 401 3 hours
Organization and Administration of Physical Education and Sport Discusses school organization and administration issues, policies, procedures and practices, including staffing, personnel evaluation, purchasing, equipment maintenance, fundraising, classroom management and public relations. Prerequisites: KNES 201, KNES 214, KNES 215, KNES 301, and KNES 317.

KNES 404 3 hours
Adapted Physical Activity Prepares teachers to plan, develop, implement and evaluate instruction and program designed to teach and serve the disabled. Terminology, equipment use and different teaching methodologies are also covered. IEPs will also be incorporated. Observation and participation experiences are required. Prerequisites: KNES 306 and BIOL 305.

KNES 411 0 hours
Level Test III Assesses retention rate of content covered in senior level courses satisfactorily completed in Kinesiology, pedagogy; Kinesiology, sport management; and Kinesiology, health promotion (Consult your advisor).

KNES 499 0 hours
Senior Comprehensive Covers preparation for subject field (i.e., pedagogy/ teaching, sport management and health promotions) competency based examinations. Enrollment is during the senior year.

LATIN (LATN)

LATN 101 3 hours
Elementary Latin This course is an introduction to the Latin language. Students will be introduced to the basic of Latin grammar as well as aspects of Roman culture through intensive reading/ translation and class discussion which will be supplemented by exercises found in the text. Throughout the semester students will acquire the skills necessary to read, analyze, and write simple Latin sentences.

LATN 102 3 hours
Elementary Latin Designed to further enhance student's skill in reading and translating the Latin language. Through intensive reading of the language, readings will be supplemented by class discussion as well as exercises located in the text. This course will also further enhance students' knowledge of Roman history and culture through the continued story of the Poet Quintus Horatius Flaccus.

LATN 201 3 hours
Intermediate Latin Completes a survey of advanced grammatical and syntactical issues while reviewing the basics and increasing vocabulary. The class will read unaltered Latin prose selections from such works as Pretronius' Satyricon, Apuleius', Pliny's letters, or the Vulgate that will lead to discussions of prose style, authorial intent, genre, and Roman cultural norms.

LATN 202 3 hours
Intermediate Latin An introduction to Roman poetry based on translation and close analysis of two books of Vergil's Aeneid, discussion of the entire poem read in English, practice in the scansion of Latin poetry, and further review of Latin grammar and syntax.

LOUISIANA EDUCATION CONSORTIUM (LEC/LECC/LECD/LECF/LECI/LECL)

LEC 100 1-15 hours
Cognate Class Course approved by advisor for a student to take other than required LEC.

LEC 716 3 hours
Problems and Issues in Curriculum and Instruction Analyzes and evaluates current curriculum concepts and designs as well as major trends in curriculum and instruction for K-12 settings.

LEC 717 3 hours
Grants Planning and Management Presents strategies to identify relevant funding sources at the local, regional, and national levels and to prepare, submit, and manage effective proposals.

LEC 718 3 hours
Principles and Practices in Instructional Supervision Presents and reviews strategies and techniques of supervising instruction. Models of supervising instructional programs are analyzed, interpreted, and evaluated.

LECC 705 3 hours
Decision-Making for School Improvement and Accountability Presents applied strategies and techniques involved in problem-solving behaviors. Models of decision-making are explored with emphasis on methods and involvement in decision-making.

LECC 706 3 hours
Communication and Collaboration in Problem-Solving Presents methods and styles of positive interpersonal communication and techniques and methods of conflict resolution utilized by administrators and faculty.

LECC 707 3 hours
Curriculum Theory and Design Focuses on school curriculum theory, design, revision, reform and critical issues.

LECC 708 3 hours
Models of Teaching Theories and Application Builds the requisite knowledge and skills for selecting and implementing various teaching models congruent with specific teaching and learning needs.

LECC 709 3 hours
Effective Teaching, Learning and Assessment Examines research-based theories and practices of teaching and learning, including diagnosing student needs and selecting appropriate learning strategies.

LECC 710 3 hours
Professional Development: Design and Implementation Focuses on analysis of the professional environment with emphasis on procedural strategies for professional development as evidenced by teaching, service, and research.

LECC 715 3 hours
Advanced Content Methodology and Techniques Analyzes and evaluates content-specific methods, techniques, and trends for early childhood elementary, middle, and secondary education.

LECC 722 3 hours
Instructional Design & Technology Integration Focuses on the design, development, implementation, and evaluation of instructional materials that are created according to instructional design principles. By applying the principles of instructional design learned in the course, students will have the knowledge, skills, and dispositions to solve instructional problems in educational settings.

LECC 723 3 hours
Brain-Based Education Designed to introduce doctoral candidates to the methods, procedures, and educational implications of brain-based research. This course contrasts current research findings to traditionally held theories and conjectures about brain functioning. Research will be connected to school improvement areas including student learning, the developing brain, cognitive and emotional competence in students.

LECD 778 3 hours
Advanced Research Design Specialized research design course which will provide students with the knowledge and skills needed to complete the dissertation prospectus. Course prerequisite is admission to candidacy.

LECD 799 3-12hours
Dissertation Grades of P (Pass) or NC (No Credit) will be awarded.

LECF 700 3 hours
Introduction to Doctoral Research Design Designed to extend the students' knowledge of and expertise in areas of research design, styles, and format of writing a dissertation as well as the use of graduate electronic resources and statistical analysis. Exposure to the LEC Handbook and LEC governing

processes are also covered. Prerequisite for LECF 701 and LECF 703.

LECF 701 3 hours
Applied Statistical Analyses Surveys procedures for using the computer in text editing, data management, and statistical processing of research data. Laboratory sessions are required. Prerequisite: LEC 700.

LECF 702 3 hours
Evaluation Theory and Practice Investigates the theories and practices associated with performance evaluation, focusing on individual, instrument, and program evaluation and the decision-making processes associated with each.

LECF 703 3 hours
Qualitative Research in Education Examines theories and methods of qualitative educational research, including ethnography, case studies, interview studies, and document analysis. Prerequisite: LEC 700.

LECF 704 3 hours
Sociocultural and Diversity Issues in Education Examines and analyzes sociocultural issues relating to the delivery of educational services in school districts with diverse student populations.

LECI 776 3 hours
Internship Seminar Taken concurrently with or prerequisite to LECI 777. The seminar provides opportunity to discuss and critique internship activities. Grades of P (Pass), F (Fail) or NC (No Credit) will be awarded.

LECI 777 3-6 hours
Doctoral Internship Provides a supervised on-site educational experience in curriculum, instruction, supervision, or administration. Grades of P (Pass), F (Fail) or NC (No Credit) will be awarded.

LECL 705 3 hours
Decision-Making for School Improvement and Accountability Presents applied strategies and techniques involved in problem-solving behaviors. Models of decision-making are explored with emphasis on methods and involvement in decision-making.

LECL 707 3 hours
Curriculum Theory and Design Focuses on school curriculum theory, design, revision, reform and critical issues.

LECL 711 3 hours
Making Connections: Theory, Research, and Practice Presents conceptual models used to define and explain learning organizations and the investigation of roles, strategies, and methods used by educational leaders.

LECL 712 3 hours
Organization and Administration of Schools Explores organization and administration of schools, including fundamental concepts of organization, administration, and management.

LECL 713 3 hours
Human Resource Development Analyzes and identifies theories of human resource development and exemplary models. Utilization of human resource information system technology is included.

LECL 714 3 hours
Law, Policy, and Ethics Presents educational policy processes in school administration and supervision, authority and responsibility, public policy, power structure, school boards, principalships, and superintendency roles.

LECL 720 3 hours
Building Effective Partnership Advanced study and application of leadership theories and skills to develop effective educational partnerships with public, civic, and government and community organizations, as well as the broader community.

LECL 721 3 hours
Leading Effective Teaching and Learning Develops candidate instructional leadership skills for analyzing effective teaching/learning behaviors, implementing leadership methods for staff development, and communicating multicultural awareness.

MANAGEMENT (MAN)

MAN 301 3 hours
Management Principles and Policies Studies the nature and fundamental principles and policies of business management, including organization, operations, external relationships, and total quality management (TQM). Prerequisite: GB 150.

MAN 302 3 hours
Management of Internet-Based Organizations Explores the characteristics of firms that adopt the virtual world/internet format. Attention is paid to the unique challenges faced by entrepreneurs and managers of cyber space-based firms in the areas of

planning, organizing, staffing, directing, and controlling. The course will introduce students to various tools and processes available to managers for coordinating the actions of employees and customers in a market place devoid of direct physical contacts. Prerequisites: MAN 301 and CIS 115.

MAN 305 3 hours
Organization Behavior Investigates the behavior of people within business organizations; special concentration on the environment within which organizations function, components of the behavioral unit, processes, interactions, and outputs of organizational behavior. Prerequisite: MAN 301.

MAN 306 3 hours
Organization Theory and Management Systems Studies organizations; functions, systems and contingency relationships; analysis of organization structure; formal and informal groups, communication, power and authority relationships; organizational changes; technology, conflict; organization environment; task, social and external relationships. Prerequisite: MAN 301.

MAN 310 3 hours
Management of Human Resources Emphasizes management's responsibility for the selection, utilization, and management of human resources since the individual is the key to successful management and operation of business enterprise. Prerequisite: MAN 301.

MAN 312 3 hours
Operations Management Emphasizes the planning, organizing, designing, controlling and analyzing of production activities in organizations. Emphasis is on the understanding of the processes and techniques which may be employed to solve the problems facing the production/operations manager. Prerequisites: MAN 301 and MATH 131 or MATH 147.

MAN 320 3 hours
Collective Bargaining and Industrial Relations Studies the labor movement and its impact upon management thought and practice. Topics include historical evolution, legal implications, collective bargaining, and current trends in labor and management relations. Prerequisite: MAN 310.

MAN 325 3 hours
Real Estate Management Provides an overview of the problems of managing real property, including analysis of retail markets, development of rent schedules, renting techniques, repairs, maintenance and tenant relations; selection and training of personnel; accounting, and owner relations. Prerequisite: MAN 301.

MAN 340 3 hours
Compensation Administration Introduces students to the techniques used to determine wage and salary rates and levels. The study will involve job analysis and evaluation, salary survey, incentives, merit and seniority payments, wage and salary controls. Prerequisites: MAN 310 and MATH 131 or MATH 147.

MAN 350 3 hours
Small Business Management Studies problems related to management, organization, nature and operation of small business enterprises. Special emphasis is placed on such managerial problems as personnel, location, marketing, production techniques, finance, accounting, and legal issues. Prerequisite: MAN 301.

MAN 360 3 hours
Supervisory Management Analyzes the basic managerial principles including a study of human behavior in the organization, the major contributors to management principles and a contrasting view of the classical and neoclassical organization theory. Prerequisite: MAN 310.

MAN 385 3 hours
Entrepreneurship Studies the procedure for starting and operating ones own business including: feasibility study methods for identifying an industry and product line for exploitation; developing business plans for dealing with such start up problems as financing, type of organization, location, government regulations, personnel selection and training, and management style; and developing strategies for ensuring the company's survival and growth. Prerequisite: MAN 301.

MAN 400 3 hours
Organizational Psychology Emphasizes a comprehensive introduction to industrial and organizational psychology. Primary emphasis is placed on research methodology and theories of human relations management in industrial organizational settings. Attention is also focused on the effect of the community on organizations. Prerequisite: MAN 301.

MAN 402 3 hours
Management of Service Organizations Provides a study and analysis of operations and management problems of service organizations, including nonprofit and profit entities. Prerequisite: MAN 301.

MAN 410 3 hours
International Business Provides a variety of approaches to the study of an increasingly globally interdependent business environment. Emphasis is on the applied and case-study aspects of how government and private economic policies are becoming globally interdependent; the cultural environment of international business; international dimensions of trade and financial management; the international dimension of business management; the international dimension of marketing; the international dimension of accounting, and the international dimension of the legal environment of business. Prerequisite: MAN 301. (Same as ECON 311).

MAN 420 3 hours
Strategic Management Focuses on synthesis of the principles of business management with emphasis upon the formation of business decisions and policies. The purpose of this course is to enable the student to draw on analytical tools and factual knowledge from all other courses in analyzing comprehensive business problems. Prerequisites: ACCT 202, CIS 215, FIN 301, MAN 301, MKT 301 and senior classification.

MAN 425 3 hours
Management Internship Provides supervised on-the-job managerial experience in business, industry or government institutions to management majors. A minimum of three contact hours during a regular semester week or eight contact hours during summer school week is required on the training site. A student is to be exposed to such managerial functions as planning, organizing, staffing, directing, and controlling during the internship. A student is allowed to take a maximum of three credit hours of Management Internship during their tenure at Grambling State University. The head of the department must certify both the assignment and the sponsoring organization before students can register for the internship. Prerequisites: GB 150; MAN 301.

MAN 430 3 hours
Independent Study Provides an opportunity to investigate an area of specialty under the supervision of a designated faculty member. Prerequisites: MAN 301 and consent of the advisor.

MANUFACTURING ENGINEERING TECHNOLOGY (MET)

MET 302 2 hours
Quality Control Discusses and applies basic principles of statistics to process and production control, quality assurance and reliability of products. Prerequisite: MATH 273.

MET 303 2 hours
Tooling System Provides an introduction to tooling system on basic machine tool processing for modern manufacturing systems. A study of tool design for special operations in conventional and computer-aided manufacturing systems is presented. Key factors with regard to tool design and selection will be discussed. Prerequisites: ETC 202/222.

MET 304 3 hours
Computer-Aided Design I Provides an introduction to the application of several modern computing techniques and technologies to mechanical engineering design processes. Includes practical exercises in using computer aided design software packages (AutoCAD/Solid Works). Prerequisites: ETC 306, ETC 208/228.

MET 401 3 hours
Computer-Aided Design II Provides practice in using Computer Aided Design software packages (AutoCAD/Solid Works/VBA) to solve complex machine design problems. Prerequisites: ETC 303/323, MET 304.

MET 402 3 hours
Introduction to CNC and CAM System Introduces computer numerical control concept and practice in CNC machine control. A study of processes used in computer aided manufacturing is also presented. Prerequisite: MET 304. Co-requisite: MET 422.

MET 403 3 hours
Engineering Production Analysis Introduces industrial plant operations; production planning and control, forecasting, analyzing inventory, production requirements, routing, scheduling. Other topics such as plant layout, material handling, material requirement planning, and linear programming are presented.

MET 404 3 hours
Computer-Integrated Manufacturing Studies processes used in automated manufacturing, with an introduction to computer programming and computer controlled machines to include AS/RS, Robotics control and Vision System. Prerequisite: MET 402. Co-requisite: MET 424.

MET 405 3 hours
Robotic Controls Introduces robotic control theory and robotics applications. Laboratory practice in

robotics programming and operations. Prerequisite: MET 301.

MET 422 1 hour
Introduction CNC and CAM System Laboratory Provides laboratory practice and demonstrations of CNC machine and CAM system. Co-requisite: MET 304.

MET 424 1 hour
Computer-Integrated Manufacturing Laboratory Offers laboratory practice and demonstrations of CIM system. Co-requisite: MET 404.

MARKETING (MAR)

MKT 301 3 hours
Principles of Marketing Introduces various factors in marketing such as channels of distribution, pricing, promotion and environmental forces involved in the flow of goods and services from production to consumption. Prerequisite: GB 150.

MKT 302 3 hours
Principles of Retailing An introductory management-oriented course which considers the basic decision areas in the retailing mix e.g. store location, pricing, advertising, merchandise planning and control, personnel and organization, and expense management. Prerequisite: MKT 301.

MKT 303 3 hours
Retail Store Management Studies how to manage and operate a retail establishment, including the study of buying, selling, inventory and credit control, advertising, pricing, and location analysis by participants in moving goods to ultimate consumers. Prerequisite: MKT 302.

MKT 306 3 hours
Business to Business Marketing Analyzes market structure, strategic behavior, motives of buyers and sellers, types of industrial products; pricing strategies; distribution channels; and promotion. Prerequisite: MKT 301.

MKT 307 3 hours
Physical Distribution Management Studies market forces which influence physical distribution requirements and capabilities. An investigation and analysis of the logistics of distribution systems for firms engaged in manufacturing and marketing will also be explored. Prerequisite: MKT 301.

MKT 309 3 hours
Introduction to Selling Studies the principles, procedures, and effective selling techniques. The course prepares students interested in a selling career for the next course in the sequence. Prerequisite: MKT 301.

MKT 310 3 hours
Sales Management Studies problems involved in managing a sales force (recruiting, selection, training, compensation, supervision, stimulation), sales planning (forecasting, budgeting, territories), sales analysis, and control. This course includes the responsibilities, preparation, duties, and qualifications of salespeople and some field work. Prerequisites: MKT 309.

MKT 312 3 hours
Consumer Behavior Examines the consumer decision-making process with contributions of the behavioral sciences to understanding and predicting consumer behavior in the marketplace. This course includes contribution of research techniques to understanding consumer purchasing and decision-making. Prerequisite: MKT 301.

MKT 315 3 hours
Retail Merchandising Studies activities involved in the buying and selling of merchandise to achieve the basic objectives of satisfying customers and making a profit. Topics to be covered include an analysis of markups, markdowns, inventory control, pricing, foreign buying, etc. Prerequisite: MKT 301.

MKT 330 3 hours
Electronic Marketing Introduces electronic marketing principles and practices. The course explains the foundations of online research and marketing and makes comparisons to traditional marketing processes. It focuses on the substitution of electronic marketing tools for traditional marketing tools and the establishment and promotion of virtual stores. Prerequisites: MKT 301 and CIS 115.

MKT 335 3 hours
Direct Marketing Introduces the concepts of the development and strategic use of the marketing database. Emphasis is placed on the collection and use of customer data to generate marketing strategies that are sharper, more focused, and more individualized (one-to-one marketing). Discusses the use of the marketing database to assist marketers in developing improved customer relationships within the context of concern for the privacy of customer data. Prerequisites: MKT 301 and CIS 115.

MKT 380 3 hours
Marketing Research Studies modern research methods applied to planning an investigation, questionnaires, sampling, interpretation of results and report preparation. The course includes research techniques for product analysis, motivation research, pricing, sales strategies, and advertising research. Prerequisites: MKT 301; GB 351.

MKT 401 3 hours
Principles of Advertising Provides an analysis of the principles and practices used in advertising and advertising media in the sale of goods and services. Prerequisite: MKT 301.

MKT 402 3 hours
Services Marketing Introduces the concepts of implementing quality service and selecting service strategies for competitive advantage across industries. Analyzes the applicability of services marketing to organizations whose core product is service (such as hotels, hospitals, professional services) and to organizations that depend on service excellence for competitive advantage (such as high-technology manufacturers, automotive and industrials products companies). Prerequisite: MKT 301.

MKT 405 3 hours
Marketing Problems Examines case studies of contemporary problems and issues in marketing from the firm's perspective of adjustment to market changes. Prerequisite: MKT 301.

MKT 410 3 hours
Marketing Management Provides an analysis of various marketing functions, duties and responsibilities of the marketing manager, and a study of activities involved in directing the flow of goods from production to the consumer. Emphasis is placed on strategic planning and analytical procedures for marketing decisions. Prerequisites: MKT 309 and MKT 312 and senior classification.

MKT 420 3 hours
International Marketing Studies the strategies and policies of the cultural, economic, social, and competitive influences on international marketing. Prerequisite: MKT 301.

MKT 430 1-3 hours
Independent Study Provides an opportunity to investigate an area of specialty under the supervision of a designated faculty member. Prerequisites: Senior classification, MKT 301, and the consent of the advisor and the department head.

MKT 435 3 hours
Retail Seminar/Internship Provides on-campus instruction on retail protocol, proper dress, and work habits for 1-2 weeks. On-the-job experience will be required for a period of 8-10 weeks. Students will report to an on campus supervisor periodically to determine the relevancy of work assignments. Prerequisites: MKT 301 and the consent of the advisor and the department head.

MKT 436 3 hours
Sales Seminar/Internship Examines cases relating to sales problems, interviews with experienced sales people, visits to sales job sites, and in-class lectures by salespeople. Students will be required to make at least three formal sales presentations demonstrating different levels of sales. Prerequisites: MKT 301 and the consent of the advisor and the department head.

MASS COMMUNIATION (MC)

MC 100 3 hours
Introduction to Mass Communication Studies mass media systems in the United States and their role in American society. The course will consist of lectures and readings on history, economics, and functions of American mass communication systems. This is a foundation course that will help students to choose an area of concentration.

MC 103 3 hours
Introduction to Multimedia Journalism This introductory course is a combination of lecture and basic journalistic writing. In addition to working to enhance their writing, reporting, interviewing, and editing skills, students will also learn about the evolutionary and convergent media trends percolating the field of journalism.

MC 225 3 hours
Mass Media Writing and Editing Reviews the fundamental principles of information-gathering, writing, editing and reporting for the mass media-print and broadcast. The different styles and approaches to writing and copy-editing for the media will be examined with emphasis on practical assignments. Prerequisite: MC 100.

MC 226 3 hours
Newswriting and Editing The course consists of studies of theoretical, strategies, and intensive practical work in newswriting and editing for various forms of media.

MC 230 3 hours
Social and Mobile Media The course is a combination of lecture and practical exercises with digital delivery of news content with social and mobile media. Emphasis is placed on staying abreast of the ever-changing landscape of the digital world.

MC 240 3 hours
Broadcast News Writing Examines the skills, techniques, and challenges of writing broadcast news. Style issues are covered extensively. Along with complete coverage of fundamentals, up-to-date examples of news copy and scripts are presented. Students will also be introduced to the structure and functions of the typical radio and television news departments. Prerequisite: MC 100.

MC 245 3 hours
Communication and Culture A study of the interrelationships between communication and culture. Emphasis will be on an analysis of influence of cultural elements such as language, religion, ethnicity, and value/belief system, on communication behavior.

MC 250 3 hours
Basic Photography Focuses primarily on basic operating techniques of the 35 mm camera. Students will use darkroom procedures for developing and printing black/white and color photos. Students will have access to the photography studio and the laboratory.

MC 260 3 hours
Audio Production Provides advanced instruction in audio production and offers challenging lab experiences. The focus is solely on audio production in traditional studio and desktop environments. Although digital and analog systems are covered, the emphasis is on digital technology.

MC 295 3 hours
Copyediting A study of copyediting practices. Editing of copy for various media, newsletters, online Web sites and in-house publications will be studied. Students will gain experience in copyediting, headline writing and page layout for the print media.

MC 303 3 hours
Communication Graphics Explores the history and philosophy of visual communication. Students will learn the basics of design in mass media graphics. Principles of typography, design elements, production, and semiotics will be examined.

MC 304 3 hours
Desktop Design Examines the theory and practical applications for in-house publications. Students will work on design and layout procedures used in mass media. Emphasis will be on computer-based design and layout with the use of Macintosh computers. Prerequisite: MC 303.

MC 308 3 hours
Internship Provides supervised professional training with a media organization, public relations firm, or news agency for a summer or semester. This course is designed to provide the student with an opportunity to apply academic training to practical situations. Prerequisite: MC 260, MC 295, MC 303, MC 330, or MC 333.

MC 310 3 hours
Specialized Reporting Studies advanced and specialized reporting methods for the media with emphasis on practice. Students will practice investigation, analysis, interpretation, and reporting on topics in specialized areas such as government, business, and industry. They will gain practical experience by working on The Gramblinite and community newspapers. Prerequisite: MC 295.

MC 315 3 hours
Writing and Style for Mass Media Provides opportunities for students to study precise, concise, and effective writing stressing clarity, good grammar, and proper language. Students will get an in-depth approach to master grammar and writing skills through application. Prerequisites: MC 225 and ENG 213.

MC 320 3 hours
Sports Writing Techniques for coverage of all types of sports events including keeping the game statistics and box scores will be taught with emphasis on column writing and the duties of the sports desk. Practical experience will be gained by writing for The Gramblinite and community newspapers. Prerequisite: MC 295.

MC 324 1 hour
Newspaper Practicum Provides practical instructor-guided hands-on experience. Students will gain skills in writing, editing, layout, and design by working on the campus newspaper, The Gramblinite. They will serve as reporters, copyeditors, and layout personnel. Prerequisite: MC 299.

MC 330 3 hours
Single Camera Video Studies the techniques and disciplines of single camera video. Electronic news

gathering and field production will be examined. Video application, an introduction to the theory and techniques associated with online and offline editing, will be discussed and practiced. This course includes one credit hour of laboratory work. Prerequisite: MC 260.

MC 331 3 hours
Digital Video Editing Focuses on digital video editing in a desktop environment. The student is familiarized with the essential editing processes such as capturing and mixing sound. The aesthetics of video production are also covered extensively. Prerequisite: MC 260.

MC 333 3 hours
Principles of Public Relations Studies the role of public relations in modern society, business, and communication. It will include the study of history and development, public relations law, media relations, and public relations practice. The nature of communication, persuasion, and public opinion will be discussed.

MC 335 3 hours
Online Writing and Design Focuses on learning the steps to conceive, create, write and edit copy for the internet. The major emphasis will be on interactive thinking and application of relevant skills for effective online writing and design. Students will learn to plan, design and create a home page and a media site on the internet. Prerequisite: MC 225.

MC 336 3 hours
Media Ethics & Responsibility Takes a critical look at media-audience relationship and responsibility with regard to ethical issues. It also examines the role of the media in shaping public agenda and vice versa. Social, economic, and political dimensions of mass media will be examined. Students will study the media's role to inform, educate, and entertain.

MC 339 3 hours
Advertising Principles Examines the role of advertising in society. Advertising principles will include research, media and creative operations, basic concepts related to message creation, and agency-client relationships. Ethical responsibilities of advertisers will be studied.

MC 350 3 hours
Photojournalism Studies photographic journalism including single picture concept, documentation, and layout. Campus and community media are used for practical work. Prerequisite: MC 250.

MC 355 3 hours
Feature Writing Studies techniques and style of writing for various types of features for newspapers and journals. Feature writing includes a critical study and analysis of published features, and writing exercises. Assignments from this course will be considered for publication in The Gramblinite. Prerequisite: MC 295.

MC 360 3 hours
Advertising Creative Strategy Studies planning, creating, and producing of advertising copy and layout for the print medium. Creative aspects of print and broadcast media are studied. Synthesis of copy, art and typography, and design or visual is emphasized. Prerequisite: MC 339.

MC 365 3 hours
Broadcasting Programming Exposes students to the organizational set-up of a broadcast program department, the responsibilities and duties of the program director, other key programming personnel, and the relationships between the program department and other units of radio and television stations. Prerequisite: MC 330.

MC 370 3 hours
Broadcast News and Performance Assists students in developing a writing style appropriate for electronic media, mainly television and radio through exercises, lectures, and lab work. Techniques of news gathering, writing, editing and delivery of news will be studied. The emphasis is on the practical work of gathering, preparing and delivering news. The Television Center and the KGRM-FM radio station will serve as laboratories. Prerequisite: MC 240.

MC 404 3 hours
Publication Design Studies creative strategies for design. Layout and pagination for newspapers, magazines, advertisements and specialty publications will be examined. This is an advanced course in theoretical and practical aspects of publications design. Prerequisite: MC 303.

MC 409 3 hours
Communication Research Methods Examines communication research methods. Content analysis, readership, audience studies, sample surveys, and public opinion polls will be studied. Students will be exposed to challenging research ideas in communication. Prerequisite: Senior classification or consent of the instructor.

MC 410 3 hours
Blacks and the Media Examines the role of African-Americans in the media including the history, content, and the African-American perspective in both print and broadcasting. Students will study profiles of African-Americans who have made outstanding contributions to our society.

MC 415 3 hours
Broadcast Audiences and Research Examines various research methods used by professionals in the industry to understand audiences in order to attract them to their programming and more importantly, the advertisements in these programs. This course looks at the ways in which broadcast audiences are researched.

MC 435 3 hours
Web Media Practicum This course is a combination of advanced lectures and practical exercises in the design, creation, and maintenance of web pages and websites. Students will also learn how to critically evaluate website quality and coding and the importance of ethics in website standards. Culmination of the course includes a project in which students, design, update, and create content.

MC 444 3 hours
Communication Law Examines legal responsibilities of the journalists and the media. Constitutional and statutory guarantees for the protection of press freedom and federal regulations effecting the media will be studied. It also involves study of professional codes of conduct applicable to media practitioners. Prerequisite: MC 336.

MC 445 3 hours
Television Production Studies the theoretical application and practical use of television control room and studio with emphasis on set/stage design, lighting, camera operation, graphics, and videotaping. Various formats used for directing full facility projects with emphasis on switcher operation with special electronic and digital effects will also be studied. The Television Center will be used as a laboratory. This course includes one credit hour of laboratory work. Prerequisite: MC 330.

MC 446 3 hours
Public Relations Writing Studies planning and writing of public relations materials such as news releases, newsletters, etc. This course will examine readings and analyses of public relations cases. It will highlight procedures and techniques in government, corporations, nonprofit organizations, and international public relations. Prerequisite: MC 333.

MC 450 3 hours
Commercial Photography Studies photography illustrations for the advertising industry, magazines, and businesses. Products and live models are used as subject matter. Emphasis will be placed on hands-on experience in the photojournalism laboratory. Prerequisite: MC 350.

MC 455 3 hours
Editorial Writing Studies research for writing editorials, news commentaries, columns, and opinion articles for newspapers and magazines. This course will include critiquing of published editorials and articles. Class projects will include writing for the the Gramblinite and community newspapers. Prerequisite: MC 355.

MC 460 3 hours
Public Relations Campaigns Examines conceptualizing, planning, and managing of corporate and non-profit public relations campaigns. Problem-oriented case study approaches will be used to conceptualize and plan campaigns. The class will work on individual and group projects on developing campaigns. Prerequisite: MC 433.

MC 464 3 hours
Information Graphics Studies design and construction of quantitative and abstract information such as charts, graphs, and pictorial symbols in mass media. Emphasis will be placed on practical work. The graphics laboratory with Macintosh computers will be used for this class. Prerequisite: MC 454.

MC 470 3 hours
Broadcast Management Reviews the operational structures, procedures and pitfalls in the operation and management of electronic media businesses, including radio, television and cable. It provides students with specialized knowledge to perform the roles and responsibilities of broadcast management positions. Prerequisite: MC 365.

MC 471 3 hours
Senior Project Engages the student in one or several of the following types of activities: production, writing, editing, announcing, general field and studio production, reporting, etc. A committee of three broadcast faculty members will approve, oversee, and evaluate a substantive student project: a documentary, a series of image or promotional spots, and audience research project, etc. Prerequisite: MC 445.

MC 495 3 hours
Broadcast Practicum Tailors to the special interests of the student and the needs of the practicum site. The work of each student enrolled in the course is, therefore, unique. The course will engage the student in one or several of the following types of activities: producing, writing, editing, announcing, presenting general field and studio production, reporting, etc.

MC 500 3 hours
Graduate Orientation to Mass Communication Introduces students who do not have any background in mass communication to the structure and practices of the major mass media, legal and ethical issues, as well as the impact of the mass media on society.

MC 504 3 hours
Professional Journalistic Writing Designed to introduce students who do not have any background in mass communication to the structure and practices of the mass media, legal and ethical issues, as well as the impact of media on society.

MC 505 3 hours
Theories of Mass Communication Provides a broad review and intensive study of basic theories related to the processes and effects of mass communication. It will draw extensively from the behavioral sciences literature. The course will also highlight the influence of the behavioral sciences on the theoretical foundations in communication.

MC 507 3 hours
Graduate Writing and Research Introduces students to writing and research skills required at the graduate level in mass communication. Special emphasis will be placed on library and online data search strategies in mass communication. Also to be emphasized are the interpretive, analytical, and evaluative thinking and writing skills required in the field.

MC 510 3 hours
Research Methods in Communication Introduces students to the basic concepts and methods of scientific inquiry with emphasis on developing and narrowing a research topic, data collection methods, and analysis. In addition to discussing the various research methods used in mass communication, students will also learn how research proposals are developed.

MC 512 3 hours
Applied Research Methods in Communication Emphasizes the fundamentals or foundations of quantitative methods of inquiry including design, data collection and analysis, hypothesis testing, writing and reporting research results. This course focuses on survey research, content analysis, and print/electronic media research.

MC 515 3 hours
Cross-Cultural Communication Focuses on issues of diversity, including ethnicity and gender, as they relate to groups in society and mass communication fields. Problems and issues involved in communicating across cultures, either interpersonal or through the media are examined.

MC 520 3 hours
History of Mass Media A survey of the evolution and development of mass communication in the United States. The focus will be on electronic media forms such as film, broadcast, recordings, and the Internet, as well as the print media such as newspapers, magazines, and trade journals. Their roles and impact on society and vice versa will be examined to give students a sense of the importance of the media in society.

MC 525 3 hours
Communication Law and Ethics Focuses on the legal issues affecting mass media with particular attention to social and political forces. First Amendment theories and the constitutional framework of the legal system will be explored. Students will be exposed to the fundamentals of constitutional and statutory guarantees for the protection of press freedom.

MC 535 3 hours
Perspectives of Intercultural Communication Students will study cultures and communication patterns of the peoples of different countries and regions of the world. The course focuses on communication-culture relationships with special emphasis on understanding the diversities in societies around the world.

MC 540 3 hours
Media Management Combines the study of management and communication theories to explain how modern-day media managers respond to organizational changes brought about by technology, media products, economy, and social forces such as political activism and consumerism.

MC 544 3 hours
Public Affairs Reporting A news-writing course that will serve as a spring board to expose students to reportorial techniques, including investigative reporting, news analysis and interpretation with

emphasis on coverage of governmental news of local, state and federal interest.

MC 548 3 hours
Online Journalism Writing and Research Emphasizes online writing, editing, and data search strategies. Internet, New Media, and legal issues will also be discussed. Students will be actively engaged in online search of databases to develop news stories, which will be checked for accuracy, credibility, and ethical considerations.

MC 550 **3 hours**
Opinion Writing Provides broad instructions and intensive practice in writing opinion pieces for print, electronic and online media on a variety of topics catering to student's areas of interest. It includes writing editorials, columns, critiques of art, music, etc.

MC 552 3 hours
Online Publications Covers both the technical skills, theoretical, and research implications of electronic information delivery mechanisms. Students will acquire basic technical knowledge of online publishing and demonstrate familiarity with major software products.

MC 555 3 hours
Communication and Technology Explores the transformation of communication processes within and between societies and cultures as a result of new communication technologies. Students will learn about the effects of technology on society and vice versa, as well as the implications of the expanding cyber cultures that defy national and cultural boundaries, as well as the social, political and economic gaps created by the digital divide.

MC 557 3 hours
Foundations of Public Relations Exposes students to the practical relationship of the history and theory of public relations to modern-day professional practice. Selected case examples will be studied to highlight the intertwining relationship of history, theory, and practice in the field.

MC 558 3 hours
Principles of Corporate Communication Students will be exposed to the internal and external modes of corporate communication. The course examines how corporations develop and use their communication channels to establish meaningful relationships with their customers. Corporate use of integrated communication methods will also be discussed.

MC 565 3 hours
Contemporary Issues in Radio and Television A critical analysis of contemporary mass media systems of the 21st century America, and a study of the relationships among the media, the individual, the group, society, and the culture.

MC 582 3 hours
Media Criticism A critical examination of the issues and problems confronting the media will be conducted in this course. Also, the various professional, societal, and economic forces that affect journalism; will be analyzed with special emphasis on the methods used by the media to reinforce or challenge dominant paradigms of class, gender, race, and disability.

MC 585 3 hours
Public Relations Management Examines the methods, processes, and channels used by corporations to communicate with their publics and how their communication is managed. The case study approach will be used to demonstrate how organizations manage their communication.

MC 590 3 hours
Comparative Media Systems Examines the media systems of selected countries across the world. Special emphasis will be placed on the nature of the relationship between the political ideology of a country and its media system. The course also covers issues related to international communication.

MC 594 1-3 hours
Professional Practicum This advanced level course is designed to reinforce the student's classroom experiences through exposure to a supervised corporate (profit or non-profit) work environment. Students will work in corporate settings and learn from professional communication specialists

MC 595 3 hours
Master's Thesis The course provides a culminating exercise in the graduate program that challenges students to identify a conceptual research problem, define, investigate, design, and develop it into an original research report.

MATHEMATICS (MATH)

MATH 099 3 hours
Basic Mathematics A one-semester course designed to reinforce and enhance algebra skills or teach these skills for the first time. The course includes the following with respect to algebraic expressions; identifying, simplification, and factoring, solving

equations and inequalities, graphing, and solving word problems. Computer Assisted Instruction (CAI), in the form of MODUMATH and MODUMATH ALGEBRA is an integral part of the course's overall instructional plan designed to strengthen the students' algebra skills, encourage self-monitoring activities and increase reasoning abilities.

MATH 131 3 hours
College Algebra Reviews fundamentals of algebra. Topics include linear equations and inequalities, quadratic equations, functions, relations and graphs, coordinate geometry, systems of equations and inequalities, matrices, determinants, exponential and logarithmic functions, complex numbers, theory of polynomial equations, sequences, series, mathematical induction, the Binomial theorem. Elementary probability and statistics are introduced. Prerequisite: A score of 380 or above on SAT (Math), or MATH 099, or a score of 16 or above on ACT (Math Comp.).

MATH 132 3 hours
Trigonometry Studies plane trigonometry and its applications to other fields. Trigonometric identities and equations, rectangular and polar coordinates, inverse trigonometric functions and their graphs are examined. Other topics include complex numbers, symmetry, and vectors. Prerequisite: MATH 131.

MATH 137 3 hours
Elementary Geometry Focuses on elements of plane geometry and analytic geometry, including ruler compass constructions, line and angle relationships, parallel lines, properties of triangles and quadrilaterals, circles, areas of polygons and circles, solid geometry, and analytic geometry. Prerequisite: A grade of "C" or higher in Math 131.

MATH 142 3 hours
Plane Analytic Geometry Focuses on properties and graphs of: straight lines, circle, parabola, ellipse, and hyperbola. Transformation from Polar to Cartesian coordinate system and vice versa. Prerequisite: A grade of C or higher in Math 132.

MATH 147 3 hours
Precalculus I Studies Elementary logic; Set operation; properties of real and complex numbers; algebraic expressions; equations and inequalities; functions and graphs; polynomials and rational functions; theory of polynomials; inverse functions; exponential functions; logarithmic functions; hyperbolic functions; systems of linear equations and inequalities; matrices and determinants; sequences; series; mathematical induction; coordinates and curves; special project. Prerequisite: A score of 17 or above on ACT (Math), or a score of 420 or above on SAT, or a grade of C or above in Math 099.

MATH 148 3 hours
Precalculus II Examines partial fractions; analytic geometry; right triangle trigonometry; trigonometric functions; trigonometric identities and equations; applications of trigonometry; polar coordinates; complex numbers and vectors. Prerequisite: A grade of "C" or higher in MATH 147 or a score of 20 or above on ACT (Math).

MATH 153 3 hours
Calculus I A course in differential calculus and studies limits and continuity of functions; Introduction to the derivative; techniques of differentiation; chain rule; implicit differentiation; differentiation of transcendental and inverse functions; applications of differentiation: concavity; relative extrema; maximum and minimum values of a function; applied maximum and minimum problems; anti-derivatives, and an introduction to the indefinite and indefinite integral. Prerequisite: A grade of "C" or higher in MATH 148 or a score of 22 or above on ACT (Math).

MATH 154 3 hours
Calculus II Focuses on integral calculus and covers the indefinite integral; sigma notation; the definite integral and the fundamental theorem of integral calculus. Applications of the definite integral include the area between two curves, volumes by disks, washers, and cylindrical shells, and the length of a plane curve. Other topics include integration by the method of substitution; integration of trigonometric, transcendental, and inverse functions; integration by parts, and integration by partial fractions; Indeterminate forms; Improper integrals; Infinite sequences and series; Taylor and Maclaurin series. Prerequisite: A grade of "C" or higher in MATH 153.

MATH 200 3 hours
Intro to Differential Equations and Linear Algebra Presents a qualitative analysis of differential equations after students have been exposed to derivatives and antiderivatives. The course offers an early introduction to both differential equations and linear algebra. Topics include first order ordinary differential equations, linearity and nonlinearity, vector spaces, matrix operations, determinants, eigenvalues, eigenvectors, and linear transformations. Prerequisite: A grade of "C" or higher in MATH 153.

MATH 201 3 hours
Calculus III A course in multivariable calculus and covers polar coordinates and parametric equations; vectors; functions of multi-variables; limits and continuity of multi-variable functions; partial derivatives; differentiability and chain rules for functions of two variables; directional derivatives; normal and tangent lines; planes to surfaces multiple integrals in polar and Cartesian Coordinates; Line and surface integrals; Greene's, Divergence, and Stokes's Theorems. Prerequisite: A grade of "C" or higher in MATH 154.

MATH 202 3 hours
Deductive Mathematics Studies various kinds of proofs; mathematical induction; logical inference; the method of exhaustion; the exclusion principle and mathematical structure. Thus this course will include surveys of: foundation of mathematics-logic, the axiomatic method (Some properties of axiom system and axiomatic approach to mathematics); sets, relations and functions; a glimpse of real numbers, integers and number theory; the kinds of infinity; Boolean Algebras; brief history of mathematics. Prerequisite: A grade of "C" or higher in MATH 148 or ACT (22) or higher.

MATH 221 3 hours
Modern Algebra I Examines-properties of integers, modular arithmetic, sets and relations, functions (mappings), mathematical induction and mathematics and proofs, complex and matrix algebra, and an introduction to algebraic structures: Group-finite and subgroups, cyclic groups, and permutation groups; isomorphisms, Cayley's Theorem and Automorphisms; Cosets and Lagrange's theorem; external direct products; Abelian groups. Prerequisite: A grade of "C" or higher in MATH 202.

MATH 273 3 hours
Probability and Statistics I Introduces students to analysis of data, descriptive and inferential statistics, measures of dispersion, probability laws and special probability distributions of random variables, sampling distributions and estimation, hypothesis testing involving one mean and one proportion, linear correlation and regression. Prerequisite: A grade of "C" or higher in MATH 131 or Math 147.

MATH 274 3 hours
Probability and Statistics II Focuses on inferences, involving two parameters, analysis of variance, non-parametric methods, chi-square applications, multiple regression and correlation analysis, time series and forecasting and index numbers. Prerequisite: A grade of "C" or higher in MATH 273.

MATH 301 3 hours
Real Analysis I Studies sets and functions; the rational numbers; the real number system; least upper bound; greatest lower bound; absolute value; Euclidean space; metric space; sequences and convergence in R; limits of functions; continuity; uniform convergence; space of continuous functions; compactness; fixed point theorem; differentiability; inverse and implicit function theorems; the Riemann-Stieljes integral; Infinite series; Elementary functions. Prerequisite: A grade of "C" or higher in MATH 201 and Math 221.

MATH 306 3 hours
Intro to Complex Analysis Studies the treatment of analytic function; Cauchy's integral theorem and integral formulae; power series; singularities; residues; and contour integrals. Prerequisite: A grade of "C" or higher in MATH 201 and Math 221.

MATH 307 3 hours
Intro to Modern Geometry Provides foundations of geometry. The course covers systematic survey and topics in Euclidean, hyperbolic, transformation, projective, and three-dimensional geometries that are consistent with the recommendations of the National Council of Teachers of Mathematics (NCTM). The course also covers historical development in Geometry that includes the contributions of diverse cultures and underrepresented groups. The prerequisite is a grade of "C" or higher in MATH 201.

MATH 309 3 hours
Intro to Linear Algebra Analyzes systems of linear equations and their solutions; algebra and geometry of finite dimensional vector spaces; linear transformations and their corresponding matrix relative to some basis; determinants; the algebra of matrices; Some concepts of eigenvalues, eigenvectors, and quadratic forms. Prerequisite: A grade of "C" or higher in MATH 221.

MATH 313 3 hours
Modern Mathematics for Elementary Teachers Studies algebraic structure of the number system; algebra of sets and logic; systems numerations; systems of rational, real and complex numbers; relations and functions; modular systems; probability and statistics; introductory algebra; and intuitive geometry. Prerequisite: A grade of "C" or higher in MATH 131.

MATH 315 3 hours
Mathematics for Middle School Teachers I Focuses on problem solving as a method of inquiry

and applications from within and outside of mathematics. Communications of mathematical ideas in written and oral forms using language and symbolism of mathematics are utilized. Hands on activities with manipulatives are the major mode of instruction. Calculators and computers are used in the problem solving process. Topics included are: number systems through rational numbers; informal geometry (mensuration, graphing, geometrical constructions, similarity and congruence); methods of teaching mathematics at the middle school level. Prerequisite: A grade of "C" or higher in MATH 132.

MATH 316 3 hours
Mathematics for Middle School Teachers II Focuses on problem solving as a method of inquiry and applications from within and outside of mathematics. Communications of mathematical ideas in written and oral forms using language and symbolism of mathematics are utilized. Hands on activities with manipulatives are the major mode of instruction. Calculators and computers are used in the problem solving process. Topics included are: real numbers system, elementary probability and statistics, coordinate geometry, number theory and methods of teaching mathematics at the middle school level. Prerequisite: A grade of "C" or higher in MATH315.

MATH 320 3 hours
Selected Topics in Mathematics I Provides an in-depth exploration of topics drawn from students' experiences based on their interest. Topics may be derived from a number of broad mathematics areas such as modern algebra, real analysis, topology, or applied mathematics. Prerequisite: A grade of "C" or higher in MATH 201 or consent of the department head.

MATH 323 3 hours
Modern Algebra II Introduces rings and fields – integral domains, Fermat's and Euler's Theorem, the field of quotients of an integral domain, polynomial rings, factorization of polynomials over a field; homomorphisms and factor rings; extension fields-vector spaces, algebraic extensions, geometric constructions, finite fields, additional algebraic structures. Prerequisite: A grade of "C" or higher in MATH 221.

MATH 335 3 hours
Operations Research Surveys linear programming; dynamic programming; transportation and network theory (PERT, traveling salesman and the shortest route problem), assignment problem; equipment replacement; scheduling problems; inventory control; decision theory; queuing theory; game theory and simulation; emphasis on methodology. Prerequisites: A grade of "C" or higher in MATH 309 and MATH 274.

MATH 345 3 hours
Introduction to Topology An entry level topology course in point set topology with elements of algebraic topology. The course reviews metric spaces; topological definition of limits and continuity; separation axioms; topological spaces; bases and neighborhoods; continuous mappings and homomorphisms; product spaces; Hausdorff spaces; compactness; and connectedness with applications to analysis and group theory. Prerequisite: A grade of "C" or higher in MATH 301.

MATH 350 3 hours
Mathematics Methods for Secondary Teachers Teaches mathematics methods and modeling for secondary education teachers (7-12 teaching grades). The course incorporates multiple strategies, compatible to National and State standards, to provide a broad exposure to teaching and learning mathematics. The course includes content specific methods. Learning activities involve discussions, demonstrations, presentations, hands on activities, alternative methods of learning and doing mathematics, modeling of real world problems, use of technology, and cooperative learning. The course emphasizes problem solving, reasoning, applications, and communications (graphical, symbolical, numerical, and verbal format). Prerequisite: A minimum grade of C in MATH 309 and CS 210.

MATH 371 6 hours
Cooperative Experience I Enhances competencies in one or more disciplines of applied mathematics and/or computer science through Cooperative Education Program with industry and government agencies. Its goal is to offer students opportunities to apply their knowledge in solving real-world problems. Students are also exposed to the corporate culture and develop soft skills in addition to technical skills. Industry teams, through an in-depth interview, recruit students. Prerequisite: Consent of the department head.

MATH 372 6 hours
Cooperative Experience II Enhances competencies in one or more disciplines of applied mathematics and/or computer science through Cooperative Education Program with industry and government agencies. Its goal is to offer students opportunities to apply their knowledge in solving real-world problems. Students are also exposed to the corporate

culture and develop soft skills in addition to technical skills. Industry teams, through an in-depth interview, recruit students. Prerequisite: Consent of the department head.

MATH 401 3 hours
Real Analysis II Reviews convergence theorems; Lebesgue integral and Fubini's theorem; elements of normed linear spaces and isomorphism; Banach and Hilbert spaces; and Fourier analysis. Prerequisite: A grade of "C" or higher in MATH 301.

MATH 403 3 hours
Differential Equations Examines types and origin of differential equations; techniques of solving first order differential equations; orthogonal trajectories in Cartesian and Polar Coordinates; Laplace transforms; applications of first order linear and non-linear differential equations; systems of linear and non-linear equation; techniques of solving higher order linear differential equations (both homogeneous and nonhomogeneous); Cauchy-Euler Equation. Prerequisite: A grade of "C" or higher in MATH 345.

MATH 404 3 hours
Fundamental Concepts of Mathematics Explores the axiomatic method; theory of sets; the linear continuum; groups; early developments; Frege-Russell Thesis; institutionalism; and formalism. Prerequisite: A grade of "C" or higher in MATH 323.

MATH 405 3 hours
History of Mathematics Reviews the development of concepts, symbols and operations in arithmetic, algebra, and geometry. Also topics on the significance of history in the teaching and learning of mathematics.

MATH 407 3 hours
Vector Analysis Reviews basic vector operations; vector differentiation and integration with applications to selected topics in geometry and physics. Prerequisite: A grade of "C" or higher in MATH 201.

MATH 409 3 hours
Research in Mathematics Provides opportunity for students to pursue independent work. The purpose is to provide the depth in a chosen area of interest to the student. Prerequisite: A grade of "C" or higher in Math 201 and consent of department head.

MATH 410 3 hours
Modern Math for Secondary School Teachers Designed for basically in-service teachers. Topics discussed are taken from three main areas: arithmetic, algebra, and geometry. Prerequisite: A grade of "C" or higher in MATH 316 or consent of the department head.

MATH 418 3 hours
Intro to Theory of Numbers Examines divisibility of integers; congruence; quadratic residues; distribution of primes; continued fraction; and theory of ideals. Prerequisite: A grade of "C" or higher in MATH 153 and Math 221.

MATH 420 3 hours
Selected Topics in Mathematics II Studies multiple integration in dimension; Jacobian and change of variables in multiple integrals; Improper special functions (Beta, Gamma), Stirling's formula; Lagrange's multipliers; generating function and Laplace transforms; difference equations; introduction to partial differential equations. Prerequisites: A grade of "C" or higher in MATH 201, 320, and MATH 403.

MATH 421 3 hours
Numerical Methods I Reviews roots of polynomials and transcendental equations; theory of polynomial equations; roots of polynomials using synthetic division and deflating polynomials; computations of functions using Taylor series; Interpolation and curve fitting; Numerical differentiation and integration; Introduction to solving set of equations; matrix notation; Gauss and Gauss-Jordan methods. Prerequisites: A grade of "C" or higher in MATH 201 and knowledge of a programming language.

MATH 440 3 hours
Projective Geometry Reviews extended planes; principles of duality; harmonic sets; cross ratio; invariance under projective transformations; projective theory of point and line; conics by synthetic methods. Prerequisite: A grade of "C" or higher in MATH 307.

MATH 446 3 hours
Numerical Methods II Introduces scientific computing; Techniques to solve ordinary differential equations (ODE); initial and boundary value problems; Modified Euler's method; Runge-Kutta techniques; Predictor-Corrector techniques to the solution of ODE; Error distribution methods. Prerequisites: A grade of "C" or higher in MATH 421 and knowledge of a programming language.

MILITARY SCIENCE (MS)

MS 101 1 hour
Introduction to Leadership Introduces the United States Army, including the Army heritage, values, decision making, mission, organization, branches, first aid, rappelling, map reading and land navigation.

MS 101L 1 hour
Introduction to Leadership Laboratory Provides re-enforcement of MS 101 lecture through practical exercise. Includes drill and ceremony, time management, first aid, rappelling, physical fitness and survival skills.

MS 102 1 hour
Introduction to Leadership Covers leadership principals and application. Focuses on Army fundamentals of leadership, military customs, land navigation, basic rifle marksmanship, first aid, and survival skills.

MS 102L 1 hour
Introduction to Leadership Laboratory Provides re-enforcement of MS 102 lecture through practical exercise: Includes drill and ceremony, land navigation, basic rifle marksmanship time management, organization, first aid, rappelling, physical fitness and survival skills.

MS 201 2 hours
Foundations of Leadership Phase I Examines the development of leadership dimensions and the study of land navigation, first aid, military history and small unit tactics.

MS 201L 1 hour
Leadership Laboratory A practical laboratory of applied leadership activities include drill and ceremony, land navigation, rappelling, rifle marksmanship, tactics, first aid, water survival, physical conditioning, and communications.

MS 202 2 hours
Foundations of Leadership Phase II Examines the application of leadership dimensions and the study of land navigation, first aid, military history and small unit tactics.

MS 202L 1 hour
Leadership Laboratory Provides a laboratory course to accompany MS 202. A practical laboratory of applied leadership activities include drill and ceremony, land navigation, rappelling, rifle marksmanship, tactics, first aid, water survival, physical conditioning, and communications.

MS 203 6 hours
Leadership Training Course Offers basic camp during the summer only, six weeks at Fort Knox, Kentucky. Provides the student with education and training covered in MS 101, 102, 201, 202. Qualifies student for enrollment in MS 301. Non-obligatory. Requires PMS approval. Paid for by ROTC. Student must have a minimum of 54 credit hours.

MS 301 3 hours
Tactical Leadership Studies military principles, small unit tactics, tactical communications and physical training. Includes participation in three day field exercises. Oral and written presentation techniques, drill and ceremony. Requires PMS approval.

MS 301L 2 hours
Leadership Laboratory Offers laboratory course to accompany MS 301. A practical laboratory of applied leadership activities include drill and ceremony, land navigation, rappelling, rifle marksmanship, tactics, water survival, physical conditioning, and communications.

MS 302 3 hours
Applied Leadership Studies military leadership small, unit tactics, tactical communications, small unit organizations, land navigation, basic rifle marksmanship physical training and branches of the Army. Three day field training exercises. Requires PMS approval.

MS 302L 2 hours
Leadership Laboratory Offers a laboratory course to accompany MS 302. A practical laboratory of applied leadership activities include drill and ceremony, land navigation, rappelling, rifle marksmanship, tactics, water survival, physical conditioning, and communications.

MS 303 3 hours
Leader Development Assessment Course Offered during the summer and is 33 days in length. This training is executed at the conclusion of your MS III year and focused on practical exercises in small unit tactics, land navigation, tactical operations, planning, and the opportunity to develop and demonstrate military leadership conducted at Fort Lewis, WA. Must be completed before commissioning. Attendance requires PMS approval. Prerequisites: 301 and 302.

MS 304 3 hours
Cadet Troop Leaders Training Offers training during the summer only. Three weeks of officer

training at a military installation. Provides the student with actual officer training experience at leading troops in tactical and garrison environments or situations. Requires PMS approval.

MS 305
Directed Study – Specialty School

MS 305 A 3 hours
Airborne School A three week school conducted at Fort Benning, Georgia. At Airborne school, students will train alongside Regular Army officers and enlisted men and women, as well as members of the other armed services, to jump from Air Force aircraft (C130 and C141). Upon completion of the course, soldiers will earn the coveted jump wings and be parachutist qualified! This course is extremely safe and boosts the confidence of all who have the opportunity to attend. Prerequisite: Contracted and or Enrolled Cadet, pass a physical exam and approval by the Professor of Military Science.

MS 305 B 3 hours
Air Assault School Air Assault School deals with making students qualified to conduct air assault (helicopter) operations. Proper sling load techniques, knots, and fast roping are among the topics covered. The school itself is 10 days long and also features a 12-mile foot march. The school is located at Fort Campbell, Kentucky, (home of the 101st Airborne Division Air Assault) or Fort Knox, KY. Instructors at the course are referred to as Air Assault Sergeants. It is open to both males and females. The school is composed of learning helicopter insertion techniques, rigorous training, and tedious packing lists. Prerequisite Contracted and or Enrolled Cadet, pass a physical exam, and approval by the Professor of Military Science.

MS 305 C 3 hours
Northern Warfare School Northern Warfare School Taught at the Northern Warfare Training Center in Fort Greely, Alaska. The course is designed to familiarize selected cadets with the skills required for movement in mountainous terrain and cold regions during summer months. Emphasis is placed on basic military mountaineering skills and river operations on the inland waterways. Prerequisites: Contracted and or Enrolled Cadet, pass a physical exam, and approval by the Professor of Military Science.

MS 305 D 3 hours
Mountain Warfare School Develops and conducts training for the Department of the Army in basic and advanced mountain warfare and cold weather skills and tactics to be employed by combat units during all climatic conditions; train supported units in mountain warfare and cold weather skills; to provide technical assistance and advice to supported units in the conduct of mountain operations; and train, equip, and maintain a high angle mountain search and rescue team. The purpose of the SQI "E" Course, Military Mountaineer, is to train soldiers in the specialized skills required for operating in mountainous terrain, under all climatic conditions, day and night. These courses teach soldiers how to use adverse terrain and weather conditions to their advantage as a combat multiplier. This aids in preserving the unit strength and combat power to achieve mission success. The ultimate objective is to teach Mobility. Prerequisites: Contracted and or enrolled cadet, pass a physical exam, and approval by the Professor of Military Science 400 Level courses are the capstone to the Army Military Science Professional Development. Prerequisites are required and approved by the Professor of Military Science.

MS 401 3 hours
Adaptive Leadership Phase I Serves as the first phase of the Capstone course prior to commissioning. This course explores administration, Army officers career management, military law, custom and courtesies, intelligence, applied management training, military professionalism, development, oral and written briefing techniques, training meetings, counseling, and military ethics. Students are assigned military leadership positions, concentrating on organizational planning, analysis, and execution. Prerequisites: Must have completed MS 301, 302, and 303.

MS 401L 2 hours
Leadership Laboratory Provides a laboratory course to accompany MS 401. A practical laboratory of applied leadership that is planned and executed by MS IV student (senior). Activities include drill and ceremony, land navigation, rappelling, rifle marksmanship, tactics, water survival, physical conditioning, and communications.

MS 402 3 hours
Adaptive Leadership Phase II Serves as the final capstone course for military science education prior to commissioning as an officer in the United States Army. Additionally, this course completes the leadership development process for cadets/students in the advanced course of military science who are pursuing an army commission as a Second Lieutenant. This course focuses on officership and leadership, to include: Functioning as a member of a military staff, proficiency in planning, analysis, and executing complex operations, training management,

and mentoring subordinates. Cadets will further examine and explore topics to include the military decision-making process, conduct a staff study, battle analysis, culture awareness, ethical decision making, and conduct activities to prepare for active duty to include administrative procedures, supply/maintenance, and participation in professional discussion forums with serving officers, noncommissioned officers, and ROTC Alumni. Prerequisites: Must have completed MS 301, 302, 303 and MS 401.

MS 402L 2 hours
Leadership Laboratory Offers a laboratory course to accompany MS 402. A practical laboratory of applied leadership that is planned and executed by MS IV student (senior). Activities include drill and ceremony, land navigation, rappelling, rifle marksmanship, tactics, water survival, physical conditioning, and communications.

MUSIC (MUS)

MUS 100 1 hour
Applied Instrument or Voice for Beginners Offers a preparatory course for freshmen with deficiencies in applied music. The course must be repeated until deficiencies are remedied before proceeding to MUS 111. Lessons will be 30 to60 minutes per week, depending on results of the initial audition.

MUS 101 2 hours
Basic Music Provides students with a foundation in the rudiments of music theory. It is required for those majors who do not pass the Theory Placement Examination, but is also open to non-music majors. It is a preparatory course for MUS 115 and 125.

MUS 103 2 hours
Voice Class Teaches basic vocal techniques involving quality, diction, range flexibility and agility, breathing, stage deportment and interpretation, primarily for non-voice majors. Elementary issional and literature are assigned for development and application of techniques. Non-music majors may be admitted with consent of the instructor.

MUS 104 2 hours
Voice Class Offers a continuation of MUS 103 with experiences in more advanced techniques and materials. Assignments are made in progressive fashion from intermediate to difficult. Prerequisite: MUS 103.

MUS 105 2 hours
Piano Class Offers a beginning piano course for all non-piano music majors. The course is the first of a sequence leading to fulfillment of the piano proficiency requirements. Basic piano skills; playing in five finger patterns, extended hand positions, shifting of hand position, sight-reading, and harmonizing are taught.

MUS 106 2 hours
Piano Class A continuation of MUS 105. Emphasis is on the skills introduced in MUS 105, but on a more advanced level. Prerequisite: MUS 105.

MUS 107 2 hours
Woodwind Methods Class Offers a required course for all Instrumental music education majors. Students receive instruction in accepted methods of tone production and embouchure building. Included is the discussion of common problems encountered by the beginning student.

MUS 109 2 hours
Percussion Methods Class Concentrates on methods and materials of instruction for prospective band directors. Students are taught the rudiments of playing melodic and non-melodic percussion instruments in the process. The course is required for all instrumental music education majors.

MUS 111/112 1 hour
Major Applied Instrument or Voice Provides an opportunity for students to select a major area of applied music and receives individual instruction of one hour lesson per week. In addition, weekly attendance at Recital Seminar is required. Prerequisite: Successful audition or completion of MUS 100 with the grade of "C" or higher. See Bachelor of Science curriculum; Bachelor of Arts curriculum.

MUS 115 3 hours
Harmony I Begins the study of Tonal Harmony in the "Common Practice" period of the eighteenth century. The musical materials involved are keys, intervals, triads, and chords that are fundamental and characteristic of this style period. Rules of harmonic progression are studied thoroughly in preparation for the ensuing courses, Harmony II through IV. This course is to be taken concurrently with . Prerequisite: Passing score on Theory Placement Exam or a minimum grade of "C" in MUS 101.

MUS 116 3 hours
Harmony II Offers a continuation of Harmony I; this course offers additional training in the harmonic

practices of the "Common Practice" period. It includes the study of embellishments, cadence functions, harmonic rhythm, and an introduction to dominant seventh chords. The course should be taken concurrently with MUS 126. Prerequisite: MUS 115.

MUS 117 2 hours
String Methods Class Teaches methods, practices, and materials of upper and lower string pedagogy to the prospective teacher. In addition, the rudiments of playing string instruments are emphasized. This course is for music majors only.

MUS 119 1 hour
Vocal Methods Class I Emphasizes the physical, mental, and acoustical aspects of singing in the preparation of voice teachers. Techniques of instruction in voice production and interpretation of scores is taught. This course is for music majors only.

MUS 120 1 hour
Vocal Methods Class II A continuation of MUS 119; this course is a comprehensive survey of the styles and performance practices in vocal literature from the Baroque to the 20th century. Students are assigned selections from the various periods according to voice classification. Prerequisite: MUS 119.

MUS 121 1 hour
Choir Requires participation in the choir for all vocal music education majors (7 semesters) and vocal/piano music performance majors (8 semesters). The focus is on the preparation and performance of choral literature, while providing a laboratory setting for prospective choral directors. Non-music majors are admitted by audition.

MUS 123 1 hour
Piano Class Consists of group instruction in piano, designed for non-music majors. Skills emphasized in the course include developing elementary reading and playing. Simple repertoire pieces are taught to reinforce these skills. This class is not open to music majors.

MUS 124 1 hour
Piano Class A continuation of MUS 123, for non-music majors. The skills previously taught are emphasized on a more advanced level. Prerequisite: MUS 123 or consent of the instructor.

MUS 125 1 hour
Ear Training and Sight Singing I A practical course for the development of skills in melodic, harmonic, and rhythmic reading, as well as aural perception. It is to be taken concurrently with MUS 115. Prerequisite: MUS 101 or passing score on the Theory Placement Exam.

MUS 126 1 hour
Ear Training and Sight Singing II Offers a continuation of MUS 125. The course expands on the skills developed in MUS 125 and should be taken concurrently with MUS 116. Prerequisite: MUS 125.

MUS 127 2 hours
Brasswind Methods Class Offers beginning instruction in methods of tone production and embouchure building for brass instruments. Included is the discussion of common mechanical problems that are encountered. There is a brief survey of the histories of the various brass instruments. This course is required for all instrumental music education majors.

MUS 129 3 hours
Basic Repair Shop Orientation Introduces students to standard equipment and materials necessary for maintenance and repair of band and orchestral instruments. In addition, it is a survey of the properties and functions of various woods, metals, fibers, and synthetics in instrument construction. The student is taught elementary methods of replacing certain parts of instruments.

MUS 131 1 hour
String Ensemble Focuses on the preparation and performance of literature for the string ensembles larger than the string quartet. Selections are progressive from very easy to difficult. Admission is by consent of the instructor.

MUS 135 2 hour
Basic Recording and Sound Lecture Consists of lectures on recording equipment, audio systems, their operation and maintenance. The fundamental theory of sound recording and reinforcement is surveyed in preparation for studio experiences. This course is to be taken concurrently with MUS 145. It is open to non-music majors.

MUS 137 1 hour
Basic Woodwind Repair I Concentrates on pad installation and regulation. In addition, remedies for common instrument failures are taught. General trouble-shooting for all woodwind instruments is the focus.

MUS 138 1 hour
Woodwind Repair II Laboratory A continuation of MUS 137; this course takes a hands-on approach to

correcting operational problems. The student is taught the complete overhauling of woodwind instruments. Prerequisite: MUS 137.

MUS 139 1 hour
Soldering: Soft and Silver Provides instruction on common types of soldering for valve instrument tubing and braces. The student also receives instruction in the repair and/or replacement of all metal parts. The complete disassembly and reassembly of these instruments is the final outcome of this course.

MUS 141 1 hour
Experimental Jazz Ensemble Performs stage band standards of the Swing and Jazz Eras. Students are also offered the opportunity to perform original, experimental compositions in these styles. Admission is by audition or consent of the instructor.

MUS 145 2 hours
Basic Recording Sound Laboratory Introduces the student to the equipment and procedures in the sound laboratory. Attention is given to sound recording operations and techniques. It should be taken concurrently with MUS135.

MUS 147 2 hours
Guitar Class Instructs the beginning guitar or bass guitar player on parts of the instrument, string tuning, correct playing positions and postures, left/right hand coordination, and reading notation. Additional instruction is given through CD-ROM and videotape.

MUS 149 1 hour
Guitar Ensemble Provides advanced guitar students with performance experiences. The repertoire consists of selections of the classical, neoclassical, contemporary, and popular styles. Prerequisite: Successful completion of two (2) semesters of Applied Guitar.

MUS 151 1 hour
Marching Band Emphasizes instrumental ensemble performance and band pageantry. Students who participate will perform at various parades, athletic events, and other performance venues. Admission is by audition or consent of the director.

MUS 152 1 hour
Concert Band Emphasizes instrumental ensemble performance in the concert setting. Literature of a variety of style periods is prepared and performed. Admission is by audition or consent of the director.

MUS 161 1 hour
Mixed Notes Studies and performs traditional, commercial music. This study includes in-depth analysis and synthesis of pop, rock, jazz, and blues styles. Admission is by audition.

MUS 171 1 hour
Opera Workshop Provides performance experiences in the opera repertoire, primarily for voice majors. Students have the opportunity to perform arias, scenes, and sections of operas. This involves both solo and ensemble singing in public performance. Admission is by audition or consent of the instructor.

MUS 181 1 hour
Symphonic Band Emphasizes the application of theoretical principles to instrumental ensemble performance. Students who participate will perform literature of a progressive nature, designed for their levels of performance. This course fulfills the major ensemble requirement.

MUS 191 1 hour
Symphony Orchestra Requires all string majors to take this course, either for credit or non-credit. Literature from the various style periods is performed, the emphasis being on symphonic forms. Participation fulfills the major ensemble requirement for music majors. Admission is by audition or consent of the instructor.

MUS 203 2 hours
Voice Class A continuation of MUS 103 and 104. It introduces the student to the critical, aural analysis of form and tonality. Emphasis is on the presentation of vocal literature of the Italian and German schools. Prerequisite: MUS 104

MUS 205 2 hours
Piano Class A continuation of MUS 106; this course emphasizes the development of skills in sight reading, transposition, and harmonization of melodies in the public school music class. The student must pass the Piano Proficiency Exam with a grade of "C" or higher to complete the course. Prerequisite: MUS 106.

MUS 211/212 1 hour
Major Applied Instrument or Voice Continues instruction in applied music for the sophomore year. Advanced Literature and technique are taught. Prerequisite: MUS 112.

MUS 215 3 hours
Harmony III/Counterpoint Expands the student's harmonic vocabulary to include dominant7th chords,

secondary dominants, and irregular resolutions. Problems in harmonic analysis and the topic of musical texture are examined. Studies the theory and compositional technique of 18th century counterpoint. Works of J.S. Bach will be examined and analyzed in detail. Primary focus includes the invention, the cannon, fugue, and choral forms. Prerequisite: MUS 116. Co-requisite: MUS 225.

MUS 216 3 hours
Harmony IV/Form and Analysis Studies ninth, eleventh and thirteenth chords, advanced modulations, modal alterations, chromatic alterations and possibilities of the Neapolitan sixth chord, raised supertonic and submediant seventh chord, secondary seventh chords, augmented fifth and diminished fifth chords, and augmented sixth chords. The course also includes an introduction to some parameters of twentieth century harmony. The course examines various techniques of analyzing form, texture, and style in music given to tonal structure, variation technique, and the process of periods. Prerequisite: MUS 215. Co-requisite: MUS 226.

MUS 217 2 hours
Functional Contemporary Harmony and Arranging Follows experiences in the analysis of harmony in popular music; the student will arrange in various forms for typical jazz/commercial ensembles. Finally, each student will prepare an original composition. Admission is by consent of the instructor.

MUS 219 3 hours
Music Appreciation for Non-majors Studies art music in the western world. Various Afro-American genres and performance practices are also studied. Specific forms and elements of music are taught, using the works of major composers of the principal style periods.

MUS 221 1 hour
Small Ensemble for Brasswinds Provides sight-reading and ensemble (duet, trio, quartet, etc.) performance experiences in literature for brass instruments. The development of skills in balance and blend in the small ensemble are also emphasized. Admission is by audition or consent of the instructor.

MUS 225 1 hour
Ear Training and Sight Singing IIIA continuation of MUS 126 and continues to develop aural and reading skills on an advanced level. It should be taken concurrently with MUS 215. Prerequisite: MUS 126.

MUS 226 1 hour
Ear Training and Sight Singing IV Offers the last course in the series and continues training on the most advanced level. It should be taken concurrently with MUS216. Prerequisite: MUS 225.

MUS 231 1 hour
Small Ensemble for Woodwinds Provides sight-reading and ensemble (duet, trio, quartet, etc.)Performance experiences in literature for woodwind instruments. The development of skills in balance and blend in the small ensemble are also emphasized. Admission is by audition or consent of the instructor.

MUS 235 2 hours
Intermediate Recording and Sound Lecture I Teaches "signal to tape" procedures and techniques. Students are introduced to variations in the design of processing devices, consoles, microphones, monitors, and related equipment. This course is to be taken concurrently with MUS 245.

MUS 237 1 hour
Basic Brass Repair I Instructs in the diagnosis and repair of minor problems. Various methods of dust and scratch removal, repair of broken parts, and decay prevention are taught. Prerequisite: MUS 313.

MUS 238 1 hour
Brass Repair II Laboratory A continuation of MUS 237; this course takes a hands-on approach to correcting operational problems. The student is taught the process of completely overhauling brass instruments. Prerequisite: MUS 237.

MUS 241 1 hour
Small Ensemble for Percussion Provides sight-reading and ensemble performance experiences in literature for various combinations of melodic and non-melodic percussion instruments. The development of skills of ensemble and synchronization of performance are emphasized. Admission is by audition or consent of the instructor.

MUS 245 2 hours
Intermediate Recording and Sound Laboratory I Provides students practical experiences in the techniques of producing a demo session in detail. They are taught the responsibilities of the producer and the engineer. In addition, attention is given to merchandising the final product. This course is to be taken concurrently with MUS 235.

MUS 251 1 hour
Small Ensemble for Strings Provides sight-reading and ensemble (duet, trio, quartet, etc.) performance experiences in literature for string instruments. The development of skills in balance and blend in the small ensemble are also emphasized. Admission is by audition or consent of the instructor.

MUS 261 1 hour
Small Mixed Ensemble Provides sight-reading and ensemble (duet, trio, quartet, etc.) performance experiences in literature of mixed instrumentations. The development of skills in balance and blend in the small ensemble are emphasized. Admission is by audition or consent of the instructor.

MUS 271 1 hour
Small Vocal Ensemble Provides sight-reading and ensemble (duet, trio, quartet, etc.) performance experiences in literature for the voice. The development of skills in balance, blend, and pitch in the small ensemble are emphasized. Admission is by audition or consent of the instructor.

MUS 281 1 hour
Project in Studio Recording Provides the student experiences in the application of recording techniques to produce one high quality project. Each project is done under direct supervision of the instructor. Admission is by consent of the instructor.

MUS 301 3 hours
Music in Early Childhood Education Offers a course specifically for students in early childhood education. They will have experiences in singing and playing melodic and percussion instruments that are appropriate for the early childhood setting. Emphasis is placed on how young children respond to music.

MUS 309 1-3 hours
Directed Study Offers directed study for only junior and senior students who may enroll with the consent of the Chairman of the Music Department. Students pursue special projects in performance, composition, or individual research under the supervision of faculty who are trained in the proposed area. Students may substitute this course of study for junior and senior level courses not being offered during the semester. Non-majors may enroll with consent of the department head.

MUS 311/312 1 hour
Major Applied Instrument or Voice Provides courses that continue instruction in applied music for the junior year. Literature and technique are taught on a more advanced level. Prerequisite: MUS 212.

MUS 313 1 hour
Instrumental Repair I Emphasizes restoring all instruments to satisfactory playing condition. This includes learning to make minute adjustments required to correct problems of leakage and pitch control. Admission is by consent of the instructor.

MUS 314 1 hour
Instrumental Repair II Emphasizes the successful disassembly and reassembly of three types of instrument by the student. Upon completion, the instruments must be in playable condition. Prerequisite: MUS 313.

MUS 319 3 hours
Music Appreciation for Music Majors Emphasizes the development of listening skills and the systematic study of masterpieces of music. A logical approach is made through the use of fundamentals of music. The course is required for all music majors.

MUS 321 3 hours
Music in the Elementary School Offers a course for elementary education majors. Emphasis is on the development of skills necessary for teaching music. Students are taught fundamentals of music, keyboard skills, appropriate methodology, and the playing of melodic and percussive instruments.

MUS 322 1 hour
Jazz Performance Seminar Provides experiences in performance from the legitimate "real book." Students will perform with recorded "rhythm sections." Prerequisite: MUS 331.

MUS 331 2 hours
Jazz Improvisation Provides the fundamentals, basic music materials, and conventional practices of improvisation. The student then has experiences in extemporaneous playing according to the norms of the jazz idiom. Prerequisite: MUS 217 and audition by the instructor.

MUS 332 2 hours
Advanced Jazz Improvisation Offers a continuation of MUS 331. The student will be exposed to a variety of improvisational techniques and performing experiences with the goal of developing his own improvisational style. Admission is by consent of the instructor. Prerequisite: MUS 331.

MUS 334 2 hours
Jazz Performance Repertory Exposes the student to music in live performance. The student builds a repertoire of selections in all popular styles of

jazz/commercial music that is currently important. Prerequisite: MUS 331.

MUS 401 2 hours
Music Education Explores the theories of teaching and learning major approaches to teaching music (Kodaly, etc.). The integration of music with other subjects is also examined. Appropriate teaching materials, music series, etc. are reviewed.

MUS 405 2 hours
The Business of Music Acquaints the young musician with the music business, production and merchandising. It provides the student with logical and practical information on composition, production, and legal protection of arrangements, etc. Admission is by consent of the instructor.

MUS 409 1 hour
Jazz Pedagogy Provides a methods course that examines various methods of teaching jazz performance. Future jazz educators are instructed in ways to examine, analyze, and categorize in the process of diagnosing the individual needs of the jazz student. Prerequisite: MUS 331.

MUS 410 2 hours
History and Development of Jazz Surveys the development of jazz from 1900 to the present. Outstanding innovators, composers, arrangers, performers and their music are studied. A secondary focus is the stylistic development of the period.

MUS 411 1 hour
Recital Preparation Offers the last course in applied music prior to actual presentation of the Senior Recital. Successful completion of the course is contingent upon passing the MUS 411 Jury with a grade of "C" or higher. The course must be repeated until the student passes the jury. Prerequisite: MUS 312.

MUS 412 1 hour
Senior Recital Provides a public performance that: 1) is thirty to sixty minutes in length, 2) consists of repertoire from four style periods, 3) has been approved by the instructor. At least one month prior to the anticipated performance, the student is required to perform a hearing before the Recital Committee and obtain its approval to proceed with the performance. Successful completion of the Senior Recital is contingent upon the evaluation of the Recital Committee at the time of the actual performance. Prerequisite: MUS 411.

MUS 415 3 hours
Music History before 1750 Provides a comprehensive study of the style periods from Antiquity to 1750. Included are visual and aural analyses of representative compositions as well as an examination of their relationships to the social and cultural backgrounds of each epoch. Prerequisite: MUS 319.

MUS 416 3 hours
Multicultural Music History Enables candidates to advance their knowledge and understanding of contemporary Euro-centric forms and styles of music and to include examples from African, Caribbean, South American, and Asian sources. It is a continuation of MUS 415.

MUS 417 3 hours
Orchestration and Arranging Teaches the skills of scoring music for small and large ensemble. The student will have experiences arranging for band, orchestra, and chorus. Special attention will be given to problems of transposing instruments and vocal ranges. Prerequisite: MUS 216.

MUS 421 2 hours
Instrumental Conducting Offers the student theoretical and practical experiences in conducting a variety of instrumental ensembles. Attention is given to conducting techniques, score reading, and interpretation. In addition, rehearsal preparation and techniques will be taught with practical, laboratory experiences conducting instrumental ensembles. This course is required for all instrumental music majors. Prerequisite: MUS 318.

MUS 424 2 hours
Choral Conducting Offers the student theoretical and practical experiences in conducting a variety of vocal ensembles. Attention is given to conducting techniques, score reading, and interpretation. In addition, rehearsal preparation and techniques will be taught with practical laboratory experiences conducting choral ensembles. This course is required for all vocal music majors. Prerequisite: MUS 318.

MUS 425 1 hour
Seminar Offers this course concurrently with student teaching. Featured is a discussion of trends and innovations in music education, along with problems in secondary school choral and instrumental programs relating to school and community needs. The course also prepares candidates for the music component of the PRAXIS.

MUS 427 2 hours
Band Director's Clinic Instructs in-service band directors on matters concerning band administration, conducting, arranging, charting, and festival preparation for various types of marching bands. In addition, training is given in the use of computer technology in arranging and charting shows. Summer session only.

MUS 428 3 hours
Jazz Form, Techniques, Analysis Workshop Examines and analyzes early stylistic developments in jazz, swing, be-bop, etc. The student will have experiences performing in these styles in a laboratory setting. There will be some opportunities for individual instruction and experimentation. Summer session only.

MUS 429 3 hours
Jazz Form, Techniques, Analysis Workshop A continuation of MUS 428. Contemporary, avant garde, and recent trends in jazz are examined and analyzed. Students will have similar laboratory and performing experiences. Prerequisite: MUS 428. Summer session only.

MUS 430 3 hours
Music Education Workshop Instructs in-service teachers on the elementary school level. Recent trends in methodology, new materials, and innovative techniques are explored. The course is an extension of MUS 321. Summer session only.

MUS 431 2 hours
String Institute Instructs in-service teachers with little or no prior experience in string pedagogy. Specialized instruction in string methods will be given enrollees. A summer ensemble will be formed to provide hands-on application of techniques. Summer session only.

MUS 432 2 hours
Summer Vocal Workshop Acquaints in-service teachers with fundamentals of vocal technique, literature, and styles of musical expression. Works from the Renaissance to the 20th century are explored, with emphasis on those of the English language. The course is also open to high school students and non-music majors. Summer session only.

MUS 433 3 hours
Computer-Assisted Musical Notation Offers practical experience in scoring for the small ensemble, as well as band, orchestral, and choral arrangements via computer notation software. Prerequisite: Consent of the instructor.

MUS 434 3 hours
Computer-Assisted Drill Design Prepares prospective band directors to use computer technology in the development of drills and formations for the marching band. Prerequisite: Consent of the instructor.

MUS 441 1 hour
Chamber Music Ensemble Prepares chamber music of assorted instrumentations for performance. Emphasis is on reading, balance, and blend in the small ensemble. Juniors and seniors of acceptable proficiency may enroll by audition or consent of the instructor.

NURSING (NUR)

NUR 120 3 hours
Computers for Nurses Introduces students to the use of computers in health care and educational settings for health professionals. The student will be introduced to basic word processing as related to nursing. Basic medical word construction will be presented in order for students to be able to communicate with other health professionals. There are three lecture hours per week.

NUR 125 0 hours
Computer Literacy Examination An examination is given to ensure students are proficient in basic computer skills. A practical examination requiring application of computer skills in word processing, database/spreadsheets, computer presentations, electronic/web-based searches, and use of email to transmit documents will be given. The examination will be scheduled at the beginning of each semester. Students who do not pass the computer literacy examination must take a computer course to meet the University and Board of Regents requirement.

NUR 201 2 hours
Introduction to Professional Nursing Introduces the philosophy, objectives and requirements of the School of Nursing. Also included is general nursing history, Grambling's School of Nursing history, and legal/ethical issues as they affect nursing. Professional nursing will be introduced as it is influenced by society and technology. There are two lecture hours per week. Prerequisite: Sophomore classification.

NUR 204 3 hours
Health Assessment Presents the proper sequence and techniques of assessment of the client. Students are presented with the skills necessary to identify selected abnormalities by use of interview and assessment techniques. There are two lecture hours and three laboratory hours per week. Co-requisite: NUR 206, 206K, NUR 207, NUR 208, and NUR 208K, or consent of the instructor.

NUR 205 3 hours
Principles of Pharmacology Provides an introduction to basic principles of pharmacokinetics, pharmacodynamics, and drug administration. Drug classification, mechanism of action and indications, as well as major adverse reactions, contraindications, and nursing implications are emphasized. There are three lecture hours per week. Prerequisites: BIOL 207, BIOL 207L, BIOL 208, 208L, CHEM 105/107, and CHEM 106/108 or consent of the instructor.

NUR 212 5 hours
Skills-Nursing Fundamentals An introduction to basic nursing concepts and skills. The course content includes main concepts related to nursing as a profession, including theories of wellness and illness, and often physiological, psychological, emotional, and social concepts necessary to the delivery of holistic nursing care through the utilization of nursing process. Students will be introduced to the concepts of protection, prevention and promotion of clients to reach an optimal level of health throughout the lifespan. Ethical and legal situations in nursing practice, research, communication, as well as needs for personal growth and self-awareness will be also included. Utilizing the nursing process, students learn the specific concepts underlying the psychomotor skills needed in the planning of nursing care addressing a client's cognitive, interpersonal, psychosocial and developmental needs, protection, safety and basic physiologic needs. Prerequisite: Admission to the Professional Nursing Program. Co-requisite: Current enrollment in NUR 212K.

NUR 212K 4 hours
Nursing Fundamentals Practicum This course introduces psychomotor nursing skills needed to assist individuals in meeting basic human needs, general concepts of health and nursing, and their applicability to clients of all ages located on the wellness portion of the well-illness continuum. Skills necessary for maintaining microbial, physical, and psychological safety are introduced along with skills needed in therapeutic interventions. The focus is on stages of development and maturation and the cultural influence on all age groups as a means of understanding how individuals meet their basic needs. The nursing process is introduced. Emphasis is placed on the development of basic nursing skills provided to individuals striving to maintain relative status of health as they perform their activities of daily living. At the conclusion of this course students demonstrate competency in performing basic nursing skills for individuals with common health alterations. Prerequisite: Admission to the Professional Nursing Program. Co-requisite: Current enrollment in NUR 212.

NUR 225 3 hours
Applied Nursing Pathophysiology Introduces the biological basis of disease processes. Basic concepts of pathophysiology are applied to assist in understanding specific diseases. Underlying etiology and development of diseases are presented to provide the foundation needed by nursing students to provide appropriate care to patients when they enter the clinical component of the nursing program. Both conceptual and systems approaches are used to present the pathophysiological knowledge. Prerequisites: BIOL 207, BIOL 207L, BIOL 208, BIOL 208L CHEM 105/107, and CHEM 106/108.

NUR 303 2 hours
Group Interaction Seminar II Allows students to function in the role of teacher, researcher, leader, and evaluator through groups and individual presentations. Emphasis is placed on the nursing process and roles of the nurse in providing health care for clients and families in wellness and illness states. There are two lecture hours per week. Pre-requisite: NUR 204, NUR 206, NUR 206K, NUR 207, NUR 208 and NUR 208K. Co-requisite: Enrollment in or completion of NUR 308 and NUR 308K.

NUR 305 2 hours
Group Interaction Seminar III Allows the student to demonstrate group dynamic skills as various topics are presented that relate to nursing interventions in the community and complex situations. Each student is expected to function in the role of teacher, researcher, leader, and evaluator during the preparation and presentation of assigned topics. There are two lecture hours per week. Pre-requisite: NUR 303, NUR 308 and NUR 308K. Co-requisite: Enrollment in or completion of NUR 312, NUR 312K, NUR 314 and NUR 314K.

NUR 308 6 hours
Adult Medical/Surgical Nursing I Introduces wellness and illness states in adult clients. Classroom lecture presents adult clients that have uncomplicated

illness and wellness problems. Nursing 308 will introduce the student to clients/patients who have problems with stress and adaptation, protective mechanisms, regulation, sensorimotor, nutrition, elimination, sexuality, and reproduction. Theoretical study in the nursing course is designed to aid the student in recognizing and helping patients adapt to the effects of illness. Co-requisite: Enrollment in or completion of NUR 303, NUR 308K

NUR 308K 4 hours
Adult Medical/Surgical Nursing I Practicum Introduces wellness and illness states in adult clients. Students apply knowledge gained from lecture and laboratory in supervised care of adult clients in various settings. Nursing 308K will introduce the student to clients/patients who have problems with stress and adaptation, protective mechanisms, regulation, sensorimotor, nutrition, elimination, sexuality, and reproduction. A family centered approach is utilized to interrelate theories and concepts, nursing process, and nursing practice. In addition, more advanced approaches to nursing diagnoses and interventions are included with foci on leadership, family, and group dynamics; health care planning; and utilization of community resources. The roles of the nurse as a professional who teaches, utilizes research, leads, and implements are discussed in relation to illness nursing. Subconcepts of skill development, communication, teaching-learning, and systems are studied in their significance to illness. Prerequisite: NUR 204, 206, 206K, 207, 208, 208K. Co-requisite: Enrollment in or completion of NUR 308.

NUR 310 2 hours
Transition to Professional Nursing Presents R.N. students the opportunity to explore and discuss topics, attitudes, skills, and behaviors which will aid in the transition to professional nursing. Students are presented the various roles of teacher, researcher, leader, and evaluator. Students discuss the changes in nursing and how they will be able to adapt to these changes. (RN students only)

NUR 312 3 hours
Adult Medical/Surgical Nursing II A family centered approach is utilized to interrelate theories and concepts, nursing process, and nursing practice. In addition, more advanced approaches to nursing diagnoses and interventions are included with foci on leadership, family, and group dynamics; health care planning; and utilization of community resources. The roles of the nurse as a professional who teaches, utilizes research, leads, and implements are discussed in relation to illness nursing. Subconcepts of communication, teaching-learning, and systems are studied in their significance to illness. Prerequisites: PSY 304, NUR 303, NUR 308, and NUR 308K. Co-requisites: Enrollment in or completion of NUR 305, NUR 312K, NUR 314 and NUR 314K.

NUR 312K 2 hours
Adult Medical/Surgical Nursing II Practicum A clinical nursing experience is provided in a variety of critical care, and other acute care settings. A family centered approach is utilized to interrelate theories and concepts, nursing process, and nursing practice. In addition, more advanced approaches to nursing diagnoses and interventions are included with foci on leadership, family, and group dynamics; health care planning; and utilization of community resources. The roles of the nurse as a professional who teaches, utilizes research, leads, and implements are discussed in relation to illness nursing. Subconcepts of skill development, communication, teaching-learning, and systems are studied in their significance to illness. Prerequisites: PSY 304, NUR 303, NUR 308, NUR 308K. Co-requisite: Enrollment in or completion of NUR 305, NUR 312, NUR 314 and NUR 314K.

NUR 314 3 hours
Psychiatric/Mental Health Nursing Focuses on maladaptive patterns of emotional and behavioral expression, which are studied in the context of a mental health continuum. Specific patterns included are: anxiety, withdrawal, affective, cognitive, and addictive disorders. A family centered approach is utilized to interrelate theories and concepts, nursing process, and nursing practice. In addition, more advanced approaches to nursing diagnoses and interventions are included with foci on leadership, family, and group dynamics; health care planning; and utilization of community resources. The roles of the nurse as a professional who teaches, utilizes research, leads, and implements are discussed in relation to psychiatric/ mental health nursing. Subconcepts of communication, teaching-learning, and systems are studied in their significance to illness. Prerequisites: PSY 304, NUR 303, NUR 308, and NUR 308K. Co-requisite: Enrollment in or completion of NUR 305, NUR 312, NUR 312K and NUR 314K.

NUR 314K 2 hours
Psychiatric/Mental Health Nursing Practicum A clinical nursing experience is provided in a variety of psychiatric settings. The focus is on maladaptive patterns of emotional and behavioral expression, which are studied in the context of a mental health continuum. Specific patterns included are: anxiety, withdrawal, affective, cognitive, and addictive

disorders. A family centered approach is utilized to interrelate theories and concepts, nursing process, and nursing practice care settings. The roles of the nurse as a professional who teaches, utilizes research, leads, and implements are discussed in relation to illness nursing. Subconcepts of skill development, communication, teaching-learning, and systems are studied in their significance to mental illness. Prerequisites: PSY 304, NUR 303, NUR 308, and NUR 308K. Co-requisite: Enrollment in or completion of NUR 305, NUR 312, NUR 312K and NUR 314.

NUR 350 3-6 hours
Independent Study Provides assistance for students that require additional study to enhance skills needed for success in the nursing curriculum. Students assist in determining their strengths and weaknesses and work with the professors to meet their individual needs. Both computer assisted instruction and laboratory practice as well as other methods are used to enhance the students knowledge.

NUR 403 2 hours
Group Interaction Seminar IV Focuses on both oral and written communication skills within large group settings. Students function in the role of teacher, researcher, leader, and evaluator through group presentations. There are two lecture hours per week. Pre-requisites: NUR 305, NUR 312, NUR 312K, NUR 314 and NUR 314K. Co-requisites: NUR 408, NUR 408K, NUR 410, and NUR 410K.

NUR 406 3 hours
Introduction to Nursing Research Introduces the principles relating to nursing roles in research. Students are presented with the basic concepts of nursing research. Each student critiques nursing research for the application to nursing practice. There are three lecture hours per week. Prerequisites: MATH 273 and all preceding courses required in the nursing curriculum. Co-requisites: NUR 407, NUR 412, NUR 412K, NUR 414, and NUR 414K.

NUR 407 2 hours
Critical Thinking in Nursing Examines and evaluates the nursing process in various client situations. Problem-solving and critical thinking as applied to the nursing process are the main foci. There are two lecture hours per week. Test taking skills are enhanced. Pre-requisites: All preceding courses required in the nursing curriculum. Co-requisites: NUR 406, NUR 412, NUR 412K, NUR 414, and NUR 414K.

NUR 408 3 hours
Child Health Nursing Students develop competencies and skills to manage health care of children experiencing potential and actual problems in fulfilling human needs and achieving biopsychosocial adaptation. Roles of the nurse in promoting health and adaptation for the child within the context of the family are emphasized in this theory course. Principles of growth and development are discussed in relation to issues along the wellness/illness continuum. Methods of providing holistic care to the child and family with an emphasis on health promotion, maintenance, restoration or support of death with dignity are discussed. Prerequisites: NUR 305, NUR 312, NUR 312K, NUR 314, NUR 314K. Co-requisite: NUR 403, NUR 408K, NUR410, and NUR 410K.

NUR 408K 2 hours
Child Health Nursing Practicum Students develop competencies and skills to manage health care of children experiencing potential and actual problems in fulfilling human needs and achieving biopsychosocial adaptation. Roles of the nurse in promoting health and adaptation for the child within the context of the family are emphasized in this clinical course. Principles of growth and development are discussed in relation to issues along the wellness/illness continuum. Methods of providing holistic care to the child and family with an emphasis on health promotion, maintenance, restoration or support of death with dignity are discussed. Prerequisites: NUR 305, NUR 312, NUR 312K, NUR 314, and NUR 314K. Co-requisite: Current enrollment or completion of NUR 403, NUR 408, NUR 410, and NUR 410K.

NUR 410 3 hours
Women's Health Designed to assist the student in acquiring knowledge and skill for the newborn and developing family. Characteristics of the developing family such as human development, human needs, especially sexuality are studied using the nursing process as the framework. Specific topics discussed are pregnancy, labor and delivery, care of the newborn and selected common gynecological problems. Physiological and psychological aspects of pregnancy including the stages of fetal development, labor, delivery and post partum care are reviewed. The concept of cultural diversity is included. Prerequisites: NUR 305, NUR 312, 312K, NUR 314, and NUR 314K. Co-requisite: Enrollment or completion of NUR 403, NUR 408, NUR 408K, and NUR 410K.

NUR 410K 2 hours
Women's Health Practicum Designed to assist the student in acquiring knowledge and skills for the newborn and developing family. Characteristics of the developing family such as human development, human needs, especially sexuality are studied using the nursing process as the framework. Specific topics discussed are pregnancy, labor and delivery, care of the newborn and selected common gynecological problems. Physiological and psychological aspects of pregnancy including the stages of fetal development, labor, delivery and post partum care are reviewed. The concept of cultural diversity is included. Prerequisites: NUR 305, NUR 312, NUR 312K, NUR 314, and NUR 314K. Co-requisite: Enrollment in or completion of NUR 403, NUR 408, NUR 408K and NUR 410.

NUR 412 2 hours
Community Health Nursing The community/ public health nursing portion of the course provides a theoretical basis for practice in the field of population health. Community/public health content explores public and private health care systems, epidemiology, chronic and communicable disease prevention and control, environmental health, emergency preparedness, and nursing care of community-based families and populations. Current trends and issues in local and national community health are examined. Prerequisite: All preceding courses required in the nursing curriculum. Co-requisite: Enrollment in or successful completion of NUR 406, NUR 407, NUR 412K, NUR 414, and NUR 414K.

NUR 412K 2 hours
Community Health Nursing Practicum The clinical portion of the community/public health course provides a basis for practice in the field of population health. Community/public health clinical experiences explore public and private health care systems, epidemiology, chronic and communicable disease prevention and control, environmental health, emergency preparedness, and nursing care of community-based families and populations. Prerequisites: All preceding courses required in the nursing curriculum. Co-requisite: Enrollment in or completion of NUR 406, NUR 407, NUR 412, NUR 414, and NUR 414K.

NUR 414 2 hours
Nursing Leadership and Management Introduces the student to the theory and practice of nursing leadership and management. The emphasis is on understanding the key skills employed by highly successful nurse leaders/managers such as thinking critically, communicating effectively, handling conflict, delegating successfully, building teams, controlling resources, improving quality, managing stress, and leading change. The application of the nursing process in various clinical settings is emphasized. Prerequisites: All preceding courses required in the nursing curriculum. Co-requisites: Enrollment in or completion of NUR 406, NUR 407, NUR 412, NUR 412K, and NUR 414K.

NUR 414K 2 hours
Nursing Leadership and Management Practicum Introduces the student to the skills and practice required of nursing leadership and management. The emphasis is on understanding the key skills employed by highly successful nurse leaders/managers such as thinking critically, communicating effectively, handling conflict, delegating successfully, building teams, controlling resources, improving quality, managing stress, and leading change. The application of the nursing process in various clinical settings is emphasized. Prerequisites: All preceding courses required in the nursing curriculum. Co-requisite: Enrollment in or completion of NUR 406, NUR 407, NUR412, NUR 412K, and NUR 414.

NUR 450 3 hours
Independent Study Provides assistance for students that require additional study to be successful on the Progression Exam. Students and faculty collaborate to determine areas of strengths and weaknesses to identify an individualized learning plan. Multiple learning activities are used to achieve positive learner outcomes.

NUR 500 3 hours
Writing Seminar for Professional Nurses An introduction to writing skills of nurses at the Graduate school level. Emphasis will be placed on interpretive, analytical, and evaluative thinking and writing skills. This is a preparatory course for writing required in nursing papers submitted for publication, research projects, and theses.

NUR 501 3 hours
Advanced Nursing Science Theory Exploration of the philosophical and theoretical foundations of nursing. The focus is on analysis of selected theories and concepts. Prerequisite: Admission to the School of Nursing Graduate Program.

NUR 503 3 hours
Advanced Nursing Research Introduction to the concepts and processes of research. Emphasis is placed on data analysis, critique, utilization, as well as issues of reliability and validity of measurement, the ethics of human inquiry and the dissemination of

findings. Prerequisite: Admission to the School of Nursing Graduate Program.

NUR 505 3 hours
Advanced Pathophysiology Presents the advanced human pathophysiological concepts in systems such as cardiovascular, pulmonary, neurologic, renal, and digestive. Emphasis is placed on mechanisms producing clinical manifestations for selected disease syndromes. Prerequisite: Admission to the School of nursing Graduate Program.

NUR 507 3 hours
Issues and Trends in Nursing Explores and evaluates contemporary issues and trends relevant to nursing practice. Emphasis is placed on issues and trends related to the roles of the professional nurse prepared at the master's level, with exploration of current changes in the health care system. Prerequisite: Admission to the School of Nursing Graduate Program.

NUR 510 4 hours
Women's Health Analysis of theoretical foundations and clinical concepts necessary for advanced nursing practice with female clients at risk for experiencing alterations in physiologic health. Includes directed field study time in a selected health care area. Prerequisite: NUR 505. Two hours lecture, two hours clinical.

NUR 512 4 hours
Pediatric Health Emphasis on prevention, monitoring, and restoring health for pediatric clients. Clinical experiences occur in various health care settings with approved preceptor. Prerequisite: NUR 505. Two hours lecture, two hours clinical.

NUR 514 4 hours
Adult Health I Analysis of theoretical foundation and clinical concepts necessary for advanced nursing practice of adult and geriatric clients. Includes directed field study time in a selected clinical area. Prerequisite: NUR 505. Two hours lecture, two hours clinical.

NUR 516 4 hours
Adult Health II Emphasis on prevention, monitoring, and restoring health for adult and geriatric clients. Clinical experiences occur in various health care settings with an approved preceptor. Prerequisite: NUR 505, two hours lecture, two hours clinical.

NUR 530 3 hours
Educational Foundations Explores the theoretical foundations of education with particular emphasis on the education of nursing students. Lectures, seminars, case studies, and simulations are planned to provide the student with theories, methods, and issues relevant to nursing education. Prerequisite: Admission to the School of Nursing Graduate Program. Co-requisite: NUR 535.

NUR 532 3 hours
Curriculum Development for Nurse Educators An exploration of curricular process within nursing education and its application to a variety of programs of nursing education. Seminar focuses on application of curriculum theory to curriculum formation, revision, and the application of conceptual frameworks within the curriculum. Prerequisite: NUR 530.

NUR 534 3 hours
Teaching Methodologies in Nursing Designed to provide teachers with skills and competencies based on research findings on effective teaching and instruction related to promotion of student academic achievement. Includes identifying, developing, and practicing instructional variables that effect teacher performance and student learning tasks. Prerequisite: NUR 530.

NUR 535 1 hour
Nurse Educator Role Designed to provide an introduction to the role of nurse educator in a variety of health care settings, including higher educational settings and various health care settings as nursing educational coordinator roles. The historical perspectives of nursing education are explored, as well as current and future practice trends. Prerequisite: Admission to the School of Nursing Graduate Program. Co-requisite: NUR 530.

NUR 536 3 hours
Practicum in Nursing Education Provides opportunity for application, synthesis, and evaluation of theories and principles of education. A change project provides the student with opportunity to utilize didactice information related to content development, outcome criteria, and teaching strategies. Directed teaching experiences are completed. Prerequisite: NUR 530, NUR 532, NUR 534.

NUR 540 3 hours
Nurse Practitioner: Advanced Health Assessment Introduction to the theoretical and clinical basis for advanced practice in the primary care of pediatric,

adult, and geriatric clients. Emphasis is on the prevention of illness and detection of acute and chronic illness for family populations. Clinical experiences occur in primary and long term care settings. Two hour lecture, one hour clinical. Prerequisite: Admission to the School of Nursing Graduate Program.

NUR 541 1 hour
Nurse Practitioner Role I Introduction to the legal and ethical role of the nurse practitioner. Included are the philosophy, objectives, and conceptual framework of practice. An analysis of current trends in the role of the nurse practitioner is included. Prerequisite: Admission to the School of Nursing Graduate Program.

NUR 542 4 hours
Nurse Practitioner: Advanced Health Management I Enables the student to make appropriate clinical judgments in the health care management for adult and geriatric clients in primary care. Emphasis is on monitoring, preventing, and restoring health for populations in rural and urban settings. Clinical experiences occur in primary health care settings with approved preceptors. Two hours lecture, two hours clinical. Prerequisite: NUR 540.

NUR 543 3 hours
Rural Health/Community Issues A critical analysis of rural and community health care issues including access to care, health care economics for rural and urban settings, cultural and sociological perspectives, and epidemiological factors affecting health prevention, promotion, and maintenance of the community. Emphasis is on the role of the nurse practitioner as a change agent, consultant, and advocate for rural and community health issues. Prerequisite: NUR 542.

NUR 544 4 hours
Nurse Practitioner: Advanced Health Management II Enables students to make appropriate clinical judgments in the health care management for women. Clinical experiences occur in primary health care settings with approved preceptors. One hour lecture, three hours clinical. Prerequisite: NUR 542.

NUR 545 3 hours
Family Dynamics Exploration of the theoretical bases for understanding family dynamics. Current issues which facilitate the evaluation of the family unit and their responses to actual or potential health problems are analyzed. Cultural, spiritual, ethnic, and developmental aspects of the family are explored. Prerequisite: NUR 542.

NUR 546 6 hours
Nurse Practitioner: Advanced Health Management III Emphasizes the role identification of the family nurse practitioner in providing health care management for infants, children, and adolescents. Clinical experiences occur under the direction of an approved preceptor in primary health care settings. Two hours lecture, four hours clinical. Prerequisite: NUR 544

NUR 547 1 hour
Nurse Practitioner Role II An evaluation of the roles of the advanced clinician. Also included is the development of strategies for transition to post graduate practice environments. Prerequisite: NUR 544.

NUR 548 7 hours
Nurse Practitioner: Advanced Health Management IV Emphasis on role acquisition of the family nurse practitioner in providing health care for clients of various ages across the life span. The focus on this course includes monitoring and evaluation of quality health care practices, as well as integration of organizational systems and protocols in the management of primary care needs of clients. Clinical experiences provide the student with the opportunity to demonstrate assimilation of the dimensions of advocate, case manager, and leader. Two hours lecture, five hours clinical. Prerequisite: NUR 546.

NUR 550 3 hours
Independent Study Provides the graduate nursing student an opportunity to investigate an area of specialty to enhance advanced nursing practice skills and knowledge under the supervision of a designated graduate nursing faculty member. Prerequisite: Permission of the MSN Program Director.

NUR 552 3 hours
Advanced Pharmacotherapeutics Presents a study of the pharmacodynamics and pharmacotherapeutics of drugs used in the management of acute and chronic medical conditions in primary care practices. Alternatives to drug therapies will be appraised. Prerequisite: NUR 505.

NUR 572 4 hours
Pediatric Nurse Practitioner: Advanced Health Management I A continuation of NUR 540 with emphasis on role identification of the pediatric nurse practitioner in providing health care promotion and

supervision for children from birth through adolescence. Students continue to enhance the professional role competencies of the advanced nurse practitioner and refine skills in the management of health promotion and supervision. Clinical experiences occur under the direction of an approved preceptor in pediatric and primary health care settings. Prerequisite: NUR 540.

NUR 574 4 hours
Pediatric Nurse Practitioner: Advanced Health Management II A continuation of NUR 572 with emphasis on role identification of the pediatric nurse practitioner in understanding principles of growth and development across the lifespan and to provide health care to children from birth through adolescence. Students continue to enhance the professional role competencies of the advanced nurse practitioner and refine skills in the management of health promotion and supervision. Clinical experiences occur under the direction of an preceptor in pediatric and primary health care settings. Prerequisites: NUR 572.

NUR 576 6 hours
Pediatric Nurse Practitioner: Advanced Health Management III A continuation of NUR 574 with emphasis on role identification of the pediatric nurse practitioner in providing health care management of children with acute and common illnesses. Students continue to enhance the professional role competencies of the advanced nurse practitioner and refine skills in the management of client wellness and illness states. Clinical experiences occur under the direction of an approved preceptor in pediatric and primary health care settings. Prerequisite: NUR 574.

NUR 578 7 hours
Pediatric Nurse Practitioner: Advanced Health Management IV A continuation of NUR 574 with emphasis on role identification of the pediatric nurse practitioner in providing health care management to children with chronic illness. Students continue to enhance the professional role competencies of the advanced nurse practitioner and refine skills in the management of client wellness and illness. Clinical experiences occur under the direction of an approved preceptor in pediatric and primary health care settings. Prerequisite: NUR 576.

NUR 580 3 hours
Research Project Integrates theoretical and empirical knowledge in the development of a research project. The research project is related to rural or urban health care needs for the nurse practitioner. Prerequisite: NUR 503.

NUR 590 3 hours or 6 hours
Thesis Integrates theoretical and empirical knowledge in the development of a thesis. The course may be continued once for credit. Prerequisite: NUR 503.

NUR 599 0 hours
Comprehensive Examination A written and/or oral comprehensive examination of program content. Pass or fail.

PARALEGAL STUDIES (PL)

PL 201 3 hours
Introduction to Law and the Paralegal Profession Introduces law, paralegalism, and the American legal system. The nature, function, and role of law, and the role of paralegals in the legal system, including ethics, regulations, and professional responsibilities are addressed. An overview of the practical skills and basic legal concepts needed by paralegals is presented.

PL 211 3 hours
Criminal Law Practice and Procedure Presents the fundamentals and practical aspects of federal and state criminal law and procedure. Students are taught how to prepare criminal cases for trial; the limitations on criminal law and procedure imposed by the U.S. and state constitutions; the criminal process from arrest to the post-conviction stage; the preparation of criminal law forms and pleadings; and the collection and preservation of evidence.

PL 221 3 hours
Legal Research and Writing I Introduces legal research and writing. This course introduces the student to primary and secondary research sources, research techniques, citations, and the tools of legal research. The student learns how to use federal and state court reporters, court rules, Shepards Citations, digests, periodicals, annotated law reports, treatises, restatements, and encyclopedias; computer application in legal research; and basic legal writing and analytical skills.

PL 222 3 hours
Legal Research and Writing II Provides a sequel to PL 221 with emphasis upon legal writing, library use, and computer application, including WestLaw and LEXIS/ NEXIS. Students learn to prepare written legal documents (such as trial and appellate briefs), and proper citation form; the development of research strategies; and the examination of written legal arguments and their application to special legal problems and legal problem-solving.

PL 241 3 hours
Torts and Contracts Introduces law relating to civil wrongs and compensation for personal and property injury, such as intentional torts, negligence, defenses thereto, and appropriate remedies. Study of major areas of contract law, such as formation, types, interpretation, modification, assignments, enforcement, breach, and remedies.

PL 311 3 hours
Family Law Practice Examines the substantive law related to marriage, children, and property. Presented are the skills and techniques needed to interview clients, to prepare pleadings for dissolution, support, and division of property, and to prepare cases for trial. Students are also taught to supervise the progress of cases, to draft property settlements, and to trace assets. Students learn the tax consequences of support and division of property.

PL 321 3 hours
Civil Litigation I Introduces the civil litigation process in federal and state courts with emphasis upon the Federal Rules of Civil Procedure. This course will also examine various courts, jurisdiction, venues, causes of action, parties, client interviews, pleadings, specific pretrial motions, pretrial case preparation, trial advocacy, and the paralegal's role in the litigation process.

PL 322 3 hours
Civil Litigation II Provides a sequel to Civil Litigation I with emphasis upon the litigation process from discovery to trial and appellate review. Specifically, the course will examine investigation and discovery, mediation, alternative dispute resolution, expert witnesses, trial preparation, post-trial motions, the appellate process and the paralegal's role in the litigation process.

PL 361 3 hours
Law Office Management Examines the organization and efficient operation of the law office. Students are introduced to management concerns in the law office. These concerns include office structures and systems, accounting and billing procedures, hiring, scheduling, management of non-attorney personnel, information storage and retrieval systems, office equipment, management of the law office library, purchasing of law office supplies, and client relations.

PL 398 3 hours
Paralegal Internship I Offers a supervised practicum experience performed off campus in a professional legal environment for a minimum of one hundred (100) hours. Students are placed in legal organizations in which the organizations provide practical learning experiences and supervision, and the students provide worthwhile contributions to the legal organizations. If the student is employed prior to the internship, by the sponsoring organization, the sponsoring organization must assign the student to new areas and extend work hours by one hundred beyond those required in employment.

PL 399 3 hours
Paralegal Internship II Provides a sequel to PL 398 and consists of an additional 100 hours of on-the-job training in an approved legal setting. Authorization from the paralegal director is required for enrollment.

PL 411 3 hours
Corporations and Business Organizations and Practice Includes topics of sole proprietorships, partnerships, and corporations, including the formation and amending of Articles of Incorporation. Students are taught how to prepare drafts of stock certificates, maintain stock ledgers, draft resolutions, authorize dividends and stock splits. Students also study qualified stock option plans and agreements, buying/selling agreements, acquisitions and mergers, and registration statements.

PL 421 3 hours
Real Estate Law Examines the substantive and procedural aspects of real estate law and transactions. It includes conducting title searches and preparing preliminary title abstracts, title assurance, mortgages and transfers of ownership. Additionally, the requisition of deeds and leases; preparation of a preliminary opinion of title, real estate closing procedures, and preparation of documents for mortgages, foreclosures, recordings, and closings are also covered in this course.

PL 431 3 hours
Independent Study Permits students to conduct their own research project, improve their analytical skill development, and study in an area of law related to paralegal practice under the supervision of a faculty advisor.

PL 441 3 hours
Special Topics in Law Provides an advanced analytical and writing seminar addressing current trends in Paralegal practice, developing legal theories, ethical and social policy issues raised by human, scientific, and technological developments in the field of law. An analytical paper is required. Special Topics in Law is an advanced, intensive course to be taken by students nearing the completion

of their degree program. This is a capstone course for the Paralegal Studies Program.

PHILOSOPHY (PHIL)

PHIL 201 3 hours
Introduction to Philosophy Introduces basic questions of philosophy; the nature of philosophy and ultimate reality, sources of knowledge, and criteria for judgments in personal and social ethics and in religion.

PHIL 202 3 hours
History of Ancient Philosophy Covers the history of ancient western philosophy from the Pre-Socratics to the Stoic, with special emphasis on the works of Plato and Aristotle.

PHIL 203 3 hours
History of Medieval Philosophy Covers the history of medieval western philosophy from St. Augustine to Suarez, including Boethius, Anselm, Duns Scotus, Bonaventure, Aquinas, Ockham, and Roger Bacon.

PHIL 301 3 hours
Introduction to Logic Begins with the introduction to Aristotelian logic with emphasis on syllogistic procedures. Elementary symbolic logic with Venn diagrams and truth-tablets and beginning first-order quantification theory are also covered.

PHIL 302 3 hours
Ethics Examines major traditional theories of morality in order to develop principles of ethical criticism applicable to personal conduct and social institutions.

PHIL 303 3 hours
History of Modern Philosophy Covers the history of modern western philosophy from Bacon to Kant, including Destartes, Leibniz, Spinoza in the rationalist tradition, and Locke, Berkeley, and Hume in empiricist tradition.

PHIL 308 3 hours
Metaphysics Examines the general theories of ultimate reality from the early Greek naturalists through contemporary linguistic, ontological, and phenomenological schools of thought.

PHIL 309 3 hours
Epistemology Examines theories of knowledge and problems in the theory of knowledge, such as the nature of truth, rationalism versus empiricism, knowledge versus skepticism.

PHIL 313 3 hours
Contemporary Moral Problems Examines some of the fundamental problems in the contemporary moral arena. This course will deal with issues such as abortion, suicide, human rights, political and economic equality, discrimination, and capital punishment. The emphasis of the course will be a delineation of the principles which underlie contemporary resolutions of the related questions.

PHIL 405 3 hours
African-American Philosophy Examines the origin, growth, and nature of the social thought of African Americans related to the experience of black people in America.

PHYSICAL EDUCATION (PE)

PE 107 2 hours
Modern Dance Studies contemporary movement experiences in modern, jazz, ballet, and free-form dances. Laboratory experiences are required.

PE 113 2 hours
Tennis Reviews the fundamentals of the forehand, backhand, volley serve, and overhead. Instruction covers scoring, court dimensions, and equipment-of-use. Rules of application include USTA 3.5 to 4.5. Laboratory experiences are required. Prerequisites: PE 105 and PE 106 or teacher approved.

PE 120 2 hours
Martial Arts Covers the history of the sport, to include the basic fundamentals of martial arts for self- defense. Laboratory experiences are required.

PE 140 2 hours
Intermediate Martial Arts Covers the history of the sport, to include advanced techniques and procedures of martial arts for self- defense. Laboratory experiences are required. Prerequisite: PE 120.

PE 161 2 hours
Social Dance/ Square Dance Provides an introduction to the history and techniques of social dance and square dance. Basic social dance covers ballroom, folk, two-step, rumba, mazurka and poka. Square dance covers formations, transitions and patterns. Laboratory experiences are required.

PE 162 2 hours
Beginning Tennis to Intermediate Tennis Covers fundamentals of the forehand, backhand, volley, serve and overhead. Also covers the history, scoring, rules, regulations, court dimensions and equipment

used. Laboratory experiences are required. (USTA Beginner to 3.0)

PE 165 2 hours
Fundamental of Bowling Covers the techniques of the bowling stance, grip and approach, to include arm swing, posture and follow-through. Also covers history, rules, regulations, scoring and equipment used. Laboratory experiences are required.

PE 168 2 hours
Flag Football / Weight Training Covers flag football fundamentals of blocking, passing, receiving, punting and equipment used. Also covers history, rules, regulations, scoring, and field dimensions of flag football are discussed. Covers the basics of weight training and developing an individualized work-out plan, detailing safety. Laboratory experiences are required.

PE 170 2 hours
Physical Fitness and Wellness/Fundamentals of Basketball Covers fitness and wellness exercises. Covers the fundamentals basketball, including the history, rules and scoring. Laboratory experiences are required.

PE 171 2 hours
Aerobics/Physical Fitness and Wellness Features locomotor movement, rhythms and covers fitness and wellness exercises. Laboratory experiences are required.

PE 174 2 hours
Aerobic Dance/Square Dance Features locomotor movements and routines of aerobic dance; and formations, transitions and patterns of square dance. Also covers history, social aspects, and health benefits of dances. Laboratory experiences are required.

PE 176 2 hours
Beginning Tennis/Badminton Covers fundamentals of the forehand, backhand, volley, serve and overhead (USTA Beginner to 2.0). Covers badminton fundamentals of forehand, backhand, underhand strokes and serves. Also covers the history, scoring, rules, regulations, court dimensions and equipment used. Laboratory experiences are required.

PHYSICS (PHYS)

PHYS 109 3 hours
Fundamentals of Physics I Provides an algebra-based general physics course for majors of the life sciences. The course deals with a wide variety of applications to the life sciences. Course content covers mechanics, wave motion and fluids. There are three lectures per week. Co-requisite: PHYS 111.

PHYS 110 3 hours
Fundamentals of Physics II A continuation of PHYS 109. The course deals with a variety of applications to the life sciences. Content covers wave phenomena, optics, electricity, magnetism and in brief atomic and nuclear theory. There are three lectures per week. Co-requisite: PHYS 112.

PHYS 111 1 hour
Fundamentals of Physics I Laboratory Designed to accompany PHYS 109. This course includes laboratory experiments in mechanics, wave motion, and fluids. The class meets one two-hour period per week. Co-requisite: PHYS 109.

PHYS 112 1 hour
Fundamentals of Physics II Laboratory Designed to accompany PHYS 110. This course includes laboratory experiments in wave phenomenon, optics, electricity and magnetism. The class meets one two-hour period per week. Co-requisite: PHYS 110.

PHYS 120 3 hours
Foundations of Astronomy Designed for science and non-science majors, this course presents an integrated approach to basic astronomy and astronomical concepts. Basic science skills such as the scientific method are highlighted through astronomy. Astronomic concepts will include the following topics: Light and properties of light, lenses, astrophotography, and formation of the universe, galaxies, solar systems and planets.

PHYS 153 3 hours
General Physics I A calculus-based physics course, designed for physical science, mathematics and computer science majors. Course content includes mechanics and thermodynamics. Class meetings include three one-hour lectures and a one hour problem session period per week. These do not require separate registrations. Co-requisite: PHYS 153L.

PHYS 153L 1 hour
General Physics I Laboratory Designed to accompany PHYS 153, this laboratory course is designed to afford the student hands-on experience with the principles and laws discussed in the lecture course. Co-requisite: PHYS 153.

PHYS 154 3 hours
General Physics II A calculus-based physics course and a continuation of PHYS 153, this course is designed for physical science, mathematics and computer science majors. Course content includes electricity and magnetism and modern physics. Class meetings include three one-hour lectures and a one hour problem session period per week. Prerequisites: PHYS 153, PHYS 153L. Co-requisite: PHYS 154L.

PHYS 154L 1 hour
General Physics II Laboratory Designed to accompany PHYS 154, this laboratory course is designed to afford the student hands-on experience with the principles and laws discussed in the lecture course, Phys 154. Prerequisite: PHYS 153, PHYS 153L. Co-requisite: PHYS 154.

PHYS 208 4 hours
Physical Science Early Childhood Education/ Elementary Education Acquaints elementary and early childhood education majors with an innovative approach to the teaching of science in the lower grades. Emphasis on developing process skills and scientific literacy. Course content evolves from accepted national programs for elementary science and from student interest with major consideration being given to affective behavior.

PHYS 215 3 hours
Modern Physics/Optics An intermediate course for majors in physics. The course covers atomic structure and spectra; an introduction to relativity and the origin of quantum theory, the Hydrogen Atom, the periodic table, X-rays, molecular structure, and the molecules and solids, an introduction to statistical physics, semiconductor theory and devices, radioactivity, nuclear reactions, cosmic radiation, and interactions of radiation with matter, particle-wave relations, and ionizing radiation dose effects on living organisms, optics. Prerequisites: PHYS 153, PHYS 153L, PHYS 154, and PHYS 154L.

PHYS 304 3 hours
Thermodynamics An intermediate course covering the thermal properties of gases, liquids, and solids. The laws of thermodynamics and applications; the kinetic theory, and introductory statistical physics are included. Prerequisites: 153, 154.

PHYS 305 3 hours
Mechanics II An intermediate course in classical mechanics. Kinematics and particle dynamics in one, two, and three dimensions are covered. Central forces, Kepler and Rutherford problems, and applications of conversation laws of momentum and energy are included.

PHYS 306 3 hours
Mechanic II A continuation of PHYS 305. Topics covered are rigid body statics and dynamics, center of mass, moment of inertia, tensor algebra, and Lagrangian dynamics. Prerequisite: PHYS 305.

PHYS 313 3 hours
Mathematical Methods of Physics I An intermediate course in the mathematical methods of physics. Topics include the application of vector and matrix algebra, complex analysis, integral transforms ordinary and partial differential equations to physical problems. Prerequisites: MATH 153, 154. Co-requisite: MATH 403.

PHYS 314 3 hours
Mathematical Methods of Physics II A continuation of PHYS 313. Topics include Fourier series, ordinary differential equations, gamma, beta, and error functions, Sterling's Formula, Legendre polynomials, set of orthogonal functions, partial differential equations, functions of complex variables, integral transforms, and probability.

PHYS 350 3 hours
Electronics An advanced lecture course in electronics. The course will augment the student's comprehension and further their electronic circuit design skills. Course will complement PHYS 323, 324.

PHYS 400 3 hours
Electronic Properties of Materials An advanced materials science course for physics and chemistry majors. Topics discussed include the electronic structure of matter and its relation to the important physical and chemical properties of matter. Prerequisites: PHYS 153, 154, CHEM 111, 112, and MATH 403.

PHYS 401 2 hours
Advanced Laboratory An advanced laboratory course in Physics, this course covers experimental techniques in basic electronic and electronic instrumentation in both analog and digital electronics. Prerequisite: PHYS 350.

PHYS 403 3 hours
Electromagnetic Theory I An upper division course involving the study of the laws of electricity and magnetism. Topics include Coulomb's Law, Gauss' Law, the method of images, boundary value problems, multipole expansions, dielectrics and

magnetic fields, the Biot Savart Law, Ampere's Law, Faraday's Law, and Maxwell's equations.

PHYS 404 3 hours
Electromagnetic Theory II A continuation of PHYS 403. Topics include Maxwell's equations, the Poynting vector, electromagnetic waves, wave guides, gauge transformations, Lienard-Wiechert potentials, radiation and special relativity. Prerequisite: PHYS 403.

PHYS 410 3 hours
Introductory Quantum Mechanics Covers the basic postulates of quantum mechanics. Topics are the fundamentals of wave and quantum mechanics, the Correspondence Principle, Schrodinger's wave equation, eigenvalues and eigenfunctions, the applications to harmonic oscillator and hydrogen atom, and perturbation techniques. Prerequisites: PHYS 213, 214, and 313.

PHYS 411 3 hours
Quantum Mechanics II A continuation of Physics 410, beginning with Time Independent Perturbation Theory, Variational Principle, WKB Approximation Time Dependent Perturbation Theory and Scattering Theory. Prerequisites: PHYS 410 and consent of department head.

PHYS 423 3 hours
Projects in Physics I This course is designed to offer independent planning and study in the areas of energy-environment, and spectroscopy, magnetic resonance, plasma physics, biophysics, and solid state physics. As a dual purpose, this course can be used to enhance competencies in one or more disciplines of Physics or Applied Physics through Cooperative Education Program with industry and government agencies. Its goal is to offer students opportunities to apply their knowledge in solving real-world problems. Students are also exposed to the corporate culture and develop soft skills in addition to technical skills. Industry teams, through an in-depth interview, recruit students. Prerequisites: PHYS 401 and consent of department head.

PHYS 424 3 hours
Projects in Physics II A continuation of PHYS 423, this course affords students additional opportunities to conduct experiments in energy environment, and spectroscopy, magnetic resonance, biophysics, plasma physics, and solid state physics. As a dual purpose, this course can be used to enhance in competencies in one or more disciplines of Applied Physics or Physics through Cooperative Education Program with industry and government agencies. Its goal is to offer students opportunities to apply their knowledge in solving real-world problems. Students are also exposed to the corporate culture and develop soft skills in addition to technical skills. Industry teams, through an in-depth interview, recruit students. Prerequisites: PHYS 423 and consent of department head.

PHYS 425 3 hours
Selected Topics in Modern Physics Discusses topics from solid state physics include crystal structures, band theory, and electric and magnetic properties of solids. Topics from plasma physics include magnetohydrodynamics, small amplitude wave propagation, shocks, and applications to naturally occurring plasmas of space. Topics from biophysics include interaction of nuclear radiation with matter, radiation induced chemical lesions at the cellular level biochemistry of irradiated organisms, application of radioisotopes in medicine and biology.

PHYS 555* 3 hours
New Technology in Physics and Physical Science Designed primarily for middle and high school teachers. The course will integrate the basic concepts of physics and physical science into the activities using current computer technology. The emphasis will be the hand-on experience and new activity development. Prerequisites: Algebra and Physical Science.

*This course is offered for high school science teachers who want to enhance their knowledge and experimental science skill. The course is taught by faculty members from the Department of Chemistry and Physics.

POLITICAL SCIENCE (PS)

PS 200 3 hours
Introduction to Political Science Provides an introduction to the major concepts, theories, methodologies, and frameworks in the discipline of political science. Students examine the issues, debates and themes pertaining to the historical development of political science, analyze the nature and scope of the field's inquiry, and discuss various subfields that constitute the field's content.

PS 201 3 hours
American National Government Provides an overview of the fundamental processes and practices of the American political system. It provides students with a basic understanding of the democratic principles upon which American government operates. Students examine the executive, legislative

and judicial branches of government, political parties, the role of civil liberties and the policy-making process.

PS 203 3 hours
Introduction to Law Study Introduces the student to the legal profession and law school preparation. Emphasis will be placed on taking the LSAT and a review of the various law schools. This course is open to all interested students.

PS 204 3 hours
Elements of Law Offers a broad survey of the role of law and the courts in American society. Among the topics are the nature and sources of law, the organization of the courts, the judicial process and legal bibliography. General theories on law will also be discussed.

PS 210 3 hours
Introduction to Political Behavior Explores the psychological and social aspects of political activity including personality factors. It also studies the structuring of political beliefs and values, leadership, membership, participation, and political decision-making. Emphasis will be on American behaviors.

PS 300 3 hours
State and Local Government Familiarizes the students with the social, political and economic functions of state and local governments. Students will study the interrelationship between the private sector and state and local government institutions in regard to public policy. Reference to problems in Louisiana will be studied.

PS 301 3 hours
Public Personnel Administration Studies the development of the national, state, and local civil service. It will also focuses on the merit systems, problems of se-lection, training, classification, promotion, service ratings, in-service training, discipline and retirement. All personnel issues will be included for studies.

PS 303 3 hours
Public Policy Development Offers analysis of the motives for government decision-making and elaboration of policy-making processes. It will study the investigation of problems of policy-formation, measurement and outcome prediction. Emphasis will be on the impact of governmental policies.

PS 304 3 hours
Municipal Government Provides a general survey of the organization, politics, and responsibilities of municipalities. Students will examine the legal aspects of municipal governments and study the relationship between the national, state and local governments in regard to organizational structure. Reference to problems of municipal governments in Louisiana will be included.

PS 305 3 hours
American Political Parties Studies the political party as a part of the process of government, party organization and activities, nominating and campaign methods, theories and functions of the party system, and party responsibility. It also studies the functioning of political par- ties in the American political system. It may include a substantial amount of material about foreign political systems.

PS 306 3 hours
Public Administration Provides a study of the problems and methods of administering public policies. Special emphasis will be on problems of organization and control of government power. All phases of public ad- ministration will be studied.

PS 311 3 hours
Introduction to Comparative Government and Politics Introduces students to the major debates, topics and themes in the subfield of comparative politics. By using the comparative method, students explore the central themes of political development and modernization; democracies and non-democracies; political culture and development; the stability of political institutions and regime change. An emphasis is placed upon comparing American political institutions with other democracies like Britain, France, Switzerland, Japan and Germany. Non democratic societies are also examined.

PS 312 3 hours
Comparative Government and Politics of Asian Countries Provides a detailed examination of governmental institutions and structures in various Asian countries like China, and Japan. Special emphasis will be placed on the historical development of political institutions as well as contemporary political movements and structures.

PS 313 3 hours
Government and Politics in Latin America Provides a study of government and politics in selected Latin American states including Argentina, Brazil, Chile, and Mexico. Focus will be on constitutional crisis and factors underlying policy function. Comparison with American politics will be made.

PS 315 3 hours
Government and Politics in Africa Provides a survey of recent political trends in Africa. It studies the rise of independent nations and the factors of economics and social adjustments upon the political systems. The role of military will also be studied.

PS 316 3 hours
Government Budgeting Studies the role of fiscal planning and management in the administrative processes. Focus will be on budgetary theory, budget-making process, intergovernmental fiscal relations. Problems of fiscal administration and budgeting will also be studied.

PS 317 6 hours
Internship Provides supervised work with national, state or local government agencies or political organizations. Participation in staff and internship conferences are required of all students. It requires 160 hours of practical work and extensive analytical reports.

PS 320 3 hours
Black Politics in America Examines African Americans in the United States as a distinct political group within the American political system. It focuses on race as a category of analysis in political science and examines the political participation of African Americans as voters, candidates, and political activists. This course also analyzes the impact that the Supreme Court, the U.S. Congress, political parties, and various interest groups have had on the political empowerment of African Americans. Pre-requisite: Six hours of PS courses or with permission of the instructor.

PS 325 3 hours
Quantitative and Qualitative Research Methods in Political Science Examines quantitative and qualitative techniques for gathering, analyzing and discussing data in political science. Emphasis is placed upon learning the scientific process, research design, hypothesis formulation, statistical analysis and empirical observation. Students will also explore qualitative methods for gathering data like survey research and case studies.

PS 330 3 hours
Women and Politics Analyzes the role of women as political actors within the American political system. Using gender as a category of analysis, students explore the movement for women's suffrage, the use of gender in the discipline of political science, women as voters and candidates and the connection between race and gender. Other themes also include the gender gap, women's Political Action Committees (PAC's) and public policy issues related to women. Pre-requisite: Six hours of PS courses at 100 or 200-level or permission of instructor.

PS 401 3 hours
Organization Theory and Practice Provides an analysis of the role of organizations in contemporary society. Particular emphasis is placed on decision-making of governmental organizations.

PS 403 3 hours
Constitutional Law Studies substantive principles of American constitutional law. Rights and liberties protected by the Constitution against action of federal and state governments will be studied. It may include problems of judicial review, the federal system, and separation of powers and the nature of selected congressional-presidential powers.

PS 404 3 hours
International Organizations and Relations Studies the dynamics of conflict and cooperation among national, international and transnational organizations and the political, economic and social factors contributing to organizational function. The course examines the evolution, function, achievements, and limitations of international organizations in modern society. Primary focus will be on the United Nations.

PS 405 3 hours
Civil Liberties in the United States Studies civil liberties in contemporary United States culture, theory and history underlying them. It also studies Supreme Court cases dealing with free speech and press in an era of communications. Freedom of association, religious liberties and rights of ethnic minorities will be included for discussion.

PS 406 3 hours
United States Political Institutions Provides analysis and understanding of the organizations, functions, development and behavior of the nation's legislative, executive, and judicial branches as well as bureaucracies. It will study the principles of the Constitution of the United States of America and survey the political and social institutions which have developed under the Constitution and its amendments.

PS 408 3 hours
International Law Studies the nature and foundation of international law. It will focus on recognition of states and governments, territorial jurisdiction .and jurisdiction on the high seas and sovereign immunities in foreign courts. Aliens and international

agreements, legal regulation of the use of force will also be studied.

PS 410 3 hours
American Foreign Policy Provides an analysis of American foreign policy administration and conduct of foreign affairs. It will also focus on the major foreign policy problems and case studies in decision-making. Objectives, instruments and consequences of national security policy will also be studied.

PS 420 3 hours
Black Political Thought Focuses on the political and social ideas of African American thinkers in the nineteenth and twentieth centuries as well as contemporary political expressions of the "Black experience." It examines the relationship between "black political identity," concepts of "the black community" and political behavior. It also examines the varied ways in which Black political thinkers have defined freedom, justice, and equality in an effort to effect social and political change. Pre-requisite: Six hours of PS courses at the 100 level or above or permission of the instructor.

PS 421 3 hours
Western Political Thought Traces the history, formation, and development of Western political thought by examining the principal ideas of major political theorists like Socrates, Plato, Aristotle, Aquinas, Machiavelli, Hobbes, Locke, Rousseau, Marx, Lenin, etc. An emphasis is placed on understanding concrete political and social problems through concepts like power, freedom, equality, justice, citizenship, and political participation.

PS 422 3 hours
Contemporary Political Ideologies This course examines the ideas of leading contemporary political thinkers and the ideologies associated with recent political movements. It examines classical and modern liberalism, conservatism, socialism, feminism, Black nationalism, environmentalism, post-colonialism, and postmodernism. The Civil Rights Movement, Women's Liberation Movement, and the Black Power Movement, among others, will be analyzed in relation to these contemporary political ideologies. Prerequisite: Six hours of PS courses or with permission of the instructor.

PS 423 3 hours
Independent Study Provides a directed study and supervised independent research on selected governmental and political topics. Open to juniors and seniors with the consent of department head. Students may not repeat the course.

PS 430 3 hours
Special Topics in American Politics Provides an in-depth and specialized study of critical or contemporary issues in American politics. Special Topics of this course may cover any subfield of political science. Pre-requisite: Six hours of PS courses at 200-level or above or permission of instructor.

PS 512 3 hours
Legislative Process Studies congressional organization and behavior, legislative decision-making and relations with other government institutions and with the electorate.

PS 513 3 hours
Seminar in American Government and Politics Studies political party activity and political behavior. Intensive research investigation using current methodological approaches to the problem. Special emphasis is placed on urban politics.

PS 516 3 hours
American Jurisprudence Discusses the development of law and legal systems; consideration of fundamental legal concepts; contribution and influence of modern schools of legal philosophy in relation to law and government. Special emphasis is placed on the American system.

PS 517 3 hours
The Constitution and Civil Rights Examines the Supreme Court as a political instrument for defending and enlarging civil rights; leading cases in civil rights, their background, causes, and effects.

PS 522 3 hours
European Governments and Politics Addresses social forces, political parties, and patterns of government organization of major continental countries and Great Britain.

PS 525 3 hours
Women in American Politics Examines the role of women and other minorities in local, state, and national politics in America.

PS 530 3 hours
The Black in American Politics Surveys contemporary power politics of African Americans; analysis of factors underlying the struggle for equality, justice, and participation in local, state and national governments.

PS 531 3 hours
Government and Politics in Africa Provides a comparative study of the government and politics of the East or West African states, including the relationships between political development, political organization and social structure.

PS 546 3 hours
Comparative Political Systems Provides a comparative study of national political systems, with an emphasis on cross-national relationships and comparative analysis.

PSYCHOLOGY (PSY)

PSY 200 3 hours
General Psychology Surveys the principles of psychology. Special attention will be given to human behavior. The shaping of behavior and personality by interaction between the individual and the environment will be explored.

PSY 201 3 hours
Advanced General Psychology Provides a continuous study of PSY 200 for majors. It includes an in-depth study of the more technical areas of psychology. Physiological, sensation-perception, learning, motivation, thinking, and memory will be areas of emphasis. Prerequisite: PSY 200

PSY 202 3 hours
Developmental Psychology Explores the physical, mental, social, and emotional development of the individual throughout life. An emphasis will be placed on understanding human dynamics with respect to self and others. Various theories of development will be examined.

PSY 206 3 hours
Leadership and Decision-Making Entails an introduction and exploration of various physiological theories and applied techniques that will more adequately prepare an individual to lead others. Various leadership and decision-making models will be presented. Lectures, demonstrations, discussions and audiovisual materials will be used.

PSY 210 3 hours
Introduction to African/Black Psychology Introduces the theory, practice and research of the study of psychosocial experiences of people of African descent. The unique worldview of the history and culture will also be explored. Emphasis will be placed on the African/African American and European/Euro-American worldviews and theories of African/Black cognitive styles, personality, and development. Prerequisite: PSY 200.

PSY 212 3 hours
Psychology of the African/Black Family Provides an understanding of the role of the African Black family through emphasizing the structure, function and adaptive behavioral styles manifested therein. The inherit strengths of this family will be highlighted, rather than the pathologies. Healthy models of family relationships will be emphasized. Prerequisite: PSY 200.

PSY 300 3 hours
Psychological Principles of Learning Explores the psychological process of learning as a determinant of personality and behavior from conditioning of simple reflexes to higher and emotional functions. Various theories of learning will be discussed. Techniques for improving learning will be explored. Prerequisite: PSY 200

PSY 301 3 hours
Personality Adjustment and Development Explores frustration, adjustment mechanisms, personal motivation, feelings, emotions, and interpersonal adjustment. It will identify and resolve common problems of conflict and adjustment in each stage of life. Self-understanding, self-acceptance, and maximum utilization of personal capacities and traits will be emphasized.

PSY 302 3 hours
Theories of Personality Provides an in-depth study of the theories of personality. The dynamics underlying the various models of human behavior will be discussed. Personality traits and characteristics will be emphasized. Prerequisite: PSY 200.

PSY 303 3 hours
Applied Psychology Applies psychological methods and principles to a number of occupational fields other than education. Relevant theories of psychology will be discussed. Emphasis will be placed on the understanding of these theories as they relate to the area of work.

PSY 304 3 hours
Abnormal Psychology Emphasizes the nature and etiology of the most common deviant mental and emotional behaviors. Particular emphasis on the various potentials for rehabilitation will be discussed. Readjustment and learning will also be emphasized. Prerequisite: PSY 200.

PSY 305 3 hours
Social Psychology Examines the individual in relationship to others. The nature and development of personality will be examined. Social behavior and adjustments will be explored. (Same as SOC 305).

PSY 306 3 hours
Introduction to Counseling Psychology Provides a survey of counseling and interviewing procedures. The contributions of psychological theory to counseling techniques will also be emphasized. The application of theory to human behavior will be emphasized. Prerequisite: PSY 200.

PSY 307 3 hours
Industrial/Organizational Psychology Explores the scientific study of human behavior in work settings, covering the adjustments people make to the places they go, the people they meet, and the things they do. Occupational activities of all types will be discussed. An in depth survey of the role of the industrial/organizational psychologist will be made. Prerequisite: PSY 200.

PSY 309 3 hours
Cognitive Psychology Provides an in-depth study of the mental processes and concepts underlying behavior. The various theorists and theories will be studied. Means employed by cognitive psychologists to predict, control and improve behavior will be emphasized. Prerequisite: PSY 200.

PSY 320 3 hours
Physiological Psychology A general overview of human anatomy and physiology will be made in this course. A discussion of how physiological changes cause and are caused by changes in behavior will be emphasized. Emotion, motivation, learning and human development will also be explored. Prerequisite: PSY 200.

PSY 327 3 hours
Descriptive Statistics Entails a study of the relevant descriptive and inferential statistical analysis with a focus on research in the behavioral sciences. Emphasis is placed on the application of statistics to everyday problems.(Same as SOC 327). Prerequisite: PSY 200.

PSY 333 3 hours
Pioneers in Black Psychology Structured to focus on the major ideas of seminal thinkers in African American Psychology. It is designed to take advantage of primary source material in the form of videotaped lectures as well as through primary source reading.

PSY 334 3 hours
African Centered Personality Developed to complement PSY 210 (Introduction to African/Black Psychology) and PSY 302 (Personality Theory). It will survey the theories and research concerning the personality and mental health of African descent people.

PSY 400 3 hours
Psychological Measurement Explores theory, problems and techniques of psychological measurement. Group tests of ability, aptitude, and interests will be examined. Personality tests will also be studied. Prerequisite: PSY 327.

PSY 401 3 hours
Experimental Psychology Studies and analyzes the most basic classical and modern experiments in psychology. The principles of experimental psychology will be illustrated. Theories relevant to experimental psychology will be discussed. Prerequisite: PSY 327.

PSY 404 3 hours
History and Systems of Psychology Examines a comparative study, with some unifying reconciliation, of the various dominant systems or "schools" of psychology. These systems will represent the major different approaches to the study of human behavior. Emphasis will be placed on their role in formulating the field of psychology as we know it today. Prerequisite: 12 hours in Psychology.

PSY 406 3 hours
Current Problems in Psychology Explores selected theoretical problems in psychology. Current problems in psychological methodology will also be explored. Emphasis will be placed on theoretical solutions to these problems. Prerequisite: 18 hours in Psychology.

PSY 407 3 hours
Methods of Research Gives attention to problems encountered by Social Science researchers. Methods and techniques of gathering and analyzing data will be discussed. Prerequisite: PSY 327(Same as SOC 407).

PSY 408 3 hours
The Psychology of Substance Abuse Discusses the impact which alcohol and other commonly abused drugs have on human behavior. Recognition of the most widely discussed drugs will be made. Solutions for eliminating the problems of abuse will be explored. Prerequisite: PSY 200.

PSY 409 3 hours
Clinical Psychology Explores the history of clinical psychology. Roles of modern clinical psychologists and a description of assessments and therapy techniques used by these professionals will be discussed. Emphasis will be placed on clinical assessment. Prerequisites: PSY 200, PSY 304 and PSY 327.

PSY 413 3 hours
Inferential Statistics Discusses hypothesis testing and regression analysis. Univariate and multivariate techniques and parametric and nonparametric statistics will be examined. Prerequisite: PSY 327 (Same as SOC 413).

PSY 418 3 hours
Health Psychology Studies personality dynamics and motivation. Emphasis on stress and its effect on human functioning will be given. The prevention of incapacitating mentality and personality disintegration will be made in this course. Prerequisite: PSY 200.

PSY 420 3-6 hours
Practicum in Psychology Places students on clinical training in approved mental health agencies, community agencies, hospitals or institutions. The student will work under an agency supervisor. However, the approval of the agency setting and job responsibilities will rest with the course instructor of record. Prerequisite: a minimum of 18 hours in Psychology and upper junior or senior classification.

PSY 500 3 hour
Seminar in Systematic Psychology Examines the history of psychology through a comparative study of the schools of thought in contemporary psychology.

PSY 505 3 hours
Masters of Psychology Focuses on a review of the history of psychology through a comprehensive look at the work of the forerunners of psychology.

PSY 510 3 hours
Theories of Counseling Psychology Provides a comparative study and critical analysis of the theories of counseling psychology. Emphasis is placed on the practical application of these theories to human behavior.

PSY 521 3 hours
Theories of Social Psychology Provides a review and analysis of contemporary trends in theory development as it relates to social psychology, a review of research methods, and studies related to the practical application of social psychological theory.

PSY 522 3 hours
Seminar in Group Dynamics Studies how small groups function, including analysis of theory and research concerning such group processes as decision making, group pressure, cooperation and competition, leadership, and communication.

PSY 526 3 hours
Psychological Measuring Instruments Reviews assessment instruments used in psychological evaluation and diagnosis. Emphasis is on test construction, administration, and scoring. Classroom activities will be employed to demonstrate procedures.

PUBLIC ADMINISTRATION (PA)

PA 101 3 hours
Introduction to Public Administration This course provides an intensive examination of traditional and current methods in American public administration by exploring the nature and context of public administration in U.S. government. The course explores organizational theory and behavior, the core functions of public management, effective governance processes and the formation, implementation and evaluation of public policy at the local, state and national levels.

PA 201 3 hours
Ethics for Public Service Provides students with the tools necessary for making difficult moral choices, in both their personal lives as well as their professional lives. It motivates students to recognize, analyze, discuss and develop decision- making skills in regards to ethical issues in the public sector. The main focus of the course is professional codes of ethics.

PA 301 3 hours
Public Personnel Administration This course examines and identifies four core functions of managing human resources within the public context. It focuses on the planning, acquisition, development and sanctioning of human resources.

PA 403 3 hours
Public Policy Development Provides a basic overview of the policy-making process and the impact of public policy on our everyday lives. Students will examine the formation, implementation and evaluation of policy, various models for policy analysis and the theoretical concepts that undergird

different policy frameworks. Student will discuss substantive policy issues such as, health care policy, civil rights/civil liberties policy, affirmative action policy and education policy.

PA 404 3 hours
Public Finance and Fiscal Policy This course studies the effects of government spending and taxation on resources, incomes, prices, and employment. It also studies major taxes employed at national, state, and local levels.

PA 405 3 hours
Administrative Law Studies the delegation of powers and elements of fair administrative procedures. It examines judicial control over administrative determination and explores administrative law and procedures common to public agencies.

PA 500 3 hours
Principles of Public Administration Examines theories of public administration. It surveys the character and scope of public administration in the U.S. at the national, state, and local levels. This is a required course for all beginning MPA students.

PA 501 3 hours
Research Methodology and Data Analysis Studies traditional and modern research techniques. It reviews data collection and analysis. Included for studies are methods of formal preparation and presentation of reports, charts, graphs, and memoranda.

PA 502 3 hours
Organization Theory and Behavior Explores critical issues on how public organizations are managed. It will focus on alternative theories, and models to describe and explain behavior of individuals in an organizational context. Organization theories will be critically analyzed. Pre- requisite: PA 500.

PA 503 3 hours
Statistics in the Public Sector Examines basic concepts underlying sampling, probability, statistical inference and decision-making. Techniques covered will include the use of computer applications in the public sector. Prerequisite: Elementary Statistics.

PA 504 3 hours
Public Personnel Administration Studies techniques of selection, retention, promotion, classification, productivity, recruitment, examination, and placement of personnel and problems of position classification. It also surveys training, supervision, motivation, employee relations, work-load, and performance standards. The evolving nature of contemporary public personnel administration is also critically reviewed in this course.

PA 505 3 hours
Pro-Seminar in American Government Provides students who have little or no previous course work with an understanding of the concepts and theories fundamental to the American political system. It familiarizes students with the basic institutions of American Government as they relate to the public policy process and provides and overview of political science/public administration as a field of study.

PA 506 3 hours
Public Budgeting and Financial Management Studies financial administration and trends in governmental units with special emphasis on the federal budget-making process. It also studies concepts and activities in fiscal management, monetary policy, taxation, revenue planning, capital budget, debt management, and fiscal controls. Students will engage data, data sets and accounting figures.

PA 507 3 hours
Independent Study Designed for students who wish to conduct in-depth, independent research, directed reading, intense reflection and expository writing on a topic in an area in Public Administration where no formal course is available or in an area in which the student has already completed at least one formal course. This course cannot be used to substitute for any required core course in Public Administration. Approval from student's advisor and instructor must be obtained to enroll in this course.

PA 510 3 hours
Administration of State and Local Government Examines the nature, processes, structure, functions, and sources of revenues at the state and local levels. Also reviews the types of state and local government expenditures and how they relate to and influence administration within the respective governmental context.

PA 512 3 hours
Policy Formation, Implementation and Evaluation Studies qualitative and quantitative techniques for systematic assessment of government activities. Methods of evaluation of program operations and achievement of primary and secondary objectives are introduced. This course also examines the

professional approaches in developing and implementing policy choices and options.

PA 513 3 hours
Administrative Law Studies functions and impact of judiciary system in public administration. It examines the development of administrative law, importance of rule of law and due process, separation of power, delegation of legislative power, safeguards against arbitrary administrative procedures and statutes. It also examines judicial review, rule-making, tort laws and a critical review of important court cases.

PA 514 3 hours
City Management Studies modern roles and approaches of city management. It examines the nature and problems of professional management within administrative and political settings of city administration in the United States.

PA 515 3 hours
Intergovernmental Administration Provides an examination of the levels of institutions of government. It includes their power and relationships within the frame- work of modern American federalism. It extensively studies the economic, political, and institutional relationship among federal, state/local government and their agencies.

PA 516 3 hours
Taxation and Revenue Policy Studies assumptions, potentialities, problems, and social impact of alternative public taxation and revenue sharing policies at the local, state, and federal levels. It also examines incentives and disincentives for private activities and utilization of the tax system to achieve public policy goods. Student must have knowledge of the public policy process.

PA 517 3 hours
Administrative Behavior Introduces students to issues regarding individual, group and organizational aspects of administration. It also studies major approaches, model, and practices in management. This course uses a multi-disciplinary approach drawing on the fields of social psychology, sociology, communications, political science, and economics.

PA 518 3 hours
Women and Minorities in State/Local Government Studies the political, socio-economic, and cultural factors that impact on women and minorities participating in state and local government entities. Special emphasis is placed on the role these groups are currently playing as managers. It includes a study of the major problems facing each group.

PA 519 3 hours
Information Technology for Public Management Provides a general review of current, prospective and practical uses of modern computer technology and quantitative analysis in public management. This course will introduce students to current technology and software applications used in public management for data mining, policy planning, execution and evaluation. This course emphasizes the use of information technology in applied settings as it relates to the field of public administration.

PA 520 3 hours
Public Policy and Program Evaluation Reviews a variety of approaches to evaluating policies and programs. It includes qualitative and quantitative methods and experimental/ quasi-experimental design. This course will also discuss ways in which to increase program efficiency through the use and implementation of evaluation results.

PA 521 3 hours
Topical Seminar in Public Policy Focuses on specific aspects in the study of public policy. It stresses policy development, policy processes, implementation, and evaluation, or public policy and the politics of bureaucracy. A different policy will be analyzed each time offered.

PA 522 3 hours
Performance Appraisal Provides analysis of methodology used in determining effective wages and salary systems. It includes the factors, point ranking and classification systems. Students are involved in developing performance appraisals and objective measuring methods to meet needs of a variety of employees in a range of organizations.

PA 523 3 hours
Graduate Writing Workshop Provides opportunities for students to increase their writing skills and practice evaluation of various forms of academic and practical public administration writing. Emphasis will be on the importance of good writing, grammar, and preparation of scholarly research papers and professional reports. It includes the preparations of library, historical, survey and experimental research and data base research and analysis.

PA 524 3 hours
Labor Management in Collective Bargaining Provides an examination of the evolving field of

public labor- management relations. It studies recent development in public employee relations and the review of pertinent federal, state, and local laws and court decisions. Case histories including analysis of situations that led to strike or impasses; art of labor negotiations and handling of public employee grievances; comparison of labor relations in the private and public sector will be included.

PA 525 3 hours
Human Resources Policy Formation and Administration Studies the formulation of employee relations policies. It studies all policies pertaining to compensation, performance appraisals, promotions, labor relations and disciplinary procedures. Emphasis will be on governmental organizations.

PA 527 3 hours
Human Resource Management: Selected Topics Provides training and background understanding of the systematic means for effective management of people and tasks. Topics include organizational structures, policies, process, staff training and development, personnel problems, employee conduct and relations. It also studies supervision, leadership styles and specific management skills to effective operation of public organizations and programs.

PA 531 3 hours
Fiscal Management in State/Local Government Studies typologies of operating and capital budgets, and financial and accounting systems at the state and local government levels. Perspective regarding the purposes and processes of decision making regarding cost effective budgets are discussed. Emphasis will be on the governmental and non-profit organizations and the ways in which such entities pursue creative fundamental tools in fiscal management.

PA 540 3 hours
Introduction to Health Service System Provides a broad introduction to the field. It examines the ethical, historical, philosophical, theoretical and political issues affecting the health service profession. Hospital costs, financing, health policy, and the role of various providers of health care system are examined.

PA 541 3 hours
Contemporary Health Service Issues Reviews all medical-care systems. It will concentrate on health profession's organizational structures, private health care agency, ambulatory care, long-term care and national health insurance. Discussion will be on malpractice, cost control, political trends and future directions of the profession.

PA 542 3 hours
Public Health Management Provides an examination of planning and organization approaches to public health. It stresses project planning, leadership, decision-making, budgeting, delegation of power, licensure, accreditation and certification standards. It also studies grant management and operational considerations for health facilities.

PA 543 3 hours
Hospital Organization and Management Provides an overview of the administrative elements of hospital functions. The approach is from the general to the particular, to provide students with an overall workable knowledge of hospital organizations. It also includes insight into certain typical and key departments of all hospital organizations.

PA 544 3 hours
Issues in Health Care Provides an examination of current issues in the profession, administration, financing, and regulation of health care services. Students must choose topics to do research. It includes joint research by students and faculty.

PA 546 3 hours
Special Topics in Public Health Covers epidemiology, environmental health and occupational medicine. It also includes health resource management, international health and other aspects of public health. Topics may vary from semester to semester.

PA 547 3 hours
Law and Public Health Examines sources of legal authority and legal constraints in public health. Emphasis will also be on patient rights, family planning, facilities regulations and inspection, food and drugs.

PA 550 3 hours
Group Dynamics in Organizations Examines the individual and group processes which develop in organizations, particularly related to resistance or adaptation to change. It also studies interactions between individuals and small groups within and between organizations. Emphasis will be on governmental and non-profit organizations.

PA 552 3 hours
International Organization Administration Deals with the aspects of public affairs that are conducted through institutionalized international cooperation

and international management. It also studies the role of international governmental agencies (e.g., the U.N.) and affiliated agencies; discussion of staffing, financing, and leadership. Other factors influencing international administration will be studied.

PA 553 3 hours
Administrative Internship I Provides opportunity for experience in an appropriate operational setting where students may learn management under the supervision of professionals in the field. The internship includes both a practical applied component and an analytical research component. All internships must be pre-approved by the Internship Coordinator.

PA 554 3 hours
Administrative Internship II Provides opportunity for experience in an appropriate operational setting where students may learn management under the supervision of professionals in the field. This course is the analysis part of the Internship. With the approval of the department it may be taken concurrently with PA 553.

PA 556 3 hours
Quantitative and Qualitative Research Methods in Public Administration Provides a basic understanding of the various quantitative and qualitative techniques and research methodologies in Public Administration. Topics include fundamental statistics and statistical analysis, experimental design, survey research and interview techniques.

PA 560 3 hours
Ethics and Leadership in Public Administration Studies the historical, philosophical, and emerging approaches to leadership in public administration and the philosophical foundations of ethical behavior in the public sector. It will examine ethical dilemmas in public policy decision-making at both the individual and organizational level and the relationship between ethics and various conceptions of leadership roles, models, and styles.

PA 565 3 hours
Special Topics in Public Administration Provides an in-depth and specialized study of key issues, contemporary issues, or issues of special to concern to public administration in the broadest since. Special Topics of this course may cover any emphasis area. No more than six hours of total credit in PA 565 can be used toward the MPA degree. This course cannot be used as a substitute for a core course.

RECREATION (REC)

REC 204 3 hours
Introduction to Recreation and Leisure Services Provides an orientation to the field of leisure services and organized Recreation, covering its history and philosophy as well as concepts related to leisure and play.

REC 211 0 hours
Level Test I Assesses retention rate of content covered in sophomore level courses satisfactorily completed in Leisure Studies, general recreation and/or Leisure Studies, therapeutic recreation. Passing score must equal to 70% or higher. Enrollment is after completion of sophomore courses. (Consult your advisor).

REC 218 3 hours
History of Recreation, Leisure, and Play Studies the history and principles of recreation, leisure, and play including theories and philosophies and events contributing to discipline. Significant contributions to the discipline are discussed.

REC 225 3 hours
Field-based Practicum Provides hands-on supervised work experiences in health and physical education, sports management, and leisure studies at approved career field agencies and organizations. Credit hours are available on variable basis. A 100-clock hour requirement must be satisfied before enrolling in REC 416-Internship in Recreation. By course completion, the area of concentration for internship must be decided.

REC 301 3 hours
Program Planning in Recreation Reviews principles, and techniques, and innovations of contemporary recreation programming, spanning commercial, private, government and public sectors. Prerequisites: TREC 204, REC 218, and REC225; REC 204, for GREC students.

REC 305 3 hours
Camp Counseling Studies the history of camping, administrative procedures, backpacking, camp construction and layout, orienteering, outdoor programming and evaluation procedures.

REC 310 3 hours
Urban Recreation Studies the dynamic of urban areas, including social, educational, political, and economic issues. Emphasis is on policies of government, private and commercial agencies that

impact Recreation in the inner city. Prerequisite: REC 204.

REC 311 0 hours
Level Test II Assesses retention rate of content covered in junior level courses satisfactorily completed in Leisure Studies, general recreation and/or Leisure Studies, therapeutic recreation. Passing score must equal to 70% or higher. Enrollment is after passing Level I test and completion of junior level courses. (Consult your advisor).

REC 327 3 hours
Design/Maintenance in Recreation/Sport Facilities Designed to provide learning experiences in the administrative tasks of planning new facilities, renovating and maintaining existing sport and recreation facilities. An understanding in facilities, their design, and management will be gained through special projects.

REC 350 3 hours
Leadership and Groups in Recreation and Sports Discusses the principle, techniques, theories, strategies and terminology applied to leadership, decision-making and group dynamics.

REC 380 3 hours
Management of Leisure Services Covers management strategies and procedures of recreation and park areas, facilities, outdoor resources, public relations and leisure service delivery systems for an urban technical society. Prerequisites: REC 204 and TREC 204.

REC 408 3 hours
Research/Computer Use in Leisure Studies and Kinesiology (Non-Teaching) Emphasizes principles and procedures research and evaluation in Leisure Studies and Kinesiology. The computer as a research and evaluation tool is utilized in the course. Prerequisites: REC 301 (Leisure Studies Majors Only).

REC 410 3 hours
Legal Liability in Recreation and Sport Reviews legal principle, general rules of law and legislative processes impacting planning administration of leisure services, sports agencies and related organizations. A general orientation of legal concepts in tort liability, contracts, human rights, property and risk management is also provided.

REC 414 3 hours
Organization and Administration of Recreation and Sport Covers the administration of Recreation, leisure and sports management programs, activities and events. Study also includes the concept of organization, personnel management, legal and financial responsibilities, the budgeting process, public relations and operating policies. Prerequisite: REC 301.

REC 416 12 hours
Internship in Leisure Studies and Kinesiology (Non-Teaching) Includes supervised fieldbase experience under the auspices of an administrator at an approved agency or organization providing general recreation, therapeutic recreation, leisure education, sport management or related subject field services. To be certifiable, the administrator must be a certified leisure professional, certified therapeutic recreation specialist or an equivalent card- carrying professional based on the discipline. Consult the supervisor of internship.

REC 417 0 hours
Level Test III Assesses the retention rate of content covered in senior level courses satisfactorily completed in Leisure Studies, general recreation and/or Leisure Studies, therapeutic recreation. REC 417 also assesses retention rates of content covered in junior and sophomore level courses; i.e., Level Test II (10%) and Level Test I (10%). Passing score must equal 70% or higher. Enrollment is after passing Level Test II and completion of senior level courses.

REC 498 1-4 hours
Special Topics Features the format of a regular class or workshop covering current issues and trends in recreation, leisure, sport, physical education, health dance and related disciplines. Credit hours are offered on a variable basis.

REC 498 0 hours
Senior Comprehensive A diagnostic leisure studies comprehensive senior examination. Enrollment of this course must be during the semester prior to enrollment in REC 416-Internship in Recreation.

SCIENCE (SCI)

SCI 105 3 hours
Physical Science Survey I Designed for non-science majors. Topics covered include the fundamental principles of physics and chemistry. Also as part of SCI 105, a two contact hour laboratory class is designed to accompany SCI 105. Selected experiments in physics and chemistry are conducted.

SCI 106 3 hours
Physical Science Survey II Designed for non-science majors. Topics covered include the fundamental of chemistry, astronomy, geology, and meteorology. Also as part of SCI 106, a two contact hour laboratory class is designed to accompany SCI 106. In the laboratory, the student will gain hands-on experience with the principles and laws discussed in the lecture course. Some topics to be covered are planetary motion, geology, and atmospheric science. Prerequisite: SCI 105.

SCI 320 3 hours
Science Methods for Secondary Education Teachers Designed primarily for the secondary education major. It focuses on teaching biology, chemistry, and physics (7-12 teaching grades). Topics covered include the nature of science, scientific inquiry, incorporation of technology in science instruction, relationship between science and the community, and management of science activities. The course guide follows an integrated format that utilizes a team of science educators who will teach the course.

SCI 330 3 hours
Science Methods for Middle Grades Teachers Designed primarily for teacher candidates who plan to teach science middle grade students. The course format involves a problems-based learning approach; with the integration of scientific inquiry, technology, and field experience by a team of science educators who will team teach the course.

SOCIAL SCIENCE

SS 304 3 hours
Elementary Statistics Introduces the student to statistical expression in the social sciences. It focuses on the basics of descriptive statistics, inferential statistics and non-parametric statistics.

SS 402 3 hours
Middle Grades Social Studies Methods Designed to acquaint candidates pursuing certification in middle grade education, with methods, materials, standards, and techniques of teaching social studies.

SS 406 3 hours
Methods of Teaching Social Studies Acquaints students pursuing a teaching degree in social science, with methods, materials, standards, and techniques of teaching. Taught with the team teaching approach, utilizing faculty from History, Geography, Political Science, Sociology, Anthropology, and Economics. Students will be given the opportunity for field-based experiences at approved cooperating schools under the University Supervisor.

SS 407 3 hours
Methods of Research in the Social Sciences Studies problems encountered by students in their fields of concentration. Emphasis will be on methods and techniques of gathering, analyzing, and documenting data for classroom activity and advanced study. It is required of all social science education majors.

SS 500 3 hours
Seminar in the Social Sciences Offers an integrated approach to economic, political, and social institutions and an analysis of their contemporary significance. Readings of important classic and modern writings are required.

SS 502 3 hours
History and Literature in the Social Sciences A social sciences course which includes history, literature, and society with emphasis on organizations of the humanities and social sciences and their relations to values.

SS 503 3 hours
Social Issues in Education Discussion in this course will be on concentrated interdisciplinary inquiry into a variety of selected current issues in educational policy which involve strongly felt social values such as community control, religion in the schools, black curricula, decision-making, etc.

SS 505 3 hours
Trends and Strategies A study of philosophy, objectives, techniques, materials media, curriculum trends in organizing, supervising, and improving the teaching of social sciences.

SS 506 3 hour
Research and Statistical Methods for the Behavioral and Social Sciences Examines current research in the social and behavioral sciences to determine both methodological and theoretical trends in the field. The students will find leads to researchable questions. They will use techniques of treating data from experiments and surveys, including data distributions, sampling, correlation, regression, and hypothesis testing.

SS 507 3 hours
Graduate Writing for the Social Sciences Is a course designed to introduce students of the social sciences to graduate level writing. The topics addressed in the course are plagiarism, proper citation of sources, and library and online research

methods. Special emphasis will be placed on analytical, critical and interpretive thinking and writing skills required in the social sciences.

SS 510 3 hours
Independent Study A student may earn up to three semester hours required for the degree by means of an independent-study project. A paper is required. At least twelve semester hours in the Master of Arts in Teaching Social Science course work is a prerequisite.

SS 531 3 hours
Practicum I Designed to provide theory, methods, and strategies in teaching social science, and observations of teaching strategies, techniques, methods, teaching-student interactions, and group dynamics in teacher-learning situations.

SS 532 3 hours
Practicum II Involves teaching a college-level course in the social sciences under the supervision of a college instructor.

SOCIAL WORK (SW/SWK)

SW 200 3 hours
Introduction to Social Work Introduces students to the profession of social work. Students examine the knowledge base, skills, and values of social work. The history of social welfare and the fields of practice are reviewed. A volunteer field experience is required which allows students to test their aptitude for the profession.

SW 301 3 hours
Interviewing and Recording Introduces students to the process of interviewing and history taking. Students must demonstrate an ability to utilize interviewing and documenting skills in helping relationships with individuals and or families. Prerequisite: Formal admission into the social work program.

SW 304 3 hours
Elementary Statistics Introduces students to descriptive and rudimentary inferential statistics. Students are expected to use the contents of this course in describing research findings in a subsequent course.

SW 307 3 hours
Child Welfare Provides basic information on identifying children's needs and protecting their welfare. Students acquire information on programs, services, and laws which promote and protect children's well-being. The course emphasizes knowledge and skills for assessment and intervention.

SW 308 3 hours
Social Welfare Legislation, Policy and Programs I Focuses on social welfare legislation, and the policies, programs and services that flow from such legislation. Students analyze social welfare policy within the context of the social and political milieu which spawn social welfare legislation. Prerequisites: Political Science 201 and SW 200.

SW 310 3 hours
Seminar in Disability and Rehabilitation Introduces students to the wide range of conditions defined as disability and to rehabilitative services designed to respond to various disability needs.

SW 311 3 hours
Social Work with Aging Uses a system's perspective to study the biological, psychological and social dimensions of aging and trends in public policy. With this knowledge students are taught skills for practice with the elderly.

SW 399 3 hours
Independent Study Provides an opportunity to explore areas of personal interest with faculty with expertise in the area. Students must be capable of independent work, have a faculty sponsor, and obtain approval of the dean.

SW 400 3 hours
Human Behavior in the Social Environment I Offers the first course of a two semester course on the reciprocal relationship between human behavior and the social environment. Focuses on the biological, psychological and sociological determinants of human behavior and how behavior influences the social environment and vice versa. Human growth and development traced from conception through early adolescence. The organizing framework for the course is ecological. Prerequisites: BIOL 103, PSY 200, SOC 201, and SW 200.

SW 401 3 hours
Human Behavior in the Social Environment II Continues the human behavior sequence by tracing human growth and development from later adolescence to the final stage of the life cycle. Prerequisites: SW 400.

SW 402 3 hours
Generalist Practice Methods I Provides knowledge and skills for generalist practice with individuals and

families. Students are taught the fundamentals of the problem solving model of intervention. Prerequisite: SW 400.

SW 403 3 hours
Generalist Practice Methods II Enhances understanding of generalist social work practice by focusing on group process. Students examine theories related to groups, acquire depth in group dynamics and apply the problem solving model to problem resolution through group process. Prerequisite: SW 402.

SW 405 3 hours
Cultural Diversity Focuses on the knowledge base for understanding ethnic groups and developing skills for effective social work practice with culturally diverse populations.

SW 406 3 hours
Intro to Research Provides procedures for engaging in research. An overview of the scientific process, role of research in social work practice, ethical issues in research, and details of the research cycle from problem conceptualization to research design and data analysis are provided. Students gain hands-on experience with statistical programs. Prerequisite: SW 304.

SW 407 3 hours
Data Collection and Practice Evaluation Discusses data collection, analysis and best practice methods. This is the culmination of the final research proposal. It is proposed to permit students to follow the research process from beginning to completion. Prerequisite: SW 406.

SW 410 8 hours
Field Instruction A block supervised field instruction experience in an approved social work agency which focuses on the development of beginning competency in the application of theory and skills acquired in the professional foundation courses. Professional behavior, demonstration of social work ethics, use of the problem solving method, practical application of interviewing and recording skills, use of community resources and knowledge of the agency's fit in the human service delivery system are highlights of this course. Students spend four days per week in practicum during the semester. Prerequisites: SW 402.

SW 411 2 hours
Field Instruction Seminar/Professional Conduct and Ethics Assists students in field work to systematically conceptualize and integrate the field experience with the generalist social work practice model. The seminar builds on and reemphasizes foundation content. Seminar discussion focuses on shared field work experience: professional conduct and attire, social work ethics, professionalism, intervention strategies, and field instruction documentation.

SWK 500 3 hours
Professional Writing Seminar for Social Workers Meets the requirements of the School of Graduate Studies and the University that all graduate students complete a graduate writing class, with a grade of at least a B. The course is designed to teach students to use APA standards for writing and to access quality professional resources, using Social Work and related professional journals and other materials. Emphasis is given to developing effective professional writing skills and enhanced critical and logical thinking skills.

SWK 501 3 hours
Human Behavior and the Social Environment I The first of two foundation courses involving the study of human behavior throughout the life cycle. The course involves the study of human systemic domains from conception through adolescence, including the physical, psychological, societal, and spiritual domains, as they impact and are impacted by the environmental system. The course will utilize ecological systems and theories of human behavior with a critical focus on rural and African-American issues.

SWK 502 3 hours
Social Welfare Policy and Services I The first in a series of three social welfare policy courses. Students explore the history of social welfare to understand how social welfare policy is made and the impact of its outcome on vulnerable and at-risk-populations. Particular emphasis is placed on the concepts of social and economic justice and the unintended consequences of policy decisions on individuals served through the social welfare system.

SWK 503 3 hours
Social Work Practice I The initial course of a two course foundation sequence. It provides a common frame-of-reference for viewing the practice of social work. It applies core principles of practice across the different client systems (micro, mezzo, and macro) and its primary focus is on individuals and families.

SWK 512 3 hours
Foundation Field Education I Provides students the opportunity to learn generalist skills in an agency

setting under the supervision of an experienced social work practitioner a minimum of two days a week, fall semester.

SWK 520 3 hours
Social Work Practice II The second course in the foundation practice sequence. It primarily focuses on communities, organizations, and society. This course completes the basic generalist foundation for advancement to the second year practice sequence.

SWK 521 3 hours
Human Behavior and the Social Environment II The second of two foundation courses involving the study of human behavior throughout the life cycle. It builds on the first course by specifically focusing on the effects of culture, race and/or ethnicity, class, socioeconomic status, sexual orientation, gender, disability, age, rurality, immigration status, and other diversity issues.

SWK 522 3 hours
Foundation Field Education II Provides students the opportunity to learn and apply generalist practice skills in an agency setting at both the direct and indirect level of intervention. Students are placed under the supervision of a social work practitioner, a minimum of two days a week, spring semester.

SWK 530 3 hours
Research Methods Enables students to acquire knowledge and skills that will enable them to design and develop a research project. Focus is on systematic ways of assessing and evaluating client system problems, social work interventions methods and the efficacy of social service delivery.

SWK 532 3 hours
Social Welfare Policy and Services II Offers a framework and other resources for critically analyzing social welfare policies. Students are able to examine policies in three representative areas of practice (child welfare, health and mental health) and then develop "model policies" relevant to a chosen topic. Particular attention is paid to how policies impact vulnerable populations, with an emphasis upon advancing human rights and social and economic justice.

SWK 560 3 hours
Statistics Familiarizes students with the basic and fundamental process of research methodology. It covers important topics such as research problem formulation, research design, sampling, and methods of data gathering, data processing and analysis.

SWK 602 3 hours
Social Work Research Methods and Data Analysis Examines various parametric and non-parametric univariate, bivariate and multivariate tests employed in inferential statistics. It also provides knowledge of the terminology, symbols, and methods used in inferential statistics. Students use SPSS application to understand and analyze computer print-outs.

SWK 606 3 hours
Seminar: Social Work History and Fields of Practice Examines the evolution of the social work profession with particular attention to the development of various fields/specialties in social work practice. The history will also be linked to current developments and practice within the different fields. It emphasizes the role of African Americans in the development of social work profession.

SWK 629 3 hours
Advanced Research Builds on the research sequence in the foundation curriculum. Students are required to satisfactorily complete a research project.

SWK 631 3 hours
Direct Practice I The first practice course in the direct practice concentration. It focuses on clinical work with individuals, couples, families, and small groups. Content on values, ethics, and populations-at-risk is throughout the course to demonstrate the centrality of this knowledge to effective practice.

SWK 633 3 hours
Direct Practice Field Education I Provides graduate students an opportunity to apply practice content at the advanced level. Students are provided an opportunity to apply advanced direct practice knowledge in an agency setting for a minimum of two days a week, fall semester.

SWK 637 3 hours
Direct Practice II Builds on SWK 631. It focuses on skill building exercises, professional social work values, engaging diversity and differences in practice settings, with an emphasis upon health, mental health and child welfare. It engages students in an exploration and validation of frameworks, principles, and skills in macro practice with organizations and communities to meet the needs of individuals and families.

SWK 638 3 hours
Direct Practice Field Education II Emphasizes advanced interventions with communities and other organizational systems. Students are sometimes

offered stipends (paid placements) upon availability, at this level (633 & 638). They are still required to attend an agency setting for two days a week for the semester.

SWK 646 3 hours
Social Work Supervision and Consultation Delineates and explores the principles, concepts and components of supervision in social work. The transition from worker to supervisor is examined. Consultation is defined and differentiated from supervision. Contemporary models and issues are presented for discussion, comparison, and evaluation. The focus will be on differential use of supervision with beginning and advanced level practitioners.

SWK 651 3 hours
Substance Abuse and Mental Health Briefly reviews federal, state, and local drug policies. It explores theories of addictive disorders and the roles of pharmacology and biological mechanisms of addiction. Emphasis will be on addiction and minority populations, especially African Americans and rurality. Knowledge of treatment utilizing varied methodologies at different system levels will be acquired. Dual diagnosis will be the mental health focus.

SWK 652 3 hours
Families and Couples Treatment in Social Work An advanced elective designed for students interested in deepening their knowledge of and skills in direct practice with families and couples. The focus is on assessment, planning, and intervention with families and couples using state of the art technologies and research-based theoretical models that have proven effective.

SWK 653 3 hours
Resource Development Provides students with an opportunity to acquire basic information and practical experience in the preparation of grant proposals. In addition, background materials on public and private funding sources will be introduced to enable the students to prepare and submit a proposal appropriate for selected funding agencies. Students will also be introduced to the fundamentals of diverse fund-raising strategies.

SWK 655 3 hours
Advanced Social Welfare Policy and Services Emphasizes the relationship between social welfare policy and the law. It examines the impact of constitutional law on social welfare policy and liability and malpractice associated with social work practice. It provides students with information on client's rights and how judicial rulings, have affected policies in housing, child welfare, public assistance, mental health, and discrimination. The course promotes an understanding of the legal concepts that influence social welfare policy and social work practice.

SWK 670 3 hours
Assessment and Diagnostic Systems Provides students with basic knowledge and use of the Diagnostic and Statistical Manual (DSM-IV), and the International Classification of Diseased (ICD-9) and their relevance to clinical social work. Focus is on improving diagnostic skills and strengthening the student's ability to conceptualize mental health in relation to ecological systems.

SWK 671 3 hours
Diagnoses and Interventions in Child Welfare Introduces students to the diagnostic skills and techniques that are necessary to provide child welfare intervention services.

SWK 672 3 hours
Rural Social Work Practice Concerned with the distinctive nature of rural generalist practice. It encompasses a definition, historical perspective, and salient characteristics of rural America, pertinent knowledge base, technical expertise, and personal traits useful in rural practice. It also highlights problems and issues confronting the social worker in rural practice.

SWK 673 3 hours
Ethical Decision Making and Public Policy An advanced elective course. The content on Ethics is broadened to compare the NASW Code of Ethics with Codes of Ethics of other helping professionals. Students will develop a richer understanding of their own code as the Code is viewed in a comparative analysis of other codes. Students will learn how to apply models of ethical decision-making.

SWK 674 3 hours
Issues and Practice in Health Care Examines the inequalities in health status and access to health care, and highlights issues of social and economic justice, discrimination, and oppression. It prepares advanced practitioners to apply a variety of theoretical and empirically based approaches with clients and client systems in health and health-related settings.

SOCIOLOGY (SOC)

SOC 101 3 hours
Introduction to Social Science Introduces students to the various academic disciplines that comprise the social sciences and focuses not only on the trends and patterns of human behavior, but how to predict their occurrence. The course also seeks to acquaint students with how societies organize and create institutions; how societies are interrelated; and how they address complex issues such as illiteracy, nuclear proliferation, limited energy sources, starvation, etc. The course examines the use of economic, political, and social power.

SOC 200 3 hours
Cultural Anthropology Introduces and surveys the study of human life and behavior in past and present societies throughout the world. Emphasis will be placed upon theoretical approaches and problems of cultural change. The application of anthropology to practical concerns will be made.

SOC 201 3 hours
Introduction to Sociology Explores societal structure and function, the social framework within which social life takes place. Man's cultural environment, how it developed, and came to be reflected in human nature and behavior will be explored. Societal needs and goals will also be the subject of study in this course.

SOC 203 3 hours
Social Problems Focuses on the definition of social problems with special attention to causation. The manifestation of social problems will be investigated. The process and treatment of discordant social relationships which threaten the integration of society will be examined. Prerequisite: SOC 201.

SOC 301 3 hours
Rural/Urban Sociology Discusses community living in the rural settings, and social changes resulting from the impact of urbanization and industrialization. An introduction to the sociology of the city will be emphasized. Attention will be given to economic, physical, and cultural factors and the influence of increased industrialization. Prerequisite: SOC 201.

SOC 303 3 hours
Introduction to Social Gerontology Entails a study for the aged and social factors that create the need for public concern. Public policy for the aged will also be investigated. Biological, psychological and sociological changes of the elderly will be examined.

SOC 304 3 hours
Social Theory Provides a discussion and critical analysis of various sociological theories. Discussions will begin with the classical works of Auguste Comte and continue to present day sociologists. Prerequisite: SOC 201.

SOC 305 3 hours
Social Psychology Focuses on the individual in relationship to others. The nature and development of personality will also be examined. Social behavior and adjustments will be explored. (Same as PSY 305.)

SOC 306 3 hours
Minority Groups Focuses on the various cultural backgrounds of American society will be made in this course. Distribution and assimilation of cultural groups in society will also be discussed. Factors in the adjustment of selected minority groups in America will be explored. Prerequisite: SOC 201

SOC 307 3 hours
Sociology of Religion Provides an analysis of the nature of the sacred and attitudes toward the sacred. This course will include a comparison of the social organization of sect and church in relation to the larger society. New trends in religiosity and American religious practices will be explored. Prerequisite: SOC 201.

SOC 308 3 hours
Human Sexuality: The Sociology of Sex Provides psychological and sociological analysis of the current perspectives in human sexuality in American Society. Major theories will be discussed. Alternative life styles and sociological and psychological motivations of sexual behavior will be explored. Prerequisites: SOC 201.

SOC 310 3 hours
Sociology of Education Explores the structure of education institutions as it is reflected by society. Teachers, parents, children, and officials and their interrelationships will be considered. The power structure of educational systems will be discussed. Prerequisites. SOC 201.

SOC 311 3 hours
Industrial and Organizational Sociology Discusses the sociology of industry and organizations. Labor-management relations, governmental regulations, the role of unions, power structures, and distribution will be explored. The organization of humankind will also be explored. Prerequisite: SOC 201.

SOC 312 3 hours
Sociology of Deviant Behavior Examines the historical changes in social behavior. An analysis of recent changes in social expectations and behavior that lead to deviance will also be explored. Focus will be on offenders, victims, and adaptations to change. Prerequisite: SOC 201.

SOC 313 3 hours
Environmental Sociology Focuses on the interaction of individuals and the ecological system. Emphasis will be placed on the status, conditions, and stimuli that are around the individual. The influence of the interaction of the environment on the individuals' level of performance and areas of human behavior will be explored. Prerequisite: SOC 201.

SOC 318 3 hours
Orientation: Alcohol and Drug Abuse Discusses theories and factors relevant to use, abuse of and dependency on alcohol and drugs. The social, economic and psychological effects of alcohol and drug use will be explored. Treatment, prevention, current research, biomedical, neuro-pharmacological, epidemiologic, psychological and economic issues will be explored as well. Prerequisite: SOC 201.

SOC 319 4 hours
Advanced Research Methods and Laboratory Focuses on the research process, including statement of the research problem, hypothesis testing, instrumentation, sampling, and data collection. Computer data processing, data analysis, interpretation SPSS usage, and the development of a preliminary research proposal will be undertaken in this course. Prerequisite: SOC 201.

SOC 320 3 hours
Demography Analyzes the growth, composition, distribution, morality and future trends of society. Particular references to the United States, population differentials, and theories of control will be examined including a study of Malthusianism. Prerequisite: SOC 201.

SOC 327 3 hours
Descriptive Statistics Entails a study of the relevant descriptive and inferential statistical analysis with a focus on research in the behavioral sciences. Emphasis is placed on the application of statistics to everyday problems. (Same as PSY 327).

SOC 401 3 hours
Social Issues in the Black Community Studies unequal power relations between Blacks and the dominant culture. Emphasis will be placed on organizations, power, and family. Special topics of the Black Community will be discussed. Prerequisite: SOC 201.

SOC 404 3 hours
Criminology Discusses causal explanations of the nature of crime and criminals and their behavior. Society's reaction toward criminals and corrective institutions will be explored. Major theories of criminal behavior, current issues and problems in crime prevention and control will be explored. Prerequisite: SOC 201.

SOC 405 3 hours
Sociology of the Family Examines various sociological, economic, industrial, educational, recreational, and religious aspects of the family. Family theories and factors that contribute to the maintenance of happy marriages and healthy families will also be explored. Prerequisite: SOC 201.

SOC 406 3 hours
Sociology of Violence Explores possible causes and various contexts of violence. Positive solutions regarding violence in our country and in our world will be explored. Interdisciplinary insights and literature will be reviewed and discussed. Prerequisite: SOC 201.

SOC 407 3 hours
Methods of Research Gives attention to problems encountered by Social Science researchers. Methods and techniques of gathering and analyzing data will be discussed. Prerequisite: SOC 327. (Same as PSY 407).

SOC 410 3 hours
Reading Seminar Presents a supervised reading and writing class. Discussion in this course will be designed to provide in-depth study of the classic works of the field. Emphasis will be placed on semi-independent study of past and current developments in the field. Prerequisite: Senior classification.

SOC 413 3 hours
Inferential Statistics Discusses hypothesis testing and regression analysis. Univariate and multivariate techniques and parametric and nonparametric statistics will be examined. Prerequisite: SOC 327 (Same as PSY 413).

SOC 415 3 hours
Counseling and Clinical Sociology Introduces learners to clinical sociology in which; sociological concepts are applied to enhancing functioning of the individual. Theories and methods of sociology are

applied to work for planned change as desired by the client. Several levels of intervention will be explored with greater emphasis on intervention with families. Prerequisite: SOC 201.

SOC 417 3 hours
Individual Problems in Sociology Provides an opportunity to intensively investigate a research or conceptual problem. This course will investigate current sociology problems and their impact on society. The course of study will be directed as deemed necessary by the instructor of record. Prerequisite: Consent of the instructor and the department head.

SOC 418 3 hours
Women in Cross-Cultural Perspectives Emphasizes various traditional anthropological concerns as these are illuminated by a study of the position and behavior of women in traditional and modern societies. Topics will include: the "place" of women in the family, kinship, network, political structure and economic structure. An exploration of the woman in the religious systems will also be made. Prerequisite: SOC 201.

SOC 419 3 hours
Sociology of Sport Examines organized sports as a social institution and as related to other social institutions. Emphasis on sports participation and the role of sports in social change will be made. Prerequisite: SOC 201.

SOC 420 3-6 hours
Practicum in Sociology Places students on clinical training in approved mental health agencies, community agencies, hospitals or institutions. The student will work under an agency supervisor. However, the approval of the agency setting and job responsibilities will rest with the course instructor of record. Prerequisite: Eighteen hours in Sociology or Psychology, and junior or senior classification.

SOC 422 3 hours
Sociology of Developing Societies Provides a cross-cultural and interdisciplinary seminar. It will emphasize the social contexts and consequences of modernization. Areas to be studied will include Africa, Asia and Latin America. Prerequisite: SOC 201.

SOC 423 3 hours
Seminar: Research in Alcohol and Drug Abuse Focuses on the development of analytical writing and communication skills. Recent research in alcoholism, drug abuse and related problems will be explored. The defense of research proposals will also be made in this course.

SOC 424 3 hours
Honors Research Projects Provides opportunities for trainees to work under supervision of advisors. Research projects and the defense of student theses will be undertaken. Scholarly papers will be written.

SOC 425 3 hours
Sociology of Health and Medicine Applies Sociology to the field of health and medicine. Attention will be given to health in modern society. It will include the role of the medical practitioner in modern society, social factors, disease and responses to illness.

SOC 500 3 hours
Contemporary Social Systems Focuses on organizational components of the social systems and the analysis of selected societies. Matrimonial, religious, political, economic and educational functions are distinguished and related to the ideologies and social patterns.

SOC 505 3 hours
Seminar in Ethnic Relations Studies the racial and ethnic groups in the United States and the cultural factors affecting their adjustment and assimilation in a pluralistic society, with special reference given to school and community relations.

SOC 510 3 hours
The Family Includes study of the family from viewpoints of social psychology and cultural anthropology, with emphasis on the American family, family and personality, cultural differentiation, change and programs for reconstruction.

SOC 511 3 hours
The Black Family Explores an analysis of the Black family from viewpoints of historical and social psychology with emphasis on patterns and cultural differentiation and changes and programs for reconstruction.

SOC 512 3 hours
Marriage and Family Studies factors and problems in parent-child, inter-spousal and family-child school relationships. Research, education, counseling, legislation, and cultural reconstruction relevant to treatment or prevention are covered in this course.

SOC 515 3 hours
Sociology of Deviant Behavior Explores conceptions of deviant behavior, the nature and prevalence of such behavior, and the theories developed to explain deviance are discussed in this course. Emphasis will be on the relationship of such behavior to social structure and social processes.

SOC 516 3 hours
Seminar in Crime and Delinquency Includes a comprehensive study of current trends in penology, philosophy and treatment of juvenile delinquents and adult criminals.

SOC 520 3 hours
Sociological Theory Provides an overview of the sociological tradition with emphasis on selected topics in classical and modern social theories.

SOC 521 3 hours
Theories of Social Psychology Provides a review and analysis of contemporary trends in theory development as it relates to social psychology, a review of research methods, and studies related to the practical application of social psychological theory.

SOC 525 3 hours
Perspectives on Urbanization Focuses on the changing role of the city as a social and ecological system. A comprehensive overview of urban affairs and contemporary approaches to urban planning will be covered in this course.

SOC 530 3 hours
Social-Cultural Change Examines the social foundation and consequences of technological revolutions, industrialization, urbanization, population explosion, and expanding cultural frontiers, and social change as a local and world phenomenon are topics to be discussed.

SOC 535 3 hours
Sociology of Education Analyzes the institutionalization of the learning process, the school and community, the social structure of educational institutions, factors and processes of social change, and contemporary problems in education are taught.

SOC 537 3 hours
Foundation of Social Research Provides detailed practical orientation on the basic research techniques of the social sciences. Each student will be required to develop a testable research proposal during the course.

SOC 538 3 hours
Social Organizations Focuses on the analysis of models in human society. Topics for discussion include development, maintenance, and changes in social organizations; various models of studying organizational structures; organizational factors in human interactions, and the relations of work organizations to the individuals' life cycle.

SOC 545 3 hours
Directed Study in Special Problems Allows students who wish to explore in detail a research problem which requires intensive and systematic reading of technical literature. Prerequisite: SOC 537.

SPANISH (SPAN)

SPAN 101 3 hours
Elementary Spanish Helps develop basic language skills in Spanish and fosters an awareness and appreciation of Hispanic cultures. Laboratory work is required. SPAN 101 is for students who have little or no knowledge of Spanish.

SPAN 102 3 hours
Elementary Spanish Building on skills developed in SPAN 101, this course helps develop basic language skills in Spanish and fosters an awareness and appreciation of Hispanic cultures. Laboratory work is required. Prerequisite: SPAN 101.

SPAN 201 3 hours
Intermediate Spanish Expanding upon the grammar and vocabulary taught in elementary Spanish, this course provides instruction in the Spanish language at the intermediate level. Examines cultural topics and current events pertaining to the Hispanic world. Laboratory work is required. Prerequisites: SPAN 102.

SPAN 202 3 hours
Intermediate Spanish Building on the skills developed in SPAN 201, this course provides continued instruction in the Spanish language at the intermediate level. Examines cultural topics and current events pertaining to the Hispanic world. Prerequisites: SPAN 201.

SPAN 226 3 hours
Spanish for Business I Provides instruction in business terms and correspondences. Explores business practices in Spanish speaking countries and examines the importance of Spanish speaking countries in terms of globalization. Prerequisites: SPAN 201 or SPAN 202.

SPAN 227 3 hours
Spanish for Business II A continuation of SPAN 227, this course provides instruction in business terms and correspondence. Explores business practices in Spanish speaking countries and examines the importance of Spanish speaking countries in terms of globalization. Prerequisite: SPAN 226.

SPAN 306 3 hours
Spanish Conversation and Composition Provides instruction in advanced grammar and composition in the Spanish language. Examines cultural topics and current events pertaining to the Hispanic world. Laboratory work is required. Prerequisite: SPAN 202.

SPAN 307 3 hours
Spanish Conversation and Composition Building on skills developed in SPAN 306, this course provides students with continued instruction in advanced grammar and composition in the Spanish language. Examines cultural topics an current events pertaining to the Hispanic world. Laboratory work is required. Prerequisite: SPAN 306.

SPAN 316 3 hours
Culture and Civilization of Spain Provides an overview of the culture, history, art, politics, economy, social structures, and traditions of Spain Prerequisite: SPAN 202.

SPAN 317 3 hours
Culture and Civilization of Latin America Provides an overview of the culture, history, art, politics, economy, social structures, and traditions of Latin America. Prerequisite: SPAN 202.

SPAN 318 3 hours
Culture and Civilization of Mexico Provides an overview of the culture, history, art, politics, economy, social structures, and traditions of Mexico. Those students who take this course in Mexico have the opportunity to gain an on the scene understanding of Mexico through visiting historical sites, art museums, churches, and archeological sites. This course is taught in both Spanish and English. Prerequisite: SPAN 202.

SPAN 321 3 hours
Introduction to Reading in Hispanic Literature Develops reading skills by studying a selection of works from varied literary genres. Provides instruction in literary analysis. Prerequisite: SPAN 202.

SPAN 322 3 hours
General Survey of Spanish Literature Surveys major works of Spanish literature and examines key literary movements. Prerequisite: SPAN 202.

SPAN 323 3 hours
General Survey of Latin American Literature Surveys major works of Latin American literature and examines key literary movements. Prerequisite: SPAN 202.

SPAN 413 3 hours
Spanish Linguistic Studies Provides instruction in basic linguistics of the Spanish language covering such areas as morphosyntax and dialectology. Content varies. Laboratory work is required. Prerequisite: any 300+ level course.

SPAN 415 3 hours
History of the Spanish Language Examines the development of the Spanish language from its beginning to the modern period. Prerequisite: any 300+ level course.

SPAN 416 3 hours
Topics in Spanish and Hispanic Studies Designed to provide in depth study of selected topics including literature, poetry, prose, non-fiction literature, and film. It may involve the cultural aspect of the language. Prerequisite: any 300+ level course.

SPAN 424 3 hours
Contemporary Mexican Literature Examines major literary works and movements in contemporary Mexican literature. Prerequisite: any 300+ level course.

SPAN 426 3 hours
Spanish Literature of the Middle Ages through the Golden Ages Examines representative selections of Spanish Peninsular literature from this period including selections from the epic poem of "El Cid, Don Quijote, Quevedo, and Lope de Vega." Prerequisite: any 300+ level course.

SPAN 436 3 hours
Independent Study Students examine one or more topics related to their interest in culture, language, linguistics, or literature. Students are required to write in-depth reports on chosen topic(s). Prerequisites: any 300+ level course.

SPAN 470 3 hours
Spanish Phonetics Provides the student with a theoretical background of phonetics and phonology and a systematic and workable program for aiding

him/her to speak Spanish. Special laboratory practices will be used in the course. English and Spanish sound systems will be contrasted. Prerequisites: SPAN 307.

SPECIAL EDUCATION (SPED)

SPED 526 3 hours
A Study of the Education of Students with Mild/ Moderate Disabilities Provides an in-depth analysis of current practices, programs and research in the education of children with mild/moderate learning impairments.

SPED 527 3 hours
Mental Tests and Measurements Practicum Provides a comprehensive, training and supervised experience in administering, scoring and interpreting selected standardized test batteries and assessment instruments. Focused on understanding criterion- and norm-referenced systems, as well as developing personalized intervention plans for students, using the collected data.

SPED 528 3 hours
Program Planning for Teachers of Handicapped Children Examines formal and informal assessment and prescription resulting in appropriate programs for handicapped children (preschool/primary). Includes observation, planning and teaching individuals and small groups.

SPED 529 3 hours
Gross and Find Motor Activities for Preschool Handicapped Children Studies motor functions including range of motion, gait training, and other environmental adjustments that can be implemented by classroom teachers.

SPED 530 3 hours
Introduction to the Education of the Preschool Handicapped Examines theoretical and practical approaches to the education of the preschool child with special needs. Prerequisite: ED 501 Education of Exceptional Children or consent of instructor.

SPED 531 3 hours
Designing and Assessing Materials for the Mildly/Moderately Handicapped Explores the development of teacher-made and commercially designed materials, media and equipment and their appropriate uses in the educational management of mildly/moderately handicapped children.

SPED 532 3 hours
Methods for the Preschool Handicapped Child Examines methods and materials to be used with pre-school handicapped children including intervention models, training procedures, and behavior management. Prerequisite: ED 530 Project in Education or consent of instructor.

SPED 533 3 hours
Program Development and Implementation for Early Childhood and Preschool Handicapped Covers the process of development of content areas and their implementation in educational programs for young normal and handicapped children. Prerequisite: ECE 521 Education of the Young or consent of instructor.

SPED 534 3 hours
Developing Language Communicative Handicapped and Normal Preschoolers Deals generally with the relationship of language development and thinking to teaching the communicative skills to young children. Specific areas covered are activities designed to develop oral language facility writing (handwriting, spelling, functional and creative writing), and listening. Also specific techniques dealing with diagnosis of language development will be handled.

SPED 535 3 hours
Community Resources for Handicapped Children Guides candidates in exploring, identifying, preparing and using community and/or environmental resources for teaching handicapped children (preschool/primary) in the basic curricular areas.

SPED 536 3 hours
Assessment and Evaluation Preschool Handicapped Child Develops an understanding of the philosophy, types of tests, and techniques basic to the evaluation of young handicapped children. Remediation techniques will be examined as they relate to the assessment results.

SPED 537 3 hours
Language Disabilities Examines language disabilities of preschool-primary children and techniques teachers use to ameliorate the disabilities.

SPED 542 3 hours
Methods and Materials for Teaching Children with Learning and Behavior Problems Examines teaching approaches, methods and use of materials for teaching children with behavior problems and specific learning disabilities.

SPED 543 3 hours
Humanistic Approaches to Managing Mild/Moderate Handicapped Examines theoretical perspectives and strategies for modifying the academic, vocational, personal, and social behaviors of mild and moderately handicapped students using humanistic approaches and techniques.

SPED 550 3 hours
Practicum: Mild/Moderate Handicapped Provides practicum experience involving the curriculum, methods, and principles of working with mildly/moderately children in school settings.

SPED 560 3 hours
Educational Procedures for the Emotionally Handicapped Applies current educational procedures for the emotionally handicapped e.g., behavior modification, prescriptive teaching. Also studied alternative administrative arrangements for the education of the emotionally handicapped student, and sources of materials for academic therapy.

SPED 567 3 hours
Diagnostic/Prescriptive Teaching Provides a thorough study of informal and formal techniques of educational diagnosis and the utilization of these measures in developing individualized prescriptions based on diagnostic information.

SPED 568 3 hours
Behavioral Approaches to Managing Mildly/ Moderately Exceptional Children Evaluates theory, research and issues in the major behavioral management techniques. Special attention devoted to assessing the effectiveness of these techniques in the management of mildly/moderately exceptional children.

SPED 569 3 hours
Career and Prevocational Strategies and Materials for Exceptional Children Focuses on the identification, evaluation, and implementation of career and pre-vocational strategies; materials for differing disability levels will be integrated within a developmental structure of an individualized educational program. Emphasis will be focused upon the implementation of career and pre-vocational strategies and materials within regular vocational programs and special education resource rooms.

SPED 570 3 hours
Vocational Strategies and Procedures for Exceptional Children Emphasizes occupational information, vocational assessment and training, job analysis and development, and selective job placement procedures for exceptional children and youth. Observation and participation experiences in selected school-based workshops and state operated vocational assessment/ training centers are included.

SPED 571 3 hours
Psychology of Learning Provides an in depth study and application for major theories of learning with an emphasis on factors influencing the learning process, including memory, thinking, problem solving, imagery, language, and the self. Laboratory experiences included.

SPED 572 3 hours
Psycho-Educational Diagnosis and Appraisal of Exceptional Children I Examines the theory and rationale in the use of psychoeducational instruments in applied settings with children, and an intensive overview of psychological testing, psychometric theory of intelligence, psychosocial measurement, language assessment, and perceptual-motor assessment.

SPED 573 3 hours
Psycho-Educational Diagnosis and Appraisal of Exceptional Children II Focuses on the selecting, administering, scoring, and interpreting of psycho-educational language, perceptual-motor and social assessment instruments used for the evaluation and appraisal of children with special needs.

SPED 574 3 hours
Psycho-Educational Diagnosis and Appraisal of Exceptional Children III Provides an opportunity for supervised laboratory experiences related to administering, scoring, and interpreting specialized instruments utilized in psychoeducational language, perceptual-motor, and psychosocial assessment.

SPED 575 3 hours
Language Development in Children with Special Needs Explores psycholinguistic factors influencing language dysfunction in exceptional children based on the development of normal children. Both the evaluation of language performance and the remediation of language deficits in the resource room will be stressed.

SPED 576 3 hours
Consulting Teacher Strategies Provides assessment teachers and other special education personnel with consultation skills necessary to facilitate the integration of exceptional students in inclusive school-based and community programs.

SPED 580 3 hours
Practicum in the Instruction of Exceptional Children I A (Administration); B (Behavior Disordered); H (Hearing Impaired) L (Learning Disabled); M (Mentally Retarded) N (Non-categorical) O (Orthopedically and Health Impaired); V (Visually Impaired). Provides practicum experience in the education of exceptional children in settings appropriate to the graduate candidate's specialization.

SPED 581 3 hours
Practicum in the Instruction of Exceptional Children II Provides practicum experience in the education of exceptional children in settings appropriate to the graduate's area of specialization. Simultaneous registration in SP ED 580 permitted.

SPED 582 3 hours
Practicum in the Instruction of Exceptional Children III Examines educational procedures used in special education classrooms with emphasis on related problems involving curriculum, methods, and materials for exceptional learners.

SPORT MANAGEMENT (SPM)

SPM 405 3 hours
Sport Club/Event Management An overview of the various aspects and careers in sport clubs and event management. It will allow students to identify the types of skills and knowledge a facility or event manager should possess. This course will also allow students to plan an actual sporting event. Prerequisite: Senior Classification.

SPM 409 3 hours
Governance of Sport Studies the structure and functions of governance in middle school, high school, and college sports, the Olympic movement, and non-profit sport agencies. Prerequisite: KNES 201.

SPM 417 3 hours
Sport Marketing and Development Marketing is one of the most important functions that influence the overall success of a sport organization. This course is an in depth view of sport marketing. The principles, strategies and techniques used in effective sport marketing will be discussed. Prerequisite: Senior Classification.

SPORTS ADMINISTRATION (SPA)

SPA 499 0 hours
Preliminary Examination Entails a review of program admission criteria and completion of other criteria for submission to the School of Graduate Studies during the first semester of enrollment. Internship selection process for SPA 513 must be initiated. Consult the graduate advisor.

SPA 500 3 hours
Facilities Management Covers issues and trends related to managing sports facilities, event scheduling coordination, security, facility budgeting, management, and public relations.

SPA 501 3 hours
Legal Aspects of Sport Administration Studies the legal aspects of business transactions encompassing a general law review, contracts, bids, sales, human resource management, employment practices, policy development, public relations, and issues of real and personal property.

SPA 502 3 hours
Sport Finance Focuses on financial resource management, accountability, purchasing, budgeting, auditing, cost-benefit analysis, and fund raising in the sport industry.

SPA 504 3 hours
Introduction to Personnel Administration Studies principles and practices of human resource management. The course covers equal employment opportunities, job analysis, compensation, organization productivity, goal setting, personnel evaluation, and employment benefits and retirement factors.

SPA 505 3 hours
Introduction to Sport Administration reviews issues and trends related to inter-school, inter-collegiate, and professional sports programs and their relationship to education in general. Also reviewed are pertinent challenges, topics, and problems facing sports administrators today.

SPA 506 3 hours
Telecommunication in Sport Administration Studies the relationship between multi-media and telecommunications in the field of sports administration. The interrelations between organizations and technologies are studied.

SPA 509 3 hours
Sport Governance Covers analysis of structure and function of sports governance models, to include the Olympic Movement, as well as professional, international, collegiate, amateur, and non-profit agencies and organizations.

SPA 511 3 hours
Technical and Sport Writing Provides basic fundamentals and practical experiences of news writing, headline writing, editing and layout, to include media coverage, column writing and duties from the sports-desk of newspapers. Also includes writing for professional journals.

SPA 512 3 hours
Leadership Dynamics in Sports Administration Studies concepts of administrative power, leadership, team building, negotiating, communication, conflict management and other group dynamic concepts, as they relate to the sporting enterprise.

SPA 513 9 hours
Internship in Sports Administration Maintains supervised field base experiences under the auspices of an administration at a sport, recreation or related agencies or organization. The internship selection process must begin while enrolled in SPA 499 during the first semester of program enrollment. SPA 599-Comprehensive Examination must be taken while enrolled in this course. Consult the graduate advisor.

SPA 514 3 hours
Research Methods in Sports Administration Covers research methods, designs, terminology, and basic statistical procedures culminating in a major research paper. SPSSX analysis is used. This course must be taken in the department. Consult the graduate advisor.

SPA 515 3 hours
Independent Study in Sports Administration Allows for individual investigation of current issues and/or problems in sport, recreation, and /or related subject fields. Consult the graduate advisor.

SPA 516 3 hours
Sport Nutrition Studies theories and practices of good nutrition as related to optimal physical performance. A review of diet plans is featured.

SPA 517 3 hours
Marketing in Sports Administration Studies principles, strategies, and techniques used in effectively marketing sport related programs, activities, events, and services to include market research, segmentation, and the 5 P's of marketing.

SPA 518 3 hours
Ethical Issues in Sports Administration Reviews contemporary concepts and ethical-reasoning concepts in the administration of sport.

SPA 519 3 hours
Academic/Athletic Counseling in Sports Administration Covers counseling principles, practices and procedures, to include contemporary issues and trends as applied to the athlete at the professional, collegiate, public/ private/ parochial school and recreational levels.

SPA 525 3 hours
Computer-Based Application in Sports Administration Provides basic microcomputer literacy within different sport settings for practical application. Laboratory experiences are required.

SPA 526 3 hours
Sport Fitness/Health Provides specific content useful in administering and supervising health, fitness and wellness programs for different sport.

SPA 560 3 hours
Special Topics in Sports Administration Features the format of a regular class or workshop and is used to cover recent topics in the area of sports administration.

SPA 599 0 hours
Comprehensive Examination Reviews exit requirements of the department, college, and university. The comprehensive examination in sports administration is administered. SPA 513-Internship in Sports Administration must be taken with the course. Consult the graduate advisor.

TEXTILES AND CLOTHING (TC)

TC 402 3 hours
Children's Clothing Explores the selection, use and care of clothing for young children. The course will include laws and legislation pertaining to the production and labeling of wearing apparel for children. Laboratory experiences in clothing construction are included.

THEATRE ARTS (THEA)

THEA 100 3 hours
Introduction to the Theatre Surveys various phases of theatre in relation to historical development.

Students will examine dramatic literature and aesthetics of the theatre. The student will get practical experience in stagecraft and lighting by devoting two hours per week in the laboratory.

THEA 101 3 hours
Voice and Diction Explores the physical mechanism for vocalization. Students will develop effective voice control while making presentations. Students will also improve voice and diction through specific exercises.

THEA 105 3 hours
Beginning Dance Techniques Introduces the basic principles of dance. These principles will include placement, rhythm, space and techniques. Each student will present a final project in class.

THEA 106 3 hours
Lester Horton Modern Dance Techniques I Introduces students to the basic Lester Horton techniques of modern dance. This course will also provide the student with self-discovery and self-discipline. Ultimately, the students will develop self-expression in the art form of dance.

THEA 107 3 hours
Intermediate Dance Techniques: Ballet II Provides opportunity for the intermediate ballet student to learn ballet vocabulary, movement and theory. Each student will participate in a final project.

THEA 108 2 hours
Jazz I Provides opportunity to introduce the beginning jazz student to stylized and modern jazz as well as theory.

THEA 110 2 hours
Tap Provides opportunity to introduce the beginning tap student to tap vocabulary, movement techniques and theory.

THEA 201 1 hour
Stage Make-up Covers the history of basic types of make-up and its application. Each student will work on make-up crews for major productions. Each student will use the theatre as a laboratory for projects.

THEA 203 3 hours
History of the Theatre I Covers a period of theatre history from the 6th Century to the 15th Century. The course includes a study of plays, playwrights, actors and actresses. The course will also cover theatre architecture and production techniques.

THEA 204 3 hours
History of the Theatre II Covers a period of theatre history from the 16th Century to the present day. Students will study plays, playwrights, actors, actresses and directors. The course will also cover developing trends in theatre arts and production.

THEA 205 3 hours
Dance for the Theatre Provides opportunity for students to learn techniques in jazz, modern and ballet to enhance the proper execution of these skills. Emphasis will be applied to the specific areas of theatrical dance, varying from the Elizabethan court dance to modern musicals.

THEA 206 3 hours
Movement for the State Focuses on the development of body images and awareness, spatial improvisation, warm-up and unarmed combat techniques. The student will study the history of body movement.

THEA 208 3 hours
Speech Arts Provides opportunity for the classroom teacher to cover principles developed in the organization of speech, language and style. Concepts on the speaking voice, articulation and pronunciation, body action and methods of presentation will be covered. This course is required for all elementary education majors.

THEA 209 3 hours
Interpretive Reading Introduces the student to various authors from the Greek period to the present. Emphasis will be placed on using the voice and body to interpret the work of specific authors.

THEA 211 3 hours
Acting Introduces students to various styles and techniques of acting. The students will develop techniques in formal and informal styles of acting.

THEA 212 3 hours
Fundamentals of Public Speaking Introduces students to the use of the speech mechanism in speech-making. Students will learn how to write original speeches for all occasions. Students will also present orally at least four major speeches in class.

THEA 224 3 hours
Audiology: the Study of the Hearing Mechanism Provides basic information on the anatomy of the hearing mechanism. Information will be thoroughly discussed on the process of hearing. Types of disorders and remediation procedures for these disorders will be studied.

THEA 230 3 hours
Foundations of Education to the Hearing Impaired Introduces students to teaching the hearing impaired. It is to develop an awareness of the wide range of psychological and educational needs of the hearing impaired. It will also deal with the development and behavior of this particular population.

THEA 231 3 hours
Psychology of the Hearing Impaired Surveys the development and adjustment of the hearing impaired in emotional, educational, communicative, employment, and cultural environments. Course content includes a survey of services and programs available.

THEA 306 3 hours
Argumentation and Debate Covers the principles of argumentation and debate. Specific attention will be given to analysis of propositions and rules of competition. The students will learn the techniques of delivery and research for debate through technology, courtroom observation, logic and individual study.

THEA 307 3 hours
Stage and Studio Lighting Examines principles, tools, and treatment for theatre. Emphasis will be placed on concepts of talent, the blocking of actors, stage or set design, and their relationships to lighting situations. Professional experiences are furnished at the Floyd L. Sandle Theatre.

THEA 308 3 hours
Stage Costuming Introduces the students to various types of costumes. Costume types and construction techniques will be examined from ancient time to the present. Students are required to devote at least two hours per week in the laboratory.

THEA 309 3 hours
Stagecraft Examines elementary essentials of the stage crews and their function. Methods and procedures in the planning, constructing and painting of scenery will be treated. Students are required to devote two hours per week in the laboratory.

THEA 310 3 hours
Stagecraft II Provides additional training for technical theatre majors in constructing complete scenic and property elements. This course is a continuation of THEA 309. Each student will devote at least two hours per week in the laboratory.

THEA 311 3 hours
Modern Drama Examines mature periods in the literature of American theatre. Plays and playwrights from naturalistic plays to Arthur Miller's middle-class tragedies will be covered. Students are required to analyze from twelve to fifteen plays.

THEA 312 3 hours
Theatre of Black Americans Covers a historical and contemporary study of plays, theatrical figures, and actors of Black America, both past and present. A survey of dramatic literature of the genre, as well as a survey of producing organizations, both past and present will be covered. The changing role of the Black American in the theatre will be studied. This course is open to non-majors.

THEA 313 3 hours
Dance History Covers the evolution of dance from Ancient Civilization through the present day. A study of dance personalities during the periods will be covered. The different dance techniques will be examined.

THEA 314 3 hours
Scene Design I Offers a studio course in design, perception, conception, and presentation. Emphasis is placed on drafting for the stage and the construction of the scenic model. Prerequisite: Advanced undergraduate standing or consent of the instructor.

THEA 315 2 hours
Dance Composition Offers a course designed for intermediate and advanced dance students. It will introduce students to the elements of choreography. Students will also explore the development of movement.

THEA 316 3 hours
Internship Advanced students are provided an opportunity to spend a portion of their academic and artistic training working in the profession of theatre arts. This hands on approach facilitates and initiates the student to the nuisances of professional theatre in the areas of acting, design, technical production and arts management.

THEA 317 3 hours
Stagecraft Practicum Continues the concepts in Stagecraft II at an advanced level. Practical applications are mandatory for success of the course. Prerequisites: THEA 100, THEA 307, THEA 309, THEA 310, and THEA 314.

THEA 318 3 hours
Theatre Management Addresses the issues involved in the operations and management of a performing arts center or theatre. Areas to be covered include basic management theory as it relates to arts management.

THEA 319 3 hours
Stage Management Designed to give an analysis of technical and organizational aspects of stage management. Focus is on the Stage manager's process of preparing for and running the rehearsal and performance processes as well as an overview of technical theatre and the general responsibilities and basic crisis management.

THEA 330 3 hours
Teaching Language to the Hearing Impaired Analyzes the grammatical conversational aspects of the English language. It will provide the student with insight as to how this information can be used to diagnose linguistic and conversational difficulties in hearing impaired children. Designing of language programs will be emphasized.

THEA 334 3 hours
Methods of Teaching Academic Skills to Hearing Impaired Provides strategies and procedures for teaching sequential skills in all academic areas. This includes teaching the hearing impaired using available and adaptable curricula. Prerequisite: THEA 234.

THEA 402 3 hour
Play Production Introduces the students to more advanced phases of producing a play. Emphasis will be placed on selecting a play, directing and staging, lighting and costuming children on the elementary and secondary level.

THEA 404 3 hours
Playwriting Introduces students to the art of playwriting. Emphasis will be placed on material, character, conflicts, unity, dramatic action, and suspense. Each student is required to write dialogue in the form of a play.

THEA 406 3 hours
Creative Dramatics for Children Examines the concepts applied to ways and means of using creative dramatics. Students will learn the specific types of materials used for different age levels.

THEA 408 3 hours
Advanced Acting Provides practical experience in creating character roles in plays of differing genres. The student will learn advanced techniques in use of voice and body on the stage in informal and formal styles.

THEA 413 3 hours
Community Drama Studies concepts used in organizing a community theatre. Emphasis will be placed on staging activities for a community theatre including royalties, budgeting and the selection of plays. Community adults may be used for participation in productions.

THEA 414 3 hours
American Drama Studies the development of American Drama. Early playwrights and plays written on American life will be examined. A research project is required by each student.

THEA 422 3 hours
Stage and Studio Lighting II Exposes the technical theatre major to extensive experiences in the areas of stage and studio lighting. Emphasis is placed on technical performance and application in lighting designs and execution. Prerequisites: THEA 202, THEA 307, THEA 309, THEA 314, THEA 402.

THEA 424 3 hours
Stage Costuming Provides extensive practical training on the advanced level. Emphasis is placed on researching, designing, and constructing costumes that adhere to guidelines for specific time periods of the play. Costume, equipment maintenance, and costume shop organization serve as primary objectives. Prerequisites: THEA 100, THEA 203, THEA 204, THEA 308, THEA 402.

THEA 430 3 hours
Independent Study I, II, & III Provides a student the opportunity to complete requirements for graduation. The student will enroll and work independently with an assigned instructor. This course may be repeated for credit up to three times.

THEA 434 3 hours
Play Directing Introduces the student to principles of play directing. Students are required to select a play, choose characters, and schedule rehearsals. The student is further required to present the complete production to the public.

THEA 435 3 hours
Theatre Seminar Prepares the student for active, engaged learning in preparation for the Theatre Comprehensive Oral and Written Examination. In addition, the course seeks to ensure that the student is aware of specific requirements for the written exam

(theories, directorial approaches, the"isms") and the proper procedures to be followed in the oral/practical application of the discipline's knowledge base. Students are required to demonstrate a variety of viewpoints on stage techniques, topics and the like. The courses involve regular reading, writing and discussions about historical and contemporary issues. Some research skills and out of class activities are required.

THEA 436 0 hours
Comprehensive Examination Represents the senior year capstone experience for theatre in the liberal arts setting. It combines experiential education, critical thinking, and artistic growth. There are three components of the capstone course: the Student Individualized Project (SIP) (either Summer, Fall, or Spring); the Written and oral Comprehensive Exam (Fall/Spring); and the senior seminar (Fall). The comprehensive exam requirement will be met by satisfactory grades of "C" or higher on the final exam.

THEA 438 3 hours
Practicum in Hearing Impairment Provides guided experience in auditory training. The student will gain experience in teaching speech and language, academic skills, and content information to the hearing impaired children and youth. Prerequisite: THEA 334 and consent of the advisor.

THEA 439 3 hours
Internship in Education of the Deaf/Hearing Impaired Provides practical experience at a public or private facility. It is also designed to address the academic needs of the deaf and/or hearing impaired child. Students will work under close supervision of deaf education teachers or practitioners. Prerequisite: Consent of the advisor and senior classification.

THERAPEUTIC RECREATION (TREC)

TREC 205 3 hours
Introduction to Therapeutic Recreation Background and historical information; concepts and models of health and human services (e.g., medical model, etc.); diversity factors; theories and concepts such as normalization and inclusion; societal attitudes; relevant guidelines and standards; theories of play, recreation and leisure; leisure throughout the lifespan; leisure lifestyle development; concepts of TR; models of TR service; practice settings; standards of practice; code of ethics; related professions.

TREC 302 3 hours
Disabling Conditions for TR Provides broad working knowledge of the variety of diagnostic groups and therapeutic recreation interventions for each. Focus on symptomology, etiology, prognosis, and remediation using therapeutic intervention. An overview of illness and disabilities in the family.

TREC 304 3 hours
Assessment, Programming and Evaluation in TR Current TR and leisure assessments; techniques of information gathering (e.g., interviewing, records review, observations); implementation of assessments; assessments for functional, sensory, cognitive, social, physical, affective and leisure skills; program documentation; client documentation; program implementation; activity analysis and modification.

TREC 406 3 hours
Principles, Techniques and Processes of TR Client outcomes; nature and diversity of leisure activities; activity analysis, modification and selection; modalities and/or interventions (e.g., aquatic therapy; facilitation techniques (e.g., social skills training, anger management, community integration); leisure education.

TREC 412 3 hours
Trends and Issues in Advancement of the Profession in TR Standards of practice; code of ethics; quality improvement; external standards (e.g., Joint Commission, CARF, and CMS); written plans of operation; payment systems; facility and equipment management; budgeting and fiscal responsibility; risk management.

VISUAL ARTS (ART)

ART 101 3 hours
Drawing I Presents a basic course in representational drawing. Emphasis will be given to the use of lines, forms, value and texture as means of visual expression. Experiences with media, the various subject matter and principles will be provided to develop rendering skills with still-life and landscape drawings. Six studio hours per week are required

ART 102 3 hours
Drawing II Presents an intermediate class in drawing. Emphasis will be placed on portraits and figure studies in a variety of media. Six studio hours per week are required. Prerequisite: ART 101.

ART 103 3 hours
Basic Design Teaches the student to organize the elements and principles of art. Will explore various two-dimensional techniques to using the elements and principles of design to produce works of art. Six studio hours per week are required.

ART 104 3 hours
Color Theory Explores theoretical color exercises to develop a better working knowledge of color. New concepts will help students refine and reinforce color concepts to be utilized in individual projects. Exposure to as many color concepts as possible including problems in conceptualization, execution, presentation and teamwork demonstrating visual understanding is expected. Six studio hours per week are required.

ART 105 3 hours
Art Appreciation Designed to give the student an overview of world art, past and present. This course is intended to give the student basic understanding of theories, processes, periods and styles of art that will allow the student to develop aesthetic value and judgment concerning the visual arts.

ART 207 3 hours
Painting I Studies and applies basic techniques of painting. Emphasis will be placed on experimentation with various subjects as related to light and color. Six studio hours per week are required. Prerequisites: ART 101, 102, 103, 104. Non-majors may be exempt form prerequisites if course is taken for enrichment.

ART 210 3 hours
Fine and Performing Arts Introduces art, music and theatre. The emphasis will be placed on the basic elements, styles, and languages of visual and performing arts. Special attention will be given to master works in art, music and theatre.

ART 215 3 hours
Art History I Provides a survey of the history of art from Prehistoric through Early Medieval periods. This course will focus on the characteristics, major works, and historical influences. Emphasis will be given to recognizing the similarities and differences of each period covered. Three lecture hours per week.

ART 216 3 hours
Art History II Provides a survey of the history of art from Early Medieval through the Nineteenth Century. Emphasis will be given to individual artists, styles, historical and cultural influences on architecture, painting and sculpture of the time.

ART 217 3 hours
Three-D Design Provides experiences involving the basic elements and principles of design as applied to three-dimensional sculpture. Emphasis will be given to construction of three-dimensional images and objects using different sculptural techniques and mediums. Six studio hours per week are required. Prerequisite: ART 103.

ART 301 3 hours
Craft Design Develops skills in the construction of two and three-dimensional designs. Emphasis will be placed on creating functional handmade work from a variety of materials. Six laboratory hours per week are required.

ART 305 3 hours
Drawing III Provides an advanced class in drawing. Emphasis will be placed on styles of expression and exploration in a variety of media. Six studio hours per week required. Prerequisites: ART 101, 102.

ART 309 3 hours
Ceramics I Offers the student fundamental skills with pinch, coil, slab, and other hand-building processes and glazing techniques. Emphasis will be placed on development of a high degree of technical proficiency and a keen sense of form. Students will be exposed to contemporary and historical methods of the ceramic medium including firing techniques. Six studio hours per week are required.

ART 310 3 hours
Ceramics II Offers the student fundamental skills with processes in throwing and molding ceramic forms. Students will be exposed to contemporary and historical examples of ceramics. Emphasis will be placed on development of a high degree of technical proficiency and a keen sense of form. Six studio hours per week are required. Prerequisites: ART 217, 309.

ART 318 3 hours
Sculpture Introduces sculpture. Special attention will be given to the study and application of basic sculpture techniques using a variety of materials. Emphasis will be given to the construction of three-dimensional art works. Six studio hours per week are required. Prerequisite: ART 217.

ART 319 3 hours
Printmaking I Provides an introduction to the printing processes used in art. The study and skillful production of prints created using the relief and intaglio processes will be given special emphasis. Six studio hours per week are required. Prerequisites for

art majors: ART 101, 103. Non-majors may be exempt from prerequisites.

ART 322 3 hours
Introduction to Digital Art Designed to give the student an overview of computer software and applications for art and design. Emphasis is placed on learning to draw on the computer with Adobe illustrator, and photo editing with Adobe Photoshop. Students who do not possess previously learned skills might have to spend more time on class assignments. Six studio hours per week are required. No prerequisites required; however, ART 103 is strongly recommended.

ART 323 3 hours
Computer Design I Focuses on creating artwork for the web, as well as fine art and print. Includes an overview of the vast art profession, its career options, industry trends, technology, and production requirements. Adobe programs will be used, Illustrator, Photoshop, Flash, as well as, Mac OS X standards, I-photo, I-movie and I DVD. In addition to hands-on projects, students will incorporate projects for publishing on the web, CD ROM, and DVD. Six studio hours per week are required. Prerequisites: ART 103, 322. May be waived for non-majors with computer skills.

ART 324 3 hours
Advanced 2-D Studio Advanced 2-D Studio Workshop is designed to give the student the opportunity for advanced study in the student's chosen 2-dimesional area of concentration. Emphasis is placed on development of cohesive body of work that exhibits advanced synthesis of knowledge of the art form and control of the media with insight into its creative possibilities. A written contract designed by the student and instructor will outline the research, media and criteria. Six studio hours per week are required. May substitute for ART 305, 326, 407 or 426. Prerequisites: ART 101, 102, 103, 104, 207, and consent of the advisor.

ART 325 3 hours
Advanced 3-D Studio Advanced study in 3-D Media and art forms with concentration on Ceramics or Sculpture. Allows the student to expand their creative ad conceptual awareness and to develop visual and technical abilities in various three-dimensional media. Students will focus on individual directions based on research and studio work. A written contract designed by the student on instructor will outline the research, media and criteria. Techniques introduced will cover the sculptural processes of carving, modeling, and construction. Six studio hours per week are required. May substitute for ART 310, 318, or 405. Prerequisites: ART 217, 309, and consent of the advisor.

ART 326 3 hours
Painting II Studies and applies more advanced techniques of painting. Special attention will be given to the study of different styles and applications in painting to create visual communication. Six studio hours per week are required. Prerequisite: ART 207.

ART 402 3 hours
Teaching the Arts to Children and Adolescents Designed to provide the candidates with knowledge, skills and resources for the development of activities to guide young children and adolescents through aesthetic experiences in the arts. The candidate is exposed to methods of introducing children and adolescents to aesthetics and appreciation of the arts, as well as methods for using art, music, and drama in the classroom. Hands-on work with art materials, musical instruments, and play-acting are emphasized. Candidates are required to produce portfolios containing lesson plans and projects that can be used for each level for which certification is sought. Four hours per week in lecture/lab required. Ten hours field experience required.

ART 405 3 hours
Ceramic Sculpture Provides basic principles of the direct modeling and casting processes in sculpture with clay as a medium. Skills with designing and constructing sculpture will be the primary emphasis. Studio hours per week are required. Prerequisite: ART 217.

ART 407 3 hours
Advanced Printmaking Provides an in-depth exploration of one or more of the intaglio, planographic, serigraphic. or relief processes of printmaking. Emphasis is placed on developing more advanced skills in chosen area. Six studio hours per week are required. Student will meet with instructor to set goals and develop a direction to pursue with work. Six studio hours per week are required. Prerequisite: ART 319.

ART 409 3 hours
Art History III The history of art from the Nineteenth Century until the present is studied. Emphasis will be given to individual artists, styles, historical and cultural influences on architecture, painting and sculpture of the time. The course will also focus on research, analyzing and writing about art.

ART 412 3 hours
African American Art Surveys African-American Art and the influences of Africa and the Caribbean on American Art. Emphasis will be placed study of painting, drawing, sculpture, and crafts.

ART 414 3 hours
Curriculum Development Methods in Art Education Emphasis on the development of teaching units, weekly and daily plans in art education. This course is designed to give the candidate training with developing and providing creative art activities to enhance learning. A minimum of 15 hours of field experience is required of this course at levels II and III.

ART 417 3 hours
Art Management for Business Introduction to the business of art. Emphasis is placed on processes and methods of promoting and selling art work. Students will gain hands-on experience with marketing their work. Six studio/lab hours per week are required.

ART 422 3 hours
Senior Exhibition Presents a cumulative experience for candidates for graduation in art and art education degree programs. Emphasis is placed on creating, organizing, advertising, and presenting a professional exhibit. Provides students with the basic knowledge to market their art. This course is taught in a guided study format. Students are expected to spend a minimum of 6 hours per week in the studio. Course is limited to art majors in the last year of coursework.

ART 423 3 hours
Computer Design II Designed to provide advanced exploration of computer software and applications for use in art and design (web, fine art, and print). The course is intended to build on skills learned in ART323. The student is given an opportunity to develop advanced skills in specific interest area(s). A written contract designed by the student and instructor will outline the research proposal and criteria for completion of the course. Six studio/lab hours are required. Prerequisites: ART 103, 322, 323. May be waived for non-majors with computer skills.

ART 424 3 hours
Advanced 2-D Studio Designed to give the student the opportunity for continued advanced study in the student's chosen 2-dimesional area of concentration. Emphasis is placed on development of cohesive body of work that exhibits advanced synthesis of knowledge of the art form and control of the media with insight into its creative possibilities. A written contract designed by the student and instructor will outline the research, media and criteria. Six studio hours per week are required. May substitute for ART 305, 326, 407 or 426. Prerequisite: ART 324.

ART 425 3 hours
Advanced 3-D Studio Advanced study in 3-D media and art forms with concentration on Ceramics or Sculpture. Allows the student to continue to expand their creative and conceptual awareness and to develop visual and technical abilities in various three-dimensional media. Students will focus on individual direction based on research and studio work. A written contract designed by the student and instructor will outline the research, media and criteria. Techniques introduced will cover the sculptural processes of carving, modeling, and construction. May substitute for ART 310, 318, or 405. Prerequisite: ART 325 and consent of the advisor.

ART 427 3 hours
Painting III Provides opportunity for expanding painting skills. Student is encouraged to explore creative interpretation of chosen subject in the media of paint. Focus is on developing independent work ethic based on research and studio work. Student will meet with instructor to set goals and develop a direction to pursue with work. Six studio hours per week are required. Prerequisite: ART 326.

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T.O. Totty
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Notes

Grambling State University

2013 Campus Map

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